

Report on the Maricopa Community Colleges Governing Board Goals and Measures

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Prepared by the
Maricopa Community Colleges
Institutional Effectiveness Office
and Maricopa Governance



**MARICOPA
COMMUNITY
COLLEGES®**

**Report on the
Maricopa Community Colleges Governing Board's
Goals and Measures
2002-2003
Executive Summary**

Mandate

Community colleges fulfill a special role in postsecondary education. They have a broad mandate to serve as open access bridges for many young people who otherwise would not have had access to higher education. Geographic location, lower costs than four-year or private institutions, open access policies that admit students come to the open door, developmental offerings, occupational education, community partnerships, civic participation, and general interest (non-credit) courses all factor into the pivotal role community colleges have assumed. Other institutions overlap community colleges in some of these roles. However, nowhere but in the community college system does the very breadth of the mandate and commitment to the entire community define the mission as it does in community colleges.

Accountability

Accountability is integral to the mandate. The Maricopa Community College Governing Board has defined priority goals across the spectrum of these mission areas. The broader the mandate the more challenging it is not only to succeed in meeting it, but to monitor progress toward that success. The goals relate to the benefits the Maricopa Community Colleges offer their constituents: county residents, students, the public and private sectors, universities, elementary and secondary schools.

This report reviews the progress of Maricopa Community Colleges toward achievement of the Governing Board Goals. The report outlines MCCD's progress toward goal achievement in the following areas: University Transfer/General Education; Assessment; Developmental Education; Workforce Development; Student Development Services; Retention; Continuing/Community Education; Teacher Education; and Diversity. With the exception of added focus in the area of retention and incorporation of a separate report on assessment into this report, these are the same areas considered by last year's report. This allows continuing focus on trend data.

Changes in report format

The report format has changed since last year. The main body of the report consists of two-to-four page sections on each of the areas named, focusing on major concerns and "big picture" status reports. Supporting tables previously incorporated into the report have been grouped in the first appendix in this document for convenience to the reader, and to allow a systemic focus. Additional appendices are provided in a separate document that provides an in-depth look at college level monitoring and activities in the major mission areas.

What monitoring reveals

- ***MCCD and its colleges are strongly committed to achieving the Board goals.*** Colleges have developed a broad spectrum of programs that show flexibility and are learner-centric. Monitoring is used to measure progress and incorporated into the planning process to identify success, needs, and opportunities for adaptation. While colleges have many programs in common, they also respond uniquely to changing social, economic, and community needs.
- ***Monitoring remains a major challenge, yet an area of progress.*** Identifying, collecting, analyzing, and integrating monitoring data presents issues that colleges and the District are working to solve. Access to the needed type of data can be cost prohibitive, time intensive, or present other types of obstacles. Progress has been made during the last year in identifying and evaluating measures. This continues to be a major area of focus.
- ***Multiple year (trend) data and environmental scans provide a context for interpretation.*** Monitoring our progress over multiple years provides a better picture of where we are coming from and what changes are meaningful. Looking ahead at issues that might affect our efforts allows for better planning.

Where do we go from here?

Each section of the report contains its own summary and next steps. Systemically, consideration should be given to the following:

- Improve ability to obtain data that support measures of district-wide success.
- Continue to focus on how student services affect student outcomes.
- Link workforce data with district-wide student affairs staff to broadly disseminate information to students and faculty.
- Continue to add forums to address retention issues and outcomes.
- Continue to encourage and reward collaborations that optimize service and resource usage.
- Improve ability to obtain data related to transfer success, loss of credits, and comparisons of performance.
- Continue to build close ties between colleges and communities through innovative activities and programs that increase access to the campuses.
- Implement a new format, such as a “report card” evaluation for monitoring progress toward Board goals.

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REPORT ON THE MARICOPA COMMUNITY COLLEGES GOVERNING BOARD'S GOALS AND MEASURES 2002-2003

INTRODUCTION

Governing Board Goals

Priority goals have been identified by the members of the Governing Board that relate to the benefits the Maricopa Community Colleges (MCCD) offer their constituents (the people of Maricopa County, students, the public and private sectors, universities, elementary and secondary schools). These goals are being monitored for their present status and subsequent improvements to ensure accountability. Programs, services, and activities that focus on global issues and cultural perspectives, and that respect the diversity of opinions, life circumstances, lifestyles, learning styles, values, choices, and religions should be integrated throughout these goals and assessed where appropriate.

Broad Goal Statement

As an educational institution devoted to learning, the Maricopa Community Colleges exist in order that the community might have effective, innovative, learner-centered, flexible, and life-long educational opportunities.

Purpose

This report reviews the progress of the Maricopa Community Colleges toward achievement of the Governing Board's goals, which reflect the district mission components of University Transfer and General Education, Developmental Education, Workforce Development, Student Development Services, Continuing/Community Education, Teacher Education, and Diversity. The Maricopa Governing Board has directed that each of its goals be monitored on an annual basis for the purpose of linking goals to planning and of monitoring the Chancellor's executive performance by the degree to which Board policies are fulfilled.

Methodology

Maximum use was made of existing databases for data retrieval. Data was also collected through consultation with and formal data collection from the Deans of Instruction, Deans of Student Services, Deans of Occupational Education, the Institutional Research Council, the Diversity Advisory Council, the Maricopa Governance Manager, the District Offices of Workforce Development and Student Development Services, and the National Center for Teacher Education.

MCCD Demographics

Maricopa has one of the lowest tuition rates in the country (\$46 per credit hour in fiscal year 2002-2003) and an open admissions policy. MCCD also provides geographical access in the greater Phoenix metropolitan area, as well as distance learning access. While Rio Salado College has been the primary provider of Internet

access courses for the district, distance learning and alternative delivery modalities are growing in importance across the district. A review of the district demographics for Fall 2002 terms indicates the following:

- The ethnic diversity of the MCCD student population exceeds the diversity of Maricopa County (about 40% and 36% minority, respectively).
- The age profile is as diverse as the age profile of the County, with persons of all ages attending the colleges.
- Female students continue to outnumber male students: female students account for 54% of the student population and male students account for approximately 41% (the remaining students failed to identify their gender).
- Part-time enrollment is still the norm at 77%.

Progress on Goals and Outcomes

I. University Transfer Education/General Education

Definition

University Transfer Education/General Education refers to facilitating student transfers to baccalaureate institutions. The Arizona General Education Curriculum (AGEC) and Associate in Transfer Partnership (ATP) degrees are examples of programs designed to help students make this transition successfully.

Goals

1. Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals. The focus is on transfer to Arizona State University, primary pipeline for Maricopa students.
2. Students will experience a seamless transfer to baccalaureate degree transfer institutions.
3. Students will demonstrate postsecondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics. (See Appendix Two.)
4. Students will successfully complete certificate programs and associate degree programs.

Measures

The major indicators and measures that support these goals can be categorized as follows: proportion of students in state universities and university graduates who are MCCD transfers; local and national comparisons of GPA and transfer process and success; credits transferred/loss of credits in transfer; completion of associate degree or certificate; competency measures used at individual colleges; evaluation reports and student satisfaction measures.

Challenges and Opportunities

Although tuition costs continue to rise, community colleges continue to represent a cost-effective option for obtaining postsecondary education. With costs rising

comparatively faster at baccalaureate institutions, community colleges can anticipate attracting increasing numbers of students who are pursuing baccalaureate degrees or beyond, who wish to make use of the lower cost options available to them through MCCD.

There are ongoing efforts among Arizona's public universities and the ten state community college districts to improve the statewide transfer model. Establishment of supporting policy for transfer and articulation is also receiving attention. Increasing use of technology supports the management and operation of the components of the transfer model. The transfer student warehouse has information from all participating Arizona colleges and universities, and development of routine reports has begun.

Colleges have a variety of programs that support students attaining their educational goals. For example, Mesa Community College, which reports providing transfer services to 45,155 students in the past year, requires twice yearly contact through phone, email, appointments, etc. All of the schools emphasize development of an educational plan and staff monitoring of the progress of the plan. Electronic "early-alert" systems focus on factors that threaten the achievement of the plan, such as a student "at-risk" for failing a course, or changing a program without advisement.

Maricopa is working to establish transfer articulation agreements that accept and apply more than 60-64 credits. This would maximize the transfer of credits that are acceptable as lower-division transfer. Generally, institutions will require 40-45 credits of upper division work toward a 120 credit baccalaureate degree. In some cases, partner institutions will accept up to 90 credits of course work earned at a Maricopa Community College.

Efforts continue on establishing relationships and forming articulation agreements with Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSIs) and Tribal Colleges. Maricopa currently has an agreement with one HBCU, Mississippi Valley State University; one HIS, Arizona State University; and a pending agreement with the National Articulation Transfer Network, which will link HBCUs, HSIs, and Tribal Colleges in articulation agreements with partnering community colleges.

The growth in electronic education introduced expanded opportunities for partnership. Maricopa is working to establish an international articulation agreement with Northern Territory University in Australia and to develop a template for criteria to evaluate other possible global partners.

There are discussions at the statewide level to standardize the use of assessment tests for prior learning or experiential learning. Currently, the public universities and community colleges in Arizona have agreed upon standard scores for Advanced Placement and CLEP credits for the demonstration of proficiency in languages other than English.

Summary and Status

The first goal addresses students who transfer to a baccalaureate degree granting institution. Full data tables reporting the measures used to support achievement of the first goal can be found in tables 1-5 in the data appendix.

In fall 2002, students with MCCD credits represented 49% of the undergraduate enrollment at ASU, 22% at NAU, and 11% at U of A. Of those who completed AGECE or ATP in 2000, 41% transferred to ASU within two years. Approximately 67% of all baccalaureate degrees awarded to students at ASU in 2001-2002 were awarded to students with MCCD credits.

There have been some limited comparisons of GPA between MCCD transfer students and ASU-native students. Generally, the native-ASU students had GPA's slightly higher than the transfer students. [For example, among students who had completed 24-64 hours, native-ASU groups average was 3.07, while the MCCD transfer group was 2.79. These comparisons were done by the ASU Office of Institutional Analysis and reflect courses taken between Fall 2000 and Summer 2001. MCCD does not have permission to access information on non-MCCD students in the Arizona State System for Information on Student Transfer (ASSIST).]

The differences in GPA could reflect better acclimatization to the university setting on the part of the ASU-native students. They could also reflect the higher level of selectivity applied to initial admission of university students, compared to the open enrollment policies at the community college level.

The number of new MCCD students transferring to state universities in Arizona during 2001-2002 was 7,725. This reflected an 8% increase over the preceding school year and a 24% increase over the last six years.

The second goal focuses on the seamlessness of the transfer process. At present, there is no direct measure of students' loss of credit during the transfer process. Similarly, student satisfaction with the transfer process is not being directly measured. It is inferred based on student satisfaction with the Arizona Course Applicability System (AZCAS) online service, which may be quite different than student satisfaction with the transfer process itself. It appears that most students who use the AZCAS system are satisfied with it.

Evaluating progress on the third goal, with respect to student competencies, is very complex. Colleges report progress in this area in a separate report singling out best practices. (See Appendix Two). Assessment procedures vary within colleges, based on program, students, perspective, community, and other factors. In the long-term, ability to perform in subsequent classes and in employment situations that require these competencies may be as revealing as direct attempts to measure competency levels.

The fourth goal in this area focuses on completion of certificate and degree programs. In school year 2002-03, 11,892 certificates and degrees were awarded. Of these, 38% were degrees and 62% were certificates. (See tables 6-7 in Appendix One.) The balance between certificate and degrees shifted substantially beginning in the academic year 1997-98, when certificates increased to 68% of the total, compared to 49% the previous year. This coincided with the implementation of welfare reform, which limits long-term educational support and focuses on short-term occupational support, often relying on certificate programs to build the work force. Since then, certificates have generally remained relatively stable in the 61-63% range.

Next Steps

1. Improve ability to obtain data that support measures of district-wide success in this area, e.g., better access to university data for comparisons, loss of credits in transfer, and student satisfaction.
2. Continue to facilitate the transfer process using a broad spectrum of methodologies, e.g., increasing transferable credits, transfer articulation agreements, and partnership agreements.
3. Continue to collect information on new partnerships.

Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session

What has been Maricopa Community Colleges success rate with AGECE?

For fall 2002 we know 49% of ASU's students had taken courses at MCCD. The success rate of those with AGECE in having all of their credits transfer appears to be positive.

How successful are students in pursuing baccalaureate degrees?

We know that in 2002 67% of ASU baccalaureate graduates had college credits from MCCD with 27% from NAU and 13% from U of A. Data are not available from private colleges and universities at this time.

Ia. Student Academic Achievement Assessment

District Statement on Assessment

The purpose of assessment in the Maricopa Community Colleges is to improve student learning and enhance teaching. It is owned and driven by faculty, supported by administration, and directed by individual colleges. Assessment is characterized by the following:

- Involves multiple methods of measurement
- Ensures an ongoing, sustainable process of review
- Contributes to curriculum, budget, and planning processes
- Is addressed on various levels (i.e., course, program, institutional).

(Prepared by the District Student Academic Achievement Assessment Committee {DSAAAC}—October 2002)

Goal

5. Students will demonstrate postsecondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.

Measures

Multiple measures of student academic achievement in general education are developed and administered by college faculty. Each college has individual evaluation parameters set by its own faculty members. Therefore, the means and conditions used to document this goal will be applied relative to the Student Outcomes and Evaluation plans established by each college. These data have been compiled by the DSAAAC with input from the Deans of Instruction.

Challenges and Opportunities

Ongoing assessment of student academic achievement is a complex process that involves continual evaluation, analysis, re-evaluation, and implementation of processes for continuous improvement. The process must assess common outcomes, while allowing for the program variances that stem from different needs, communities, approaches, and perspectives. Development of valid and reliable methods and instruments to assess competencies is a demanding and time-consuming process. Collection and analysis of data are also time-consuming processes.

Developing and implementing assessment procedures is an integral and essential component of accountability. Accountability procedures are important in ensuring that resources are being used to accomplish the stated objectives. Simultaneously, there is a cost associated with good accountability procedures. Designing and conducting research, development, and implementation of assessment activities, along with data collection and analysis all imply the need for balance in using resources for those purposes while striving to improve teaching and learning.

Summary and Status

All of the colleges are actively engaged in assessing postsecondary student competencies and utilizing those results to improve teaching and learning. The colleges have provided exemplary leadership in developing diverse tools and quality efforts to assess student learning based upon their unique environments, student bodies, faculty, and staff. (See Appendix Two, College Reports on Assessment Best Practices.) In addition, DSAAAC and the colleges continue to address common issues concerning assessment.

Next Steps

1. Colleges will refine assessment at their campuses and continue to share challenges, opportunities, and methods.
2. DSAAAC will support/facilitate colleges efforts.

II. Developmental Education

Definition

Developmental education refers to courses offered to students who are under-prepared or not ready for college level courses. Developmental courses emphasize fundamentals and basic skills that are prerequisite to success in college-level MCCCD courses.

Goal:

Students demonstrate competencies in courses below 100 level (reading, English, mathematics), which prepare them for success in college level courses.

Indicators and Measures

The indicators and measures applied in this area determine the number and percent of students enrolled in developmental courses who successfully complete (grade C or better) those courses. The number and percentage of developmental education completers who complete a subsequent college-level course in the same area within two years are also monitored.

Challenges and Opportunities

The incoming student population at MCCCD colleges is increasingly under-prepared for college work and in need of additional development and assistance.

Maricopa's Community Colleges practice an open-door admission policy. Therefore, they are often the first choice for students who lack the skills and background to succeed at college-level work. Not all students complete high school ready for the challenge of college-level study; further, students who dropout or barely qualify for graduation may need extra help to succeed at the postsecondary level.

Research suggests that remedial courses generally are self-supporting and may even generate revenue that colleges use for other purposes. In addition, some research suggests that successful remediation increases the potential for people to be self-sufficient instead of dependent on social programs.

Summary of Status

Developmental enrollments are growing. Enrollments in developmental courses totaled 25,130 in Fall 2002. This was an increase of 12% in developmental enrollments from the previous fall. Developmental enrollments have increased 36% since 1998. Developmental courses accounted for just over 10.5% of the Fall 2002 FTSE and 16% of the Fall 2002 headcount. Sixty-two percent of those who enrolled in developmental courses completed them with a "C" or better. (See Tables 8-11 in Appendix One.)

Successful completion of a subsequent, college-level, related course, within two years of completing the development course, varies with the subject matter. In Fall

2000, the latest year for which the 2-year time period has been completed, 1,367 students were enrolled in a developmental reading class, RDG091. Of these, 20% successfully completed a college-level reading class within two years.

Both enrollments and subsequent completion rates were higher for students in the developmental English class, ENG071. In Fall 2000, 2295 students were enrolled in the developmental class, of whom 37% successfully completed a college-level English class (ENG101) within two years.

The largest developmental enrollments were in developmental mathematics, MAT120, 121, 122. Fall 2000 enrollments in the developmental mathematics courses totaled 5,929. Fifty-three percent successfully completed the developmental course. Of these, 75% enrolled in a college-level course within two years, and 31% successfully completed the college-level course.

The demographic profile of students in developmental courses reflects the demographic profile of the student population in some areas, and differs in others. For school year 2002-2003, representation of females in developmental classes was slightly higher than their representation in the general population (58% and 54%, respectively). Males comprised 40% of developmental enrollments and 41% of the general student population. Younger students (under 25) represented a higher proportion of the total of developmental students than their percentage within the total population would predict. Hispanic representation in developmental courses was 33%, compared to 16% in the general population. Caucasians accounted for 44% of developmental course students, American Indian and Asian 4%, and Black 7%.

Next Steps

1. The 36% growth in developmental enrollments since 1998 confirms the need to continue focusing on services provided to under-prepared students.
2. The roles of and alternative delivery methods in generating success for students in need of developmental courses need to be considered.

Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session

What is the success rate of students who take developmental courses?

This is an area all colleges continue to study and is linked to retention efforts being undertaken. We know that approximately 77% of students who complete ENG071 enroll in ENG101 within two years. In the area of reading, only 36% enroll within two years after taking RDG091 into CRE101. After completing either MAT120, 121, or 122, 75% enroll in a higher level math course.

III. Workforce Development

Definition

Workforce Development refers to the goals, activities, initiatives, and occupational programs that facilitate the expansion of a labor pool that matches the high performance workforce requirements and staffing needs of Maricopa County employers.

Goals

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
2. Maricopa Community Colleges will collaborate with private, public, and community partners to identify and respond to recruitment, training, and educational needs.

Indicators and Measures

The major indicators and measures for determining compliance to workforce development goals fall into the following categories: the number of students who enroll in occupational-related courses; the number of students who complete occupational-related courses with a passing grade; the number of students who complete an Associate in Applied Science degree program; the number of students who complete an occupational certificate program; employment and wage status; participant and employer satisfaction; and partnership/collaboration with business, industry, and other public sector agencies (See Appendix One for measures and their associated data).

Challenges and Opportunities

The Greater Phoenix Economic Council (GPEC) has identified five industry clusters as priority for business attraction and economic development. The industry clusters are Aerospace, Bioindustry, Advance Business and Financial Services, High-Tech, and Software. MCCD has made a tremendous impact on the regional economic development efforts by demonstrating the ability to educate and train a highly skilled and competent workforce in these areas.

The growing population in Maricopa County increases the need for infrastructure occupations such as Nursing, Law Enforcement, and Firefighting. MCCD has a great opportunity to supply individuals to public and private organizations to fill these key roles. However, the inability to increase the student capacity in undersupplied occupations such as Nursing and Allied Health in a timely manner could lead to negative long-term effects in the communities we serve. This is also important in the area of Homeland Security. The continued emphasis on a national, state, and local level in this critical area creates significant opportunities for MCCD to establish and improve occupational programs that will positively impact the well-being of Maricopa County residents.

The negative economic climate in the high technology manufacturing industry has had an adverse impact on the associated occupational programs. With many jobs being transferred to overseas markets and increased competition for high technology manufacturing jobs in the United States, students are seeking educational and employment opportunities in other disciplines. Additionally, many jobs are being redefined, and many companies are engaged in “right sizing.” Right sizing is a term that is used to describe companies continuing their operations with the optimal number of employees. Over the past three years there has been an estimated -12% growth in high technology manufacturing related courses across MCCD. The same phenomenon holds true for information technology related programs whose related course enrollments has decreased by an estimated -4.85% over the past three years.

MCCD must continue to make fact-based strategic decisions regarding the development of new occupational programs and the revision and retention of existing programs. While each of the colleges offers programs to address the needs of its unique community, the occupational programs offered by MCCD should meet the needs of the macrocosm of Maricopa County.

Leveraging the existing expertise in occupational-related programs to find ways to apply it to emerging industries gives students and programs new ways to reinvent themselves as technology and the employment base changes. Cross-functional applications of fundamental skills learned in occupational programs will greatly increase the return on investment.

Summary and Status

Student enrollments in occupational program courses totaled 275,754 (duplicated headcount) in FY 2002-03. This represents a 2.62% increase from FY 2001-02. The rate of successful course completion (A,B,C, or P) during FY 2002-03 was 80%.

During FY 2002-03, MCCD awarded 1,687 AAS degrees and 7,390 certificates. These figures respectively are 11.28% and 1.47% higher than the number of awards for FY 2001-02. It is believed that a much higher number of MCCD students actually complete their AAS and/or certificate program. However, with no requirement for students to apply for graduation, there is a significant shortfall in the data collection. Another observation that has been made is the high number of students who are offered and accept jobs in their occupational area of study prior to their completing a degree or certificate program. The two issues highlighted create an opportunity for the Occupational Administrators to partner with the Student Services Administrators to identify a strategy to promote students completing their program of study and applying for graduation.

The Carl Perkins III study follows a group of community college completers over a period of time. Although this information covers participating community colleges throughout Arizona, it provides useful insight specific to MCCD. The demographics for the cohort are:

- 100% of the cohort completed an occupational program
- Gender
 - Male – 43.36%
 - Female – 55.7%
 - Unknown - .94%
- Age
 - 16 to 19 – 2.72%
 - 20 to 29 – 46.83%
 - 30 to 39 – 24.82%
 - 40 to 49 – 17.19%
 - 50 and over – 6.31%
 - Unknown – 2.13%
- Ethnicity
 - White – 60.41%
 - Hispanic/Latino – 20.48%
 - Black/African American – 5%
 - American Indian/Alaskan Native – 4.55%
 - Native Hawaiian/Pacific Islander – 2.56%
 - Asian – 2.53%
 - Other – 1.5%
 - Not Reported/Missing – 2.96%

The 2000-01 report indicated that 61.6% of the 3,711 program completers in the tracked cohort were in the Arizona labor force. To be in the Arizona labor force, an individual must have a quarterly wage greater than zero. From the second quarter of 1999 thru the second quarter of 2002, the number of people who transitioned from being out of the Arizona labor force to being in the Arizona labor force has increased by 26.3%. During the same time period, the average quarterly wage for the program completers tracked in the cohort has increased by 71.9% to \$6,588.

In general, students and employers are satisfied with the education and skills acquired through a MCCD education. This is evidenced by student course evaluation forms, surveys, and advisory committee feedback. Currently, there is no formal consistent method to generate this type of feedback specific to occupational programs. This issue has been noted by the MCCD Occupational Administrators and preliminary plans have been outlined to secure occupational program specific feedback.

There are a reported 372 (includes duplicated organizations) partnerships and collaborations with business, industry, and other public sector agencies. These partnerships and collaborations accounted for 63,345 people enrolled in credit/non-credit courses (duplicated number). In 2003 the Occupational Administrators launched the first district-wide Corporate Customer Satisfaction Survey. Of the 208 partners surveyed, 97% indicated that they were satisfied with the improvement in the knowledge and skill level of their employees who received training from MCCD. The greatest benefit of conducting this district-wide survey is the framework that has

been outlined for more collaborative data collection and information gathering in the area of occupational programs.

Next Steps

1. Continue to dialogue with community and industry leaders about initiatives to support their workforce needs and continually assess the progress of such initiatives.
2. Link with district-wide student affairs staff to broadly disseminate workforce information to students and faculty.
3. Formalize district-wide process to solicit occupational program student and employer feedback.
4. Continue to use the Occupational Master Plan and other research to make fact-based strategic decisions regarding occupational program development, revision, or retention.

Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session

Do we track students who receive certificates?

There is not a formal method in place to track students who receive certificates from MCCD. Discussions have commenced to develop a tool to solicit feedback from AAS degree completers, certificate program completers, and employers of former MCCD students. The colleges are anticipating piloting a new tool in Spring 2004.

Is the student guarantee policy still in effect? Has anyone taken advantage of it? Are others aware of it? Is there a need to market the policy?

The student guarantee policy (i.e. Graduate Guarantee Policy) is still in effect. However, it is not widely known or publicized among students, faculty, or administrators. After querying district employees, only one vague recollection of the Graduate Guarantee Policy being used was recalled. The policy is not listed in the catalog common pages. To effectively market the Student Guarantee Policy, a team made of representatives from the Occupational Administrators' Council and Student Services Council will convene to implement and publicize this policy.

Degree and certificate completers – how successful are students after they receive certificates?

As stated in the response to a previous question, discussions have commenced to develop a tool to solicit feedback from AAS degree completers, certificate program completers, and employers of former MCCD students. This will include longitudinal tracking of a sample of the graduate population.

Partnerships – do MCCD representatives serve on these committees as well?

Yes, where appropriate, MCCD representatives serve on committees sponsored by private, public, and community partners.

How long does it take MCCD to develop a program for a new partner?

The timeframe to develop a program for a new partner will vary based on the needs of the partner and the resources of the district. A program consisting of one course that has already been developed but needs to be tailored to fit the requirements of a new partner can take as little as two weeks to deliver. Conversely, the development of a new A.A.S. degree or certificate program can take up to twelve months.

Where do we get teachers to teach students?

Prospective teachers are referred to MCCCD via newspaper advertisements, word of mouth, advisory boards, and other teachers. However, it is becoming increasingly difficult to hire faculty in some selected fields such as nursing and health science because of the disparity between MCCCD faculty salaries and standard occupational salaries.

IV. Student Development Services

Definition

Student development services are services established at each college to provide support and guidance to students at all stages of their student lives: prospective, enrolling, current, and transitioning.

Goals

1. Students will be provided programs and services that further increase retention and support their learning, educational, and employment/career goals.
2. Students will be provided programs and services that support their personal growth and citizenship development.

Indicators and Measures

Indicators and measures associated with these two goals fall into the following categories: Student satisfaction; types of services that support learning and education, career goals, growth, and citizenship development; learning opportunities associated with services offered; and use rates for services offered. Extensive reports provided by all of the colleges detail the variety, range, and scope of programs offered by each college. They can be found in Appendix Four, Student Development Services (provided separately).

Challenges and Opportunities

Student services have a strong impact on the quality of each student's educational experience. Students have come to expect flexible, user-friendly services available 24/7. The focus on student services at for-profit learning institutions challenges community colleges to keep up.

The rapid pace of change, particularly in the technological area, has opened many possibilities for enhancing student services, even as it strains professional and financial resources. For example, while information and services available online vary somewhat among the colleges, online registration, schedules of classes, faculty

information, course requirements, textbooks, research materials, activities, discussion groups and a host of other services are now the norm.

These enhancements have come at a cost. The cost of investment in keeping up with the latest technological advances increases exponentially as the pace of change accelerates. Educational institutions increasingly face a situation familiar in the medical community: placing the latest technology for every purpose at every site may lead to underutilization at some sites. Collaboration can help to avoid this, but collaboration can be challenging if organizations perceive themselves as competing for resources.

Summary and Status

All colleges within MCCCD have established programs and services to provide support and guidance to students. Four groups are targeted: prospective students, enrolling students, current students, and transitioning (completing) students.

- Prospective students are introduced to the community colleges in a variety of ways. Dual and concurrent enrollments provide opportunities for students to begin their transition to college while still in high school. Tours of campuses, college participation in day and evening education programs, special recruitment programs for nurses and teachers, presentations at feeder schools, programs for high school and junior high students at various campuses are all just a few of the many services that introduce prospective students to MCCCD. Collaborative partnerships with the public and private sectors, nonprofits, educational institutions, community groups, and others play an important role in outreach and recruitment.
- Enrolling students today have an unparalleled range and scope of services. From traditional services, such as advisement, assessment, and financial aid—often offered in entirely new and more convenient delivery modes—to disability services, online student orientation, veterans programs, international students' centers and the many others detailed in the appended college reports, colleges focus on helping students get a solid start to achieving their educational goals.
- Current students continue to use many of the services offered enrolling students throughout their student days. In addition, services such as “early alert” identify at-risk students earlier, to increase the chance of successful intervention. (See the special section on retention at the end of this section for more on current students.)
- Transitioning (completing) students—see section on University Transfer/General Education for example of transition services.

Student services that support students in attaining their educational and learning goals generally fall into four categories of programs: 1) Direct support services that

motivate/mentor students, such as academic advisement, counseling, learning enhancement, and career services. 2) Services that inform the process, such as testing and assessment; 3) Services that prevent or remove obstacles or solve problems that might interfere with the student's education, such as child care, disability accommodation, admission/records, financial aid, and veteran's services; and 4) Enrichment services, such as athletics, student activities, and service learning.

Student services help to support students' personal growth and citizenship development. They do this in several ways. First, the environment of the colleges provides students with opportunities to experience being part of a community, with the responsibilities and privileges that entails. In addition, a wide variety of activities are offered that provide exposure to the workings, issues, and priorities of the larger community in order to enhance student understanding of the process of governance and their role as citizens. Finally, students are offered opportunities and encouraged to participate in activities that make a contribution to the community, such as mentoring and teaching.

Next Steps

1. Continue to focus on what students need from student services and how student services affect student outcomes.
2. Focus on developing measures that link student service to student outcomes.
3. Continue to encourage and reward collaborations that optimize services and resource usage.

Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session

What surveys are used to monitor student satisfaction across the district (re: Noel-Levitz surveys)? Can the colleges use a common survey?

The Maricopa Community Colleges use a variety of surveys to monitor students including the Noel-Levitz student satisfaction instrument. The colleges are in the process of exploring additional options such as the Community College Survey of Student Engagement (CCSSE). Research shows that the more actively engaged students are with college faculty and staff, with other students, and with the subject matter, the more likely they are to learn and achieve their academic goals. Several colleges will pilot the national CCSSE test and the results will be shared with the district.

Number and percentages need to be added to outcomes and goals.

Baseline data was gathered for this year's report including the following categories: number and percent of course completions; number and percent of successful course completions; number and percent of students who reenroll in the next semester; influence of student intent on these measures; and reasons student drop out of courses. National comparative data will need to be gathered and goals will be established through the strategic planning and board goal process.

Need to increase student recruitment and retention. How are we improving retention? What is done to support retention?

Several district-wide discussions have taken place on retention including retention roundtables and follow-up small group discussions. Outcomes of these discussion have included a district-wide definition of retention “Retention is defined as the student’s engagement until completion of their learning goals,” measurable outcomes of retention listed above, and heightened awareness and attention to retention programs and services at the colleges. Programs such as the Achieving a College Education (ACE), Hoops for Learning, and the Federal TRIO programs provide direct support for student retention.

Need more consistent process for evaluating programs and services such as with the Council of Academic Standards (CAS).

MCCD conducted the last evaluation of CAS standards in 1999-2000 for student development services. The Council of Academic Standards has released the new version this year, 2003, which will be reviewed by the colleges. Alternative evaluation programs are also being reviewed such as Principles of Good Practice for Student Affairs, established by the American College Personnel Association and Core Indicators of Effectiveness for Community Colleges, established by the American Association of Community Colleges.

IVa. Retention

Definition

Retention is defined as students’ engagement until completion of individual learning goals. Retention is an integral element of student development services. Its importance and priority led to its being singled out for a special section.

Goals

1. Student engagement will continue until completion of individual learning goals.

Indicators and measures

The major indicators and measures that support this goal can be categorized as follows: Number and percent of course completions; number and percent of successful course completions; number and percent of students who reenroll in the next semester; influence of student intent on these measures; and reasons students drop out of courses.

Challenges and Opportunities

Research demonstrates that more students leave their college or university prior to degree completion than stay. This departure is of concern to MCCD because the consequences of student early exit are not trivial. There may be occupational, financial, and personal rewards that result from students’ completion of learning goals. From MCCD’s position as an educational institution within the Maricopa County community, it is important that the complex interplay of forces that influence

student retention be understood so that successful forms of action can be developed and implemented. It also must be acknowledged that students who are not retained may have been assisted by their educational experiences at MCCD in their discovery of different opportunities that lead them to seek educational goal fulfillment outside of this institution. Nonetheless, by developing a Governing Board goal focused on student retention, MCCD is seeking to understand the retention landscape so that opportunities to enhance students' engagement can be identified.

Summary and Status

One of the first questions to be answered when examining student retention is to determine the patterns of student engagement in their course work. Over the last four fall terms, the overall rate of completion in credit courses has made a small but steady increase to the current rate of 81%. This means that the vast majority of students who begin a course stay to complete it. In this instance, completion is defined as any letter grade, A through F, or a "Pass". In addition, it appears that the students' stated intent for enrolling in a credit course has little to no bearing on completion. On average over the last four fall terms, about 78%-82% of the students in each of the student intent options completed their course. Only the option "Improve new skills at my present job" shows a slightly higher completion rate of 83%-85%. (See Appendix One, Tables 16 and 17.)

The second indicator examined was the pattern of successful course completions and their relationship with student intent. Successful completions are those with a grade of "C" or better or "Pass". The complete data are shown in Data Tables 18 and 19. The overall rate of successful course completions was 75% four years ago, dropped to 70% the next year, and has gradually climbed back to 74% for this Report year. There was more variability in successful completion rates depending on intent than for any course completions. Courses taken to "Improve new skills at my present job" had the highest successful completions rates over the last four years, varying from 79% to 81%. Next was "Prepare for a career change" with a successful completion rate of 76%. The other intent options had successful completion rates in the low 70% range.

Reenrollments in the next semester show consistent patterns over the last four years. If a student is enrolled in a fall term, 61-62% will reenroll in the spring and 41-43% will reenroll the next fall. About 9-10% will graduate within the year. Intent seems to be related to reenrollment. In general, students who enroll in a credit course for personal interest or skill improvement reenroll at a rate of 48%-57%, while students who are preparing for a career change, employment, or university or community college transfer reenroll at a rate of 65% to 71%. Please see Tables 20 and 21 for more information.

The reasons students drop courses vary. In slightly more than one quarter of courses that are dropped, students do not give a reason. (See Table 22.) The next largest reason category is "to be placed in an alternate section or course," which accounts for 23% of the drops. Eighteen percent were dropped for non-payment of fees and

11% were dropped due to excessive absences. Together these categories account for 78% of all students who dropped a course during this Monitoring Report year.

Next steps

1. Continue to monitor course completion indicators to determine if patterns change over time.
2. Continue to develop strategies that enhance student retention.

Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session

What efforts are made in the area of retention?

How to retain students continues to be addressed by each college. It is important to keep students in classes and to get them to enroll in succeeding semesters until they have completed their educational goal at Maricopa. A Summit on Retention was held in spring 2003 for MCCD colleges to share retention techniques. This fall, each college is preparing a report of their "Best Practice" in retention. The reports will be compiled and shared with the Governing Board. A Day of Dialogue on Retention is also being planned for spring 2004 with a nationally recognized speaker on retention issues as the keynote speaker.

V. Continuing/Community Education

Definition

Community colleges strengthen their bonds with their communities by providing services that benefit the entire community, in addition to those seeking to further their education in credit courses. The Maricopa Community Colleges offer a broad range of non-credit courses, workshops, and classes covering a broad spectrum of topics. These include professional development, physical fitness and wellness, crafts, performing arts, personal awareness and growth, technology, senior citizen interests, and many others.

Goals

1. Community members will be provided opportunities for personal interest/development to include:
 - a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of a vocational nature to include leisure, wellness and specialized training;) and
 - b. Forums, dialogs for balanced views of contemporary civic and public issues.
2. The Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education

institutions to increase the number of students that matriculate to the college level.

Indicators and measures

Indicators and measures associated with these two goals fall into the following categories: Student satisfaction, partner satisfaction, program and services offered, percentage of high school graduates who enroll at an MCCD college, regulatory compliance reports, and comparison of matriculation rates for students in outreach programs with those not in outreach programs.

Challenges and Opportunities

Community colleges are uniquely situated to contribute to building a sense of community in their respective areas. Community and continuing education programs offer an opportunity to connect with the community as a whole. These programs offer an opportunity for community colleges and communities to support each other so that both can thrive.

Non-credit offerings provide opportunities to expose a broad spectrum of the community to what the colleges have to offer. Special partnerships with educational institutions K-20 help to enrich the educational experience, provide special programs to help “at risk” youth gain a college education, provide summer programs at the colleges that help build interest in math and science, and serve many other purposes. Members of the community participate as teachers as well as students in these programs.

There is a strong emphasis on developing partnerships, and the colleges’ reports (see Appendix Five, Continuing/Community Education) detail many examples. It was also pointed out that the single most difficult part of establishing a partnership could be the required legal documents, and more staff and training were recommended in this area.

Summary and Status

Colleges in MCCD offer a broad spectrum of non-credit instruction. (See Continuing/Community Education, Appendix Five.) Non-credit offerings, technological offerings, leisure and wellness programs, civic engagement programs, visual and performing arts opportunities, personal and professional development, hobbies, service learning, career days, special events, lectures and forums, club meetings, and workshops all provide opportunities to strengthen ties between the colleges and the communities they serve. A few specific examples from the college reports:

- Gallery 37 is a West Valley Fine Arts Council educational program with high school students working with master artists to create a public art to be used in the community. EMCC donated the facilities and faculty that provided career training for the students.

- GCC hosted a number of public forums and events. Four noteworthy forums/events were the GCC Annual Readfest (celebrating literacy K-4th grade), Water Safety Day (involving 12 fire and police departments and 500 volunteers), Master Planning forums and the Governing Board Listening Session.
- SCC conducted the NACHC Living Well Traditionally Camp for urban Native American youth.
- 800 MCC students performed more than 35,000 hours of community service through independent service learning courses.
- Rio Institute for Senior Education (RISE) is an example of the community having accessibility to college facilities. The RISE activities include leisure/special interest and technology-based non-credit course offerings and seminars. More than 1000 people participated in 2002-03.

Colleges routinely conduct evaluations of their programs to determine satisfaction. Satisfaction rates have been very high, depending on college and program. Colleges seek to evaluate programs that are not being utilized and determine whether they should be adapted or cancelled.

Community members can access library and online information resources provided by each of the colleges. Athletic teams and events, dining facilities staffed by culinary students, radio and television stations, performing arts, lectures, and many other activities and services enrich the community.

Partnerships between colleges and other educational institutions build collaboration and exert a positive impact on students and communities. Partners report that dual enrollment and co-enrollment partnerships keep students in school and build enrollment in occupational-technical classes. Many students from these programs move from high school to one or more of the MCCD colleges. For example, the ACE (Achieving a College Education) Plus program helps at-risk children graduate from high school and enter college. This partnership program is slated for expansion through a \$30 million fund-raising drive.

Partnerships help to build capacity and leverage/optimize resource utilization. Colleges have partnerships with each other, with area elementary and secondary schools, with Arizona universities, and with early childhood learning specialized organizations.

Next steps

1. Continue to build close ties between colleges and communities through innovative activities and programs that increase access to the colleges.
2. Continue to build on successful educational partnerships in general and in specialized programs.

Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session

What efforts are taking place to improve high school graduation rates, college going rates and completion rates?

Each of the colleges has programs in place with high schools that encourage students to stay in school and graduate with the intent they will matriculate to college.

Examples are dual enrollment, ACE, and teacher education. A listing of programs with schools is found in each college's report in Appendix Five, for Goal 1 under Continuing/Community education. In addition, the Maricopa Community Colleges have recently formed an Alliance Partnership with Arizona State University to increase the number of students who are completing two year as well as baccalaureate degrees. Pilot projects will be in place by fall 2004 and the projects will be monitored to determine rate of student success and degree completion.

VI. Teacher Education

Definition

The Maricopa Community Colleges are providing leadership on a local, state, and national level for the recruitment, preparation, and retention of quality and diverse PreK-12 teachers. Several initiatives and programs are impacting the teacher shortage. These efforts are highlighted in the following measures for the Governing Board Goal on Teacher Education.

Goals

1. Maricopa Community Colleges will work with community partners to develop programs and services.
2. Maricopa Community Colleges will recruit and prepare students to become pre K-12 teachers to serve our communities.

Indicators and Measures

Indicators and measures associated with these goals include: measuring the annual student enrollment in education courses, certificate and degree programs; measuring the number/names/purpose of partners/organizations by college and the number of persons trained; measuring the percent of education baccalaureate degree graduates with community college transfer credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+ and their average GPAs.

Challenges and Opportunities

The expectations for teacher education are changing at a rapid rate. Both state and national leaders are calling for higher standards and more accountability. The first annual report to Congress on the state of teacher quality, as part of the reauthorization of Title II, requires states to report pass rates on state certification and licensure examinations for students completing their teacher training programs,

criteria for identifying low performing schools of education, and national patterns and their implications. Maricopa Community Colleges are emerging as a major player within the state influencing politics in teacher education.

The No Child Left Behind Act impacts education in the mandate that all current classroom aides in schools that receive Title I funds must have the equivalent of a two year degree or be highly qualified as reflected on a performance indicator. Every community college in MCCD could receive large numbers of paraprofessionals seeking further education to meet this goal. There are thousands of paraprofessionals without college degrees in Maricopa's public schools.

The No Child Left Behind Act also provides new funds directed at programs designed to streamline the entry of mid-career professionals into the classroom through alternative routes. Troops to Teachers, Transition to Teaching and Post Baccalaureate programs are all examples of programs that meet this need. In addition, there is a federal emphasis on radically streamlining the system and providing alternative routes to teacher certification.

Continued recruitment efforts to attract and retain an ethnic composite of teacher education students who reflect the changing population of Arizona's public schools and effect the pending teacher shortage are needed, especially in Math, Science, and Special Education.

Assessing local school districts' needs to best advise paraprofessionals on educational paths that fill the pipeline and ensure transfer courses or provide specialized training for paraprofessionals are needed, as well as providing opportunities for paraprofessionals to take the state approved test.

Summary and Status

Teacher education course enrollments continue to increase as evidenced by the total enrollments over the past three years. For example, 2002-2003 course enrollments (duplicated) grew more than 150% when compared to 1999-2000 course enrollments (see Table 24). This growth is due to new program development at the colleges, including the post-baccalaureate program at Rio Salado and Scottsdale Colleges, as well as concentrated efforts partnering and recruiting with the local K-12 districts. Education course enrollments, as defined by the Council for Teacher Education, includes preservice and inservice training courses, early childhood courses, education transfer and elective courses, and post baccalaureate courses.

Another way to measure student enrollment in current teacher education programs is to measure the number of students who are beginning their educational program and transfer to one of Arizona's public or private universities. Trends in program increases for the Maricopa Community College District's transfer student population can be measured via enrollment in the three education foundation courses that are required for two of the three public universities, are included in our new AAEE degree and transfer into all of the public university teacher education programs.

While the numbers may not reflect total student enrollment, they certainly show the increase in the teacher education programs within the Maricopa Community Colleges over time. These courses show an overall 149% growth in the last four years (see Table 25).

In addition, 203 education students (see Table 26) were awarded certificates and degrees during the 2002-2003 academic year. This number is not reflective of the total number of education students who may complete degrees because many of the programs are new and students have not completed the program requirements. In addition, the majority of teacher education students transfer 64+ credits to the university, which could mean that while students complete a program of study, they do not apply for or participate in graduation ceremonies to receive a certificate of completion (see Table 29).

All colleges have partnerships with their surrounding communities and K-12 school districts. These partnerships include business, K-12 districts, and service agencies that support Maricopa's efforts to recruit, prepare and retain teachers and substitutes, and to support early childhood programs and services in the surrounding communities. Partnerships have also been developed to address the new federal legislation "No Child Left Behind" to educate all paraprofessionals who work with students in schools receiving Title II funds. Gateway Community College is designated as a statewide testing center for the ParaPro test for paraprofessionals to be designated as highly qualified to work in the K-12 schools. More than 110 partnerships have been developed (see Table 27).

There has been no significant increase in the number of baccalaureate degrees awarded to Maricopa students attending ASU Main, East and West. However, based on the same data in ASSIST, over the last 5 years Maricopa consistently transfers more than 70% of the total graduates from the ASU campuses (see Table 28). In addition, these students carry an average GPA over 3.0 (see Table 30).

Next Steps

1. Continue to develop new programs and services during the coming year, to meet the needs of the surrounding communities and the local PreK-12 school districts, support statewide teacher education initiatives and continue to influence the community college role in teacher education on a national level.
2. Cohesive formats for data collection that best represent teacher education programs will be established.

Questions from 2002 Board Report

Questions were raised last year about the type of teachers we recruit and if we develop community college faculty, as well as K-12 teachers. The Governing Board goal on Teacher Education specifically refers to the recruitment, preparation and retention of pre K-12 teachers. Faculty development programs are the responsibility

of the colleges and Maricopa Center for Learning and Instruction in Academic Affairs; faculty recruitment is the responsibility of the Human Resources Division.

DIVERSITY

Definition

The Governing Board of the Maricopa County Community College District adopted policy language that reads: *Diversity is defined as the environment created within Maricopa that demonstrates equity and mutual respect of each person.*

Equity is demonstrated through equal treatment of students and employees, in the administration of policies, and access to programs and services. In addition, equity involves fairness in consideration of given circumstances. Mutual respect involves civility in the way people are treated, providing a safe environment to express different viewpoints, as well as an avenue for resolving disputes and conflicts. We are each charged with the responsibility of providing an organizational climate where students and employees feel that they are welcome and an integral part of our community.

Goal

Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

Indicators and Measures

As an organizational value, diversity efforts occur on an on-going basis, district wide and at all levels. For the purpose of monitoring, specific outcomes and measures were established. The indicators and measures for diversity can be categorized as: student satisfaction, the ability to get along/and opportunity to interact with others, diverse curriculum offerings (where and how diversity is woven into the curriculum), intercultural competence and employee satisfaction and trend data. The Diversity Advisory Council has established three subgroups to identify specific activities that would help to achieve diversity outcomes. These were:

Classroom Climate and Campus Environment

This subgroup identified several activities to address classroom climate and campus environment. These included conducting a student climate survey; reviewing the Diversity Values Statement and requesting the colleges to incorporate a diversity related issue in their strategic plans; recommending diversity training for employees and students; and examining demographic trends of local area high schools in order to develop recruitment strategies.

Student Outcomes

This subgroup identified the following activities to help enhance outcomes for students: the development of student leadership training; the implementation of a plan for districtwide student collaboration and communication; recruitment and

outreach for disenfranchised K-12 students; and continuance of the Diversity Infusion Program.

Workplace Diversity

This subgroup identified the following activities to help enhance outcomes for the workplace: assessment of climate survey data; review of training models from other institutions; exploration of adding diversity as a component to employee evaluations; addition of diversity component to EDU 250; and review of existing hiring practices (i.e., how adjuncts are hired).

The Diversity Advisory Council is chaired by Mrs. Linda B. Rosenthal, Governing Board Member, Dr. Steve Helfgot, Vice Chancellor for Student Development and Community Affairs, and Maria Hesse, President of Chandler-Gilbert Community College.

Issues and Opportunities

Equal Employment Opportunity, Affirmative Action and Diversity outcomes are different tools that are being used to identify issues and initiatives for enhancing a more diverse campus and work environment. The appendix section, which serves as a supplement to the monitoring report, contains summaries of these various tools that are being implemented throughout the district:

- 2002 Diversity Climate Survey Analysis – *submitted by the Diversity Advisory Council*
- Progress for Equal Employment Opportunity and Affirmative – *submitted by Gerry Bradshaw, Manager, EEO/AA*
- Diversity Training conducted by the Employee and Organizational Learning Team – *submitted by Sherrie Faulkner, Manager, Employee & Organizational Learning*
- Faculty Professional Development Opportunities on Diversity (including Faculty in Progress Program) – *submitted by Dr. Maria Harper-Marinick, Director, Maricopa Center for Learning and Instruction*
- Women's Leadership Group Mentor Program – *submitted by Dr. Kay Martens, Co-Chair, Women's Leadership Group*
- Diversity Infusion Program – *submitted by Dr. Bonnie Gray, Director, MCCD Diversity Infusion Program*

Particular highlights from these summaries include:

- 88% of employees surveyed agreed that we should learn to appreciate and respect our individual differences
- 31% of employees surveyed reported being tired of hearing, reading, and/or learning about diversity
- As of October 1, 2003, MCCD counted 4,098 full- and part-time employees (temporaries, adjunct, casual and student workers are not included). Of that count, 58.7% were female; and 28.1% were minority. The disbursement by race/ethnicity is: Black 6.4%; Hispanic 17.2%; Asian 2.6%; Native American 1.9%; and White 71.9%.

- Between October 1, 2002 and September 30, 2003, MCCD hired/rehired 56 faculty. Five percent were minority and 55% were female.
- As of October 1, 2003, MCCD employed 1,314 regular, one-semester-only, and one-year-only faculty. Females represented 54.6%, while 21.1% of faculty were classified as minority. The racial/ethnic breakdown is: Black 5.1%; Hispanic 11.0%; Asian 3.3%; Native American 1.7%; and White 78.9%.
- Faculty professional development opportunities included events, learning grants and the Faculty in Progress Program (FIPP). As of August 2003, twelve interns who have participated in the FIPP program have been hired as full-time faculty or obtained one-year-only teaching assignments.
- The Women's Leadership Group Mentor Program is designed to support upward mobility for female employees. Sixty-one women have completed the program since the initial pilot in 2000. The majority of participants in the program are members of the PSA policy group.
- Twenty faculty and 6 student interns are participating in the Diversity Infusion Program. More than 110 courses have been infused with diversity issues and perspectives.

Summary of Status

1. A broad range of diversity related events and activities continue to be offered at all colleges.
2. Equity and mutual respect component were added to MAT employee evaluation.
3. Dialogue presently taking place regarding placement of a diversity component in PSA employee evaluations.
4. Faculty Recruitment Commission continues to explore, develop and make recommendations for the recruitment, hiring and retention of diverse faculty who are dedicated to quality teaching and learning. The Commission enhanced the faculty recruitment program, and now includes targeted outreach to colleges and universities with significant minority populations. In addition, the faculty hiring cycle was accelerated to allow effective recruitment and hiring of faculty members earlier in the cycle.
5. Program evaluation was conducted in the spring of 2003 to assess the effectiveness of the Faculty In Progress Program (FIPP).
6. Improvements to the FIPP Program included changes to the application and selection processes, application materials, and clarification of eligibility requirements and Faculty Intern responsibilities.
7. Analysis of 2002 climate survey was prepared, examining responses based upon gender, ethnicity, age and sexual orientation.
8. Reviewed Richland Community College model for diversity training.
9. Consultant recommendations relative to an organizational structure for recruitment and the coordination of diversity functions are currently under review by the Chancellor and the Vice Chancellor of Human Resources as part of the "Pedrini Report", which is a study of the employment policies and practices of the MCCD.

Next Steps

- Review and formalize recommendations from 2002 climate survey analysis
- Disseminate second climate survey in 2004
- Examine including diversity component in additional employee group evaluations
- Name a dean of student services to lead the Student Outcomes subgroup

Responses to the Summary of Comments

(November 2002 Governing Board Goals Work Session)

What is taking place in terms of hiring and workplace diversity? We need diverse teachers at all levels?

Hiring goals are established for areas where minorities and females are underutilized. Minorities were underutilized in the areas of higher-level professionals and skilled crafts. Faculty positions where minorities are underutilized include art/music/drama, health care, math & computer science, science and vocational training.

As of October 1, 2003, MCCD employed 1,314 regular, one-semester-only, and one-year-only faculty. Females represented 54.6%, while 21.1% of faculty were classified as minority. The racial/ethnic breakdown is: Black 5.1%; Hispanic 11.0%; Asian 3.3%; Native American 1.7%; and White 78.9%.

Between October 1, 2002 and September 30, 2003, MCCD hired/rehired 56 faculty. Five percent were minority and 55% were female.

Rehires are one-year-only, one-semester-only, and specially funded employees who were terminated on June 30th and rehired on July 1st.

The recruitment function is under the area of Human Resources and Administration. During the past year, targeted recruitment and outreach activities have taken place to attract potential women and minority candidates. Contact was made at over 14 events with over 300 potential faculty, managerial and administrative candidates.

Request to review employee satisfaction in the workplace – should survey staff regularly.

The Diversity Advisory Council plans to disseminate a second climate survey in the spring of 2004. In addition, the results of the 2002 survey are available in the corresponding appendix section for this report, along with proposed recommendations that will assist in addressing workplace climate issues.

SUMMARY: MONITORING GOVERNING BOARD GOALS AND MEASURES

Major Findings: Are We Doing What We Say We're Doing?

- Yes. This report and its appendices provide evidence that Maricopa Community Colleges, individually and collectively, are devoted to learning and to ensuring that the public community has effective, innovative, learner-centered, flexible, and life-long educational opportunities.
- Yes. The colleges monitor whether or not they are doing what they say they are doing, and provide evidence that they use formal and informal feedback to revise and improve their institutions.

How Well Are We Doing?

- The process of monitoring the Board Goals and Measures is evolving and requires the clarification and refinement of standards and the development of new methods for monitoring progress. This process is ongoing, with research focused on identifying core indicators of success and how to track them effectively. (More detailed information on measures of success is included in the appendices.)
- Progress in our ability to capture the successes at the colleges is evident throughout the reporting cycle.

What Could We Do Better?

In conjunction with the leadership councils:

- Continue to provide assistance on the clarification and refinement of the goals and measures.
- Refine the monitoring process to incorporate a mechanism for systematically using the information for program improvement.

Are There Things We Should Be Doing As Part of Institutional and System-Wide Effectiveness?

- Continue to provide multiple year (trend) data, where appropriate, to address monitoring questions. (See Appendix One.) Continue to scan the environment to identify developing trends that can affect our efforts to meet our goals.

What Are The Next Steps?

- Improve ability to obtain data that support measures of district-wide success.
- Continue to focus on how student services affect student outcomes.
- Link workforce data with district-wide student affairs staff to broadly disseminate information to students and faculty.
- Continue to add forums to address retention issues and outcomes.
- Continue to encourage and reward collaborations that optimize service and resource usage.

- Improve ability to obtain data related to transfer success, loss of credits, and comparisons of performance.
- Continue to build close ties between colleges and communities through innovative activities and programs that increase access to the campuses.
- Implement a new format, such as a “report card” evaluation for monitoring progress toward Board goals.

APPENDIX ONE

PROGRESS ON GOALS AND OUTCOMES

DATA TABLES

Introduction

This Appendix displays the data tables that are referenced in the main body of this Monitoring Report. In most tables, several years' data are displayed so that the trends over time can be observed. Most of these data tables appeared in the 2002 Monitoring Report, and have been updated. In all cases, except those where it is specifically stated otherwise, the tables first have been updated by adding the most recent year, and second, last year's data have been revised to reflect any changes that have occurred during the past 12 months. This is necessary because the student information data bank is continuously updated and corrected, so we revise the immediately preceding year in the interest of accuracy. Also, please note that some of the Goals and Outcomes presented in the main body of this Monitoring Report do not have accompanying data tables in this Appendix.

A note about the time periods for the data: If data for these tables were extracted from MCCD's own Institutional Research Data Warehouse, the data displayed are current through fiscal year 2003. If data were extracted from the Arizona State System for Information on Student Transfer (ASSIST), the data are current only through fiscal year 2002, as 2003 data were not available at the time this Monitoring Report was completed.

I. University Transfer/General Education

Goal 1: Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals. The focus is on transfer to Arizona State University (ASU), primary pipeline for Maricopa students.

Measure A: What number and percent of Arizona General Education Curriculum (AGEC) and “transfer pathway” completers transfer to a baccalaureate degree granting institution within 2 years of completing the program?

Table 1. This table shows the number of students who complete their AGEC or “transfer pathway” program and the number and percent who transfer to ASU within 2 years.

| Calendar Year of AGEC or “Transfer Pathway” Completion | | | | | | | |
|--|------|------|------|------|------|------------------|------------------|
| AGEC and “Transfer Pathway” Completers at MCCD | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| # of Completers Each Calendar Year | 50 | 66 | 67 | 275 | 461 | 601 | 835 |
| # Transferred to ASU within 2 Years of Completion | 0 | 1 | 9 | 63 | 190 | 256 ¹ | 216 ¹ |
| % Transferred to ASU within 2 Years of Completion | 0% | 2% | 13% | 23% | 41% | 43% ¹ | 26% ¹ |

Note¹: For students who completed at MCCD in 2001 or 2002 their 2-year period in which to enroll at ASU has not yet ended, so the numbers displayed for these two years may be an underestimate of final enrollment. The 2-year period for 2001 completers ends after Fall 2003. The 2-year period for 2002 completers ends after Fall 2004. Data for enrollment at Northern Arizona University (NAU) and University of Arizona (U of A) were not available.

Source: ASSIST Data Warehouse, September 2003. ASSIST is the abbreviation for the Arizona State System for Information on Student Transfer.

University Transfer/General Education - Continued

Measure B. What percent of baccalaureate degree graduates have Maricopa Community College credit?

Table 2. This table shows the number of baccalaureate awards made to students with MCCD credits at the three Arizona public universities.

| Number and Percent of Baccalaureate Awards Made to Students with MCCD Credits at the Arizona Public Universities | | | | | |
|--|----------------------------|---------|---------|---------|---------|
| University | | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| ASU | # of Baccalaureate Awards | 7,507 | 7,940 | 7,760 | 8,190 |
| | # Awards with MCCD Credits | 4,773 | 5,154 | 5,061 | 5,495 |
| | % Awards with MCCD Credits | 64% | 65% | 65% | 67% |
| NAU | # of Baccalaureate Awards | 3,041 | 2,939 | 2,867 | 2,873 |
| | # Awards with MCCD Credits | 733 | 749 | 727 | 789 |
| | % Awards with MCCD Credits | 24% | 25% | 25% | 27% |
| U of A | # of Baccalaureate Awards | 4,854 | 4,932 | 4,922 | 4,981 |
| | # Awards with MCCD Credits | 632 | 691 | 673 | 661 |
| | % Awards with MCCD Credits | 13% | 14% | 14% | 13% |

Note1: Data for the 2002-03 academic year are not yet available.

Source: ASSIST Data Warehouse, September 2003.

Table 3. This table shows the number of baccalaureate awards made to students with MCCD credits at the three campuses of Arizona State University.

| Baccalaureate Awards to Students with MCCD Credits at Arizona State University | | | | | |
|--|---|---------|---------|---------|---------|
| ASU Campus | | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| Main | # of Baccalaureate Awards with MCCD Credits | 3,828 | 4,007 | 3,718 | 4,023 |
| West | # of Baccalaureate Awards with MCCD Credits | 944 | 1,039 | 1,095 | 1,176 |
| East | # of Baccalaureate Awards with MCCD Credits | 1 | 108 | 248 | 296 |

Note1: Data for the 2002-03 academic year are not yet available.

Source: ASSIST Data Warehouse, September 2003.

University Transfer/General Education - Continued

Measure C: What is the number of students who transfer community college credits 1-11, 12-23, 24-31, 32-47, 48-63, and 64+?

Table 4. This table shows the number of MCCD students who transfer credits to one of the public Arizona universities. It also shows the students who attempted to transfer MCCD credits but were unable to do so because they already had transferred the maximum allowed by the university from non-MCCD institutions (these students are represented in the table as “Over and Above”).

| Number of Undergraduate Students with MCCD Credits at the Arizona Universities Each Fall Term | | | | | | | |
|---|---------------------------------|---------|---------|---------|---------|---------|---------|
| University | Number MCCD Credits Transferred | Fall 97 | Fall 98 | Fall 99 | Fall 00 | Fall 01 | Fall 02 |
| ASU | 1-11 credits | 4,034 | 4,499 | 4,432 | 4,660 | 4,946 | 5,339 |
| | 12-23 credits | 2,243 | 2,549 | 2,692 | 2,764 | 2,978 | 3,242 |
| | 24-31 credits | 1,180 | 1,245 | 1,282 | 1,406 | 1,453 | 1,614 |
| | 32-47 credits | 2,125 | 2,252 | 2,291 | 2,325 | 2,424 | 2,773 |
| | 48-63 credits | 3,217 | 3,281 | 3,463 | 3,525 | 3,713 | 3,967 |
| | 64+ credits | 4,102 | 3,919 | 3,670 | 3,542 | 3,638 | 3,676 |
| | Over and Above | 418 | 412 | 415 | 470 | 424 | 460 |
| | Total | 1,7319 | 18,157 | 18,245 | 18,692 | 19,576 | 21,071 |
| | ASU Enrollment | 36,848 | 36,792 | 37,946 | 38,444 | 40,341 | 42,877 |
| | % with MCCD Credits | 47% | 49% | 48% | 49% | 49% | 49% |
| NAU | 1-11 credits | 929 | 1,031 | 1,090 | 1,156 | 1,143 | 1,161 |
| | 12-23 credits | 567 | 571 | 557 | 563 | 547 | 581 |
| | 24-31 credits | 229 | 226 | 260 | 278 | 300 | 285 |
| | 32-47 credits | 376 | 375 | 346 | 345 | 396 | 433 |
| | 48-63 credits | 320 | 305 | 303 | 316 | 332 | 298 |
| | 64+ credits | 225 | 231 | 218 | 211 | 206 | 226 |
| | Over and Above | - | - | - | - | - | - |
| | Total | 2,748 | 2,798 | 2,840 | 2,856 | 2,906 | 2,984 |
| | NAU Enrollment | 14,058 | 13,906 | 13,947 | 13,905 | 13,740 | 13,577 |
| | % with MCCD Credits | 20% | 20% | 20% | 21% | 21% | 22% |
| U of A | 1-11 credits | 1,349 | 1,423 | 1,381 | 1,401 | 1,347 | 1,576 |
| | 12-23 credits | 528 | 565 | 573 | 551 | 608 | 678 |
| | 24-31 credits | 172 | 196 | 206 | 246 | 271 | 277 |
| | 32-47 credits | 227 | 239 | 238 | 252 | 297 | 338 |
| | 48-63 credits | 149 | 136 | 131 | 129 | 152 | 174 |
| | 64+ credits | 121 | 111 | 103 | 88 | 73 | 80 |
| | Over and Above | 75 | 18 | 25 | 31 | 33 | 54 |
| | Total | 2,620 | 2,628 | 2,652 | 2,613 | 2,892 | 3,177 |
| | U of A Enrollment | 25,617 | 26,157 | 26,258 | 26,404 | 27,532 | 28,278 |
| | % with MCCD Credits | 10% | 10% | 10% | 10% | 11% | 11% |

Source: ASSIST Data Warehouse, September 2003.

University Transfer/General Education - Continued

Measure D: What is the total number of new Maricopa students attending state universities annually?

Table 5. This table shows the number of new MCCD transfer students at the Arizona public universities each of the last six years.

| Number of New Transfers and New Freshmen with MCCD Credits at the Arizona Universities | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| University | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| ASU Total | 4,700 | 5,255 | 5,255 | 5,617 | 5,565 | 5,996 |
| Main | 3,795 | 4,219 | 4,211 | 4,413 | 4,116 | 4,277 |
| West | 905 | 1,036 | 1,044 | 1,204 | 1,184 | 1,376 |
| East | - | - | - | - | 265 | 341 |
| NAU | 904 | 816 | 788 | 853 | 894 | 886 |
| U of A | 647 | 636 | 591 | 611 | 665 | 843 |

Note: ASU East enrollments were counted as ASU Main until 2000-01.

Source: ASSIST Data Warehouse, October 2003.

Goal 4: Students will successfully complete certificate programs and associate degree programs.

Measure A: What is the number of completed certificates or associate degrees in a given year?

Table 6. This table shows the total number of degree and certificates awarded over the last six years. It should be kept in mind that not all students who have completed a program of study formally apply for the award, so the numbers here are an underestimate of program completers.

| Number of Certificate and Degree Awards Each Fiscal Year | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| Awards | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Total Awards | 10,856 | 9,759 | 10,773 | 14,250 | 11,570 | 11,892 |
| Total Degrees | 3,495 | 3,769 | 3,958 | 4,078 | 4,287 | 4,502 |
| Total Certificates | 7,361 | 5,990 | 6,815 | 10,172 | 7,278 | 7,390 |
| Degrees as % of Total Awards | 32% | 39% | 37% | 29% | 37% | 38% |
| Certificates as % of Total Awards | 68% | 61% | 63% | 71% | 63% | 62% |

University Transfer/General Education - Continued

Table 7. This table shows the breakdown of types of degrees and certificates awarded over the past 6 years.

| Number and Type of Degree and Certificate Awards Each Fiscal Year | | | | | | |
|---|---------|---------|---------|---------|---------|---------|
| Awards | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Degrees | | | | | | |
| AA | 1,533 | 1,780 | 1,635 | 1,312 | 900 | 616 |
| AAS | 1,297 | 1,291 | 1,447 | 1,385 | 1,516 | 1,687 |
| ABus | - | - | 8 | 35 | 53 | 99 |
| AGS | 647 | 682 | 781 | 1,076 | 1,402 | 1,546 |
| AS | 18 | 15 | 16 | 15 | 28 | 44 |
| ATP | - | 1 | 71 | 255 | 388 | 510 |
| Certificates | | | | | | |
| 1-15 Credit Hours | 3,864 | 3,201 | 3,677 | 4,155 | 3,414 | 3,363 |
| 16-30 | 2,289 | 1,645 | 1,579 | 1,824 | 1,911 | 2,382 |
| 31-45 | 1,126 | 1,068 | 1,403 | 3,980 | 1,532 | 1,164 |
| 46+ | 82 | 76 | 56 | 213 | 426 | 481 |
| Total Awards | 7,361 | 5,990 | 6,815 | 10,172 | 7,283 | 7,390 |

Source: IR Data Warehouse, October 2003. Awards reported by "Date Received".

II. Developmental Education

Goal 1: Students demonstrate competencies in courses below 100 level (reading, English, mathematics), which prepare them for success in college level courses.

Measure A: Do students successfully complete courses (C or better) in developmental education (courses below 100 level)? Do they successfully complete (C or better) a subsequent related course within 2 years of completing the developmental course?

Table 8. This table shows the number course enrollments in developmental education courses, which are those below 100 level, and the number of enrollments that resulted in a successful completion, which is defined as a grade of “C” or better.

| Term | Enrollments in Developmental Courses (Below 100 Level in Reading, English, Math) | Number of Courses Successfully Completed With A,B,C,P | Successful Course Completion Rate |
|-----------|---|--|--------------------------------------|
| Fall 1998 | 18,489 | 11,167 | 60% |
| Fall 1999 | 19,145 | 11,502 | 60% |
| Fall 2000 | 20,428 | 12,486 | 61% |
| Fall 2001 | 22,398 | 13,821 | 62% |
| Fall 2002 | 25,130 | 15,644 | 62% |

Source: IR Data Warehouse, October 2003.

Developmental Education - Continued

Measure B: What is the number and percentage of developmental education completers who successfully complete (grade of C or better) a subsequent related course within 2 years of completing the developmental course? (Courses will be tracked in reading, English, and mathematics).

Table 9. This table shows the number of students enrolled in RDG091, which is the developmental reading course into which most students who require a developmental course are placed. Also displayed are the numbers and percents of students who successfully complete RDG091 with a grade of “C” or better, the number and percent of these completers who go on to enroll in CRE101 within 2 years, and the number and percent of those who successfully complete CRE101. CRE101 is the first college level course in Critical and Evaluative Reading.

| Term | Cohort: Students Enrolled in RDG091 | Students Who Complete RDG091 with A,B,C,P | Students Who Complete RDG091 with A,B,C,P and Enroll in CRE101 Within 2 Years | Students Who Complete RDG091 and CRE101 with A,B,C,P Within 2 Years |
|-----------|--|---|--|--|
| Fall 1995 | 1,606 | 1,071 67% | 607 57% | 470 29% |
| Fall 1996 | 1,507 | 943 63% | 555 59% | 407 27% |
| Fall 1997 | 1,521 | 989 65% | 527 53% | 398 26% |
| Fall 1998 | 1,584 | 1,041 66% | 476 46% | 347 22% |
| Fall 1999 | 1,513 | 995 66% | 364 37% | 283 19% |
| Fall 2000 | 1,367 | 914 67% | 327 36% | 268 20% |

Source: IR Data Warehouse, October 2003.

Developmental Education - Continued

Table 10. This table shows the number of students enrolled in ENG071, which is the developmental English course into which most students who require a developmental course are placed. Also displayed are the numbers and percents of students who successfully complete ENG071 with a grade of “C” or better, the number and percent of these completers who go on to enroll in ENG101 within 2 years, and the number and percent of those who successfully complete ENG101. ENG101 is the first college level course in English Composition.

| Term | Cohort: Students Enrolled in ENG071 | Students Who Complete ENG071 with A,B,C,P | Students Who Complete ENG071 with A,B,C,P and Enroll in ENG101 Within 2 Years | Students Who Complete ENG071 and ENG101 with A,B,C,P Within 2 Years |
|-----------|--|---|---|--|
| Fall 1995 | 2,254 | 1,349 60% | 1,044 77% | 714 32% |
| Fall 1996 | 2,111 | 1,303 62% | 999 77% | 727 34% |
| Fall 1997 | 2,150 | 1,311 61% | 965 74% | 704 33% |
| Fall 1998 | 2,183 | 1,389 64% | 1,068 77% | 775 36% |
| Fall 1999 | 2,182 | 1,298 59% | 1,021 79% | 776 36% |
| Fall 2000 | 2,295 | 1,431 62% | 1,097 77% | 852 37% |

Source: IR Data Warehouse, October 2003.

Developmental Education - Continued

Table 11. This table shows the number of students enrolled in MAT120,121, or 122, which are the mathematics courses into which most students are placed who need to obtain the skills required for any of the college level MAT courses, such as MAT142, 150, 151, or 152. Also displayed are the numbers and percents of students who successfully complete MAT120 with a grade of “C” or better, the number and percent of these completers who go on to enroll in one of the courses in the college level sequence within 2 years, and the number and percent of those who successfully complete the college level course. MAT142 is the first college level course in mathematics and MAT150, 151, and 152 are college algebra.

| Term | Cohort: Students Enrolled in MAT120,121,122 | Students Who Complete MAT120,121,122 with A,B,C,P | Students Who Complete MAT120,121,122 with A,B,C,P and Enroll in MAT142,150,151,152 Within 2 Years | Students Who Complete MAT120,121,122 and MAT142,150,151,152 with A,B,C,P Within 2 Years |
|-----------|--|--|--|--|
| Fall 1995 | 5,634 | 3,135 56% | 2,330 74% | 1,770 31% |
| Fall 1996 | 5,384 | 2,931 54% | 2,267 77% | 1,738 32% |
| Fall 1997 | 5,416 | 2,870 53% | 2,192 76% | 1,738 32% |
| Fall 1998 | 5,709 | 3,006 53% | 2,342 78% | 1,829 32% |
| Fall 1999 | 5,854 | 3,121 53% | 2,395 77% | 1,922 33% |
| Fall 2000 | 5,929 | 3,143 53% | 2,369 75% | 1,867 31% |

Source: IR Data Warehouse, October 2003.

III. Workforce Development

Goal 1: Students complete occupational programs and courses with skills sought by themselves or employers.

Measure A: What is the annual enrollment in occupational courses?

Table 12. This table shows the total fiscal year enrollment in occupational courses, and the number and percent of successful course completions, defined as a grade of “C” or better.

| Fiscal Year | Enrollments in Occupational Courses | Number of Successful Completions (A,B,C,P) | Percent of Successful Completions (A,B,C,P) |
|-------------|-------------------------------------|--|---|
| 1996-97 | 203,899 | 158,024 | 78% |
| 1997-98 | 210,193 | 166,895 | 79% |
| 1998-99 | 245,986 | 199,005 | 81% |
| 1999-00 | 261,804 | 209,961 | 80% |
| 2000-01 | 275,727 | 217,069 | 79% |
| 2001-02 | 268,701 | 217,830 | 81% |
| 2002-03 | 275,754 | 221,048 | 80% |

Source: IR Data Warehouse, with year defined as Summer II, Fall, Spring, and Summer I.

Enrollments were counted at end-of-term, and include students who withdrew during the term but not those who dropped and received a refund.

Workforce Development – Continued

Measure B: What is the number of completed certificates and/or AAS degrees in a given year?

Please refer back to Table 6, presented in the University Transfer/General Education section, which shows the number of completed certificates and degrees for the past 6 years. Tables 13, 14, and 15 below show the programs with the highest numbers of certificate and AAS awards for fiscal year 2002-03.

Table 13. This table shows the top 10 awards in certificate programs that require between 1 and 30 hours to complete. Please note that not all students who complete the program requirements formally apply for their certificate of completion, so these numbers may be an underestimate of actual completions.

| Rank | # Awards FY2002-03 | Top Ten Certificate Awards Programs Requiring 1-30 Hours | CIP ¹ Code |
|------|-----------------------|---|-----------------------|
| 1 | 821 | Nurse Assistant / Aide | 511614 |
| 2 | 804 | Corrections / Correctional Administration | 430102 |
| 3 | 781 | Flight Attendant | 490106 |
| 4 | 604 | Business Administration & Management, Other | 520299 |
| 5 | 493 | Emergency Medical Technology / Technician | 510904 |
| 6 | 274 | Business Systems Networking & Telecommunications | 521204 |
| 7 | 226 | Information Processing / Data Entry Technician | 520407 |
| 8 | 223 | Forensic Technology / Technician | 430106 |
| 9 | 169 | Gerontological Services | 190705 |
| 10 | 150 | Personal and Miscellaneous Services, Other | 129999 |
| | 4,545 | Total for Top 10 Certificates | |

¹The Classification of Instructional Programs (CIP) is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. (National Center for Education Statistics, 2003).
Source: IR Data Warehouse, October 2003.

Workforce Development – Continued

Table 14. This table shows the top 10 awards in certificate programs that require between more than 30 hours to complete. Please note that not all students who complete the program requirements formally apply for their certificate of completion, so these numbers may be an underestimate of actual completions.

| Rank | # Awards FY2002-03 | Top Ten Certificate Awards Programs Requiring More Than 30 Hours | CIP ¹ Code |
|------|-----------------------|---|-----------------------|
| 1 | 558 | Law Enforcement / Police Science | 430107 |
| 2 | 443 | Practical Nurse (L.P.N. Training) | 511613 |
| 3 | 89 | Electrician | 460302 |
| 4 | 62 | Sign Language Interpreter | 510205 |
| 5 | 58 | Management Information Systems & Business Data Processing | 521201 |
| 6 | 46 | Aircraft Mechanic / Technician, Powerplant | 470608 |
| 7 | 44 | Culinary Arts / Chef Training | 120503 |
| 8 | 39 | Radio & Television Broadcasting Technology / Technician | 100104 |
| 9 | 36 | Paralegal / Legal Assistant | 220103 |
| 10 | 34 | Aircraft Mechanic / Technician, Airframe | 470607 |
| | 1,409 | Total for Top 10 Certificates | |

¹The Classification of Instructional Programs (CIP) is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. (National Center for Education Statistics, 2003).
Source: IR Data Warehouse, October 2003.

Table 15. This table shows the top 10 awards in Associate of Applied Science (AAS) degree programs. Please note that not all students who complete the program requirements formally apply for their degree, so these numbers may be an underestimate of actual completions.

| Rank | # Awards FY2002-03 | Top Ten AAS Degree Programs | CIP ¹ Code |
|------|-----------------------|---|-----------------------|
| 1 | 398 | Nursing (R.N. Training) | 511601 |
| 2 | 106 | Business Systems networking & Telecommunications | 521204 |
| 3 | 68 | Management Information Systems & Business Data Processing | 521201 |
| 4 | 61 | Fire Science / Firefighting | 430203 |
| 5 | 57 | Interior Design | 500408 |
| 6 | 52 | Paralegal / legal Assistant | 220103 |
| 7 | 52 | Dental Hygienist | 510602 |
| 8 | 51 | Law Enforcement / Police Science | 430107 |
| 9 | 48 | Business Administration & Management, Other | 520299 |
| 10 | 41 | Radio & Television Broadcasting Technology / Technician | 100104 |
| | 934 | Total AAS Degrees Awarded | |

¹The Classification of Instructional Programs (CIP) is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. (National Center for Education Statistics, 2003).
Source: IR Data Warehouse, October 2003.

IV. Student Development Services

IVa. Retention

Goal 1: Students engagement will continue until completion of individual learning goals.

Measure A: What is the number and percent of course completions?

Table 16. This table shows the total number of enrollments in all credit courses, as well as the number and percent of enrollments that were completed, which is defined as any letter grade or a Pass, “P”.

| Term | Total Number of Enrollments in All Credit Courses | Total Number of Completions in All Credit Courses (Grades A,B,C,D,F,P) | Total Percent of Completions in All Credit Courses (Grades A,B,C,D,F,P) |
|-----------|---|---|--|
| Fall 1999 | 281,756 | 223,602 | 79% |
| Fall 2000 | 290,689 | 230,437 | 79% |
| Fall 2001 | 301,123 | 240,931 | 80% |
| Fall 2002 | 322,373 | 261,723 | 81% |

Source: IR Data Warehouse, October 2003.

Measure B: Does student intent make a difference in terms of course completion?

Table 17. This table shows the list of student intent options from which students can choose when they enroll in a credit course and the course completion rates for each of the options. Course completions are defined as courses completed with any letter grade or a Pass, “P”.

| Course Completion Rates for Each of the Student Intent Options for Fall Term Enrollments | | | | |
|--|---------|---------|---------|---------|
| Student Intent - Reason for Enrollment | Fall 99 | Fall 00 | Fall 01 | Fall 02 |
| For my personal interest or self improvement | 78% | 78% | 79% | 80% |
| Improve new skills at my present job | 84% | 83% | 84% | 85% |
| Learn new skills for a better job | - | - | 77% | 80% |
| Prepare for a career change | 80% | 81% | 81% | 82% |
| Prepare for employment | 80% | 79% | 80% | 81% |
| Transfer to a university | 78% | 78% | 79% | 80% |
| Transfer to another community college | - | - | 77% | 79% |
| Unknown | 82% | 81% | 81% | 83% |
| Total | 79% | 79% | 80% | 81% |

Note: Course completions are defined as courses completed with a grade of A, B, C, D, F, P.

Source: IR Data Warehouse, October 2003.

Retention - Continued

Measure C: What is the number and percent of successful course completions?

Table 18. This table shows the total number of enrollments in all credit courses, and the number and percent of enrollments that resulted in a successful completion, which is defined as a grade of “C” or better or a “Pass”.

| Term | Total Number of Enrollments in All Credit Courses | Total Number of Successful Completions in All Credit Courses (Grades A,B,C,P) | Total Percent of Successful Completions in All Credit Courses (Grades A,B,C,P) |
|-----------|---|---|--|
| Fall 1999 | 281,756 | 211,610 | 75% |
| Fall 2000 | 290,689 | 204,415 | 70% |
| Fall 2001 | 301,123 | 221,138 | 73% |
| Fall 2002 | 322,373 | 239,323 | 74% |

Source: IR Data Warehouse, October 2003.

Measure D: Does student intent make a difference in terms of successful course completion?

Table 19. This table shows the list of student intent options from which students can choose when they enroll in a credit course and the successful course completion rates for each of the options. Successful course completions are defined as courses completed with a grade of “C” or better or a “Pass”.

| Successful Course Completion Rates for Each of the Student Intent Options for Fall Term Enrollments | | | | |
|---|---------|---------|---------|---------|
| Student Intent - Reason for Enrollment | Fall 99 | Fall 00 | Fall 01 | Fall 02 |
| For my personal interest or self improvement | 72% | 73% | 73% | 74% |
| Improve new skills at my present job | 79% | 79% | 80% | 81% |
| Learn new skills for a better job | - | - | 69% | 72% |
| Prepare for a career change | 76% | 76% | 76% | 76% |
| Prepare for employment | 74% | 73% | 74% | 73% |
| Transfer to a university | 70% | 71% | 71% | 73% |
| Transfer to another community college | - | - | 69% | 72% |
| Unknown | 77% | 76% | 76% | 76% |
| Total | 73% | 73% | 73% | 74% |

Note: Successful course completions are defined as courses completed with a grade of A, B, C, P.

Source: IR Data Warehouse, October 2003.

Retention - Continued

Measure E: What is the number and percent of students who reenroll in the next semester?

Table 20. This table shows the number and percent of students who completed at least one credit course in fall who reenrolled in the following spring or fall terms.

| Term | Total Credit Students at End of Fall Term | Total Credit Students at End of Fall Term Who Re-enrolled In Spring (Fall to Spring Re-enrollment) | Total Credit Students at End of Fall Term Who Re-enrolled the Next Fall (Fall to Fall Re-enrollment) | Number of Students at End of First Fall Term Who Graduated Within One Year |
|-----------|---|--|--|--|
| Fall 1999 | | | | |
| Number | 87,794 | 53,231 | 36,292 | 8,333 |
| Percent | | 61% | 41% | 9% |
| | | | | |
| Fall 2000 | | | | |
| Number | 89,927 | 54,773 | 37,846 | 8,973 |
| Percent | | 61% | 42% | 10% |
| | | | | |
| Fall 2001 | | | | |
| Number | 93,807 | 57,692 | 40,457 | 9,285 |
| Percent | | 62% | 43% | 10% |
| | | | | |
| Fall 2002 | | | | |
| Number | 101,869 | 64,806 | na | na |
| Percent | | 64% | | |

Note: Fall 2003 enrollment and degree data not yet available.
Source: IR Data Warehouse, October 2003.

Retention - Continued

Measure F: Does student intent make a difference in terms of re-enrollment in subsequent semester?

Table 21. This table shows re-enrollment patterns for students who were enrolled in credit courses during fall 2001, based on the student intent options.

| Re-enrollment Patterns for Students Who Were Enrolled in Credit Courses During Fall 2001 Based on the Student Intent Options | | | |
|--|---|---|--|
| Student Intent - Reason for Enrollment | Percent From Fall 2001 Who Re-enrolled in Spring 2002 | Percent From Fall 2001 Who Re-enrolled in Fall 2002 | Percent From Fall 2001 Who Graduated Within One Year |
| For my personal interest or self improvement | 57% | 40% | 6% |
| Improve new skills at my present job | 48% | 33% | 8% |
| Learn new skills for a better job | 52% | 35% | 5% |
| Prepare for a career change | 65% | 46% | 14% |
| Prepare for employment | 65% | 47% | 14% |
| Transfer to a university | 71% | 50% | 11% |
| Transfer to another community college | 66% | 47% | 10% |
| Unknown | 49% | 33% | 10% |
| Total | 62% | 43% | 10% |
| | | | |

Measure G: What is the number of degrees and certificates awarded annually?

Please refer to Table 6, presented in the University Transfer/General Education section, which shows the number of completed certificates and degrees for the past 6 years.

Retention - Continued

Measure H. What reasons do students give for dropping courses?

Table 22. This table ranks the reasons that students drop courses and the actual rate of occurrence for each of the reasons.

| Ranking of Reasons that Students Drop Courses | | |
|---|------------------------------------|--------------------|
| Rank | Drop Reason | Rate of Occurrence |
| 1 | No reason given | 26% |
| 2 | Placed in alternate course/section | 23% |
| 3 | Purged for non-payment of fees | 18% |
| 4 | Excessive absences | 11% |
| 5 | Personal/confidential | 6% |
| 6 | Work schedule change | 4% |
| 7 | Lack of time | 2% |
| 8 | Academic difficulties | 2% |
| 9 | Financial problems | 1% |
| 10 | Academic load too heavy | 1% |
| 11 | Personal illness, hospitalization | 1% |
| 12 | Enrolling at another college | 1% |
| 13 | Moved | 1% |
| 14 | Not required for program | 1% |
| 15 | Family illness, or death | 1% |
| 16 | Misadvised about course | <1% |
| 17 | Accepted employment | <1% |
| 18 | Even exchange | <1% |
| 19 | Dissatisfied with course | <1% |
| 20 | Transportation problems | <1% |
| 21 | Family problems | <1% |
| 22 | Requirements not met | <1% |
| 24 | Military commitments | <1% |
| 23 | Marriage, change in family status | <1% |
| 25 | Dissatisfied with instruction | <1% |
| 26 | Technical problems | <1% |
| 27 | Administrative (generic) | <1% |
| 28 | Debts | <1% |
| 29 | Books/supplies not available | <1% |
| 30 | Death of student | <1% |
| 31 | Section cancelled | <1% |
| 32 | Administrative (debts, etc.) | <1% |
| 33 | Disciplinary | <1% |
| 34 | Official church missions | <1% |

Source: IR Data Warehouse, October 2003.

V. Continuing/Community Education

Goal 1: The Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

Measure C: What is the evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators.

Table 23. All 10 colleges report full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with area high schools. This table shows the number of locations at which dual enrollment courses were offered to high school students, as well as the number of courses offered, and the number of students who elected to enroll.

| Year | Number of Dual Enrollment Course Locations | Number of Dual Enrollment Courses | Number of Students in Dual Enrollment Courses (Unduplicated Headcount) |
|---------|--|-----------------------------------|--|
| 1999-00 | 102 | 948 | 11,147 |
| 2000-01 | 108 | 981 | 11,390 |
| 2001-02 | 120 | 872 | 11,177 |
| 2002-03 | 140 | 934 | 11,558 |

Source: Report on Community College Courses Offered in Conjunction with High Schools, September 2003.

VII. Teacher Education

Goal 1: Maricopa Community Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.

Measure A: What is the annual enrollment in education courses?

Table 24. This table shows the enrollments in education courses (except EDU250, Overview of the Community Colleges) for the last 4 years.

| Enrollments in MCCD Education Courses | | | | |
|---|---------|---------|---------|---------|
| Education Course Enrollments | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Early Childhood CFS and ECH | 6,076 | 5,888 | 7,042 | 10,250 |
| EDU Courses Transfer and Elective ¹ | 3,816 | 5,355 | 11,840 | 15,257 |
| Total Number of Enrollments in Education Courses (Duplicated Count) | 9,892 | 11,243 | 18,882 | 25,507 |
| Total Number of Students Represented In These Course Enrollments (Unduplicated Count) | 6,021 | 6,847 | 9,563 | 12,064 |

¹ Enrollments in EDU250, Overview of the Community Colleges, which is required for faculty, were not counted. This resulted in a recalculation for all reported years.
Source: IR Data Warehouse, October 2003.

Teacher Education - Continued

Table 25. This table shows enrollments in the three education courses that are required for 2 of the 3 public universities and that transfer into all of the public and private university teacher education programs in Arizona.

| Enrollments in Education Transfer Courses at MCCD | | | | | | |
|---|---------|---------|---------|---------|-------------------------|-------------------------|
| EDU Course | 1999-00 | 2000-01 | 2001-02 | 2002-03 | % Growth 2002 - 2003 | % Growth 1999 - 2003 |
| EDU 221 Intro to Education | 591 | 858 | 1,296 | 1,703 | 31% | 180% |
| EDU 222 Intro to Exceptional Learner | 624 | 942 | 1,997 | 2,440 | 22% | 184% |
| EDU 230 Cultural Diversity in Education | 1,518 | 1,598 | 2,034 | 2,411 | 19% | 106% |
| Totals | 2,733 | 3,398 | 5,327 | 6,554 | 23% | 149 % |

Note1: The enrollments in this table are duplicated counts. Students may be enrolled in multiple courses during the same term or year. Students pursuing fields other than education may choose these courses as electives.

Note2: The enrollments in this table were recalculated for all reported years for this Monitoring Report.

Source: IR Data Warehouse, October 2003.

Teacher Education - Continued

Table 26. This table shows the number of certificates and degrees awarded in MCCD Education programs during the last 2 fiscal years. Please note that not all students who complete their program requirements formally apply for their certificate of completion, so these numbers may be an underestimate of actual program completions. One new transfer degree, Associate of Arts in Elementary Education, was introduced during the past year.

| Certificates and Degrees in Education Programs Awarded in 2001-2002 and 2002-2003 | | | | |
|---|-----------------|------------------------|------------------|------------------|
| Program | MCCD Major Code | Colleges Where Offered | # Awards 2001-02 | # Awards 2002-03 |
| Certificate Programs: | | | | |
| Adolescent Studies | 5357 | PC | 0 | 0 |
| Bilingual Endorsement | 5127 | MC, PC | NP ¹ | 0 |
| Child Care | 5358 | MC, PC | NP | 0 |
| Child Care Administration | 5356 | PC | 3 | 2 |
| Classroom Management for Infants, Toddlers, and Preschool Children | 5019 | PC | 3 | 4 |
| Developmental Disabilities Specialist Certificate | 5034 | CG, GC | 13 | 6 |
| Early Childhood Development | 5360, 5376 | SC, SM | 2 | 5 |
| Early Childhood Education | 5016, 5374 | GC, PV | 21 | 17 |
| Early Childhood Lead Teacher (MOR) | 5373 | GC | 2 | 0 |
| Early Childhood Teacher Aid (Special Needs) | 5362 | CG | 0 | 0 |
| Early Childhood Teacher Assistant (Special Needs) | 5361 | CG | 1 | 0 |
| Education Technology | 5761 | GW | 1 | 1 |
| ESL Endorsement | 5126 | MC, PC | NP | 0 |
| Infant Toddler Development | 5353 | SC | 2 | 0 |
| Instructional Asst. Program | 5119 | MC, PC | NP | 0 |
| Reading Endorsement | 5128 | MC, PC | NP | 0 |
| Degree Programs: | | | | |
| AAS Child Care Administration | 3356 | PC | 10 | 23 |
| AAS Child Development | 3357 | MC | 0 | 0 |
| AAS Early Childhood Development | 3360, 3361 | SC, SM | 3 | 2 |
| AAS Early Childhood Education | 3374, 3836 | GC, PV | 23 | 23 |
| AAS Early Childhood Education Special Development Needs | 3362 | CG | 0 | 0 |
| AAS Degree in Instructional Assistance | 3119 | MC, PC | NP | 0 |
| AAS Degree in Teacher Assisting | 3574 | MC | 5 | 1 |
| Education – Elementary AA/SR | 7052 | All | 0 | 0 |
| Education – Secondary AA/SR | 7054 | All | 0 | 0 |
| Education – Special AA/SR | 7056 | All | 0 | 0 |
| Education - Early Childhood AA/SR | 7050 | All | 0 | 0 |
| Elementary Education - AAEE | 8101 | All | - | NP |
| Elementary Education – ASU Main ATP | 9101 | All | 37 | 41 |
| Elementary Education – ASU West ATP | 9201 | All | 55 | 78 |
| TPD - Elementary Education ASU Main | 9021 | CG, EM, MC, PC, SM | 3 | 0 |
| TPD - Elementary Education ASU West | 9031 | CG, EM, GC, PV | 0 | 0 |
| Total Degrees and Certificates | | | 184 | 203 |

¹Note: NP = New Program.

Source: IR Data Warehouse, October 2003.

Teacher Education - Continued

Measure C: Measure the number/names/purpose of partners/organizations by college and the number of persons trained.

Table 27. This table showcases the variety of partnerships that has been developed to train future teachers or to recruit students and share information.

| Campus - Chandler Gilbert Community College | | |
|---|---|---|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| Teachers: Today and Tomorrow A Learning Community for K-8 with ASUE (Williams Campus T3 day program | Recruitment, transfer for preservice teachers | 21 |
| Teachers: Today and Tomorrow A Learning Community for 7-12 with ASUE (Williams Campus T3 day program | Recruitment, transfer for preservice teachers | 10 |
| Chandler Unified School District, Chandler-Gilbert Community College, ASU East Collaboration (CCACC) | Recruitment, transfer for preservice teachers | Not available at this time |
| Cultivating Our Roles in Education Teacher Education Program (Pecos campus K-8 and 7-12 programs) | Recruitment, transfer for preservice teachers | 350 enrolled Fall 03 |
| Education Network Advocating Bilingual Education (Project ENABLE- federal grant with local high schools and ASU Main) | Recruitment, transfer of bilingual education majors (East Valley Schools and ASU Main) | 8 in progress |
| San Tan Teacher Education Partnership (STTEP multifaceted partnership in SE Valley) | Recruitment, high school counselors in Maricopa County | Personnel, not a student partnership |
| Recruitment Committee, Advisory Board, Field Experience Partnership | | 10 Recruitment Committee 25 Advisory Board Membership 20 Field Experience Partnership |
| Mesa Educator career Pathway Program (MECPP is a 2+2+2 program among Mesa public schools + CGCC + ASUE | A "grow your own" program which addresses both the teacher shortage and need for quality teachers. Prospective young teachers are targeted early and nurtured in their career choice. | 3 |
| Teachers: Today and Tomorrow - A Learning Community for K-8 with ASUE (Williams Campus T3 day program | Recruitment, transfer for preservice teachers | 21 |

Table Continues

| Campus - Estrella Mountain Community College | | |
|--|--|----------------------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| <u>With Elementary Schools:</u> No Child Left Behind | Provide instruction for instructional aides with three elementary school districts (Avondale, Pendergast and Litchfield) in response to legislation. | 157 |
| <u>With High Schools:</u> inspire.teach | To increase the number of diverse professionals within Arizona's teaching force. Includes Agua Fria, Millenium, Tolleson, Trevor Browne and Westview high schools. | 77 |
| <u>With Other Higher Education Institutions:</u> ASU West inspire.teach | This partnership provides students attending EMCC the opportunity to transfer to ASU West to increase the number of professionals within Arizona's teaching force. There are 33 former students that are enrolled at ASU West and 89 students are still enrolled at EMCC, but are participating in ASU West partnership activities. | 166 |
| <u>Teacher Education Internships:</u> | <p>To create and maintain collaborations with local schools, government agencies, and other appropriate entities</p> <p>To strengthen EMCC's teacher education program by providing myriad choices</p> <p>To prepare and retain teacher education students</p> <p>To provide experiential learning opportunities while simultaneously supplying additional support to classroom teachers and their schools</p> <p>To train high quality, diverse pre K – 12 teachers</p> <p>To enhance the learning of pre K – 12 students</p> | 188 (see list below) |
| Avondale Elementary District | | 21 |
| Litchfield Elementary District | | 23 |
| Peoria Unified District | | 6 |
| Dysart Unified District | | 15 |
| Pendergast Elementary District | | 50 |
| Buckeye Union High School District | | 1 |
| Tolleson Union High School District | | 5 |
| Liberty Elementary District | | 7 |
| Washington Elementary District | | 4 |
| Paradise Valley Unified District | | 1 |
| Buckeye Elementary District | | 4 |
| Phoenix Union High School District | | 1 |
| Agua Fria Union High School District | | 10 |
| Littleton Elementary District | | 7 |

Table Continues

| | | |
|--|--|---|
| Cartwright Elementary District | | 8 |
| Tolleson Elementary District | | 2 |
| Alhambra Elementary District | | 1 |
| Laveen Elementary District | | 1 |
| Fowler Elementary District | | 2 |
| Isaac Elementary District | | 1 |
| Glendale Elementary District | | 1 |
| New Joy Charter School | | 2 |
| Great Beginnings Charter School | | 1 |
| Paradise Education Center (Charter School) | | 4 |
| Westland Charter School | | 1 |
| Happy Valley Basic School (Charter School) | | 1 |
| Cornerstone Christian Center | | 1 |
| Trinity Lutheran | | 1 |
| Grace Fellowship | | 1 |
| Glenview Adventist School | | 1 |
| Montessori Kingdom of Learning | | 1 |
| Tolleson Early Childhood Center | | 1 |
| Goodyear Parks and Recreation | | 1 |
| City of Phoenix Parks and Recreation | | 1 |

| Campus - Gateway Community College | | |
|------------------------------------|--|-----------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| Roosevelt School District | Preparing Instructional Assistants in taking the Para Pro Assessment. | 13 |
| Wilson School District | Delivery of ESL courses to parents | 30 |
| Creighton School District | Assisting current teachers through course work, in meeting the Highly Qualified Federal Mandate. | 12 |
| Brunsen-Lee Elementary | Delivery of Parent Education Class | 25 |
| ASU Main/West | Recruit and Transfer pre-service teacher education students | 30 |

| Campus - Glendale Community College | | |
|-------------------------------------|---|--|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| AzTEC | To recruit quality students into teacher education as a profession through early outreach | 226 including the following partnerships |
| Glendale Elementary School District | Prepare instructional aides to obtain their Bachelors degree in education | 18 |
| Westside Headstart | Prepare instructional aides to obtain their ATP Elementary Education, BAE in Education | 1 |
| Isaac Elementary School District | Prepare instructional aides to obtain their Bachelors degree in education | 1 |
| Washington School District | Prepare instructional aides to obtain their Bachelors degree in education | 10 |

| | | |
|---|--|-------|
| Glendale Union High School District (all 9 H.S. in district) | Students in High School Teacher's Club participate in 2+2+2 programs at GCC and ASU West in order to obtain their educational degrees | 25 |
| Glendale Union High School District (all 9 H.S. in district) | Prepare instructional aides to obtain their Bachelors degree in education | 12 |
| ASU West | Aid in transition from College to University | 25 |
| NAU | Aid in transition from College to University | 2 |
| ASU Main | Aid in transition from College to University | 5 |
| Peoria Unified School District | Prepare instructional aides to obtain their Bachelors degree in education | 3 |
| Pendergast School District | Prepare instructional aides to obtain their Bachelors degree in education | 1 |
| Creighton School District | Prepare instructional aides to obtain their Bachelors degree in education | 1 |
| Phoenix Union HS District | Prepare instructional aides to obtain their Bachelors degree in education | 1 |
| <u>Education:</u> ASU West | On site advisor, once a week, to advise those transferring to ASU West in Education | 350 |
| ASU West | Orientation for Education transfers, conducted at GCC | 200 |
| <u>CFS/ECH/ITD:</u> Various schools and agencies | <i>See 2002-2003 Continuing Education-Community Education report in Appendix for specific schools and numbers</i> | 428 |
| <u>Other Activities:</u> | Chemistry Day, Science Olympiad, Readfest, campus tours. <i>See 2002-2003 Continuing Education-Community Education Appendix for specific schools and numbers</i> | 7,000 |

| Campus - Mesa Community College | | |
|--|--|-----------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| Mesa Unified School District, Tempe Union H.S. District, Gilbert Unified School District, Tempe Elementary School District, Apache Junction Unified School District, Kyrene Elementary School District | Pre-Service Teacher Candidates EDU 221 Field Experiences and Service Learning | 500 |
| Mesa Unified School District | MECPP and Mesa's School of Education's Grow Your Own Program | 46 |
| Mesa High Schools | Dual Enrollment Partnerships | 16 |
| Mesa Public Schools K-12 Tempe Union H.S. District (New, Spring 2004) Gilbert Unified School District (New, Spring 2004) | Certified Teacher Endorsement Partnerships: Key Programs: Bilingual, ESL, Reading and Math Specialist | 568 |
| Mesa Unified School District | Paraprofessional Program: AAS Degree and AAEE Degree | 87 |

Tables Continues

| Campus - Paradise Valley Community College | | |
|---|------------------------|-----------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| ASU West Paradise Valley Unified School District Cave Creek Unified School District | Teacher Connection | 60 |

| Campus - Phoenix College | | |
|---|--|-----------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| AzTEC | To recruit quality students into teacher education as a profession through early outreach | 45 |
| Urban Teacher Corps/ASU Main and Surrounding K-12 Districts | Grow your Own for K-12 Districts to support urban para professionals to achieve community college and university teacher education | 39 |
| ASU ATP Partnership | To support seamless transfer of students to the College of Education | 406 |

| Campus - Rio Salado College | | |
|-------------------------------|---|-------------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| Teach for America | Post Baccalaureate Teacher Prep Program | 36 |
| Troops to Teachers | Post Baccalaureate Teacher Prep Program | 38 |
| Cartwright School District | Special Education Endorsement Cohort | 14 |
| Scottsdale School District | Post Baccalaureate Teacher Prep Program | 11 |
| JROTC | Post Baccalaureate Teacher Prep Program | In progress |
| Phoenix Union H.S. District | ESL Endorsement | * |
| Tempe H.S. District | ESL Endorsement | * |
| Tempe Elem School District | ESL Endorsement | * |
| Kyrene School District | ESL Endorsement | * |
| AZ Bilingual Consortium | ESL Endorsement | * |
| Paradise Valley School Dist. | ESL Endorsement | * |
| Sacaton School District | ESL Endorsement Cohort | 13 |
| Walden University | Master's Degree Transfer Partnership | In progress |
| ASU Native Teacher Pgm | Mathematics Courses | 28 |
| Cops to Classrooms | Post Baccalaureate Teacher Prep Program | In progress |

| Campus - Scottsdale Community College | | |
|--|--|-----------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| <u>With Elementary Schools:</u> Scottsdale Teacher Education Partnership (STEP) Post Baccalaureate Teacher Certification Program | This partnership provided direct classroom experience for teachers in training. Students in the post-bac teacher certification program spent 20 hours per week working with a mentor teacher for 27 weeks prior to student teaching. | 24 |
| Parent Education for Prevention (PEP) Project | This partnership provided parent education training for parents at two elementary schools in Scottsdale. | 31 |
| Paraprofessional Training | Courses were provided for paraprofessionals working in English as a Second Language programs in Scottsdale School District. | 15 |

| Campus - South Mountain Community College | | |
|---|--|--------------|
| Name of Partner for 2002-2003 | Purpose of Partnership | # Trained |
| <u>Apprenticeship:</u> | N/A | |
| <u>Computer-Related Training:</u> | | |
| Habitat for Humanity | Series of short-term special interest computer courses are offered at this South Mountain Village community site | 40 annually |
| Stardust House | Short-term computer courses are offered to residents living in Public housing projects. | 50 annually |
| City of Phoenix SMCC Guadalupe Learning Center | Short-term special interest courses are offered at this location in Guadalupe, AZ. | 75 annually |
| <u>Language/Communication (Workplace Spanish, ESL, Com):</u> | | |
| Habitat for Humanity (Stardust House) | Parenting classes were offered to parents with children from infant stage to senior year in high school. | 48 annually |
| Murphy Elementary School District | Parenting classes were offered to parents with children from infant stage to senior year in high school. | 20 annually |
| Phoenix Elementary School District | Parenting classes were offered to parents with children from infant stage to senior year in high school. | 15 annually |
| Phoenix Union High School District | Parenting classes were offered to parents with children from infant stage to senior year in high school. | 45 annually |
| Tempe Union High School District | Parenting classes were offered to parents with children from infant stage to senior year in high school. | 30 annually |
| <u>Management/ Administrative</u> Self Employment Loan Fund | Provide Small Business Development classes to small business owners on the SMCC campus and at community locations. | 85 annually |
| <u>Medical/Health Care:</u> | N/A | |
| <u>On-Line Education (e.g., teacher):</u> | N/A | |
| <u>Technology/Workforce Training & Information Sharing:</u> | N/A | |
| <u>Automotive Specific:</u> | N/A | |
| <u>Customized Partnerships, Certificates & Degrees:</u> | N/A | |
| <u>Other:</u> | | |
| Boys & Girls Club (Guadalupe) | Short-term special interest courses are offered at this location in Guadalupe, AZ. | 40 annually |
| Horizon Community Learning Center | Short-term special interest courses are offered at this location in Ahwatukee, AZ. | 150 annually |
| Tempe Union High School District | Special interest woodworking courses are offered at McClintock High School. | 60 annually |

Source: Deans of Instruction.

Teacher Education - Continued

Measure D: Measure the percent of education baccalaureate graduates with community college transfer credits: 1-11, 12-23, 24-31, 32-47, 48-63, and 64+ and their average GPA's.

Table 28. This table shows the number of baccalaureate degrees awarded to students with MCCD credits from Colleges of Education at the Arizona public universities.

| Baccalaureate Degrees from Colleges of Education Awarded to Students With MCCD Credits | | | | | |
|---|-----------|---------|---------|---------|---------|
| Campus | Degree | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| ASU Main | BAEd | 293 | 300 | 232 | 330 |
| | BAE SE | 69 | 93 | 49 | 1 |
| ASU East | BAEd | - | 10 | 42 | 38 |
| ASU West | BAEd | 309 | 316 | 345 | 337 |
| ASU Total | | 671 | 719 | 668 | 706 |
| | | | | | |
| NAU | BSEd | 151 | 156 | 123 | 141 |
| | | | | | |
| U of A | BAEd | 26 | 24 | 28 | 30 |
| | BSEd | 5 | 9 | 10 | 8 |
| U of A Total | | 31 | 33 | 38 | 38 |

Note: ASU counted East Campus degrees with ASU Main until 1999-00.

Source: ASSIST, September 2003.

Teacher Education - Continued

Table 29. This table shows the number of credits transferred from MCCD by students who went on to earn baccalaureate degrees from Colleges of Education at the Arizona public universities. It also shows the students who attempted to transfer MCCD credits but were unable to do so because they already had transferred the maximum allowed from non-MCCD institutions (these students are represented in the table as “Over and Above”).

| Number of MCCD Credits Transferred by Students who Earned Baccalaureate Degrees from Colleges of Education by Year of Degree | | | | | |
|--|---------------------------------|---------|---------|---------|---------|
| Year of Baccalaureate Degree | | | | | |
| University | Number MCCD Credits Transferred | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| ASU College of Education | 1-11 credits | 98 | 106 | 101 | 93 |
| | 12-23 credits | 57 | 62 | 47 | 63 |
| | 24-31 credits | 37 | 26 | 34 | 32 |
| | 32-47 credits | 72 | 75 | 65 | 72 |
| | 48-63 credits | 158 | 194 | 190 | 187 |
| | 64+ credits | 239 | 248 | 216 | 240 |
| | Over and Above | 10 | 8 | 15 | 19 |
| | Total Degrees with MCCD credits | 671 | 719 | 668 | 706 |
| | Total ASU CoE Degrees | 850 | 886 | 820 | 906 |
| | % with MCCD Credits | 79% | 81% | 81% | 78% |
| NAU College of Education | 1-11 credits | 55 | 52 | 53 | 55 |
| | 12-23 credits | 22 | 26 | 25 | 23 |
| | 24-31 credits | 11 | 16 | 11 | 13 |
| | 32-47 credits | 23 | 16 | 8 | 11 |
| | 48-63 credits | 25 | 26 | 17 | 30 |
| | 64+ credits | 15 | 20 | 9 | 9 |
| | Over and Above | - | - | - | - |
| | Total Degrees with MCCD credits | 151 | 156 | 123 | 141 |
| | Total NAU CoE Degrees | 608 | 631 | 506 | 525 |
| | % with MCCD Credits | 25% | 25% | 24% | 27% |
| U of A College of Education | 1-11 credits | 11 | 15 | 17 | 16 |
| | 12-23 credits | 12 | 7 | 7 | 9 |
| | 24-31 credits | 2 | 2 | 3 | 7 |
| | 32-47 credits | 3 | 5 | 4 | 6 |
| | 48-63 credits | 2 | 1 | 2 | - |
| | 64+ credits | 1 | 3 | 5 | - |
| | Over and Above | - | - | - | - |
| | Total Degrees with MCCD credits | 31 | 33 | 38 | 38 |
| | Total U of A CoE Degrees | 301 | 332 | 320 | 349 |
| | % with MCCD Credits | 10% | 10% | 12% | 11% |

Source: ASSIST, October 2003.

Teacher Education - Continued

Table 30. This table shows the average cumulative GPA for MCCD transfer students who earned baccalaureate degrees from the Colleges of Education at the three Arizona public universities.

| Average Cumulative GPA of MCCD Transfer Students who Earned Baccalaureate Degrees from Colleges of Education | | | | |
|--|---------|---------|---------|---------|
| University | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| ASU Main | 2.93 | 3.54 | 3.46 | 3.49 |
| ASU West | 3.45 | 3.62 | 3.60 | 3.58 |
| ASU East | - | 3.55 | 3.36 | 3.58 |
| ASU Average | 3.19 | 3.57 | 3.53 | 3.54 |
| | | | | |
| NAU | 3.52 | 3.56 | 3.57 | 3.56 |
| | | | | |
| U of A | 3.45 | 3.36 | 3.42 | 3.33 |

Source: ASSIST, October 2003.

APPENDICES - 2-6

Maricopa Community Colleges

Governing Board Goals and Measures

November 2003



**MARICOPA
COMMUNITY
COLLEGES®**

APPENDICES TWO THROUGH SIX

Appendix Two: Student Academic Achievement Assessment Best Practices

Prepared by District Student Academic Achievement Assessment Committee
(DSAAAC)

Appendix Three: Workforce Development

Prepared by Center for Workforce Development and Deans of Occupational
Education

Appendix Four: Student Development Services

Prepared by Deans of Student Services and District Student Services Director

Appendix Five: Continuing/Community Education

Prepared by Deans of Instruction

Appendix Six: Diversity

Prepared by Diversity Advisory Council and Maricopa Governance Manager

APPENDIX TWO:

STUDENT ACADEMIC ACHIEVEMENT ASSESSMENT

SELECTED BEST PRACTICES

This report contains examples of “best practices” in academic assessment, practiced by Maricopa Community Colleges. These reports have been prepared by the individual colleges, and compiled for presentation to the Governing Board. They are presented as follows:

Chandler-Gilbert Community College
Estrella Mountain Community College
Gateway Community College
Glendale Community College
Mesa Community College
Paradise Valley Community College
Phoenix Community College
Rio Salado College
Scottsdale Community College
South Mountain Community College

**CHANDLER-GILBERT COMMUNITY COLLEGE
SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE**

CGCC's Mathematics Assessment Plan - Common Final Exams

Outcome Being Measured:

Will final exam scores be significantly different among students who took either Intermediate or College Algebra for 3,4 or 5 credit hours?

Level at which the measurement occurs:

Division level – Math Division

Description of the assessment methodology: Common Finals

Since the initial assessment plan in 1996, math faculty at CGCC have met together in teams to establish the criteria, devise the questions, and evaluate the results of assessments in mathematics courses. Grading standards such as a common math rubric were created to enhance the consistency of assessment. Common final exams are given each semester and are designed to meet the MCCD course competencies as well as specific critical thinking and calculator competencies agreed upon by the CGCC faculty.

Data from the common finals are collected from each instructor and include the number of students tested, percentage of students receiving A - F grades on the exam, and the percentage of students who missed each specific question. Summary sheets of the data are analyzed by teams of faculty to evaluate the assessment tool for misleading questions, to determine which skills were not mastered and to plan training sessions for faculty to improve the teaching and learning of those skills which were not sufficiently mastered. Exams are revised each semester. Results of final exams are not used to evaluate faculty members. Assessment results have been used to answer questions over the years.

CGCC's Common Final Exam Policies in Mathematics:

- Students must take the comprehensive common final exam and score at least 60% on it in order to receive a grade of "C" or higher in the course. If a student scores 60% or higher on the comprehensive common final exam, the instructor may combine the comprehensive common final exam grade with the other required elements of the course to determine the course grade. If a student scores less than 60% on the comprehensive common final exam, the instructor will assign a course grade of either "D" or "F" depending on the quality of that student's work on the other required elements of the course.
- The Math department provides a common reference sheet of formulas for use during the final exam. A clean copy should be handed out on the day of the final.
- All students must take the final exam.
- The final exam must be given on the date and time listed in the final exam schedule.

- The final exam cannot be used as a take home test.
- Final exams are not to be returned to students.
- Scratch paper should not leave the room after the final.
- Students must not share calculators during exams.
- Faculty should check calculators to be sure information cannot be shared outside of class, specifically, clear graphs, stat lists and matrices.

RUBRIC SCALE to grade mathematics tests:

For each problem, or for each separate question in a multi-step problems*, a grade of:

- 4 indicates that the student has completed the problem accurately, used correct procedures, and demonstrated a thorough understanding of the concepts
- 3 indicates that the student may have used correct procedures but had minor computational errors, or used correct computations with minor procedural errors; demonstrates a good understanding of the concepts
- 2 indicates that the student has partial understanding of the concepts but used incorrect procedures and made some computational errors
- 1 indicates very little understanding, incorrect procedures and computations, but at least made an attempt to answer the question
- 0 indicates that the student did not respond to the question

*If a multi-step problem depends on a correct answer from a previous problem, and if the student did not get the correct answer on the previous problem, the instructor should carefully check the sequential problems to see if the incorrect answer was used consistently with the correct procedures. If the procedures are correct, and the student demonstrates a thorough understanding of the concept, then the student could earn up to a 4 on the sequential problems, using an incorrect answer. In other words, getting the wrong number at the beginning of a series of questions would not necessarily mean that points would be deducted from each later question, as long as the student demonstrated an understanding of the correct procedures.

Improvements being integrated into curriculum, teaching and learning, and/or services:

Results/status:

Will final exam scores be significantly different among students who took either Intermediate or College Algebra for 3,4 or 5 credit hours?

Answer: Yes, those in the 4 or 5 credit sections did significantly better than those in 3
Resultant change: CGCC offers more 4-5 credit sections and fewer 3 credit sections.

Contact Information: Jeanne Canham, CGCC Math Faculty

ESTRELLA MOUNTAIN COMMUNITY COLLEGE

SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE

- The outcome being measured:

The DevAssess is a test that was written by Estrella Mountain's Developmental Education Division with input from all of the divisions on campus. The test measures competencies in reading, writing, and mathematics. It measures whether students can compare and contrast information presented in written form (reading), whether they can write an essay composed of five paragraphs that support their thesis statement (writing), and whether they can write and solve a linear equation (mathematics).

- The level at which the measurement occurs:

The test is given to students who are completing MAT092 and ENG071. This marks their completion of the remedial classes offered by the Division of Developmental Education.

- Description of the assessment methodology:

Students take an optional test, which lasts for two hours, during a special testing period at the end of the Spring semester. As a part of this test, they read two magazine review articles on two different new cars. Introduced to a prospective new car buyer with explicit lifestyle requirements, they then write a five paragraph essay outlining which car would best serve the needs of the buyer in question. The final part of the test asks them to fill in mathematical information regarding computations concerning interest rates and payments.

- Improvements being integrated into curriculum, teaching and learning, and/or services:

The Division of Developmental Education conducts meetings with faculty regarding the recommended improvements that need to be made into curriculum, teaching and learning, and/or services. Faculty have discussed and made changes to the curriculum emphasizing additional practices in thesis statements and persuasive/argumentative essay writing. These discussions also have impacted textbook choices for writing classes for ESL and basic skills/Developmental classes to prepare students for real world writing situations.

- Results/status:

The DevAssess test has been given each year since 1998. It has been revised as necessary during this time period. The test is a valuable instrument and has served as a model to other institutions. It is one of the few tests nationally that has been designed to be used in the area of Developmental Education.

- Contact Information:

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**GATEWAY COMMUNITY COLLEGE
SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE
GENERAL EDUCATION ASSESSMENT – COMPUTER LITERACY**

Outcome Measured

This report is an overview of the assessment of computer literacy of program completers. Fifty-five students took a total of 135 tests on internet concepts, Microsoft Word 2000 and Microsoft Windows 2000. Students also completed a paper self-evaluation of their computer literacy.

Level the Measurement Occurs

The instrument was intended to measure the computer literacy of a sample of GateWay's program completers. Students were randomly selected from the Water Technology program, the Nuclear Medicine program, the Physical Therapy Assisting program, the Facilities program and two English 102 classes. It was felt that this cross section of students represented students near the end of their respective programs.

Description of Methodology

Kenexa's ProveIt™ software was selected to measure the computer literacy of GateWay's program completers. The College has defined computer literacy as the ability to utilize the computer as a tool to access and disseminate information, as well as to communicate. This definition includes using a computer to solve problems, make decisions, and manage information. Faculty proposed that a test on Word, Windows and on using the internet especially for email would adequately measure computer literacy.

Kenexa's ProveIt™ software was selected as the assessment tool as it contained nationally normalized test questions to measure skills on the three topic areas. Each test required the student to perform a task or (in the case of the internet test) select a response and continue on with the testing.

The instrument was intended to measure the computer literacy of program completers. It was felt that a skill-based, online test would be preferable to a multiple-choice or essay test about how to use a computer.

Prior to taking the tests, the students were asked to complete an eleven question self-evaluation of their computer literacy. The results were scored and a point value was assigned to each student.

Internet topics evaluated included searching the Web, search engine logic, email addresses, internet rules. Word topics included opening a document, typing a document, saving, changing font size, centering, cutting and pasting, spell checking, and printing. Windows topics evaluated included accessing "Help", "My Computer", minimizing a

window, creating new folders, deleting and copying folders, copying files, and exiting Windows.

Results/status

- The internet test
 - The test was four questions and administered to 30 students.
 - The average score was 67% which represents missing just over 1 question each.
 - The self-evaluation and the results of the internet test were correlated at 0.48
- The Word test
 - The test was eleven questions and was administered to 55 students.
 - The average score was 81%.
 - The self-evaluation and the results of the internet test were correlated at 0.23.
- The Windows test
 - The test was just eight questions and administered to 50 students.
 - The average score was 76%.
 - The self-evaluation and the results of the test were correlated at 0.29.

The results of the sample indicated that students' self-evaluation of computer literacy skills did not correlate well to actual evaluation. While students scored lowest on the internet test, one could assert that the student's ability to start the browser, navigate to the testing site, follow the links on the pages and take the three exams was in itself a measure of computer and internet literacy.

Improvements being integrated into curriculum, teaching and learning, and/or services.

Pilot faculty indicate that integration of internet in coursework is an appropriate outcome. Computer literacy is increasingly being infused into the curriculum throughout occupational and academic courses. Faculty are researching alternate evaluation tools to assess computer literacy as Kenexa's ProveIt™, while efficient, was expensive.

Contact information: Sue Kater, Director Research & Planning

GLENDALE COMMUNITY COLLEGE ASSESSMENT BEST PRACTICES

Outcome: Oral Communication (Secondary Outcome)

Assessment Level: College-wide

Assessment Methodology:

Introduction – The College-wide Academic Achievement Committee (CWAAC) serves as Glendale Community College's (GCC) representative body for general education assessment issues. CWAAC coordinates the College's annual assessment of its core outcomes (Critical Reading, Writing and Critical Reasoning – includes Mathematics), and is responsible for the assessment of two secondary outcomes, Oral Communication and Information and Technology Literacy. The following report describes activities to assess Oral Communication in 2002-2003.

The Cohort - CWAAC chose to select a cohort out of communication courses as a means of capturing student performances of oral communication. Thus, the cohort selected consists of students who were enrolled in COM100 – Introduction to Human Communication, COM225 – Public Speaking, and COM230 – Small Group Communication, during fall semester 2002. These courses represent three out of the four core courses that a student may take to meet the general education requirement for communication. Additional requirements for the student cohort included completion of 30 or more credits with a minimum of a "C" in the communication course. College Research Services prepared a list of students meeting these criteria and then conducted a simple random sampling of this population. In addition, an analysis of the coursework of each student in the cohort was conducted, to ensure the students were pursuing a general education curriculum. 315 students enrolled in COM100, COM225, and COM230 met the criteria. A proportional random sample of student speeches from each of these classes was selected to achieve a margin of error of $\pm 8\%$. (N=315; 102= $\pm 8\%$;
COM100:
n= 37; COM225: n= 20; COM230: n=45).

The Measure - Quantitative measures were used to obtain information about student learning. In accordance with oral communication assessment protocol established by the National Communication Association, the Communication Department faculty developed an assessment rubric used to evaluate the random sample. The assessment rubric measured specific learning objectives established by the faculty for general education oral communication including organization, content, delivery, use of language, and communication with the audience. The design of the rubric and assessment process is intended for use by the college to assess the secondary outcome of oral communication of their general education programs at the sophomore level. The results are reported in terms of levels, with level 1 indicating college level performance. **An initial goal was set for a minimum of 60% of students to score at or above level 1 for the oral communication skills secondary outcome.** Since the assessment mechanism was developed by GCC Communication Faculty, the results are not norm- referenced

(comparable to similar institutions and students). The results are reported as Proficiency level scores or criterion-referenced scores. The scores or levels are defined in terms of specific competencies expected of students at each of three levels for oral communication.

Assessment Procedures - All students in COM100, COM225, COM230 classes were videotaped on an assignment reflecting their ability to communicate with an audience. Faculty successfully taped 37/40 sections during fall semester, 2002. A proportional random sample was pulled from these videotapes. Four communication faculty agreed to serve as raters. Each faculty was randomly assigned 50-52 speeches to evaluate using a faculty developed assessment rubric. No faculty member was allowed to evaluate their own students. Training was conducted on the rubric to increase inter-rater reliability and to define the terminology on the rubric. All speeches were evaluated by two faculty members. A third rater was used if the two initial raters disagreed by more than one level. Out of the 102 speeches evaluated, only 2 speeches required a third rater. Additionally, to be useful, an assessment tool must meet certain standards for reliability and validity. The Kappa measuring agreement was 0.72 or substantial agreement between the raters using the raw scores between 0-20. Thus, the measure may be used to draw conclusions regarding GCC's students' abilities with respect to oral communication.

Improvements Integrated Into Curriculum, Teaching and Learning, and/or Services:

Beyond assessing the Oral Communication proficiency level of GCC students, the 2002-2003 assessment provided several results that will be integrated into the teaching, learning and assessment of communication courses at GCC. First, the college-wide assessment is derived from cohorts enrolled in three communication courses. Results can also be used to assess course level competencies. Second, the standards for the rubric developed for college-wide assessment can be modified to address specific course level performance or a cohort of communication majors. Finally, the assessment program and rubric development provided a tremendous opportunity for the faculty to pool the collective expertise of the Communication department. A common rubric and standards for levels of proficiency resulted, applicable to all core communication courses taught by resident and adjunct faculty.

Results: Proficiency level scores are the focus of GCC's assessment efforts. These scores or levels are defined in terms of specific competencies expected of students at each of three levels. The levels are hierarchical. Students who perform at level 2 have also performed successfully at level 1. GCC students' proficiency level scores for 2002-2003 are provided in the accompanying table, separated by skill. At Level 1, a student can: demonstrate understanding of organizational structure; provide the audience with a discernable topic; use some supporting material; speak conversationally with some unnecessary pauses, filler words, and notes as needed; use acceptable grammar and language; and use acceptable eye contact with the audience. A review of Table 1 indicates that GCC's students are attaining the goal established by CWAAC (60% performing at level 1 or above) for Oral Communication.

Table 1. Oral Communication

| Year | # Students in Cohort | Performance Level Scores | | | |
|------|----------------------|--------------------------|---------|---------|---------|
| | | Level 1 Not Reached | Level 1 | Level 2 | Level 3 |
| 2003 | 102 | 14% | 86% | 28% | 10% |

Contact Information: Dr. Pam Joraanstad, Department of Communication, Glendale Community College, Phone: 623.845.3773, Email: *pam.joraanstad@gmail.maricopa.edu*

MESA COMMUNITY COLLEGE ASSESSMENT PROGRAM BEST PRACTICE

The Assessment Program Overview

The Mesa Community College program to assess student learning outcomes is a comprehensive, college-wide initiative that is the result of a close collaboration between college faculty and administration. It is a significant part of the college's overall institutional effectiveness plan. Through the assessment program, the college measures the extent to which students attain faculty defined learning outcomes in three major program areas: general education, career and technical programs, and developmental education. Arts and Humanities is one of seven general education outcome areas. This faculty designed assessment has been recognized nationally. The Arts and Humanities assessment was conducted on a large scale in both 2001 and 2003 Assessment Weeks.

Arts and Humanities Outcomes

Faculty defined the student learning outcomes for Arts and Humanities as follows: Students will be able to: 1. Demonstrate knowledge of human creations. 2. Demonstrate awareness that different contexts and/or world views produce different human creations. 3. Demonstrate an understanding and awareness of the impact that a piece (artifact) has on the relationship and perspective of the audience. 4. Demonstrate an ability to evaluate human creations.

Data Collection and Measurement

The measurement is conducted at the college level, that is, data is collected from students in classes representing a variety of disciplines in order to measure whether learning is occurring in the college as a whole, rather than at the class, program or departmental level. Data is collected during an annual assessment week in sections volunteered by faculty from many disciplines. Courses with a relatively large share of beginning students or completing students were targeted for participation.

For faculty administering the Arts and Humanities assessment, the necessary equipment was scheduled, and faculty were trained individually to administer the media-based assessment. An orientation day provided the opportunity for faculty to pick up their assessment materials, ask questions, preview the assessment materials, and to examine results from prior assessments.

Administration of assessments occurred during the regular classroom period. Faculty followed a standard protocol for each assessment. Students were informed that the purpose of the assessment is to measure whether education goals are being achieved in order to improve programs and student learning. Students were assured that results are not reported by student or by class but are evaluated across the college.

The Arts and Humanities Assessment is an interactive multi-media presentation during which students respond to four presentations: an art exhibit, a Shakespeare soliloquy, a musical composition, and story-telling. The assessment requires a 75 minute class

session. Students respond to questions about the presentations in a booklet and also provide background information concerning their intent and course taking patterns in order to select comparison groups.

Students just beginning their program of study are compared to students who are completing their program of study. Students are categorized by general education intent and course taking patterns into the beginning (pre-group - 12 or fewer hours), the completing (post-group – more than 30 hours), or other. On average, the pre-group had completed 6 hours and the post-group had completed 52 hours.

The pre and post student group responses are blind scored by two faculty members using a faculty developed rubric.

Assessment Results

Pre/Post Comparison

In 2001 student scores were significantly higher for completing students when compared with beginning students in all outcome areas. In 2003 average total score and the score for three of the four outcomes is significantly higher for the post-group than the pre-group. Students with more than 30 hours who indicated a general education intent had significantly higher scores than students with 12 or fewer hours on the following outcomes: 2. Demonstrate awareness that different contexts and/or world views produce different human creations; 3. Demonstrate an understanding and awareness of the impact that a piece (artifact) has on the relationship and perspective of the audience; 4. Demonstrate an ability to evaluate human creations.

Use of Results

The focus of assessment efforts has grown from the initial phases of defining outcomes, data collection methods and measures to using results for improvement. As the assessment program has matured, assessment results have been integrated into departmental and college planning, and faculty have focused on using results to improve curriculum and instruction. This shift is evident in several activities undertaken during the 2002-2003 academic year:

- A sub-committee of the Student Outcomes Committee, the Results Outreach Committee, was formed to discuss ways to support the use of assessment results.
- The use of assessment results was formally incorporated into the departmental planning process.
- Two faculty dialogues were held for faculty to review results and share ideas about incorporating outcomes into courses, and an assessment workshop was presented as a part of the New Faculty Experience.

Contact Information

Fred Schineller, Chair of the Faculty Senate Student Outcomes Committee
461-7831

ORAL PRESENTATION ASSESSMENT COMMITTEE PHOENIX COLLEGE ASSESSMENT BEST PRACTICE

Brief History

The Phoenix College Dean of Instruction, Marian Tadano, selected Liz O'Brien, Communication Faculty, as chair of the Oral Presentation Assessment Committee (OPAC) in September of 2000. O'Brien and Tadano selected nine other committee members, representing a variety of academic, occupation and service departments.

O'Brien attended the annual conference of the National Communication Association in Seattle in November of 2000 and brought home an assessment rubric the OPAC liked and chose to use. The rubric, called *The Competent Speaker*, had been developed by communication scholars from around the country and was sanctioned by the National Communication Association as a valid, reliable, flexible, multi-purpose, non-biased and convenient assessment tool.

During the Spring of 2001, OPAC developed guidelines for collecting student oral presentations. Samples do not come from Communication Department classes, much the same as writing assessment samples do not come from the English Department. The guidelines are as follows:

- The oral presentation will be between 3 and 10 minutes.
- The oral presentation will be an individual in-class presentation on any topic.
- The oral presentation can be informative or persuasive in nature.

Outcomes Statement

Phoenix College students in college level courses will be able to plan and deliver an oral presentation to a target audience at a satisfactory level.*

Satisfactory level is defined as scoring a minimum average of 5 on the 8-point adopted instrument, *The Competent Speaker*.

How it Works

- 1) A Phoenix College faculty member alerts the OPAC chair the he or she has a class that will be fulfilling an oral presentation assignment.
- 2) A form is sent to the faculty member that, upon completion, helps the OPAC raters understand the assignment.
- 3) The oral presentations of a random selection of students are videotaped by a media technician.
- 4) The videotape is sent back to OPAC. The committee rates the individual speeches according to the rubric, keeping the faculty member's assignment in mind.
- 5) A Faculty Feedback form is completed and sent back to the faculty member so he or she can see how OPAC rated each presentation.

Forms and Handouts that Help the Process Work

- **How to Prepare and Give an Oral Presentation.** This handout can be used by any student in any class where oral presentations are given, no matter the content

of the speech and not matter whether or not the presentation is being used for the campus assessment project. This document is available on Phoenix College's website.

- **Assigning an Oral Presentation: the Whys and Hows for Faculty.** This form is available on the Phoenix College website and is available to any faculty member at any time. The handout discusses the benefits of assigning an oral presentation and gives some solid tips on how to create an oral presentation assignment.
- **Faculty Information Form.** A form for the faculty member to give to OPAC that describes the specifics of the oral presentation assignment, the audience present and the occasion. This form helps raters know what the faculty member expected of the student.
- **Oral Presentation Assessment Technician Form.** A form with directions to the media technical collecting presentation samples.
- **Faculty Feedback Form.** This form communicates to faculty each student's score as rated by OPAC.

Results So Far

As of October 2003, OPAC has rated exactly 100 student presentations from a variety of academic and occupational courses (Math, Philosophy, Film, Health Care, Interior Design, CIS, Dental, English, Business, Management, Social Psychology, Humanities, Web Design, and Legal Studies). Our rubric looks at eight competencies, four on the preparation of the presentation and four on the delivery of the presentation. A student is considered "satisfactory" if he or she scores a minimum of 5 on the 8-point scale. The average score of the 100 presentations is 5.52, with 68 of the 100 students (68%) scoring 5 or better.

Closing the Loop: Improvements Integrated back into Teaching and Learning

Our attempts to "close the feedback loop" and help create a "culture" of oral presentation instruction on campus continues to be successful. Faculty members who have had their students taped sign up again for more taping; they see the benefits to the campus and to the individual students who are taped. New faculty members are getting involved each semester. Faculty have reported anecdotally that the "Hows and Why for Faculty Members" handout has been very helpful in helping them create or retool their assignments.

Comments from Participating Faculty

Utilizing the materials that have been developed, I am able to help my students focus on the importance of not only what they are presenting, but how they are presenting it. I can definitely see that it has helped them organize their speeches. Additionally, I have been able to help them see that vocal variation and physical behaviors, for example, can make or break an oral presentation. Involvement in this assessment project has made me much more aware.

Ken Roberts, Interior Design

I thought the taping went really well. The group of students that was taped fretted a little bit when they realized they were the chosen ones, but they were good sports through it! The entire class did a great job with their presentation, I thought, perhaps attributed to the fact that I had informed them that they would be taped. It was a nice motivator that improved the quality.

Karen Christen, Pre-Clinical Dental Hygiene

The Student Recommendations handout made the assignment of the oral presentations much easier for me and my students. Though I had given this assignment before, I was finally able to provide a set of guidelines to help my students prepare. It also helped me grade the presentations much better than I had been able to do in the past.

Alan Haffa, Philosophy

Using the rubric as a guide, I was able to demonstrate the how-tos and how-nots for each step of the assignment. I found that the level of student anxiety over an oral assignment diminished and I had fewer complaints about the points each student received. Following the rubric has also made my job of evaluating the presentations much easier.

Gerald Burgess, Theatre and Film

PARADISE VALLEY COMMUNITY COLLEGE SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE

1. The Paradise Valley Community College General Education Learning Outcome assessed is *problem solving*. The Division of Mathematics and Computer Science Learning Outcome assessed is “The student will be able to apply mathematical theory, concepts, and methods of inquiry appropriate to his/her discipline.”

2. The assessment described below occurs at the “cohort” level, a step below the division level, but above the individual classroom level. These cohorts have been identified as the main programs within the Division of Mathematics and Computer Science.

3. The Division of Mathematics and Computer Science at Paradise Valley Community College has implemented an assessment program consisting of four facets: a database of student success indicators, a student survey, a department portfolio, and instructor focus groups. This report will discuss the instructor focus groups as one of the best assessment practices at PVCC.

The division identified six cohorts as areas of study for assessment: Developmental Mathematics (MAT082 and MAT092), Intermediate Algebra (MAT 120/121/122), College Algebra (MAT150/151), Business Track (MAT172 and MAT212), Education Track (MAT156 and MAT157), and the Math/Science Track (MAT 182, MAT187, MAT220/221, MAT 230, MAT 241). Each group has an assigned lead instructor. The lead instructor gathers all faculty who are teaching the appropriate courses (full-time and part-time) for an assessment meeting early in the semester. The faculty then review the previous semester’s assessment results, discuss teaching and pedagogical strategies based upon those results, implement changes, and decide which course competencies and learning outcomes they will focus on for the upcoming semester.

The Intermediate Algebra group will be used as an example. The Intermediate Algebra focus group uses a common set of open-ended questions embedded in the final exams. In Spring 2003, the group designed four problems and created an item analysis worksheet. At the end of the semester, each instructor graded the questions as a regular piece of the final exam. To report the data for the common assessment, however, the instructors then reported on a separate tally sheet the number of students that got no credit, partial credit, or full credit on each problem (1-3 scale). The instructors also recorded the number of students that made one or more of a predetermined set of common errors. For example, in a problem that asked students to model and solve a real world problem using a linear system of equations, one common error was the inability to define appropriate variables. Each instructor submitted the tally sheets to the lead instructor for compilation.

4. At the start of the Fall 2003 semester, the Intermediate Algebra instructors met again to review the results and suggest improvements. The group identified some specific areas of concern. For example, 51% of the students that attempted to solve a typical problem involving the equation of a line perpendicular to a given line neglected to use the negative reciprocal to find the slope of the perpendicular line. So, the faculty discussed

the ways in which this concept could be better addressed. Although these conversations rarely lead to specific pedagogical or curricular changes, the instructors do get the chance to discuss and share their own best practices. These conversations lead to improved student learning as the instructors rededicate themselves to promoting understanding of the specific troublesome concepts.

5. The instructor focus groups change every semester. Instructors change the courses that they teach. Each of the questions is evaluated each semester. If the group feels that the students have performed adequately well, the question is dropped from the assessment and a new concept is added. In other words, the assessment program is constantly changing and evolving. Some focus groups use multiple-choice questions. Some use in-class projects graded with a Primary Trait Analysis (PTA). At PVCC, assessment of student learning is promoted as an intrinsically educational activity. It provides information that is beneficial to the participants and leads to improved student learning. The results of the Fall 2003 assessment will not be ready until Spring 2004, but informal discussions with the faculty suggest that student performance in the targeted areas is improving.

6. For additional information, please contact Larry Burgess (602) 787-6680 larry.burgess@pvmail.maricopa.edu, Rick Vaughn (602) 787-6678 rick.vaughn@pvmail.maricopa.edu, or visit the Division Assessment Web Page <http://www2.pvc.maricopa.edu/ms/math/assess.html>

RIO SALADO SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE

BEST PRACTICE: CRITICAL THINKING ASSESSMENT AND IMPROVEMENT OF STUDENTS' LEARNING

1. The outcome being measured:

The Critical Thinking Competency at Rio Salado College states that the student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level.

2. The level at which the measurement occurs:

The Student Achievement Committee at Rio Salado College is assessing the critical thinking skills of students enrolled in the General Education Program. In particular, the committee is examining students' skills demonstrated in standardized tests and the application of these skills in their coursework. The committee is also examining critical thinking skills data for specific cohorts of students: Rio graduates, dual enrollment students, and distance learning students.

3. Description of the assessment methodology:

For the past three years, two nationally normed instruments, *The Test of Everyday Reasoning* and the *Academic Profile*, have been used to assess critical thinking through a random sample of the three student cohorts. In addition, qualitative data are collected from Faculty Chairs and adjunct faculty regarding the actual use of critical thinking skills. During the Spring 2003 Semester, 441 students completed the California Academic Press' *The Test of Everyday Reasoning* and 224 students completed the *Academic Profile* test.

This best practice highlights the *Academic Profile* the 2003 results which show higher skill levels as compared to national norms. (See Table I.) In 2003, Rio students exceeded the national norm by 5.43%--with 114.23% as the college average compared to 108.8% as the average of Associate of Arts college freshmen.

Based on these data, the Student Achievement committee has been focused on the students' application of critical thinking skills in their studies. Feedback from faculty indicates that students are very busy and then do not take the time that critical thinking requires, even though they have the skills. In addition, research shows that students often plagiarize or cheat because of an unwillingness to do the amount of work or to take the time involved in critical thinking. Therefore, critical thinking skills are not applied as often as needed for effective college level learning to occur. Also, the Critical Thinking Competency Coordinators have noticed a correlation between plagiarism and cheating and the choices that students make when they need to rush their work. Communication with students who have committed plagiarism and cheating policy violations support this research.

4. Improvements being integrated into curriculum, teaching and learning, and/or services:

The Competency Coordinators worked directly with Faculty Chairs to discuss, design, and integrate improvements into curriculum so that students will increase their use of critical thinking skills. The five-step approach to improvement includes: (1) increase communication with Faculty Chairs and instructors to emphasize expectations for critical thinking use in the course syllabus and in assignment directions (2) increase the number of reflective assignments requiring critical thinking utilization and demonstration, (3) increase the use of clear grading criteria and the instructor's use of the Critical Thinking rubric when grading assignments, (4) increase the use of web and print Critical Thinking resources, and (5) increase the use of tutoring so that Critical Thinking skills are easier to apply.

Specific improvements include explicit statements of high expectations, explicit definitions of plagiarism and illustrations of cheating, increased warnings about plagiarism and cheating, and in-person and online workshops about Critical Thinking, Plagiarism and Cheating.

As a free service to the college's instructors, a cyber-plagiarism detection system, Turnitin.com., is employed. Turnitin.com is accessible via the Internet and locates any plagiarized sources by searching the free Internet and many databases. Any plagiarized content is color coded and sites copied from are provided. In an effort to significantly reduce cheating, the following steps have been implemented: informing students up front that their papers will be submitted to a cyber-plagiarism detection service, providing a clear and detailed definition of plagiarism in course materials, clearly stating the repercussions of plagiarism and other forms of cheating, discussing academic integrity issues and what it means to value education, enforcing policies that protect academic integrity, and encouraging students to contact their instructor(s) whenever they have questions about attribution and the like.

5. Results / Outcomes:

The Critical Thinking Competency Coordinators report that students are rising to the challenge of using critical thinking skills in their work. Students are showing more evidence of confidence in their skills. The Competency Coordinators also see a reduction in the number of plagiarism and cheating incidents directly tied to the fact that students have an increased understanding of what cheating *is*, as well as, the repercussions of plagiarism and cheating.

6. Contact Information:

Janine Adkins, Critical Thinking Competency Co-Coordinator
Tom Lombardo, Critical Thinking Competency Co-Coordinator

Table I

Academic Profile 2003 Critical Thinking Scores

| Academic Profile 2003 Critical Thinking Rio Salado College Scores Compared to National Scores | | | | | | | |
|--|------------------------|--------------|--|--------------------------|------------------------------|-----|----------|
| Rio Cohorts: | Rio Average | StDev | Associate of Arts Colleges Freshmen/ Sophomores | Percent Below | Confidence Limits | | N |
| Graduates | 115.66 | 6.55 | 110.80 * | 97.00 | 113 | 118 | 32 |
| Distance Learning | 114.12 | 7.06 | 108.80 | 100.00 | 112 | 116 | 65 |
| Dual Enrollment | 113.92 | 6.05 | 108.80 | 100.00 | 113 | 115 | 127 |
| Total (Average) | 114.23 | 6.43 | 108.80 | 100.00 | ** | ** | 224 |

* *Sophomore Students*

***Confidence Limits Unavailable For Total*

SCOTTSDALE COMMUNITY COLLEGE
SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE

Architectural Technology Synthesis (DFT 280):

A New Capstone Course

Outcome:

The Capstone Course: As part of outcomes assessment efforts during the 2002-03 academic year, faculty in SCC's Architectural Technology/CAD Program developed a capstone course, DFT280 Architectural Technology Synthesis.

Level of Assessment:

Beyond direct educational benefits to the student, the course provides 1) a *program-level* assessment tool and 2) a vehicle for *external* assessment.

Description of Assessment Methodology:

As the final class in both the Certificate and AAS programs, coursework requires students to synthesize information and technical skills across the entire Architectural Technology curriculum. To succeed, students must apply knowledge and skills acquired in nine previous classes, retrieve and incorporate written information, work alone and in small groups, and work efficiently. Finished work is assembled in a portfolio that serves as an interview tool for the student and a program-level assessment artifact.

Faculty designed the coursework, which was then reviewed by six practicing professionals. Of particular importance, the external reviewers verified the amount of "given information" from which the students begin their work, the desire being to parallel the scope and detail of given information allotted a draftsman in an office setting. The course was applied on a trial basis Fall '02 and again, with assessment-driven revisions, in Spring '03, when it was also formally integrated into the program.

Assessment: Portfolios are reviewed internally by faculty and externally by practicing professionals. Professional reviewers comment on the 1) completeness 2) organization 3) accuracy 4) formats and conventions 5) overall professional appearance, and most importantly 6) whether or not the work shows requisite job skills.

Improvements Integrated into Curriculum, Teaching and Learning:

Analysis of both the process and the product reveals strengths and shortfalls in specific prerequisite courses as well as the degree to which students are able to apply skills and knowledge emphasized in those courses. Moreover, external feedback validates program relevance. Interventions can be applied as required.

Results/Status:

The capstone course offers students the opportunity to demonstrate their skill and potential in a single project and has shown great promise as a program-level assessment tool. Assessment of the trial runs has already resulted in revisions to the assignment structure in three prerequisite classes and this feedback loop will be continued – influencing teaching techniques, instructional support materials, and general assignment structure across the Architectural Technology curriculum.

Contact:

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SOUTH MOUNTAIN COMMUNITY COLLEGE

SUMMARY OF AN ASSESSMENT PROGRAM BEST PRACTICE

October 2003

The Outcome Being Measured

The CIS courses subjected to the assessments below focus on Information literacy and analytical problem-solving outcomes. Student satisfaction with the courses is also measured via the formative evaluation and exit surveys.

The level at which measurement occurs

These assessments are occurring at the course level.

Description of the assessment methodology

Overview

In addition to the customary graded assessments such as exams, quizzes, essays, or lab assignments, I have incorporated a few activities in all my classes to provide both a quantitative and a qualitative snapshot of how students are doing in the courses, as well as to gather feedback on how to improve the courses from the students' perspective. Quantitative results are gathered through the use of a pretest and posttest comparison. Qualitative feedback is generated by a formative evaluation survey given the fifth week of the semester, and a more extensive exit survey given at the last class meeting. I have used these methodologies for online classes, hybrid courses, and traditional lecture and lab courses, and have found the insights gained to be well worth the effort and time.

Pretest and Posttest

I give a pretest the first week of the semester that covers the concepts and terminology that is cumulative for the semester's content. The pretest is generally multiple choice and/or short answer and is anywhere from 75 to 100 questions. It is administered through the Blackboard CourseInfo online delivery system and allows students to get instant feedback on their performance, gain some insight in to what will be covered in the course, and see how graded quizzes and exams will be administered. In most cases, the pretest is generated by a script in Blackboard from a pool of questions, so that each student gets a unique test that samples the various competencies. A similar posttest is given in the same way. Comparisons are then made between the pretest and posttest performances to demonstrate the growth of the students.

Formative Evaluation Survey

As part of the campus's Academic Assessment plan, I join my colleagues in giving a short survey in each class during the fifth week of the semester. I administer this through Blackboard CourseInfo as well. Blackboard allows students to maintain anonymity, compiles the results and provides me an aggregate score on the true/false items as well as detailed listings of the open-ended questions. I typically ask six questions on this survey:

1. True/False: I feel that I am learning useful information and skills that will benefit me personally and/or professionally.
2. True/False: I feel that I am currently succeeding in this course.
3. Open Ended: What is helping you learn and succeed in this course?
4. Open Ended: Is there anything keeping you from learning and succeeding in this course? If so, what is it?

5. Open Ended: Are there any changes that you would like the instructor to make in order to assist your learning and to help you be more successful?
6. Open Ended: What are your thoughts on the instructor's use of Blackboard to facilitate and supplement the delivery of this course?

Ten to fifteen minutes is devoted in class to students taking the survey to insure maximum participation. For my online classes, students must complete the survey before assignments are accepted for grading after the fifth week.

Exit Survey

An exit survey is given at the last class period or following the final exam. As with the formative evaluation survey it is given via Blackboard CourseInfo to maintain anonymity and to quickly compile the results. The exit survey has many more questions than the formative evaluation survey and is used to provide information for my Faculty Evaluation Plan as well as make changes to the syllabus, schedule, class materials and/or instructional approaches for the following semester. It includes true/false questions, multiple choice questions (such as asking the students to grade the course (A, B, C, D, or F), textbook, and myself (in the areas of knowledge of the material, fairness in grading, presentation style, etc.), and also open-ended questions where they can provide suggestions to improve the course.

Improvements integrated into the curriculum

Modifications have included improved clarification of assignments and due dates, textbook selection choices, changing the order in which content was covered, and producing supplementary materials. Instructional methodologies have been altered and experimented with based on student feedback, from consciously roaming the classroom more to experimenting with cooperative learning and hybrid-formatted class sessions.

Results / Status

I truly believe the feedback provided from these activities have resulted in course improvements over the years that have led to greater student satisfaction, decreased attrition, and improved student success. In Fall 2001, only 20% of the students in CIS159 reported at the fifth week that they felt they were succeeding in the course. Changes were made in the areas of communication and pedagogy and 83% passed the course with a C or better. Retaining these modifications, students are reporting greater success earlier in the semester. Comparatively, in Fall 2003, 93% of the students in CIS159 reported at the fifth week that they felt they were succeeding. In a course with a 33% attrition rate over the past 3 years at South, this semester, only 7% of the students have withdrawn as of the eighth week. Data from the Spring 2003 exit surveys, revealed that 92% of the students felt that their expectations for the course were met, with the remaining 8% neither agreeing or disagreeing that their expectations were met.

Contact Information

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APPENDIX THREE: WORKFORCE DEVELOPMENT

1. Systemic Implications
2. College reports on student completion of occupational programs
3. College reports on collaboration

VIII. Systemic Implications

The Changing Workforce of Maricopa County and Arizona

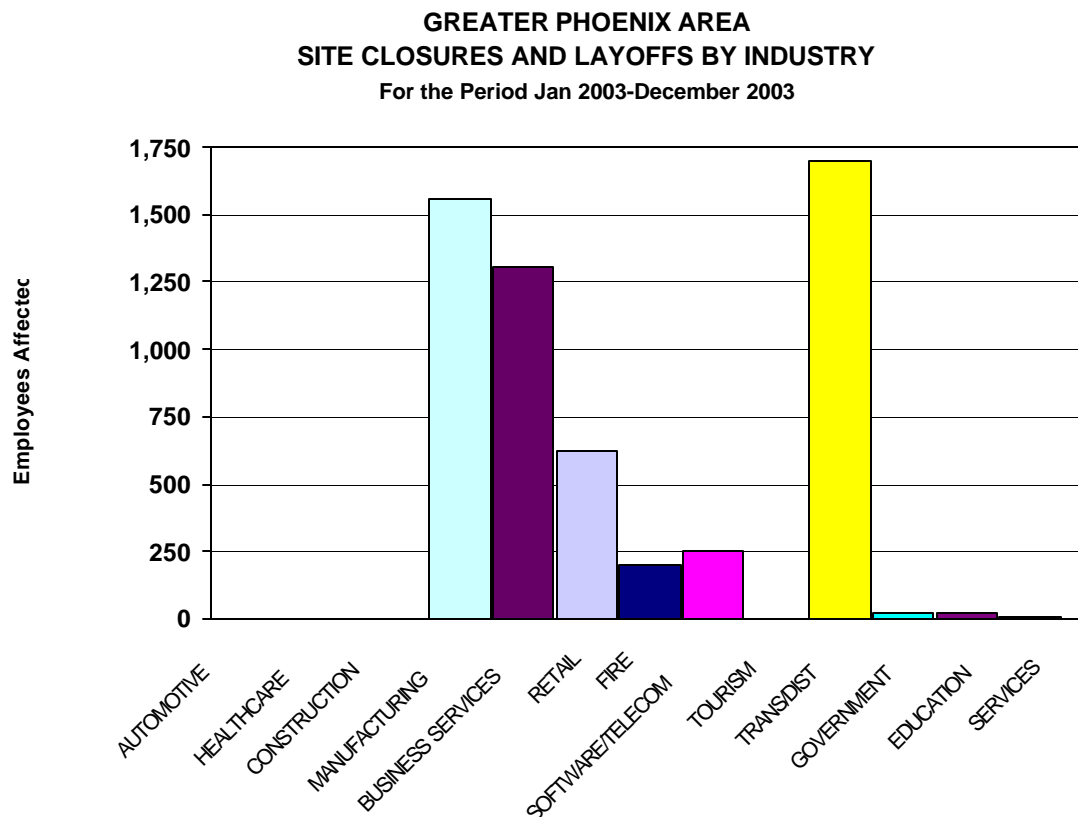
There are several economic factors that have played major roles in the changing workforce of both Maricopa County and Arizona. The following information is intended to provide a summary of recent trends that have had both adverse and encouraging effects on Arizona's labor market, and as a result, signify systemic implications for the Maricopa Community Colleges as well.

Unemployment Rate

Arizona experienced a significant reduction in its September unemployment rate, dropping to 5.6% from 6% in August. Similarly, Maricopa County realized a decline in September, falling to 5% from 5.4% in August. According to the Arizona Department of Economic Security (DES), the state added a total of 27,800 jobs among public and private industry clusters.

Plant Closures and Layoffs

To date, both the City of Phoenix and Maricopa County have announced a total of 5,685 layoffs and plant closures for 2003, including November and December totals for expected layoffs. A majority of this job loss occurred in the first quarter of 2003, and overall, the industries most considerably affected, as noted in the graph below, include Manufacturing, Transportation and Distribution, and Business Services.



Rapid Response

In response to these layoffs, the Career Center staff within each of the ten Maricopa Community Colleges, in addition to their responsibility of assisting students discover the aspects of career planning, work with both the City and County to assist dislocated workers in identifying transferable skills or provide guidance in retraining for possible new career pathways.

Similarly, staff members from the Center for Workforce Development are positioned in both the Maricopa and Phoenix Workforce Connection “one-stop” neighborhood career centers throughout the Greater Phoenix region and offer the following core employment services:

- Eligibility Determinations
- Outreach, intake and orientation
- Initial assessment
- Labor market information
- Program Information
- Job search and placement
- Access to financial assistance
- Support service information
- Advise customers on academic and occupational programs
- Admission and registration assistance

A Growing Threat

Unemployment in both Arizona and Maricopa County can be attributed to a number of reasons, but one noteworthy cause involves the transfer of labor, especially in the technology sector, to overseas employment, which is a direct result of the change in corporate and company structure to more streamlined operations.

Bloomberg News recently reported that “by the end of 2004, one out of every 10 jobs at computer-related companies based in the United States will move to emerging markets where costs are lower.” In fact, large companies such as Intel, Oracle Corp., Microsoft Corp. and IBM have plans to move thousands of jobs, including highly paid, highly skilled positions, to India, Russia, and China with the intent of reducing expenses.

Although Arizona has historically performed well in the Aerospace and Electronics industries, it is likely that the state’s existing high-technology cluster will experience the effects of overseas employment, as more companies continue the trend of rationalizing facility and operational structure.

In order to make certain that Arizona and the Greater Phoenix economy retain a dense high-tech base, it is critical that the Maricopa Community Colleges continue its work with the state university system in developing and enhancing transfer and articulation programs in math, science, and engineering.

Regional Priority Industry Clusters

The Greater Phoenix Economic Council (GPEC) has placed strategic focus on the following five industry clusters, positioning them as *Priority* in terms of a business attraction effort to bring high-skill, high-wage jobs to the Valley:

Aerospace - A sub-industry of High-Tech, this component includes products and systems for commercial aeronautics, space, and military markets. Industries include aerospace manufacturers, as well as materials and components suppliers. Firms in this cluster design, produce, and/or assemble helicopters, aircraft engines, ordinance, fuel systems, aircraft electronics, space vehicle launch systems and satellites, and aircraft parts designed to safeguard occupant safety and reduce the likelihood of crashes.

Bioindustry - In general, bioindustry includes businesses that manufacture products and provide services such as drugs and pharmaceuticals, medical devices and instruments, agriculture sciences, hospitals, medical laboratories, and research and testing.

Advanced Financial and Business Services - Combined, they encompass general office, corporate and regional headquarters, and businesses that involve any type of financial transactions including credit, lending, collections, investments, and brokerage services.

High-Tech - This emerging cluster includes products and systems for computer industries, semiconductors, electronic equipment, telecommunications, and related professional services.

Software - This industry includes businesses that develop, market, or distribute software products for business, scientific or personal use, products for a wide variety of platforms including consumer electronics, personal computers, workstations, mini-computers, and mainframe computers. The software cluster is primarily made up of small companies that serve specific niche markets.

In alignment with GPEC's efforts, the Maricopa Community Colleges also realize the significance of these Priority industry clusters, and their existing and potential impact on the Greater Phoenix economy and as such, have committed to developing the necessary and appropriate curriculum to support this emerging move toward quality growth.

In addition to these priority clusters, there are also infrastructure needs that the Maricopa Community Colleges have determined will continue to impact each college's respective communities. As the population of Maricopa County grows, so, too, will the need for occupations within Healthcare, Teacher Education, and Homeland Security. This is clearly an opportunity for the Maricopa Community Colleges to further strengthen and

develop industry partnerships, as well as retain and enhance existing recruitment efforts, making certain that we provide a well-trained workforce for these infrastructure programs.

To further enforce the workforce development vision of the Maricopa Community Colleges, which is, “To ensure that the Greater Phoenix economy has a skilled labor pool, which meets the existing and emerging workforce needs of the employer community,” the Center for Workforce Development, in collaboration with the Occupational Administrators Council, has created a living Occupational Program Master Plan and Workforce Development Forecast, to provide an objective, in-depth analysis of and recommendations on critical workforce development policy and program issues. This plan has served as an informative tool in assisting the colleges to make tactical, knowledgeable decisions for programmatic and instructional planning.

GOVERNING BOARD GOAL FOR WORKFORCE DEVELOPMENT

Chart 1. Students will complete occupational programs or courses with skills sought by themselves or employers.

CHANDLER-GILBERT COMMUNITY COLLEGE

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| Chandler-Gilbert Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Computer-Related Training: | CGCC's computer courses are primarily contained within the Center for Computer Training and the Information and Technology Institute. Feedback is provided by student satisfaction surveys, the ITI Advisory Council, and the Microcomputer Applications Advisory Council. |
| Language/Communication: | The Continuing Education Department through a Proposition 301 grant has provided Workplace Spanish for employees of both Gilbert and Chandler. Students complete an evaluation at the conclusion of each class. The overall cumulative evaluation by students was 4.7 (Maximum possible 5). Based on the demand and overwhelming response from community partners, CGCC is actively looking for funding to hold additional Workplace Spanish classes. |
| Management/Administrative: | Feedback is provided by the Business Department's Advisory Council, graduate satisfaction surveys and customer satisfaction surveys of our business partners. According to the 2001 – 2002 graduate survey, the overall CGCC ratings were: Excellent – 55%, Good – 45%, Fair – 4%, and Needs Improvement – 1%. |
| Medical/Health Care: | CGCC's Wellness Division addresses Medical/healthcare. Feedback is received from the Dietetic Advisory Council and graduate satisfaction surveys. According to the 2001 – 2002 graduate survey, the overall CGCC ratings were: Excellent – 55%, Good – 45%, Fair – 4%, and Needs Improvement – 1%. |
| Technology/Workforce Training & Information Sharing: Technology/Workforce | Feedback in Technology/Workforce Training is received from several Advisory Councils including the Aviation Advisory Council, Automated Manufacturing Systems Advisory Council, and Electric Utility Technology Advisory Council. According to the 2001 – 2002 graduate survey, the |

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| Training & Information Sharing (Continued): | overall CGCC ratings were: Excellent – 55%, Good – 45%, Fair – 4%, and Needs Improvement – 1%. Feedback from students and partners lead to the curriculum being changed for the Automated Manufacturing Systems program. Feedback from community partners has also caused CGCC to investigate offering aviation classes in the west valley. |
| Customized Partnerships, Certificates & Degrees: | The Continuing Education Department works closely with Business, Industry and governmental agencies to provide customized/contract training opportunities. Attendees are surveyed at the conclusion of each training session to receive feedback. Additionally, customer satisfaction surveys are mailed to the business/employers to determine their level of satisfaction. |

ESTRELLA-MOUNTAIN COMMUNITY COLLEGE

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| Estrella Mountain Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Apprenticeship/ Internship: | The APS Palo Verde Nuclear Plant completed an Annual Partnership Survey. They reported that EMCC exceeded their expectations. The feedback also indicated that no improvements were needed. |
| Language/ Communication: | Partners completed surveys. They indicated that their expectations were met or exceeded. One partner suggested improving communication and receiving diplomas. |
| Management/ Administrative: | Partners completed an Annual Employer Survey. They indicated that their expectations were met or exceeded. Most reported no improvements were needed with exception of two partners that suggested improving communication and developing an improved system to distribute diplomas to students that completed the program. These partners suggested hiring additional support staff for these functional areas. |
| Medical/Health Care: | Through surveys, all but one partner indicated that their expectations were met or exceeded. Most respondents reported no improvements were needed. However, two partners suggested offering job seekers assistance, improving communication about student progress, and being consistent with price of the programs being offered. |
| Other: | Surveys and partner feedback showed overall satisfaction with programs being offered. Suggestions have been made to promote the available programs more to employees. |

GATEWAY COMMUNITY COLLEGE

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| GateWay Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Apprenticeship: | Regular feedback regarding skills preparation of students from our apprenticeship programs is obtained from the Joint Apprenticeship and Training Committees associated with each trade specialty on the union side and from various trade association apprenticeship committees on the non-union side. Feedback has been varied and includes changing of class schedules, increasing or decreasing class time to teach the content, adding new technology, and providing additional support for non-English speaking students and instructors. |
| Computer-Related Training: | <p>Feedback is received from students at end-of-course evaluations. Modifications to instructional delivery and content taught are made on the basis of this feedback. Feedback is also received from Advisory Committee members.</p> <p>Students enrolled in Cisco Networking courses complete Cisco standardized exams at the end of each course. Success rates identify changes where more time is needed on specific content. Students also take industry certification exams after completion of the Cisco programs.</p> <p>Students enrolled in Computer Maintenance I class take the A+ industry certification exam upon completion of the course. GateWay serves as a Prometric Testing Center offering a variety of IT certification exams. A record of the success rates of GateWay students on these certification exams is maintained and modifications to instruction are made as needed.</p> |
| Language/ Communication: | <p>Feedback instruments are designed specifically for ESL training and are available in both English and Spanish. The primary goal is to find out what strategies are most effective in helping ESL students to be successful.</p> <p>Spanish classes have been taught on campus and at several health care institutions as well as for Bashas' Markets Inc. Evaluations are collected at the end of each class and improvements made based upon the feedback received.</p> |

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| Medical/Health Care: | <p>Student satisfaction surveys including the end-of-course, end-of-program, and graduate surveys are collected to monitor general preparation, job placement issues, and success after employment. Graduates completing the End of Program and Graduate surveys consistently respond favorably to questions about general satisfaction with the program and preparation for employment.</p> <p>Regular phone contact is made with coordinators of agency partnerships. Issues are addressed immediately and corrective action is implemented when issues are identified.</p> <p>Nursing and most health science programs require successful pass rates on certification and licensure exams. The programs receive results of the exams that provide feedback on the quality of the program and instruction. Results are evaluated and modifications are made where appropriate to instructional delivery and/or course content.</p> <p>The average pass rate for the Nursing Assisting level is 99 percent. The pass rate for the Practical Nursing level is 98 percent and the RN level is 92 percent. Of the RN nursing students who graduated in May of 2003, 100 percent of the 50 students taking the RN-NCLEX exam passed successfully.</p> <p>Feedback on student/graduate performance is received from employers and agency personnel each year at advisory committee meetings. In addition, each agency has the opportunity to evaluate the student clinical experience each semester of student placement. The method of program evaluation permits correction of problems that may occur on individual units in the clinical agency. The reports from agency staff consistently indicate satisfaction with the faculty and students of GateWay.</p> |
| Technology/Workforce Training & Information Sharing: | <p>Programs in the Industrial Technology areas conduct regular advisory committee meetings where the content, terminal competencies, and curriculum is reviewed and discussed. The Manufacturing Technology Program is NIMS (National Institute for Metalworking Skills) certified when the students successfully pass a written exam and a practical exam that is certified by an outside inspection group.</p> <p>The Air Conditioning/Refrigeration and Facilities Program receives regular feedback from advisory committee</p> |

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| <p>Technology/Workforce Training & Information Sharing (Continued):</p> | <p>members. A number of students demonstrate their mastery of skills in the state VICA (Vocational Industrial Clubs of America) clubs. Students from the Air Conditioning Program placed 8th at the National VICA contest this past June.</p> <p>The Water Resources Program partners with the United States Geological Survey to offer Hydrologic Technician summer internships to students who have completed the first year of the GWCC Program. This past summer five students served as interns with the U.S.G.S. in five different states—Alabama, Arizona, Arkansas, Oklahoma, and Wyoming. Feedback on the adequacy of the preparation of these interns is shared by personnel from the U.S.G.S. Field Offices. That feedback includes comments such as GateWay students having a stronger foundation of knowledge, being more mature and motivated, having more broad-based experience, and being fast learners. Internships can lead directly to full-time employment with the U.S.G.S. upon completion of the degree.</p> |
| <p>Automotive Specific:</p> | <p>The Automotive Program incorporates guidelines from NATEF (National Automotive Technicians Education Foundation) for the minimum core competencies the program must address. These guidelines are the nationally accepted standards for program certification “ASE” (Automotive Service Excellence) to which GateWay subscribes.</p> <p>The Automotive Advisory Committee reviews the program curriculum on an annual basis and provides feedback on any modification needs on course content or instructional delivery.</p> <p>Industry partner satisfaction is obtained while students are participating in the internship program.</p> |

GLENDALE COMMUNITY COLLEGE

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| Glendale Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Apprenticeship: | Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas. |
| Computer-Related Training: | Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas. |
| Language/Communication: | Employers who comprise GCC advisory committees explain to the college that the most required skill in the workplace is communication/ problem solving abilities. ESL and Spanish classes are also taken by a number of students to improve their communication skills in the work place. |
| Management/Administrative: | Most of our students who take management classes are already employed and take management courses to prepare themselves for a management position in the workplace. Employers evaluating the marketing and management programs have requested business ethics to be added to the curriculum. This addition is being made to the management program. |
| Medical/Health Care: | GCC receives input on its nursing program from student |

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| Medical/Health Care (Continued): | evaluations and from advisory committees and partners in the healthcare industry. Input from the surveys completed by employers indicates a high satisfaction with GCC students' skills and abilities in the Nursing area. |
| Technology/Workforce Training & Information Sharing: | Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas. |
| Automotive Specific: | Automotive dealers that employ GCC students report on surveys that they are satisfied with the quality and effectiveness and cost of Instruction. GCC employers in automotive are the same as the list under partners. |
| Customized Partnerships, Certificates & Degrees: | Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas. |
| Other: | Employer feedback on surveys regarding Fire Science, EMT, Police Academy and Administration of Justice programs are all positive concerning the effectiveness and quality of skills obtained by GCC students. |

MESA COMMUNITY COLLEGE

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| Mesa Community College | <p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p> |
| <p>Computer-Related Training:</p> | <p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p> <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness. Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p> |

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| Language/ Communication (Continued): | <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness. Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p> |
| Management/ Administrative: | <p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p> <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness.</p> |

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| <p>Technology/Workforce Training & Information Sharing (Continued):</p> | <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness. Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p> |
| <p>Automotive Specific:</p> | <p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p> <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness.</p> |

PARADISE VALLEY COMMUNITY COLLEGE

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| Paradise Valley Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Language/ Communication: | <p>At the conclusion of training, employees were asked to evaluate courses based on the following:</p> <ul style="list-style-type: none"> • Instructor preparation • Instructor knowledge about the subject • Course materials effectively used • Instructor encouraging class participation • Course information provided • Course description compared to course content • Improvement of student's subject knowledge • Overall course rating • Would the student recommend the course to others <p>On a scale of 4.0 to 1.0 (4.0 = Highest) the overall rating was 3.67. The success of these programs has lead to PVCC to be the preferred training provider for some of its partners.</p> |
| Management/ Administrative: | PVCC provided training for K-12 Administrators in Arizona for No Child Left Behind. Participants receiving training are asked to complete course evaluation forms. The overall course rating was 3.3 on a scale of 4.0 to 1.0 (4.0 = Highest). |
| Medical/Health Care: | <p>Employees receiving training are asked to complete course evaluation forms. The overall course rating was 3.88 on a scale of 4.0 to 1.0 (4.0 = Highest).</p> <p>Training delivered at the Carl T Hayden VA Medical Center received an overall rating of 4.69 on a scale Veterans Administration scale of 5.0 to 1.0 (5.0 = Highest). PVCC's success in delivering training to this partner has resulted in the school being asked to continue proving non-credit training.</p> |
| Technology/Workforce Training & Information Sharing: | Employees receiving training are asked to complete course evaluation forms. The overall course rating was 3.75 on a scale of 4.0 to 1.0 (4.0 = Highest). |

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| <p>Customized Partnerships, Certificates & Degrees:</p> | <p>Overall course ratings do not exist; however, students and partners have given verbal and written feedback on the training they have received.</p> <p>"The cadre of individuals trained through the EHST Program at PVCC is an invaluable resource at their respective sites for our municipality."</p> <p>"We have had workers attend mandatory refreshers that are truly "refreshed" with new ideas and current information."</p> <p>"Information in this course is delivered in a practical, user-friendly format. Things I learned today will be easily applied in the workplace tomorrow."</p> <p>"Difficult topics are presented with the "how to" tools to teach and apply in my workplace."</p> |
| <p>Other:</p> | <p>Employees participating in teambuilding events put on by PVCC were asked to complete course evaluation forms. The overall course rating for this series of events was 3.69 on a scale of 4.0 to 1.0 (4.0 = Highest).</p> |

PHOENIX COLLEGE

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| Phoenix College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Computer-Related Training: | In Media Arts, feedback is received from intern evaluation forms and advisory committees. The intern evaluation forms indicate overall satisfaction. The advisory committee recommends changes to the program to update the skills of students. Students also have the opportunity to develop portfolios of their work to demonstrate their skills. Other students evaluate the portfolios, and they are used during job interviews. |
| Language/Communication: | Feedback in the areas of Language and Communication are received from graduate surveys, advisory committees, and student course evaluation forms. Advisory Committees have recommended that the course “Sign to Voice” be required, add internships to the program, and establish distance learning for the program. The feedback has also shown that students have responded favorably to the program. |
| Management/Administrative: | Based on feedback from advisory committees curriculum changes have been made. |
| Medical/Health Care: | <p>In the area of Allied Health, 100% of the returned graduate surveys indicated an “excellent” or “good” response. Advisory committees for Allied Health programs have made recommendations for curriculum changes.</p> <p>Dental programs received positive feedback from Clinical Competency evaluations, Didactic Competency evaluations, Course Competency evaluations, graduate surveys and employer surveys. It is important to note that the program has received a seven-year accreditation from the American Dental Association. Furthermore, 100% of PC students who took the Western Regional Clinical Examination Board and National Dental Hygiene Board Examination passed. The patient satisfaction survey yielded 88% favorable responses for the fall and 94% favorable responses for the spring.</p> <p>In the area of Emergency Medical Technician, 100% of the</p> |

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| <p>Medical/Health Care (Continued):</p> | <p>students who took the National Boards passed the examination. Also, this program has received positive feedback from its advisory committee.</p> <p>The Nursing program at PC received an eight-year accreditation from the National League for Nursing and the Arizona State Board of Nursing. Program surveys indicated that 83% of the students were satisfied with the program. Also, 83% of the RN students and 100% of the PN students passed the NCLEX National Examination. In formative and summative clinical performance surveys, 90% of the participating students function at proficient to self directed levels. The Nursing program graduates 90% of its students in four semesters.</p> |
| <p>Other:</p> | <p>Feedback comes from course evaluation forms and advisory committee feedback. All survey responses were rated satisfactory or above. Advisory committees have made recommendations for curriculum changes.</p> |

RIO SALADO COLLEGE

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| Rio Salado College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Computer-Related Training: | A program advisory council links the occupational program to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry. Based on program data, the feedback received in the last year led us to concentrate on entry level computer usage and applications and less on advanced programs such as programming, networking, desktop publishing, and website management. |
| Language/ Communication: | <p>Feedback from these credit and non-credit customized professional training classes is obtained at the end of class via an evaluation form. Results have consistently indicated above average to excellent responses from participants as well as a high level of the quality of teaching and learning experienced in the course. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p> <p>English as a Second Language classes are designed for those who do not speak English as their first language. Feedback is collected from each student in the program related to effectiveness of instruction, and assessments are given regarding skill improvement. Data consistently reveals an effective program in relation to meeting the English language development of the student.</p> |
| Management/ Administrative: | Feedback from these credit and non-credit customized professional training classes is obtained at the end of class via an evaluation form. Results have consistently indicated above average to excellent responses from participants as well as a high level of the quality of teaching and learning experienced in the course. Employer satisfaction is further determined through Sales and Customer Service Team follow up. |
| Medical/Health Care: | Feedback from these credit and non-credit customized professional training classes is obtained at the end of class via an evaluation form. Results have consistently indicated above average to excellent responses from participants as well as a high level of the quality of teaching and learning experienced |

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| Medical/Health Care (Continued): | <p>in the course. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p> <p>A program advisory council link occupational programs to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry. Results from student feedback indicate that students favorably approve the quality of teaching and learning they experience in the courses.</p> |
| On-Line Teacher Education: | <p>Approved by the Arizona State Department of Education, the Teacher Endorsement program was created for teachers, by teachers and has experienced early success and growth. Each endorsement category has yielded positive feedback from students related to efficiency, professional growth and greater income potential after completion.</p> <p>The Teacher Preparation program was approved by the Arizona Department of Education and prepares post baccalaureate students for new career opportunities in teaching. Early program feedback from students has been extremely positive, and program enrollment has been strong.</p> |
| Technology/Workforce Training & Information Sharing: | <p>A program advisory council links the occupational programs to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry.</p> <p>Feedback from college credit courses is obtained at the end of classes via a student evaluation form. Results have consistently indicated that students favorably approve of the quality of teaching and learning they experienced in the courses. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p> |
| Customized Partnerships, Certificates & Degrees: | <p>A program advisory council links the occupational programs to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry. Sales and Customer Service maintain ongoing client contact to ensure satisfaction. Sales and customer service team maintain ongoing client contact to ensure satisfaction.</p> <p>Feedback from these college credit courses is obtained via a student evaluation form. Results indicated that students favorably approve of the quality of teaching and learning they experienced in the courses. Sales and Customer Service Team follow up has also indicated satisfaction.</p> |

SCOTTSDALE COMMUNITY COLLEGE

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| Scottsdale Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Computer-Related Training: | SCC participates in preparing students for industry certifications in the computer industry. We measure our success from student surveys, advisory committee feedback, and professional development of faculty. |
| Language/Communication: | In 1999, SCC served 237 unduplicated headcount in ESL. The significant community need has caused SCC to offer more classes in this area. In 2003 there SCC had 741 unduplicated headcount in ESL. The classes were offered on the Main Campus, Airpark Campus, churches, and schools in Scottsdale. Feedback from these programs comes from student evaluation forms. |
| Management/Administrative: | The Business FASTTRACK program at SCC has continued to grow by offering courses online. The efforts of the program director and division to solicit feedback from participants and partners have been critical to the success of the program. |
| Medical/Health Care: | In Spring 2002, SCC received a Prop. 301 grant to develop and deliver a Paramedic program. This was a result of specific requests received from local paramedic units. On September 5, 2003, after 10 months of intense training, the first class of 17 students graduated. Feedback from these programs comes from student evaluation forms and advisory committees. |

SOUTH MOUNTAIN COMMUNITY COLLEGE

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| South Mountain Community College | Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)? |
| Language/ Communication: | Program feedback is received by course evaluations and feedback from partners. Positive feedback from community and industry partners has resulted in additional English as a Second Language courses being offered. |
| Management/ Administrative: | A standard student evaluation tool is used to get course feedback. Additionally, program feedback is received from industry advisory boards. Feedback from an industry advisory board resulted in changing the Supermarket Management program to the Retail Management program. The new program now has a general focus that is applicable to all retail companies. |
| Technology/Workforce Training & Information Sharing: | Course evaluation forms and feedback from advisory committees generate program feedback. Direct feedback from the telecommunications advisory board resulted in adding a project management component to the existing curriculum. |
| Customized Partnerships, Certificates & Degrees: | SMCC evaluated, identified, and implemented customized courses to school district employees to address the Federal mandated No Child Left Behind Act. |
| Other: | Early Childhood education classes for Head Start and childcare center employees. Information provided on course evaluation forms drive changes to the courses. |

GOVERNING BOARD GOAL FOR WORKFORCE DEVELOPMENT

Chart 2. Maricopa Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training, and educational needs.

CHANDLER-GILBERT COMMUNITY COLLEGE

| Chandler-Gilbert Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
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| <p>Computer-Related Training:</p> <p>Microsoft Regional Training Center MOUS Testing Center</p> | <p>Microsoft Regional Training Academy provides training opportunities for faculty and other community members.</p> <p>Provides community members with the opportunity become certified as a Microsoft Office specialist.</p> | 46 |
| <p>Language/Communication:</p> <p>City of Chandler City of Gilbert</p> | <p>Provides employees of Chandler and Gilbert with the language skills necessary to communicate with Spanish speaking citizens/customers. Enhances their ability to respond more effectively to a greater diversity in the community.</p> | 116 |
| <p>Customized Partnerships, Certificates & Degrees:</p> <p>Mesa Air America West Airlines Advanced Training Systems International Southwest Airlines Honeywell</p> | <p>Provides customized training for partner's employees and assists those individuals to remain current in their field.</p> <p>Provides customized certificate for law enforcement agency partners.</p> <p>Provides an intensive English language program for UAE pilots, which assists with their license.</p> <p>Provides customized training for partner's employees and assists those individuals to remain current in their field.</p> <p>Provides customized training in soldering for partner's employees, which assists them in remaining current in their field.</p> | 184 |

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| Other: Chandler School District Gilbert School District Tempe School District | Provides secondary students with the ability to earn college credit that can be applied to a program of study or a degree. The Continuing Education Department provides credit and non-credit courses in personal and professional development, foreign languages, arts and crafts and on-line classes. | 2308 |
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ESTRELLA MOUNTAIN COMMUNITY COLLEGE

| Estrella Mountain Community College | Question: How do these partnerships, programs or services support the personal growth and citizenship development of students? | No. of persons trained (for 2002-2003): |
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| Apprenticeship/ Internship: Palo Verde Maintenance Internship | This partnership provides opportunities to local residents to be employed at Palo Verde and advance in their careers. | 10 |
| Language/ Communication: Landis Plastics Simmons | This partnership provides speakers of other languages with English instruction to help them maintain and obtain employment. | 28 |
| Management/ Administrative: City of Avondale City of Tolleson Western Container Landis Plastics Simmons Vanguard Maricopa Workforce Connection | This partnership provides training in Total Quality Management (TQM), customer service, supervision and team building and conflict resolution processes to employers in the West Valley. | 104 |
| Medical/Health Care: Dysart High School Maricopa Workforce Connection DES City of Phoenix | This partnership program provides an opportunity for students to be introduced into the health care field. The program at the high school provides preparation for students interested in taking the certified nursing exam. | 30 |
| Other: Southwest Valley Citizens Academy (Avondale, Buckeye, | The Academy helps to educate and inform the citizens about their local government. To provide corporate fitness program for employers which help to provide a healthier | 579 |

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| <p>Goodyear, Litchfield Other (Continued):</p> <p>Park, and Tolleson) Fitness Center (APS, Lockheed Martin, Litchfield School District, Avondale Elementary, City of Phoenix) C-Tech (City of Tolleson)</p> | <p>workforce and reduced absenteeism. To provide copper-based fiber optics cabling training. The Partnership Survey had not been conducted yet.</p> | |
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GATEWAY COMMUNITY COLLEGE

| GateWay Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
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| <p>Apprenticeship:</p> <p>APS/Palo Verde Arizona Builders Alliance Arizona Carpenters JATC Heat, Frost & Asbestos Workers JATC Arizona Ironworkers JACT Arizona Roofers JATC Phoenix Bricklayers Phoenix Electrical JATC Phoenix Glaziers JATC Phoenix Painters JATC Phoenix Pipe Fitting JATC Phoenix Sheet Metal JATC Phoenix Plasterers/ Cement Masons JATC Metro Phoenix PHCC TriCity Mechanical WYSR Academy Salt River Learning Center</p> | <p>GWCC collaborates with 17 apprenticeship programs to provide a unique and specialized educational experience. GWCC offers industry driven credit courses that are flexible for the working adult.</p> <p>Coursework is developed in collaboration with industry experts. Local construction companies continue to partner with the local unions and trade associations with whom GWCC partners and continue to come to GWCC for new training programs. In addition, the construction community continues to hire GWCC apprentices/students.</p> | <p>1,655</p> |
| <p>Computer-Related Training:</p> <p>Rogers Corporation National Council on Aging Arizona Department of Economic Security Bashas'</p> | <p>Companies partner with GWCC to offer training on current and updated software being used in their organizations. This training not only upgrades the computer skills of employees, but also encourages life-long learning and demonstrates an organization's investment in the development of their employees.</p> | <p>439</p> |

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| <p>Language/ Communication:</p> <p>Bashas' City of Phoenix St. Joseph's Hospital</p> | <p>As the Spanish-speaking population increases in the Valley, organizations have determined that offering Spanish classes to employees is increasingly more important if they are to deliver quality service.</p> <p>GWCC offered Spanish classes to employees of a grocery store chain, police officers employed by the City, and health care professionals during the 02/03 academic year.</p> | 44 |
| <p>Management/ Administrative</p> <p>Arizona Department of Revenue Arizona Medical Education Consortium Bashas' Best Western City of Phoenix</p> | <p>The partnerships for Management/Administrative training respond to the needs to enhance business writing skills, build upon accounting skills, and develop supervision and management skills. The result is added value for the organization when its employees have developed higher level skills and knowledge and can perform more effectively and efficiently for the organization. The benefit to the employee is increased opportunity for upward mobility.</p> <p>Debt Management classes were offered through a partnership with AZMEC (Arizona Medical Education Consortium) to medical residents from Valley hospitals.</p> <p>The purpose of this training is to provide training on how to effectively manage large amounts of student loan debt, manage the accumulation of resources, and use Quicken to keep financial records.</p> | 819 |
| <p>Medical/Health Care:</p> <p>Arizona Heart Hospital Banner Health Care Boswell Memorial Hospital Capri Nursing Home Cigna Medical Group IASIS Health Care Job Corps John C. Lincoln Hospital Phoenix Baptist Hospital</p> | <p>In an effort to meet the educational needs of health care organizations, GWCC in conjunction with its health care partners organizes bi-yearly meetings to determine educational training needs. Needs assessments are done to identify new training opportunities and to coordinate class development. Customized classes are developed to meet the needs of health care partners.</p> <p>A partnership with CIGNA Health Care delivers a Nursing program to employees during non-work hours.</p> | 572 |

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| <p>Medical/Health Care (Continued):</p> <p>St. Joseph's Hospital Scottsdale Healthcare Sun Health Phoenix Baptist Hospital Vanguard Health Care Metro Tech – PUHSD</p> | <p>A partnership with Metro Tech (PUHSD) provides the opportunity for students during their senior year of high school to complete the Practical Nurse Program that helps to address the current nursing shortage as well as to give these students a career path. The majority of these students are Hispanic, first-generation college students.</p> | |
| <p>Technology/Workforce Training & Information Sharing:</p> <p>Army Corps of Engineers ASQ ATI City of Phoenix Electric League of Arizona Goodrich Turbo Machinery Honeywell Integrated Manufacturing Technology Interstate Mechanical Johnson Controls Owens-Illinois Progressive Roofing Quaker Oats Southwest Safety Training Alliance Super Radiator Coils</p> | <p>In response to industry standard certification, Manufacturing Technology at GWCC is now NIMS (National Institute for Metalworking Skills) certified.</p> <p>Students are required to pass a written and practical exam that is evaluated by an outside inspection group. NIMS certification is highly valued in the industry.</p> <p>The Automotive Technology Programs were developed in partnership with Toyota and Nissan and all classes and training are subject to their standards. Students participate in internships that enable employers to evaluate students for potential employment as well as give students the opportunity to secure employment.</p> <p>The Air Conditioning/Refrigeration & Facilities Technology Program will be conducting a self-study over the next year and applying for accreditation through PAHRA (Partnership for Air Conditioning, Heating, and Refrigeration) that is supported by seven national associations.</p> <p>Organizations for whom industry training is offered partner with GWCC because of the high quality of the training and responsiveness of the college to customizing and being flexible in delivery.</p> | <p>1,197</p> |
| <p>Automotive Specific:</p> <p>Toyota T-TEN Nissan ProCap</p> | <p>Both corporate partners supply materials and funding for the recruitment of students for the GWCC's automotive programs. Both partners internally track the skill levels of their in-</p> | <p>871</p> |

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| Automotive Specific (Continued): | service technicians and schedule training at GWCC to meet their workforce development needs. | |
| Other: City of Tempe | GWCC partners with the City of Tempe to offer the Associate in General Studies Degree Program to a cohort of City of Tempe employees. To be responsive to the need for these employees to complete the degree in no more than a 2-½ year time period, classes are offered in 5-week blocks. The program has proven to be highly successful and retention has been extremely high. The COT employees have completed 24 credits during the 02/03 academic year and will complete their degrees and the cohort program in May 2004. | 21 |

GLENDALE COMMUNITY COLLEGE

| Glendale Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
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| Apprenticeship: | GCC has partnerships with over 40 cities towns and organizations in the training and eventual employment of students in Administration of Justice, Police Academy, Fire Fighters, and EMT/ Paramedics programs. | 2838 |
| Computer-Related Training: Lin-Cun, Inc. Systems Solutions, Inc. Taylord Computers Corp. Charles Schwab Motorola City of Glendale | GCC has agreements with Cisco and Microsoft. Students in the Business and Personal Computer and Office Automation Systems are working for a variety of companies. | 553 |
| Language/ Communication: | GCC offers courses in ESL, Spanish and Communication all of which assist students in communicating more effectively in the world of work. The numbers at the right reflect the combined total of 200 level course enrollments in the above areas. | 5015 |
| Management/ Administrative: | Students enrolled in management classes enroll to prepare themselves for further opportunities in the workplace or promotion within their place of employment, and transfer to the university level including ASUW. | 304 |
| Medical/Health Care: Banner Healthcare T-Bird Samaritan John C. Lincoln Arrowhead Hospital Arizona State Hospital Phoenix Mountain Nursing Center Medical/Health Care | The GCC Nursing program preceptorship provides a 5-week full-time internship at the end of the program. A part time 12-month Nursing program is also available. GCC provides fitness training to seniors covered by the following insurance companies Intergroup and Pacific Care and HealthCare Dimensions. | 2275 |

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| (Continued): Phoenix Baptist Hospital Royal Oaks Life Center Paradise Valley Hospital Maryvale Medical Center Boswell Memorial Maricopa County Health Department Cook Healthcare Center Intergroup Pacific Care Health Care Dimensions | | |
| Technology/Workforce Training & Information Sharing: Swift Knight Transportation Best Western Worldwide Hotels AC Delco Raytheon Deere | The Truck driving degree program provides students employment opportunities with Swift and Knight Transportation companies and other Trucking companies. GCC also works with Best Western Worldwide Hotels, AC Delco, Raytheon and Deere. | 80 |
| Automotive Specific: Raytheon General Motors AC Delco Ford Motor Company | GCC has 3 factory-sponsored programs including GM, Ford and Daimler Chrysler and a general automotive program. The 3 factory programs provide the college with partnerships with approximately 50 car dealerships statewide. GCC also has an on site partnership with Raytheon/GM and AC Delco and an off site partnership with Ford Motor Company to provide advanced automotive technician training. Students in these programs work at the dealerships as intern automotive technicians while they are attending school. Automotive students not only put into practice what they learn in the classroom, they learn workplace responsibility and appropriate work habits. | 141 |
| Other: Other (Continued): | GCC has worked with many companies to provide industry specific training, serve on advisory committees, and student employment. | 1654 |

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| <p> Arrow Animal Hospital Progressive Plants Inc. Peoria Sports Complex Desert Mountain Properties Arizona Landscape Contractors Association Habitat for Humanity Arizona Farm Bureau Arizona Nursery Association Arizona Department of Transportation Maxwell Productions K-Video Inc. Show and Tell Video SRP Skyline Productions Art in Motion BLM VAS Communications Brockman Productions Clear Channel Communications Inc. Spectrum Astro TRA Corporation Nexus Multimedia Innovative Graphics Concept Design Work Phoenix Magazine Central Graphics Lightspeed The CAD Store Campro Manufacturing Medtronic MicroElectronics Star Tech Professional Center City of Phoenix Z&H Engineering Maricopa County Headstart </p> | | |
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| <p>Other (Continued):</p> <p>Phoenix Unified School District</p> <p>Maricopa County Health Department</p> <p>YMCA</p> <p>La Petite Academy</p> <p>GESD</p> <p>Upward Foundation</p> <p>AT Teach and Play</p> <p>West Valley Child Crisis Center</p> <p>Lincoln Learning Center</p> <p>Pendergast Elementary School</p> <p>Creative Networks</p> <p>University of Arizona Northern Arizona University</p> <p>Physicians Healthcare</p> <p>Raising Special Kids Inc.</p> <p>AIRES Inc.</p> <p>Intel</p> <p>SRP</p> <p>Honeywell</p> <p>Cox Communications</p> <p>APS</p> <p>American Express</p> <p>Calence Inc.</p> <p>Jet Products</p> <p>General Dynamics</p> <p>Sun Microsystems</p> | | |
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MESA COMMUNITY COLLEGE

| Mesa Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
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| Computer-Related Training: EdTech | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 2804 |
| Language/ Communication: | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 425 |
| Management/ Administrative: | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are</p> | 4235 |

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| Management/ Administrative (Continued): | regularly asked for feedback through numerous methods including advisory groups and surveys. | |
| Medical/Health Care: Boswell/Sun Health Banner Health East Valley Institute of Technology | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 2089 |
| Education: Mesa Public Schools | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 1212 |
| Technology/Workforce Training & Information Sharing: | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 1673 |

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| <p>Automotive Specific:</p> <p>Empire Machinery Cashman</p> | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 63 |
| <p>Customized Partnerships:</p> <p>Intel Mesa Fire Department Chandler Fire Department Gilbert Fire Department Phoenix Fire Department Tempe Fire Department Arizona Department of Environmental Quality Arizona National Guard Arizona Department of Public Safety Phoenix Police Department Rural/Metro Fire Department Goodyear Fire Department Surprise Fire Department Sun Lakes Fire Department Gila River Fire Department Glendale Fire Department Peoria Fire Department</p> | <p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p> | 3722 |

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| Customized Partnerships (Continued): Apache Junction Fire Department Prescott Fire Department Amarillo, Texas Fire Department Avondale Fire Department | | |
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PARADISE VALLEY COMMUNITY COLLEGE

| Paradise Valley Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
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| Computer-Related Training: Dial Corporation | PVCC offered a course to an area employer to assist them in evaluating software that would potentially be used in their corporate facility. | 2 |
| Language/ Communication: Alhambra Elementary School District Arizona Adult Lifelong Learning Conference Phoenix College Holiday Park Elementary School Maricopa Skill Center Phoenix Job Corps ASU School of Social Work Desert Willow Elementary School Arizona School Counselors Association Carl T Hayden VA Medical Center Real Estate Professionals Yavapai College Youth Step Program Westwind Preparatory Academy | Stand-Up Comedy Performance Techniques for Teachers classes provided professional educators with continuing education credit and with ideas about renewing their passion for teaching. Spanish classes for Carl T Hayden VA Medical Center provided employees with the methods and means to communicate with patients, family members, and staff from the Hispanic community. Stand-Up Comedy Sales Techniques for Real Estate Professionals is a class approved for 3 hours applicable to real estate license renewal by the Arizona Board of Real Estate. Real estate licensees obtained information to help them become better salespersons. | 787 |
| Management/ Administrative: Arizona K-12 Administrators | PVCC offered a course to provide basic education on the mandates of the No Child Left Behind Act. Resource materials were given to the participants to assist them in fulfilling the requirements. | 28 |

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| Medical/Health Care: Mayo Clinic Scottsdale Carl T Hayden VA Medical Center | Medical Terminology classes for Mayo Clinic Scottsdale responded to the need for support staff to be able to communicate with medical personnel and patients. | 124 |
| Technology/Workforce Training & Information Sharing: Acme Electric Corporation, Aerospace Division | Training was provided at the employer's site. This was made possible based on the success and positive feedback of the company's employees who participated in the on-campus version of courses. | 4 |
| Customized Partnerships: Workplace Safety Specialists Indian Health Services | HAZWOPER training is provided to companies to satisfy employee hazardous material training. This training is critical to maintaining safe and healthy working environments. | 46 |
| Other: American Express United Way NAU Distributive Learning Services | Companies have requested PVCC's Murder Mystery Party as a teambuilding event. The customized events show employees in organizations how to work together more effectively. | 174 |

PHOENIX COLLEGE

| Phoenix College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
|---|--|--|
| <p>Language/ Communication:</p> <p>City of Phoenix Cigna Scottsdale Healthcare, Bashas Lou Grubb AZ Lottery The Alliance John C. Lincoln Hospital Intesy Juvenile Probation Department Wells Fargo Salt River Credit Union Arizona Credit Union Grimm Construction Phoenix Unified School District United Modular Paradise Valley High School</p> | <p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p> | 749 |
| <p>Management/ Administrative:</p> <p>Choice DMB Sports Clubs Holsum Bakery Intertribal Council</p> | <p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The seminars and courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p> | 285 |
| <p>Medical/Health Care:</p> <p>Cigna Sun Health-Sun City PS Medical</p> | <p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p> | 130 |

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| <p>Technology/Workforce Training & Information Sharing:</p> <p>Phoenix Union High School District</p> | <p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p> | <p>300</p> |
| <p>Customized Partnerships:</p> <p>Desert Botanical Gardens City of Tempe Banner Health Isaac School District Osborn School District Madison School District Herrera Childtime East & West Children's World Southwest Human Development</p> | <p>Mutual Benefit and Shared Responsibility: Seven credit hours were taught at the Desert Botanical Garden's (DBG) facility. Instructors for the course were provided by DBG. PC's curriculum was matched with the existing DBG courses and material.</p> <p>Degree programs are held at the public or private entity for the convenience of employees. Education cohorts addressing No Child Left Behind and childcare facilities meet the federal mandates for Headstart funding.</p> | <p>308</p> |
| <p>Other:</p> <p>Isaac Quest for Kids Madison School District Osborn School District</p> | <p>These partnerships supported the Parent Education for Prevention program. Parenting classes were held at various schools in the PC service area. Some of the partners provided instructors who were certified by the PC Department Chairs.</p> | <p>272</p> |

RIO SALADO COLLEGE

| Rio Salado College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
|--|---|--|
| <p>Language/ Communication:</p> <p>Department of Economic Security Cox Communications Mayo Clinic Target Bashas' Jack in the Box Safeway Auction Systems Honeywell Southwest Behavioral Fowler School District</p> | <p>Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.</p> <p>Conversational Spanish course are offered to employees to effectively interact and respond to the needs of Spanish speaking customers/clients.</p> | 8355 |
| <p>Management/ Administrative:</p> <p>Credit Counselors Maax Spas Desert Schools Sonora Quest Avnet Arizona Department of Education CB Richard Ellis AT&T Delta Dental Talley Defense City of Glendale Varian Ironco OrthoLogic American Express Arizona Water Company AHCCCS City of Peoria</p> | <p>Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.</p> <p>RSC partners with companies to offer training that is supplemental to new employee orientation classes. Companies have also requested and received training to increase their organizational effectiveness and efficiency.</p> | 1773 |

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| Management/ Administrative (Continued): U-Haul International | | |
| Medical/Health Care: Native American Connections | Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require. | 4037 |
| On-Line Education: | Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require. | 2487 |
| Technology/Workforce Training & Information Sharing: SRP | Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require. | 432 |
| Customized Partnerships, Certificates & Degrees: America West Airlines Southwest Airlines Technical Training Arizona Department of Corrections Maricopa County Sheriffs Office Mesa Fire Department Phoenix Police Department, Department of Public Safety APOST Maricopa County Sheriffs Office Mesa Police Department Department on | Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require. With partnerships outlined here, RSC evaluates existing training material provided by the partner and equates it to college credit. This allows the employees to have a clearly defined training, education, and career path in the companies they work for. | 10,238 |

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| <p>Customized Partnerships, Certificates & Degrees (Continued):</p> <p>Economic Security AHCCCS.</p> <p>Progressive Insurance</p> <p>Arizona Public Service</p> <p>Salt River Project.</p> <p>American Express</p> <p>Carlson Wagonlit</p> <p>AT&T</p> <p>Maricopa County Attourney's Office</p> <p>USAA</p> <p>Take Charge America</p> <p>Arizona Department of Transportation</p> <p>Alaska Airlines</p> <p>AmeriCredit</p> <p>Arizona Department of Administration</p> <p>Bank First</p> <p>Bank One</p> <p>Blue Cross/Blue Shield</p> <p>Boeing</p> <p>Chandler Police Department</p> <p>Chase Manhattan Bank</p> <p>Club Med</p> <p>Cox Communications</p> <p>Arizona Department of Health Services</p> <p>Insight</p> <p>Arizona Women's Education & Employment.</p> | | |
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SCOTTSDALE COMMUNITY COLLEGE

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|--|--|--|
| Scottsdale Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
| Computer-Related Training: | SCC continues to offer non-credit computer training via the Computer Training Institute. Individuals who enroll in courses offered improve their skills related to a specific software or computer function. | 574 |
| Language/ Communication: United Auto Landworks Fort McDowell Casino Sheraton Hotels Marriott Hotels City of Scottsdale Milgard Windows | SCC has partnered with public and private organizations to provide specific industry. | 115 |
| Customized Partnerships, Certificates & Degrees: | In 2003, SCC provided 138 hours of Business and Workforce Development training in 22 non-credit training sessions. The training included non-credit computer training (business specific), Customer Service Training, and Project Management Training. | 366 |

SOUTH MOUNTAIN COMMUNITY COLLEGE

| South Mountain Community College | Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs? | No. of persons trained (for 2002-03): |
|--|---|--|
| <p>Computer-Related Training:</p> <p>Habitat for Humanity (Stardust House) City of Phoenix SMCC Guadalupe Learning Center</p> | Series of short-term special interest computer courses are offered at the South Mountain Village community site and the SMCC Guadalupe Learning Center. Courses are also offered to residents living in public housing areas. | 165 |
| <p>Language/Communication:</p> <p>Habitat for Humanity (Stardust House) Murphy Elementary School District Phoenix Elementary School District Phoenix Union High School District Tempe Union High School District</p> | Parenting classes were offered to parents with children from infant stage to senior year in high school. | 158 |
| <p>Management/Administrative</p> <p>Self Employment Loan Fund</p> | Provide Small Business Development classes to small business owners on the SMCC campus and at community locations. | 85 |
| <p>Other:</p> <p>Boys & Girls Club (Guadalupe) Horizon Community Learning Center Tempe Union High School District</p> | Short-term special interest courses are offered at various locations. | 250 |

APPENDIX FOUR

COLLEGE REPORTS ON STUDENT DEVELOPMENT SERVICES

**CHANDLER-GILBERT COMMUNITY COLLEGE
2002-2003**

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Chandler Gilbert Community College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|---|---|---|
| Function: | | |
| Academic Advising | <p style="text-align: center;">Direct Student Contact</p> <p>Student Contact</p> <ul style="list-style-type: none"> Student contact for advising and class scheduling services through walk-in advising, telephone advising, & online advising. <p>Expansion of Service Hours</p> <ul style="list-style-type: none"> The Advisement Center has expanded service hours to accommodate the needs of students. Monday – Thursday 8:00 a.m. – 8:00 p.m. Saturday 8:00 a.m. – 12 noon <p>Course Applicability System (CAS)</p> <ul style="list-style-type: none"> Students are provided instructions on how to access CAS and what tools CAS offers in person, online, and over the phone. Students have access to the Course Applicability System (CAS) from the Advisement Center and Transfer Center Web sites. <p>Online Resources & Tools (online check sheets, ask advisor, university links, tools and resources).</p> <ul style="list-style-type: none"> The Advisement Center and Transfer Center web pages now include on-line check sheets and advisement tools accessible to prospective and current students, staff, faculty, administrators, and neighboring communities <p>Members of the Advisement Department have been cross trained to input the Student Information Form and register students.</p> <p>Members of the Advisement Department have been cross trained to proctor the ASSET Placement exam.</p> <p>Members of the Advisement Department refer students to Career and Job Placement Services throughout the semester. The Advisement Department advises DRS students.</p> | <p>Student contacts 21,251 Telephone 211 Online 226</p> <p>Student contacts 21,251</p> <p>Student contacts 21,251 Telephone 211 Online 226</p> |

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| CGCC-WC Academic Advising | <p>The Advisement Department provides general Financial Aid information to students.</p> <p>The Advisement Department actively participates in various events and activities sponsored by student clubs and organizations.</p> <p>CGCC-WC Assists students in selecting a career or educational goal.</p> | CGCC-WC 2313 |
| Admissions/Records | We answer questions, provide guidance to students, enroll students, maintain their academic records which is directly related to the student goal achievement. | <p>Answered 32,202 phone calls</p> <p>Evaluated transcripts for 450 students</p> <p>Processed 40,434 course registrations and drop/adds</p> <p>Processed 9885 transcripts and enrollment verifications</p> <p>Participated in the annual commencement ceremony</p> <p>Posted 509 degrees and certificates to student permanent record</p> |
| | Workshops during new student orientation to provide information to the students that will help them develop critical thinking skills. This also creates a community/citizenship atmosphere among students and staff. | 390 |
| CGCC-WC Admissions/Records | <p>Participate in OpShop to provide information to prospective students and parents</p> <p>CGCC-WC Processes all intake (enrollment paperwork)</p> | <p>1500</p> <p>CGCC-WC 2963</p> |
| Assessment | Provides academic assessments for students to select adequate placement in college level English, math and reading | 6200 |
| CGCC-WC Assessment | <p>CGCC-WC Assist students in enrollment testing.</p> <p>Project Challenge - provide enrollment services for students who enroll. This program empowers students to gain personal growth and development.</p> | <p>CGC-WC 549</p> <p>100</p> |
| New Student Orientations | Provides students with knowledge of campus resources and opportunities to participate in activities that will introduce them to the different aspects of college education and learning. | 700 |
| Athletics: Men | Continue to provide support services for all of our student-athletes. Athletic Specialists position | 140 |

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| Women | <p>hired as Head Volleyball Coach (Vee Hiapo) with other responsibilities within the athletic department such as running grade checks every three-four weeks and tracking all of our student-athletes progress in the classroom. Athletic Specialists also works with coaches and student-athletes along with the CGCC staff to setup, schedule, and monitor tutoring sessions. Retention and transfer to four year academic institutions are also areas where help is being provided to the student-athletes. Our Head Baseball Coach, Doyle Wilson, is also a full-time program advisor who does all the scheduling with our student-athletes to fill all of their needs. He also meets and keeps a file on each student-athlete in regard to their academic progress and two year programs and their own personal educational goals. Athletic Director receives a weekly credit roster of all of our teams to monitor eligibility status for intercollegiate play.</p> | |
| Career Services/Job Placement | <p>One hundred and fifty-two occupational program completers (AAS or certificate holders) were placed into related occupations or higher education for a 98% placement rate.</p> <p>All students have access to Maricopa Career Network MCCD's online job board. The job board averages 200-300 jobs per day.</p> <p>All students have access to the Career and Placement Services web site where they can assess their career interests, investigate potential career titles and professions, and find tools to help them with their job searches.</p> <p>Occupational students have access to occupationally specific resume packets, employer databases and job boards.</p> <p>Information technology students, Microcomputer Office Specialist students, Education Students and students interested in on-campus jobs have access to a listserv that lists open positions related to their career areas and other job search tips.</p> <p>Guest speakers, employer visitations and one-on-one consultations with students further support classroom learning as it relates to employment/career goals.</p> <p>To enhance employment opportunities for students, the Career and Placement Services Department actively serves on all occupational advisory boards.</p> <p>To enhance employment opportunities for students, hosted job fair for students and community.</p> | 4,000 |
| Disability Services | The Disability Resources & Services office provides admissions assistance, academic | 1000 |

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| | <p>advising, registration, accommodations for ASSET, testing Sign Language interpreters, tutoring, textbooks on tape, brail, FM devices, readers, accessible computers, note-takers, extended time with tests, quiet rooms to take tests, scribes, help filling out admissions and financial aid forms, referrals to appropriate on-campus and off-campus resources, services and agencies, and more. Equipment that the DRS office provides includes non-carbon paper for note taking, adaptive computer equipment, software, FM devices, cranks for adjusting desks, tape recorders, and more. This office continues to work on improving campus accessibility to students with disabilities, including signage and a barrier-free design. The office also refers students to state or other local agencies to assist in providing assessments, testing, personal attendants, transportation, funding, auxiliary aids, and more. These agencies also provide counseling and tutoring for the students.</p> <p>Dr. Scott Silberman, the Disability Resources & Services Faculty Liaison, helps the office build a strong and positive relationship with the CGCC faculty, working together on classroom issues, training, informing, and other concerns. The entire DRS staff also provides support in meetings with faculty, state agencies, social workers, schools districts, career assessments, counseling sessions, and more. The liaison provides forums and information to faculty, staff, administration, and other students gain awareness of and sensitivity to issues surrounding students with disabilities.</p> | |
| Deans of Student Services/Offices | Services by the Dean of Students Office are supported and included within the services listed in functional areas listed in this chart. | |
| Williams Campus Supervisor of Student Services/Offices | <p>Bring Your Youth To Work Day</p> <p>Academic Fiesta - Provides students with an overall view of the Williams Campus.</p> | <p>50</p> <p>400</p> |
| Financial Aid | <ul style="list-style-type: none"> * Provide financial assistance to students so they can attend and meet their educational goals * Participate in recruitment and orientation activities * Provide fin aid information verbally and in written form to students/parents/others on a daily basis * Educate/train all Student Services staff on financial aid and its processes so the information network can be broad and supportive to students/parents/others * Accomplish a continuous review of all processes in order to improve how we support students attending college | 4000+ |

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| CGCC-WC Financial Aid | CGCC-WC Process all information for Federal Financial Aid and Veterans Affairs. | CGCC-WC 1083 |
| Minority Services | American Indian Program - We provide enrollment services and assist students with support by designating a liaison to the program. This helps the communication lines when students are in need of assistance. | 75 |
| Service Learning | <ul style="list-style-type: none"> * Into the streets * Book Joy Jamboree * Dr. Seuss' Birthday * Individual Placements * Hunger Banquet * Generation Prom <p>Service Learning involves students in the community to provide an opportunity for students: to serve, to learn, and to look at possible career choices.</p> | <p>1,745 students</p> <p>17,787 hrs of service</p> |
| Student Activities/Life | <p>Student Clubs and Organizations</p> <p>Student Leadership</p> <p>Welcome/orientation Events</p> <p>Emerging Leaders Program</p> <p>MCCD Leadership Workshop</p> <p>Retreats Fall and Spring</p> <ul style="list-style-type: none"> * Teaches student leadership skills * Teaches personal development skills * Involved students with stay in school | <p>100</p> <p>50</p> <p>300</p> <p>0</p> <p>25</p> <p>3</p> |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

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| Chandler Gilbert Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
| Function | | |
| Academic Advising It is advisement's view that students who become involved in co-curricular activities will become better students. These students are generally retained and they will become better citizens and | <p>Advisor serves as main advisor to Eagle Feather Student Organization</p> <p>Advisor serves as support to the Hispanic Student Organization</p> <p>Advisor serves as support to NASSRRAN-Native American Student Services</p> | |

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| members of our communities. | <p>Advisor serves as a member of UTEC a district wide organization serving Native American Students</p> <p>Advisement participates in the bi-annual New Student Orientation</p> <p>Advisement coordinates the Underage New Student Orientation</p> <p>Advisors collaborate with the Counseling Faculty and present at CPD150 courses</p> <p>Advisement serves students who are enrolled in the ACE Plus program</p> <p>CGCC-WC Assists students in selecting a career or educational goal.</p> | CGCC-WC 2313 |
| CGCC-WC Academic Advising | | |
| CGCC-WC Admissions/Records | Process all in-take and enrollment paperwork. | 2963 |
| Assessment/Ambassadors | Provides opportunities for CGCC students to develop leadership skills and promote personal growth for their future jobs. | 10 |
| CGCC-WC Assessment | <p>CGCC-WC Assist students in enrollment testing.</p> <p>Project Challenge - provide enrollment services for students who enroll. This program empowers students to gain personal growth and development.</p> | <p>CGCC-WC 549</p> <p>100</p> |
| Athletics: Men Women | CGCC student-athletes are actively involved in the Service Learning Program and many of our former and current student-athletes are coaching at local high schools, elementary schools, and at the club level. Coaches and student-athletes hold clinics for local youth organizations such as the Boys and Girls Club, Wham Basketball, and Gilbert Youth Soccer. | 140 |
| Career Services/Job Placement | <p>All students have access to the Career and Placement Services web site where they can assess their career interests, investigate potential career titles and professions, and find tools to help them with their job searches. Through the on-line assessment tools, students can determine which career areas would best suit their personality and interests.</p> <p>Through individual appointments, students can grow in their personal life as they begin to develop plans to obtain their career goals.</p> <p>Through classroom presentations, students are encouraged to determine their personal interests and to focus that into a career goal.</p> | 3,000 |

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| Disability Services | <p>College campuses across the United States are seeing more students with disabilities seeking education in the community colleges system. Chandler Gilbert Community College DRS office has on staff a faculty member who is the department's faculty liaison. This position assists in reviewing documentation, making accommodations, communicating with students and faculty when concern arises and assists faculty with classroom management concerning the DRS student. This position helps create opportunities for education and increase awareness of the needs of the students with disabilities to our faculty, staff and administration. The DRS office helps students realize what accommodations they will need in the job force. The office also coaches students to help them with self-advocacy and encourages them to set academic and career goals. The DRS office provides a number of seminars, and support services specifically designed for the DRS student in order to enhance their college experience and to achieve success. The staff encourages our DRS students to be a part of student life activities including attending the student weekend retreat. This year there were 4 students who attending the retreat.</p> | 1000 |
| Deans of Student Services/Offices | The Dean of Student Services coordinates all functions and activities within the division. | |
| Williams Campus Supervisor of Student Services/Offices | <p>Bring Your Youth To Work Day</p> <p>Academic Fiesta - Provides students with an overall view of the Williams Campus.</p> | <p>50</p> <p>400</p> |
| <p>Financial Aid</p> <p>CGCC-WC Financial Aid</p> | <ul style="list-style-type: none"> * Awarding of Federal Work-Study (FWS) dollars to students so they can work on campus * Providing the opportunity within the FWS program for students to work in America Reads and other community service programs * Educate students in the process of how to complete scholarship applications and to explain their background and financial need * Provide loan orientations to those who have never borrowed before and responsibilities involved <p>CGCC-WC Process all information for Federal Financial Aid and Veterans Affairs.</p> | <p>4000+</p> <p>10-15 FWS students</p> <p>CGCC-WC 1083</p> |
| CGCC-WC Minority Services | American Indian Program - We provide enrollment services and assist students with support by designating a liaison to the program. This helps the communication lines when students are in need of assistance. | 75 |

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| Service Learning | <p>Into the Streets</p> <p>Book Joy Jamboree</p> <p>Dr. Seuss' Birthday</p> <p>Individual Placements</p> <p>Hunger Banquet</p> <p>Generation Prom</p> | 1,745 Students |
| Student Activities/Life | <p>Alternative Lifestyles Student Organization</p> <p>The Essence of Color</p> <p>Eagle Feather</p> <p>Phi Theta Kappa</p> <p>Latter Day Saints Student Org anization</p> <p>Performing Arts Student Organization</p> <p>Hispanic Student Organization</p> <p>International Cultural Exchange Club</p> <p>Christians in Action</p> <p>Student Leadership</p> <p>Political Science Organization</p> <p>Blood Drives</p> <p>Adopt a Family</p> <p>Cultural Awareness Week</p> <p>Wellness Week</p> <p>Coyote Gathering</p> <p>Noche de Fiesta</p> <p>Through Community Service students learn and serve the community while developing certain skill sets.</p> | <p>10</p> <p>6</p> <p>15</p> <p>20</p> <p>20</p> <p>10</p> <p>20</p> <p>10</p> <p>15</p> <p>0</p> <p>10</p> <p></p> <p>100</p> <p>100</p> <p>0</p> <p>200</p> <p>700</p> <p>300</p> |
| CGCC-WC Student Activities/Life | <p>CGCC-WC Holiday Star Program - We provide an avenue for students who are willing to help others who are less fortunate. Students are able to collect food and general hygiene products for others.</p> | <p>CGCC-WC 60</p> |

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Chandler Gilbert Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
|---|--|--|
| Function: | | |
| Academic Advising | <p>The Advisement Center develops university partnerships</p> <p>Collaborated with Project Challenge in serving their students</p> <p>Participated in transfer committees with ASU, NAU, UA, and various private institution representatives to facilitate a seamless transition of our transfer students</p> <p>Advisors participated in several programs and activities within the college community as well as surrounding Chandler-Gilbert community such as: Mano a Mano Community Program, Sun Lakes Campus visits, Hispanic College Fair at South Mountain Community college, Ostrich Festival,, Gilbert Days, Networking Night and Into-the-Streets</p> <p>Staff member participates in various activities with the Honors Program</p> <p>Advisor attends statewide meetings with other Transfer Center Ombudspersons and Arizona Academic Advising Task Force</p> <p>Advisor participated in OpShop recruitment activity</p> <p>Advisor represented advisement during Gilbert Days</p> <p>Advisor facilitated the group enrollment of employees at Intel</p> <p>Advisors participated in corporate education fairs</p> <p>Coordinate university visits and advising session to all students</p> | |
| CGCC-WC Academic Advising | CGCC-WC UND Flight School | CGCC-WC 70 |
| CGCC-WC Admissions/Records | ASU East Co-Enrolled Students | 1071 |
| Assessment/ACE Plus Program | This program provides the opportunity for sophomores from local high schools to earn college credits while they are attending high school. | 40 |
| Athletics: Men | We feel our student-athletes have created a positive image and awareness of CGCC in our surrounding | 140 |

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| Women | communities and have acted as a resource to local High Schools, Elementary Schools, Youth Sports Organizations, and City Parks and Recreations. Our past and current student-athletes attend high school games and matches and take an active part in the recruitment of future “Coyote” student-athletes. | |
| Services/Job Placement | <p>Career and Placement Services supports these efforts by helping students to plan their career goals and to determine what to study in order to obtain those goals.</p> <p>Career and Placement Services has provided resource materials to the recruitment department; aided in student orientation activities; made follow up phone calls to those registered; and have presented to summer youth programs.</p> | 1,000 |
| Disability Services | Prior to each college orientation during the fall and spring semesters mailings, updating of the website, and publishing in the local newspapers all highlight CGCC’s extensive programming and our sensitivity in servicing the disabled students. Community and classroom presentations at local high schools provide us with the opportunity to meet and promote our unique services at CGCC. Attending community seminars or workshop that pertains to the disability population once again provides this staff with the opportunity to meet and educate the public. | 250 |
| Deans of Student Services/Offices | The Dean of Students office oversees all functions within each department. | |
| Williams Campus Supervisor of Student Services/Offices | Project Challenge - provide all the enrollment service for students who enroll. This program empowers students to gain personal growth and development. | 100 |
| Financial Aid | <ul style="list-style-type: none"> * Involvement in recruitment and orientation activities * Development of Internet site to inform students of what financial assistance is available * Continuous providing of financial aid information via in-person contacts/phone calls/mail on a daily basis * Continuous involvement and awarding in federal/state/local fin aid programs each year to help students attend college | 4000+ |
| CGCC-WC Minority Services | American Indian Program - We provide enrollment services and assist students with support by designating a liaison to the program. This helps the communication lines when students are in need of assistance. | 60 |
| Service Learning | <p>Into the Streets</p> <p>Book Joy Jamboree</p> <p>Dr. Seuss’ Birthday</p> <p>Individual Placements</p> <p>Hunger Banquet</p> | 1,745 Students |

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| | <p>Generation Prom</p> <p>Students that participate in this Program interact in the community with possible future students to the college.</p> | |
| Student Activities/Life | <p>College Preview Days</p> <p>Take your child to work days</p> <p>Strive Program</p> <p>Student Ambassadors</p> <p>These activities specifically recruit students to the college to showcase the possibilities for participation.</p> | <p>300</p> <p>30</p> <p>100</p> <p>2</p> |

ESTRELLA MOUNTAIN COMMUNITY COLLEGE
2002-2003

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Estrella Mountain Community College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|--|---|--|
| Function: | | |
| Academic Advising | Meet with new and continuing students to provide general college orientation information, class and program information, degree progress checks and resources and referrals to explore career goals. Services provided enable students to enter college classes by providing test result interpretation and explanation of course schedule and degree requirements. Students' progress toward a degree or certificate is monitored during advisement sessions, and assistance given to help students monitor their own progress and facilitate graduation and transfer. | 12,801 |
| Admissions/Records | <p>Admission and enrollment of 13,500 students to the college by collecting and creating student record in the Student Information System (SIS). Process includes regular, special, dual-enrollment, and co-enrollment admissions.</p> <p>Enrollment actions of all students into credit classes includes adding and withdrawing from schedule and processing requests for official and unofficial transcripts</p> <p>Process changes to student demographic data, addresses, phone numbers, names, etc.</p> <p>Process student requests for enrollment verification for various purposes, such as health benefits, insurance, etc.</p> | <p>13,814 - Admissions</p> <p>55,535 - Registrations, drop/adds, & transcripts</p> <p>14, 652 – Student schedules</p> <p>35,428 – Demographics & verifications</p> <p>8,807 – Grade</p> |

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| | <p>Evaluation of previous credentials of students and granting of credit to student records.</p> <p>Process and provide college ID cards for official purposes.</p> <p>Provide college parking decals to students during registration.</p> | reports |
| Adult Re-entry/Senior Adults | Services to Adult Re-entry/Senior Adults are not separated, but are included within the services listed in functions listed in this chart. | |
| Assessment | <p>Students are tested in English, Reading, and Math prior to enrolling in these courses. Students have the opportunity to re-test to increase their placement test scores.</p> <p>Students enrolling in college classes taken at the high schools are tested in English, Reading, and Math prior to enrolling in these courses.</p> <p>Students who are Non-English native language speakers are tested with the CELSA test to determine course placement in English, Reading, and Math prior to enrolling in these courses.</p> <p>Students wishing to take the computerized placement test in English, Reading, and Math are offered the COMPASS test prior to enrolling in these classes.</p> <p>As a state test site, Estrella Mountain provides GED testing opportunities to the local community. The college partners with Rio Salado to also provide Adult Basic Skills classes free of charge to the community which better prepares them to take the GED test</p> <p>Proctored exams for students enrolled in distance learning courses with other institutions, enabling them to complete courses or a degree</p> <p>Administered exam for students entering the SWSC programs – needed for ATB purposes.</p> <p>Proctored a variety of ACT computerized exams for community members needing the exams for employment purposes.</p> | <p>1474 - On campus</p> <p>1911- Off Campus</p> <p>351 – CELSA</p> <p>1007 – COMPASS</p> <p>321- GED</p> <p>25 – Proctored tests</p> <p>33-Wonderlic</p> <p>35- ACT</p> |
| Athletics: Men Women | EMCC does not have an athletic program. | N/A |
| Career Services/Job Placement | Assists students with assessing career direction, investigating career options and finding employment. | 431 |
| Child Care Service | EMCC does not have an on – site childcare facility. For the past three years the college has provided childcare assistance to students through a child care voucher program. This past year we aided 31 students in the fall and 28 students in the spring. These funds ran were exhausted during the Spring 2002 semester, thus we did not assist any summer school students. The | 37 |

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| | voucher programs provides financial assistance on a sliding scale that is dependent on income, number of children the student has under the age of six and the number of credits that the student takes. By providing this service students are given one more tool to help them overcome the financial hurdle that is a stumbling block for student success. | |
| Counseling | Personal adjustment counseling appointments assist students to resolve individual issues so students may continue their educational goals. | 705 |
| Disability Services | The Disability Resources and Services division provided the resources, services and reasonable accommodations necessary to allow each qualified student with a disability to achieve success in his or her educational and personal goals. | 152 |
| Deans of Student Services/Offices | Services by the Dean of Students Office are supported and included within the services listed in functional areas listed in this chart. | |
| Financial Aid | Assisted students with the financial aid process so that the students would have funding to pay for their education. | 4185 Federal Financial Aid and Scholarship Applicants 2509 Federal Financial Aid and Scholarship Recipients |
| | Educated students in the financial aid process so that they could continue to apply in future years at transfer institutions. | |
| | Assisted students with the process of applying for scholarships to help pay for their education. | |
| | Conducted workshops open to the community and in classrooms to educate students on how to find and apply for scholarships. | |
| | Awarded Financial Aid and Scholarships to pay for their educational Expenses. | |
| | Provided information on Veterans Benefits and certified Veterans enrollment to help students pay for their educational expenses. | |
| Veterans Services | Number of students who received in-person Financial Aid and Veterans Services assistance | 268 |
| Financial Aid & Veterans Service student visits | | 15, 808 |
| NASA Center and Learning Enhancement Center (LEC) | Provide tutoring, classroom materials/resources, peer assisted study groups, and on-line tutoring assistance at two locations in campus. The NASA Center focuses on math and science content tutoring while the LEC covers all other subject areas. | 2641 |
| Recruitment/Minority Services | High School Visits: Regular visits to feeder high schools provide prospective students an opportunity to learn more about the educational and career opportunities that are available at EMCC. | 186 |
| | Student Contacts: During high school visits students are | 2,564 |

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| | <p>recommended, by their high school counselor, or request to meet with recruitment staff for specific EMCC information and answers to personal concerns, i.e. Financial Aid.</p> <p>NASA Center provided two summer programs targeting minority students during summer 03.</p> <p>CSEMS – Computer Science, Engineering, Mathematics Scholarships Program provides assistance to targeted minority (50%) students in the areas listed above. The program also provides for faculty advisors for each student.</p> | <p>50</p> <p>25</p> |
| Service Learning | <p>Our service learning program provides “live research” and career exploration for students in the disciplines of Education, Communications, English, English Humanities, Reading and Mathematics.</p> <p>The America Reads program provides weekly tutoring for elementary students by our students all throughout each of the fall and spring semesters.</p> | <p>800 – Service Learning</p> <p>30/ 15 each semester America Reads</p> |
| Student Activities/Life | <p>Each activity serves a different number of students. Some activities serve students over and over.</p> <p>Student Life activities build community with students and build a sense of belonging that helps in retention. Club activities provide leadership opportunities that enhance the student’s educational development. Career orientated clubs provide opportunities to enhance career development.</p> | <p>2,750 – approximate</p> |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| Estrella Mountain Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
|--|--|--|
| Function | | |
| Academic Advising | Students advised and registered for English as Second Language classes, to enable them to be more successful participants in society. | 2797 – ESL Advisement |
| Admissions/Records | Admissions/Records services listed in Chart 1 are the same services provided that support personal growth and citizenship development. | |
| Adult Re-entry/Senior Adults | Services to Adult Re-entry/Senior Adults are not separated, but are included within the services listed in functions listed in this chart. | |
| Assessment | Provided GED testing services and score report to enable students to obtain their High School equivalency certification. Successful completion of their GED affords those individuals the opportunity to further their education, pursue new career goals or enter the military. | 250 – GED completers |
| Athletics: | EMCC does not have an athletic program. | N/A |

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| Men Women | | |
| Career Services/Job Placement | Assists students in making intentional career choices so as to enable students to be productive members of their individual communities. | 431 |
| Child Care Service | EMCC students who use our voucher program with licensed day care facilities encourage day care staff to also take classes at EMCC. This word-of-mouth promotion has had a positive result throughout the community. | 37 |
| Counseling | Individual counseling appointments assist students to learn effective strategies for problem solving and personal growth thus enhancing their personal development. | 705 |
| Disability Services | The Disability Resources and Services division provided the resources, services and reasonable accommodations necessary to allow each qualified student with a disability to achieve success in his or her educational and personal goals. | 152 |
| Deans of Student Services/Offices | Services by the Dean of Students Office are supported and included within the services listed in functional areas listed in this chart. | |
| Financial Aid | Provide scholarship assistance which have community service component. | 501 |
| | Coordinate Federal Work-Study Program which provides opportunities for students to learn job skills as well as earn money to pay for college expenses. | 63 |
| | Assist students with student loan processes including counseling on debt and credit to prevent defaults. | 682 |
| Recruitment/Minority Services | Campus tours provide opportunity to experience the college facilities, resources, and student life. | 288 |
| Service Learning | The communication classes each semester sponsor a children's hour where they bring children on to the campus to showcase their communication styles. Exposure to the campus at an early age encouraging staying in school and returning to EMCC | 835 – Service Learning |
| | The students who are doing the tutoring in over 25 different schools are positive role model for the youth they are working with. Our students are trying to impress upon these children the importance of education and staying in school. Most of the faces the children are seeing are the same as they see in their communities. | 30 – America Reads |
| | Students provide tutoring and serve as role models in NASA Center K-12 partnering schools. Students also served as Mission Specialist, team leaders, for the NASA Summer Academy and Rodel Scholars Partnership with ASU and Tolleson High School. | 12 |

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| Student Activities/Life | High School students were involved in our Black History Events. Cinco de Mayo Celebration, Hispanic Heritage day long Saturday event, Communication International Days, Health Fair, Career Fairs all helped in the development of personal growth and had community attendance. | 5,000 |
| | Nasa Awareness Day | 449 |
| | Co-sponsored Avondale Goodyear Police Academy | 60 |
| | Fall/Spring inspire.teach education orientations | 140 – inspire.teach |

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

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| Estrella Mountain Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
| Function: | | |
| NASA Center for Success in Math & Science - Academic Advising, Admissions, Recruitment, and Career Services | The NASA Center supports comprehensive K-12 Outreach through the NASA Center Schools Program. At 16 targeted schools 25-30 students are recruited to participate in after school programs on site which focus on science, technology, engineering and math. | See attached report. |
| Admissions/Records | Admissions/Records services listed in Chart 1 are the same services provided that support the number of students that matriculate to the college level | |
| Adult Re-entry/Senior Adults | Services to Adult Re-entry/Senior Adults are not separated, but are included within the services listed in functions listed in this chart. | |
| Assessment | Students enrolling in college classes taken at the high schools are tested in English, Reading, and Math prior to enrolling in these courses. | 1911- High school recruitment & DE |
| Athletics: Men Women | EMCC does not have an athletic program. | N/A |
| Career Services/Job Placement | Career services and career fair are available to the surrounding community at no charge. Career services assists the community at large to assess career pathways and locate employment resources. | 431 |
| Child Care Service | Child care services are the same services provided that support the number of students that matriculate to the college level listed in Chart 1 & 2. | |
| Counseling | Personal counseling is available to the community at large. The focus of personal counseling is to assist individuals who desire to pursue educational and personal goals to address and remove obstacles to their individual development. | 705 |

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| | at MacDonald's. | |
| Student Activities/Life | <p>As part of civic participation, student clubs sponsored voter registrations in the fall; held food drives for the holiday seasons, adopted families for the holidays, and provided an Easter egg hunt for neighboring day care facility.</p> <p>Three of our students participated in the Student Public Policy Forum. This involved monthly civic participation programs and culminated with a trip to Washington, DC.</p> | 420 |

GATEWAY COMMUNITY COLLEGE
2002-2003
GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Gateway Community College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|------------------------------------|---|--|
| Function: | | |
| Academic Advising | Academic Advising provides accurate information to assist students in their educational planning. The Academic Advisement Team guides, supports, and motivates students to be successful in attaining their academic goals. An intrusive advisement model is utilized that ensures that once a student has been advised they will be given assistance through written, telephone, and in-person contacts to assess students progress, detect students concerns, make appropriate referrals, and to keep students enrolled until they have successfully accomplished their educational goal. Students may take advantage of in-person, telephone, and internet advisement. | An average of 1,543 students advised per month |
| Admissions, Records & Registration | The Admissions, Registration, and Records Office provides the following student-centered, comprehensive services: Domestic & International Admissions; registration (walk-in, fax, telephone, web, mail & 3 rd party); handling of student records such as transcripts; veteran certification; and graduation processing. The office is also responsible for monitoring athletic eligibility. | Total students served at counter – 25,373 Total students by telephone – 65,619 Registrations – 40,163 Veterans Certification – 573 I-20s Issued - 97 |

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| Adult Re-entry/Senior Adults | <p>The GateWay POWER Program enrolls returning adult students who along with taking credit courses have a support system that provides them with an orientation to college, tutoring, mentoring, one-on-one or group support services and connections to agency services.</p> <p>The POWER ESL Program includes special ESL classes and support programs as listed above</p> | <p>69 Students</p> <p>13 Students</p> |
| Assessment | The Assessment Center provides academic and vocational testing both in-person and through computer testing.. They provide off-site testing and a special room for testing students with disabilities. The center administers the ASSET & COMPASS Tests, and GED tests. The Assessment Center also provides a place for students to take make-up tests. A special testing room and proctoring is available for students with a disability. | |
| Athletics: Men Women | This was the inaugural year for sports at GateWay. A comprehensive retention program has been put in place that includes intrusive advising, weekly tracking, monthly progress reports, and mandatory weekly study tables and tutoring. | 42 Athletes |
| Career Services/Job Resources | Career Services provides students with career resources and career planning that assist students in developing a career plan that helps them to meet their career goals. This is done through one-on-one assistance, workshops, and utilizing the Internet as job search tools. Students are assisted in searching for and finding full-time and part-time. Additionally, the Career Services staff provides special career awareness events that assist students in better understanding career options and the skills needed to pursue employment options. | |
| Child Care Service | Child Care is available to all GateWay students with children age 2 years through 7 years old. The Child Care Center provides a safe place for children in a regular program and through drop-in services from 7am to 10pm Monday through Friday. The cost to students is \$1.50 per hour and students can include child care into their financial aid budget. Hot meals are provided and student-parents have opportunities to participate in activities with their children. A school-aged program was added this year. The Gecko Camp provided child care for student parents who wanted a unique summer experience for their child while they were in class. | |
| Counseling | The Counseling Department offers a number of student success focused classes including CPD 100 & CPD 150 and a First Year Experience Course. Counseling provides both academic and career advising. Additionally, the counselors provide personal and group counseling to students as well as work with faculty to assist students with behavioral and other issues. Counseling takes referrals from all areas of the college. In the past, counseling has made contact with GWCC students who | |

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| | were on academic probation. Counselors serve in various retention roles in the Bilingual Nursing Program and on the Retention Committee. | |
| Disability Services | This office supports students by ensuring that a student with documented disabilities receive reasonable accommodations so that the student may perform on an equal bases. The staff also work with faculty to help them to better understand what is need in order for that student to be successful | |
| Deans of Student Services/Offices | Worked with Instruction and Student Services to develop and implement a comprehensive retention plan as part of the college Enrollment Management strategic goal. Make appropriate referrals when necessary. Developed a committee to look at specific needs of minority students. Held lunches with the Deans – student groups for the purpose of eliciting feedback from students and to determine what support was needed to assist students in successfully achieving their educational goals at GateWay. | |
| Financial Aid | The Office of Student Financial Assistance supports and help students to be retained in a number of ways by: 1) providing services to student regarding financial aid, scholarships, and student employment. 2) conducting on-campus and off-campus financial education and money management programs. 3) providing quality (WOW) service including timely processing of financial aid materials (3-5 days). 4). Continually upgrading and streamlining processes by utilizing technology including the electronic book voucher system and USAFunds Default Management System that allows the staff to know when a student goes into default and the student can be called to work with the financial aid office to ensure they will qualify for financial aid to pay for classes. | Total students served at counter – 19,859 Total students served by telephone – 24,000 Total Applicants – 5,279 Total financial aid awards - \$9,852,705 (124% increase over 2001-2002) Increase in Pell Awards (101.21%) – \$3,148,589 |
| International Student Office | International Students are provided with academic advising and other student support services. | |
| Student Support Services Upward Bound | Student Support Services is part of the Trio Programs. The mission of the SSS Program is to serve and assist 160 first-generation, low-income, or students with disabilities in completing their college goals. This is done through academic assistance (tutoring & workshops), mentoring, cultural enrichment, and providing referrals as needed. Upward Bound is another TRIO Program at GateWay. The mission of Upward Bound is to provide college preparatory experience to 50 low income and first generation students at North High School, which is in | 160 low income, first generation or disabled students 50 low income and first generation students at North High |

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| | GateWay's Community, so that these at-risk students will be prepared for a successful college experience. | School. |
| Student Activities/Life | The mission of the Office of Student Life is to provide 1) activities, programs and events to engage students and integrate them into the college community along with providing opportunities for students to participate in informal events with faculty, staff, and administration. 2) opportunities to learn and function in a diverse student population.3) Train students on key leadership elements. 4) Provides informational publications that assist students in knowing about services and activities on campus such as the GateWay Gazette and Student Planner. Additionally, the Center for Student Life provides one of the few informal places on campus especially designed for students. | |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| GateWay Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
|----------------------------------|--|--|
| Function | | |
| Academic Advising | Students are educated on the process of planning academic programs, using on-line databases to access information, and course/program requirements. | |
| Admissions/Records | A&R has increased awareness of FERPA and promotes self-serve registration processes. The A&R Office publishes a VA Newsletter each semester to keep veteran students abreast of important national, state, and college information. | |
| Adult Re-entry/Senior Adults | Current daily living and social issues are topics of discussion to explore in the context of the re-entry student's life. | 82 Students |
| Assessment | | |
| Athletics: Men Women | Part of the GateWay Athletic Program is to educate the student-athlete on their role at the college including that of being a good student first as well as an ambassador and role model. | |
| Career Services/Job Resources | Students are provided with career and employment related information through workshops and one-on-one sessions that enhance their ability to understand career choices. Employability skills workshops offered include resume writing, interview techniques, and using Internet tools for job search. Career education workshops include career skills | |

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| | assessments & exploration. | |
| Child Care Service | The Child Care Center engages parents in many activities with their children that strengthens parenting skills and provides learning opportunities for the student parent. | |
| Counseling | Counseling provides personal growth experiences for students through CPD and FYE courses; workshops such as eliminating self defeating behavior and stress management; the Counseling speakers series; personal and group counseling sessions. | |
| Disability Services | | |
| Deans of Student Services/Offices | Encourage and support students to participate in national, state, and local learning experiences. This includes writing letters of reference for students and asking that they share the experience with other students when they return. As an example, GWCC had students to participate in the Public Policy Forum, complete an internship in Environmental Justice, and work with the NCCJ. Both the dean and associate dean speak at a number of student events on subjects that provide growth experiences such as on servant leadership. | |
| Office of Financial Assistance | Financial aid presentations are done through out the year both on and off campus. Students receive specific information on a one-on-one basis in how to fund their particular academic program. Students are taught and receive assistance in using on-line financial aid tools. Director teaches Integrated Life Skills classes that include information on money management. Loan entrance and exit counseling is done with students. | |
| International Student Office | Through orientation and other programs International students participate in personal growth opportunities. The World Explorers Club is a new venture that will allow International students to participate in activities that will bring them together to learn about each other as well as to share their cultures with other students and employees. | |
| Student Support Services Upward Bound | <p>Student Support Services provides a variety of experiences to promote personal development and citizenship in the students served by the program. Examples of such experiences are plays, ballets, museum visits, college campus tours, and volunteer programs like "Into the Streets."</p> <p>Upward Bound provides a variety of experiences to promote the personal development and citizenship of the students in the program. The program provides monthly enrichments; for instance, for the last</p> | <p>160 low income, first generation or disabled students</p> <p>50 low income and first generation students at North High School.</p> |

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| | enrichment students helped with the cleanup efforts in the area of the Rodeo/Chedeski fire. | |
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GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| GateWay Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
|-----------------------------------|---|--|
| Function: | | |
| Academic Advising | Participates in career and high school fairs. Work with EVIT and other high schools to provide general academic information and academic planning processes. Advisors also attend recruitment activities, especially with high schools, community, and cultural events and give campus tours to high school groups. | |
| Admissions/Records & Registration | A&R works with the AZ Veterans Offices. | |
| Adult Re-entry/Senior Adults | The staff in the POWER Program works closely with community agencies such as Chicanos Por La Causa and Fresh Start. They also work with and recruit students from Phoenix Job Corps, AWEE, Homeward Bound, and the Maricopa County/City of Phoenix One Stop Centers. | |
| Assessment | | |
| Athletics: Men Women | Coaches work closely with area high schools to recruit students. They also involve parents in orientations and athletic banquets. The tennis coach brings a group of elementary school students on campus for a half-day activity. | |
| Career Services/Job Resources | The Career Services Office is also open to the community. Community members may use all of the career resources as well as attend workshops. GateWay's Career Center staff actively collaborates with the MCCD Workforce Development Office and the City of Phoenix and Maricopa County's One Stop Centers providing rapid response to displaced workers. Additionally, The Career Services Office host a community breakfast for agency personnel and an employers breakfast during the annual job fair. | |
| Child Care Service | | |
| Counseling | | |

| | | |
|-----------------------------------|--|---|
| Disability Services | | |
| Deans of Student Services/Offices | <p>Achieving a College Education (ACE) program works with high school students to increase high school retention and create a successful transition to college.</p> <p>HOOP Program</p> <p>GWCC co-sponsored EXPLORATHON with the American Association of University Women which provides hands-on training for 250 minority girls in elementary and middle school in the Creighton School District. Parenting sessions were held and deans were speakers.</p> <p>Associate dean serves on the Maricopa- Phoenix Union Partnership Committee</p> | |
| Financial Aid | Presents financial aid and money management seminars at local high schools and career fairs. The director serves on the MCCD Nina Mason Pulliam Scholarship Board and the AZ Department of Education's Robert C. Byrd Scholarship selection committee. | |
| International Student Office | International Student Office works closely with Arizona State University to ensure that international students interested in transferring is aware of and comfortable with the ASU International Student Center. | |
| Student Support Services | Student Support Services works closely with the other GWCC TRIO Program, Upward Bound to assist those students in making a smooth transition from a high school support program to a college support program. The program also interacts with other TRIO Programs around the state to provide awareness. | 160 low income, first generation or disabled students |
| Upward Bound | The purpose of all Upward Bound Program services and activities is to promote high school graduation, college matriculation, and college success of the students in the program. | 50 low income and first generation students at North High School. |
| Student Activities/Life | The Center for Student Life collaborates with the Balsz School District, GateWay High School, American Red Cross, and Foundations for Senior Living. | |

**GLENDALE COMMUNITY COLLEGE
2002-2003**

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Glendale Community College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|-----------------------------------|--|--|
| Function: | | |
| Academic Advising | Provide academic advisement for prospective, new and | 21,000 + |

| | | |
|--------------------|--|--------------------------------------|
| | <p>continuing students. Build relationships with students, their families and friends in order to mentor them on their educational journey.</p> <p>Service feeder high schools through dual enrollment courses and individual and group appointments with students and counselors.</p> <p>Support civic and corporate educational needs through educational fairs and public presentations.</p> | 27 schools |
| ACE Plus | <p>Provide skills assessment and course placement.</p> <p>Provide one-on-one mentoring for students</p> <p>Provide monthly academic progress reports and follow-up by advisors.</p> <p>Provide referrals to the appropriate student services programs and other campus resources.</p> <p>Provide field trips to other higher educational institutions, businesses and industries to expose students to a variety of educational and career opportunities.</p> <p>Provide summer academic enrichment programs to juniors and seniors at State universities.</p> <p>Provide financial aid and college preparation workshops to students.</p> <p>Provide parent workshops on careers, financial aid, student support and personal development.</p> <p>Provide letters of recommendation for college/university admission; summer job internships, and academic enrichment programs.</p> | 550 |
| Admissions/Records | <p>Provides information, materials, and options to students about courses and programs appropriate to their goals, skills and knowledge so as to increase their potential for success and retention. Assesses students and monitors proper course placement.</p> <p>Encourages students to use career counseling services in the Enrollment Center if undecided on educational goals. Collaborates with Counseling, Academic Advisement and Career Services in publishing materials related to selecting a career plan, major and in setting goals.</p> <p>1. How well are we doing regarding goal listed above? Massive amounts of information are provided orally, in print and via the web to an increasing and changing population. Additional new flyer created as a road map for students new to college, to assist in making the college experience successful. Questions regarding student educational goals added to the enrollment form so it can be updated each semester, each time the student enrolls.</p> | 33,000 annual unduplicated headcount |

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| | <p>2. How do we know that these programs and services are making a positive difference for students and the community that you serve?</p> <p>Enrollment continues to increase. Diversity of the student population continues to change to reflect proportions in the local community. Better data being recorded and updated regarding a student's reason for enrolling. Retention rates are reflective of institutions similar to GCC. Career Counseling office is busy with referrals from staff.</p> <p>3. What could we do better this coming school year in the area of Student Development Services (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community?)</p> <p>3.1 Improve online self-help services to include pre-requisite check and more friendly navigation so more students who are capable of helping themselves will, thus allowing staff to spend more time focusing on those who need more assistance. Improve the reliability and responsiveness of Maricopa Online so it supports the increasing number of students using this self-serve option. Currently, the system cannot handle the demand of students attempting access and use the system. Consequently, students who take advantage of the convenience of online self-serve must come to campus. Typically, this occurs during peak times when offices are busy and there are lines of students waiting for service.</p> <p>3.2 Create a degree audit system that will reduce the amount of time it takes advisors and graduation technicians to do a graduation audit.</p> | |
| Adult Re-entry/Senior | Adult Re-entry allows students to get connected with resources and link with other students like themselves in a club format. | 550 |
| Assessment | ASSET, COMPASS, and CELSA are used to assist in proper course selection for student success. We support faculty by providing make-up testing for students that are unable to test in classroom. We administer computer certification exams after course completion to indicate the student's expertise in that area. | <p>Total- 35,025</p> <p>ASSET- 13,891</p> <p>COMPAS- 2,436</p> <p>Make-Up - 12,243</p> <p>Certification 660</p> <p>GED-2,368</p> |
| Athletics: Men | | |

| | | |
|-------------------------------|--|--|
| Women | | |
| Aztec Program | <p>This years “The Teacher Preparation Program,” known as the AZTEC Program at Glendale Community College will expand recruitment and retention services to meet the needs of a diverse student population. We will continue to do recruitment in the Glendale Union High School District nine high schools. We will do one hour presentations in these nine high schools to the education classrooms. In addition, this year we will be adding another high school district, Peoria Unified High School District. We will work in collaboration with the Multicultural Affairs Office at GCC to also recruit students from this district.</p> <p>The “No Child Left Behind” mandate will expand recruitment and retention services to meet the needs of the instructional aides who are now mandated to be certified to teach by 2005. The AZTEC Program will provide resources for staff to provide one on one recruitment and retention services leading to the increase numbers of qualified and ethnically diverse teachers and paraprofessionals. The success of GCC teacher recruitment and retention program has resulted in a 300+ % increase in the number of students entering the teacher education program at GCC.</p> <p>The desire of the AZTEC Program is to expand critical recruitment and retention services to this increased population of students. These services include: scholarship application and other forms of financial aid, advisement, course registration, social services and counseling referrals, and coordination of academic support.</p> | 430 |
| Career Services/Job Placement | <p>Students are more likely to succeed when they have clear career goals. Career exploration course, internships, student employment, and career exploration software allow students to use what they are learning in the classroom and to research career options. We also provide Workshops covering: Resume Skills, Interview Skills, and Job Search Techniques. These workshops allow students to take what they have learned here at GCC and use them in a career setting through an internship or full-time position.</p> | <p>5000+ in office. 1832 web page hits in 02/03. Use of Maricopa Career Network by 759 students and community members.</p> |
| Child Care Service | <p>Provides convenient, low-cost, high quality care and education for children, which enables student-parents to stay enrolled and focus on learning and goal achievement.</p> <p>Provides classroom observations and guest lectures on early childhood education that supports the curriculum of the Child/Family Studies and Psychology Departments.</p> <p>Provides placement for GCC Interns.</p> | <p>211 Student-parents</p> <p>920 GCC students</p> <p>2 Interns</p> |
| Counseling | | |

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| Deans of Student Services/Offices | | |
| Disability Services | <p>Provides a single point of contact/assistance for disabled individuals as well as state and federal agencies referring disabled individuals to the College.</p> <p>Establish educational planning files with each student. These files contain confidential documentation regarding the student's disabling condition.</p> <p>The functional limitation imposed by the disability is discussed with the students and recommendations are made to classroom faculty regarding any academic accommodations required for the student to access and participate in the course.</p> <p>Direct provision of classroom accommodations or coordination of various campus resources are employed to assure equal access to all academic programs.</p> <p>Provides the campus community with information regarding the necessity of providing disability accommodations and various methods to achieve them.</p> <p>Utilizes various technologies to provide academic accommodations to enhance student independence and maintain enrollment (retention) until goal attainment is achievement.</p> | 518 educational planning files have been completed |
| Financial Aid | Through providing monetary assistance to help cover both direct and indirect costs associated with school attendance. | Applicants = 14,483 Awarded = 8,558 Recipients = 7,340 |
| International Students | International students attending Glendale Community College have a unique support system at their disposal designed to make their transition to college life in the United States as easy and convenient as possible. During the past year we have remodeled the international student center, allowing one more staff member to move into the office to provide admission, advising, enrollment, and record keeping services to this population. This is in addition to the full range of services already being provided in this office: advising on academic and immigration issues as well as campus based activity programming aimed at fostering the international students' assimilation into the campus community. We know we are doing something right because other Maricopa colleges contact our program for help and advice on an almost daily basis. | 130 |
| Minority Services | The limited-English students in the credit Program number over 1,500 students and most of the students are provided one-on-one academic advisement, a comprehensive and individual orientation on the structure of the ESL Program. In addition, assurances are provided so that students are linked with the GCC English/Reading Department and ESL faculty to assure their appropriate enrollment. The students are assisted | 1,500 |

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| | <p>with completing and traversing all the necessary processes to enroll, including Assessment Testing, Admissions, accessing financial and community resources, and assuring full utilization of instructional support programs.</p> <p>The growing number of refugee students are identified and targeted for services. They do require special assistance to understand the various processes necessary to enroll. They do require an added focus to access federal financial aid (as they are eligible to apply), they do need intensive services to assure their self assessment and the development of their educational plan. They do and will require information and assistance on residency to complete that process once they are eligible. (assistance and cooperation is sought out with local refugee agencies)</p> <p>Economically and educationally disadvantaged students are identified, targeted and provided services that will facilitate their enrollment. The students are identified in the GCC service area schools and community agencies. The students are provided assistance with enrollment process, accessing financial resources, accessing community resources, individual comprehensive and ongoing self-assessment and personal educational planning. the students are assisted with understanding the academic, occupational and certificate programs and the individual timelines to attain their goals. The students are assisted with information and application processes for academic scholarships.</p> <p><u>1. How well are we doing regarding each goal?</u> A review of various data and enrollment records developed and maintained by the Institutional Research/Effectiveness Office and the credits attempted and earned for ethnic minority students who are enrolled full or part time does indicate that diverse students are achieving at the same rate as the general population (which is very different than the educational attainment in the community). This does indicate the positive student retention impact being made by focused and targeted services. Added reviews of various sub-cohorts of students does indicate the same/similar levels of retention for those subgroups.</p> <p><u>2. How do we know that these program and services are making a positive difference for the students and the community that we serve?</u> Glendale Community College maintains demographic enrollment data by ethnicity and enrollment area. GCC does have proportional of enrollment of diverse students that mirrors or exceeds the proportions in that community and has maintained that growth rate for over ten years. GCC continues to experience continued growth of economically disadvantaged students from those segments of the community in which there are visible concentrations of poverty.</p> | <p>450</p> <p>3,000</p> |
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| | <p>3. <u>What could we do better this coming school year in the area of student development services?</u> We could delineate all the different cohorts and at-risk student groups early on and separate them and classify them in the technology assisted data base. The high technology does provide us with the ability to track, monitor, and document services provided to assure that students receive comprehensive and complete information and assistance. In this manner, the case management approach would help assure that students are provided timely and appropriate information and assistance. We could initiate efforts to be more proactive with students (establishing, developing and maintaining contact with students) and contribute to visible increased levels of student success and retention.</p> <p>The Native American Program</p> <p>This area provides each Native American Student, with a Developmental plan after the student has identified their academic and career interest. This educational plan is different for each student, and is updated on every visit. This type of case-management helps the advisor keep track of how many students have sought advisement and it also serves as a direct plan to keep the student on track. It is proven those students who seek academic/career advisement stay on track therefore there is an increase of student retention, completion of programs, and transfers to the university.</p> <p>There is good communication between GCC Native American Advisor and the transfer programs for Native American Student Support programs at Both ASU Main and ASU West. When students are ready to transfer to the university the Native American Advisor refers the student to the proper department and staff person, this helps with the transition from the community college to the university and it also provides a contact for support, this continued support is vital to the student being successful in a new academic setting. Over the past year plans were being made with the Office of Transition and Outreach from ASU W and the Native American Advisor here GCC to offer workshops on GCC campus for those students who are ready to begin the transfer from community college to the university.</p> <p>It is evident that those students who have chosen not to use the services provided through Native American Advisement or General Academic Advisement are less likely to be retained. Students' who choose their own classes, sometimes take the wrong courses for their specific program or are unsure of what they are supposed to take as part of the general core. When these students come in for advisement the advisor needs to help them get back on track, some are simple to get on track and some are difficult. This is when it is critical, the students who do not have a solid plan in place get discouraged and upset that they have all the credits but can't use them</p> | <p>485</p> |
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| | <p>a degree, convincing them that a plan can be made and followed is sometimes impossible but usually they see the importance of using the services provided to them. Once they have a plan and are back on track they need to continue to seek academic advisement.</p> <p>At the beginning of every semester a letter is sent to continuing students and to prospective new students, this letter is sent from the Native American Advisor. This letter serves as a reminder for the student to come in and register early, and continue with their advisement and educational/career plans. A reminder letter also goes in early to remind the students of Financial Aid, Tribal Scholarship, and miscellaneous deadlines.</p> <p>The Native American Advisor has also developed great collaboration with the Financial Aid Office. This daily contact with the financial aid officer allows the Native American Advisor to identify those students who have not completed a financial aid application and those who have incomplete financial aid files. When these students are identified the Native American Advisor calls and sends letters to each student to let them know their status and what they need to bring in to make their files complete. The status of the students' financial aid is vital to the student enrolling in classes and also continuing their course work. Without the financial support many of these students would not be in school.</p> <p>There were approximately 366 Native American Students in the Multi-Cultural Data Base through the Spring 03 semester. This number does not include the number of new and returning students who enrolled for both Summer I & II sessions. This number is going to increase for the Fall 03 Semester. The new students are not recorded in the Multi-Cultural Data Base as of yet.</p> | |
| Student Activities/Life | <p>This office supports approximately 30 student clubs and organizations.</p> <p>Student Life supervises student governance.</p> <p>The office offers a comprehensive student leadership development program.</p> <p>The office hosts the Student Recognition Day celebration and is responsible for the physical set up for commencement and the commencement reception as well as other large-scale campus and community events.</p> <p>The office sponsors various speakers who enrich instruction through the Speakers' Forum.</p> <p>Student Life manages the use and rental of College facilities and the use of College vehicles.</p> <p>The Sr. Associate Dean of Student Life supervises several special student services including the Child Care Center, Disability Services and Resources, and Career Services/Adult Re-entry.</p> | <p>5,500 More than 30,000 community members</p> |

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| | <p>The position also supports a safe learning environment by handling all discipline cases and investigating discrimination and sexual harassment allegations.</p> <p>Student Life manages a swimming pool and other facilities that are shared with the City of Glendale. This shared use and rental provides our students with a place to swim and to take water related classes.</p> <p>The office manages the Student Union and special events that are held there.</p> | |
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GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| Glendale Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
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| Function | | |
| Academic Advising | Through developmental advising, students are taught life skills to independently maneuver through the academic system. We encourage personal responsibility with guidance from professional academic advisors. | 21,000 + |
| ACE Plus | <p>Helps students gain a better understanding of the degree process and provides guidance to assist students pursue their educational goals.</p> <p>Exposes students to college life, and provides them with the tools and techniques necessary to access programs and services.</p> <p>Provides students with workshops and motivational speakers with the focus on personal development and academic and future success.</p> <p>Builds a solid foundation for the transfer process and supports continuation of higher education.</p> <p>Encourages student participation in extra-curricular activities at local school; in college-related activities, clubs and organization, and volunteerism in the community.</p> | 550 |
| Admissions/Records | Through printed publications and materials, as well as verbal instructions and orientations, students are advised of their rights and responsibilities as governed by federal, state, and local regulations, policies and procedures affecting their status as a student, academic standing and progress toward their educational goal. Admissions Web page includes information regarding voter registration and applications are available in the | 33,000 annual unduplicated headcount |

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| | <p>Enrollment Center. Enrollment Services Web pages were redesigned for easier use by students.</p> <p>1. How well are we doing regarding goal listed above? We receive few complaints from students who claim, "I wasn't told" or "I didn't know."</p> <p>2. How do we know that these programs and services are making a positive difference for students and the community that you serve? Enrollment continues to increase. Surveys indicate favorable responses to questions about quality and quantity of information.</p> <p>3. What could we do better this coming school year in the area of Student Development Services (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community?)</p> <p>3.1 Continue to expand and improve access, organization and quantity of information on the web.</p> <p>3.2. Need additional full-time staff trained in one-stop services to respond to increasing numbers of requests received via Telephone Call Center and Web E-mail.</p> | |
| Adult Re-entry/Senior Adults | Re-entry students are able to gain valuable skills to better their lives and those of their family members. Through the re-entry club, students are able to serve in leadership roles. | 550 |
| Assessment | GED testing provides the individual with opportunities to further education, employment, and personal self worth. We administer computer certification exams increasing employment growth potential. We provide ESL testing to aid students in improving their language skills opening up many new opportunities in areas such as education, jobs, and citizenship status. | <p>Total-35,025</p> <p>ASSET-13,891</p> <p>COMPAS-2,436</p> <p>Make-Up-12,243</p> <p>Certification 660</p> <p>GED-2,368</p> |
| Athletics: Men Women | | |
| Aztec | At GCC there is a lack of staff and resources to provide teacher recruitment and retention services to meet the teacher workforce demands of the community and schools. The GCC teacher education program is impacted by an increased demand for diverse and highly qualified teachers and paraprofessionals. This | 430 |

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| | <p>workforce demand is driven by the following: (1) the needs of “grow your own” program from partner school districts; (2) the increased course and degree requirements require of paraprofessionals in schools as the result of NCLB; (3) the changing requirements for increased qualifications for Head Start teachers; and (4) the recommendation of the Glendale Community Town Hall to increase minority employment in all education and public sectors.</p> <p>In order to successfully recruit and retain more diverse students and paraprofessionals into the teacher education program, one-on-one recruitment and retention services are required. Due to the demand to recruit more students and to continue services to retain students currently enrolled in the teacher education program the personal growth and citizenship of these students is crucial.</p> | |
| Career Services/Job Placement | Students who complete internships & or work during their education will have a better knowledge of their selected profession. Our resume and interview workshops will also help students improve their personal job search skills. | 5000+ in office. 1832 web page hits in 02/03. |
| Child Care Service | <p>Provides child development and parenting information, classroom observation and participation to assist in developing and practicing parenting skills, and campus-wide parenting workshops.</p> <p>Provides resource information and referral to campus and community services.</p> <p>Provides student worker placement and training.</p> | <p>211 Student-parents</p> <p>230 GCC students</p> <p>2 workshops</p> <p>26 Student workers</p> <p>123 student parents; 250 community/campus members</p> |
| Counseling | | |
| Deans of Student Services/Offices | | |
| Disability Services | <p>Disability Services provides a club adviser to the Student Support Services Club, the goal of which is to assist other students when they experience academic or personal difficulties.</p> <p>Membership is comprised predominantly of individuals with various disabling conditions. This permits disabled students to become officers, hold meetings, and participate in leadership activities.</p> <p>This club participates in campus and community service volunteer activities, sustains a fiscal account by conducting fund-raising activities, and expends club funds to the benefit of campus or community organizations, as well as recreational activities of its membership.</p> | 34 students participated in the club |
| Financial Aid | Our work-study program provides employment opportunities providing service to others. The America Reads Program provides student tutors to area elementary schools. Scholarship recipients become inspired donors. | Approximately 2200 students served. |

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| International Students | We often receive phone calls and visits from members of the community who come to us for help and advice. Many of them have friends or relatives in other countries who are interested in continuing their education at GCC. These local residents contact us to guide them through the rather complex procedures and regulations required to obtain a student visa. | 130 |
| Minority Services | <p>The highest concentration of services to students is the ongoing and comprehensive self-assessment which students are assisted with. The objective is to work with students so they do have a realistic and clearer understanding of their skills and personal growth needs and be willing to develop and implement educational and personal strategies that will help them accomplish personal goals.</p> <p>Refugee students are provided information and referral services related to immigrant and citizenship resources to foster self sufficiency and citizenship</p> <p>Immigrant students are provided information and services related to accessing community resources and fully utilizing the resources to provide for their Individual needs.</p> <p>Individual students are encouraged to enroll in courses that will enhance communication, computer competency, and enhance the ability to function successful in their community.</p> <p>1. How well are we doing regarding each goal listed above: Prospective and enrolled students are completing any/all enrollment processes and receiving individual and comprehensive educational advisement much earlier in the process. (with special and visible increases in accessing financial aid resources in a timely manner) This does contribute to more visible follow through and enrollment. The ten plus years of student enrollment growth does indicate steady and visible growth in enrollment from the target populations.</p> <p>2. How do we know that these programs and services are making a positive difference for students in the community that you serve? More and more students are continuously enrolled by the visible and continued enrollment over time on a semester by semester basis. (a much larger proportion of the students are continuing students). More and more students are attaining their personal educational goals and identifying educational and career objectives that are longer term which will impact their employment potential and success.</p> <p>3. What could we do better this coming school year in the area of student development services? We do need to assess our service area community to determine if there are any new needs within the community that</p> | <p>3000</p> <p>450</p> <p>3000</p> <p>3000</p> |

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| | <p>could be addressed by GCC. We can develop increased efforts in the technology based data base tracking and monitoring and documentation that will assure that our programs and services are fully implemented within the constraints of the available resources.</p> <p>The Native American Program</p> <p>Native American Students are strongly encouraged to get involved with the Native American Student Association. The club provides support for the students it also serves as way for students to get out and do community service. The club provides social activities for its members and is also a way of recruiting new students. The club is active on campus participating in various activities, which promote cultural awareness and social growth. The NASA Club is also open to Non-Native Students we had a couple of these students in our club.</p> <p>This year the club was more active in campus activities and within the community. Every semester the club existing club members try to come up with new ideas to recruit more of our Native American Students to become involved with the club. The majority of NA Students on campus have other priorities or commitments they need to fulfill once their classes are complete, I believe this is one reason we have a small but active club.</p> <p>Some of the activities NASA participated in this year are:</p> <ol style="list-style-type: none"> 1. In the Fall 02 Semester the NASA from GCC made decided that there ongoing Community Service was to have a Toy Drive for Christmas, donating the Toys to the Phoenix Indian Medical Center and also the Native American Community Health Center. 2. Some of the NASA Members Volunteered to work during the Heard Museum Spring Arts and Crafts Sale, Sun Sounds Radio Benefit and they helped at the ASU West Campus Pow Wow. NASA had two FRY Bread Sales as a fundraiser for the student member scholarships and T-Shirts. The NASA students also hosted a Circle of Life Event that served as a memorial for PFC Lori Piestewa and all AZ soldiers who were killed in the line of duty in Iraq. <p>Some of the activities the club plans to participate in this year are.</p> <ol style="list-style-type: none"> 1. Participate in homecoming activities, tentative we have been asked to host a mini Pow Wow and | 485 |
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| | <p>sell FRY Bread.</p> <p>2. During Native American Recognition Days we are planning to host Native American film night, have some kind of mini workshop with an activity. The students also plan and inviting guest speakers and entertainment. Drum Groups and Dancers. They will also volunteer to assist NARD with events during Native Recognition Days</p> <p>3. This year the students plan on raising enough money to go on a club sponsored trip.</p> <p>All of these activities help the students develop social skills and allows the Native American population on GCC campus to be more visible. These activities also help develop communication and bonds between the students themselves because we have students from many different reservations and they can share their cultural differences with each other.</p> | |
| Student Activities/Life | <p>Volunteer themes are developed and student organizations must participate in one or more volunteer activities to receive supplemental funding.</p> <p>Students have an opportunity to participate in the Student Leadership Program and in the Public Policy Forum.</p> <p>Students involved in student government may attend a conference in Washington D.C. and meet with congressmen to lobby for various educational issues.</p> <p>By using student development theory in the administration of disciplinary actions, students are provided an opportunity to learn and grow from mistakes while remaining in school if possible.</p> <p>The student clubs provide a framework for growth both as an individual and as a member of a group.</p> | 1,000 |

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Glendale Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
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| Function: | | |
| Academic Advising | High school recruiting-monthly visits to feeder schools. Relationships are currently being built with charter schools. High School Preview Days brings students, parents and teachers on to campus to update on | 21,000 + |

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| | <p>programs and the community college system.</p> <p>Corporate outreach-GCC is a member of the Arizona Educational Consortium, which affords higher educational institutions to collaborate on recruiting efforts for working adults.</p> <p>Dual enrollment-GCC offers 128 sections with 37 instructors to 768 students at 22 schools in 7 districts.</p> | |
| ACE Plus | <p>Staff conducts recruitment presentations to more than 5,000 high school sophomores at west valley high schools.</p> <p>A total of 260 new students were recruited for the 2002-03 school year.</p> <p>ACE Plus advisors conduct 360+ high school visitations annually.</p> <p>Recruitment of 55 Dysart Middle School and 10 Dove Academy students as part of the "Pre-ACE Plus Program."</p> <p>Recruitment of high school students from non-target high schools as part of the Maricopa ACE COPR program to increase the number of students served by the program.</p> | 680 |
| Admissions/Records | <p>Works in collaboration ASU West to enroll students in University-College Center, local high schools to enroll students in dual enrollment classes, academic advisement to coordinate mailed information to students requesting information due to a high school visitation, and various instructional departments to enroll targeted groups in occupational courses and programs (i.e., ASSET, ASEP, CAP, ACE Plus, Fire and Police Academy, AZTEC, Early Childhood groups, Banner Health, Fire Department, etc.)</p> <p>1. How well are we doing regarding goal listed above? Relationships with secondary and post secondary institutions are strong. Continually working with departments to improve communication and processes. These departments include Instructional Departments, Academic Advisement, Counseling, Career Services, Academic Departments, Fiscal and others.</p> <p>2. How do we know that these programs and services are making a positive difference for students and the community that you serve? Several thousand students take advantage of the convenient enrollment services provided off-site which, minimize the need for students to come to campus to register.</p> <p>3. What could we do better this coming school year in the area of Student Development Services? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the</p> | <p>33,000 annual unduplicated headcount</p> <p>500 UCC</p> <p>60 Automotive</p> <p>60 Police Academy</p> <p>114 Fire Academy</p> <p>900 Dual Enrollment</p> <p>404 ACE Plus</p> <p>2038 total estimate # of students for major group registrations, this does not include many 3rd party groups.</p> <p>Special</p> |

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| | <p>community.)</p> <p>3.1 Increase full-time staff needed to support increasing number of requests for off-site services so that campus services to on-site students are not negatively impacted.</p> <p>3.2 Improve Student Information System and Financial System to support third-party billing.</p> | Mailings – high school Visits -1621 |
| Adult Re-entry/Senior Adults | Re-entry Services works with students who have not been attending schools for an extended period of time. | |
| Assessment | We offer ASSET testing at local high schools in preparation for college entrance. We work with many adult education centers to transition individual from pre-GED classes to GED testing and onto enrollment into college. | <p>Total-35,025</p> <p>ASSET-13,891</p> <p>COMPAS-2,436</p> <p>Make-Up-12,243</p> <p>Certification 660</p> <p>GED-2,368</p> |
| Athletics: Men Women | | |
| Aztec | <p>As stated in last years report, AzTEC works closely with the Education Department Assistant Chair, Math Department, and Science Department to bring a more close relationship with the students here at Glendale Community College and be able to keep them informed and involved of the current needs for Education majors. The AzTEC program utilizes many of these services and activities to reach students on and off campus giving them the information they need in order to accomplish their career goals.</p> <p>The GCC teacher recruitment program has been successful in increasing the number and ethnic diversity of students entering the teacher education program during the past three years (See table 1). The success of this program is due to the combination of specific recruitment and retention strategies, coordination of campus student services, and a cross-training internship program. GCC AZTEC staff seeks to maintain a high level of customer service, and an integration of recruitment and retention strategies, coupled with a cross-training program among the offices of registration, financial aid, advisement, multicultural education and teacher education.</p> <p>In conclusion, the program coordinator for the AZTEC Program teaches education courses for the college. This</p> | 430 |

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| | is an added advantage to do recruitment in the GCC education classrooms. This method has been very successful for the program coordinator. | |
| Career Services/Job Placement | We offer career presentations at high schools to help students begin thinking about their careers and where they want to attend college. We attend career days at major corporations and other educational institutions and discuss GCC programs and services. We work with GCC Departments to help them promote their classes to high school/college students. | 5000+ in office. 1832 web page hits in 02/03. |
| Child Care Service | Provides classroom observations and training to high school child development classes, and Head Start programs. Student-parent satisfaction with the program results in recommendations to other parents in the community | 23 High school students; 20 Head Start staff |
| Counseling | | |
| Deans of Student Services/Offices | | |
| Disability Services | Disability services visits six area high schools and special education/transition services programs throughout the year. Disability services participates in the "Career Options" program offered annually by the deer Valley high school district for the parents of students enrolled in a special education or transition program. Administration of the campus placement assessments is performed at four of these high schools. Students attending specialized transition programs are invited on campus and provided with a tour of the campus facilities. Staff attend the Arizona Dept. of Education's conference on transition issues annually. | 130-150 students have participated in one or more of these enrollment outreach programs. |
| Financial Aid | Directly and in collaboration with outside agencies, and internal service and/or educational areas provide presentations to high schools, civic groups and other public organizations. Our America Reads tutors provide inspiration to our elementary students. We are a host site for the state wide College Goal Sunday program. | Over 1200 direct financial aid contacts – not included are those served by other areas with whom we collaborated (i.e. Multicultural Affairs, Advisement) |
| Minority Services | The Multicultural Affairs Program is aligned with the limited-English adult/community programs and in-school programs in the service area on order to facilitate the enrollment of limited-English students in GCC Programs. | 2,500 |

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| | <p>The Multicultural Affairs Program collaborates with local service agencies to facilitate interaction with the networks of service providers to initiate ongoing referrals from clientele who could benefit from community college enrollment opportunities.</p> | 5,000 |
| | <p>The Multicultural Affairs Program is closely affiliated with the Westside Social Services Headstart Program for disadvantaged children to provide education options for Headstart parents and staff.</p> | 2,500 |
| | <p>The Multicultural Affairs Program participates actively with the Glendale "Community Collaboration" a coalition of local school districts, and social services agencies with services focused towards at-risk students and their families which is accordance with Multicultural Affairs Program focus.</p> | 5,000 |
| | <p>The Multicultural Affairs Program has a close working relationship and collaboration with "Jobs for Arizona Graduates" Program to serve as an outlet for student recruitment and college enrollment.</p> | 2,000 |
| | <p>The AZTEC teacher Development Program is a formal partnership Program with <i>ASU West</i> and collaborates with local school districts (elementary and high schools) to identify prospective teacher candidate students.</p> | 1,000 |
| | <p>1. How well are we doing regarding each goal listed? The Multicultural Affairs Program does develop an maintain contacts with all the relevant educational and social services agencies in the GCC service area. If new initiatives are developed that will focus on the needs of the disadvantaged, the Multicultural Affairs Program will establish contact and help in identifying the partnership role that can develop to serve that population. In February, 2003, the community collaborations came into focus as a major conference addressing the needs of Latinos was held on the GCC campus. The Conference necessitated the collaboration among all the community and educational entities and was a tremendous success, reinforcing the dialogue and exchange that occurs on a regular basis.</p> | |
| | <p>2. How do we know that these Programs and services are making a positive difference for students and the community that your serve? The agencies and educational subdivisions constantly reinforce the linkages and services provided between GCC and the local agencies, organizations and schools. Also, it is apparent that there is proportional enrollment on the GCC campus by students who are from economically disadvantaged backgrounds. There is a representative clientele being served in all the programs and services on the GCC campus. The "Transfer" portion of the GCC mission is being accomplished as the upper division and advanced enrollment does have a representative proportion of enrolled diverse students who have completed their upper division requirements at</p> | |

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| | <p>GCC and are now enrolled in the upper division.</p> <p>3. What could we do better this coming year in the area of student development services? There are demographic changes within the community that are mostly within ethnic minority and diverse populations. The Multicultural Affairs Program and GCC could further assess the evolving demographics and develop strategies that will encompass those emerging resources for recruitment into community colleges and GCC.</p> <p>The Native American Program</p> <p>The Native American Advisor teams up with the recruitment teams from other Maricopa Colleges when they go out to the various reservations surrounding the Phoenix Metropolitan area and also to the remote locations. The Native American Advisor also attends many of the College Fair and Career Day events held on the Reservations.</p> <p>During the recruitment visits assessment testing is done then followed up with registration visit later in the year.</p> <p>The Native American Advisor also attends off campus meeting such as the Arizona Indian Education Association Committee, where I did a presentation on Scholarship Programs and Opportunities for Native American Students. The people in attendance were from various educational entities from Head Start to University Officials.</p> <p>The Native American Advisor also has contact with the Central Phoenix Union Indian Education Program ran by Ted Hibler, and visits the schools that are a part of this program. The Native American Advisor is also in the process of contacting the Glendale, Peoria, and Other West Side High School Districts to inquire about Native American Support Services for their students. Glendale Community College's Native American Population is growing and a number of these students are coming from the high schools that surround the GCC area.</p> <p>The Native American Advisor also has good collaboration with the Educational Departments of various tribes whose students are represented here at GCC, these contacts are not limited to the tribes here in Arizona, but out of state as well.</p> <p>The Native American Advisor has contact with community agencies such as Job Corp, The Phoenix Indian Center, Department of Vocational Rehabilitation, and other community resources as necessary.</p> | 485 |
| Student Activities/Life | <p>The ACE Plus Program reports to this office. It is a collaborative effort between GCC, the State universities, 8 high schools and two middle schools to increase high school retention and motivate students to pursue post secondary educational opportunities.</p> | 11,500 |

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| | <p>In addition, the office developed and maintains the Vision Program which brings almost 2,000 elementary school children to the campus each year for interactive activities that supplement their classroom curriculum.</p> <p>The annual Readfest brings almost 5,000 elementary school children onto campus to celebrate their reading accomplishments with activities staffed by faculty, staff and students.</p> <p>Water Safety Day brought 3,000+ K-3 students to the campus to learn how to be safe around water. It involved agencies from our community and connected the children to the campus.</p> <p>Many of the Fund 2 student activities reach out to high schools through recruitment programs.</p> | |
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**MESA COMMUNITY COLLEGE
2002-2003**

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning educational and employment/career goals.

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| Mesa Community College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-2003). (Indicate the number of people, phone contact, and Internet contact). |
| Department | | |

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| Admissions And Recruitment | <p>Admissions & Recruitment supports retention and learning through the following daily processes and special programs:</p> <p>New Student Orientation strives to assist students with transition to college life through familiarization with college expectations and campus resources.</p> <p>Evaluation of credit for prior learning sets a basis for assessing future course requirements and moves students toward their educational goals.</p> <p>The coordination of selective admissions programs, in collaboration with academic departments, provides students with advise/counseling and procedural and regulatory guidelines to increase customer satisfaction and support student success.</p> <p>Admission & Recruitment strives to educate students on how to successfully navigate through the enrollment process by answering students questions, providing guidance, and making referrals to other student service and academic department. This is accomplished in person, via telephone, internet, and through office publications and mailers.</p> | <p>895 students/family members served</p> <p>3,212 students served</p> <p>Estimated 700 students served</p> <p>13,272 Student Information Forms processed (exact number of students served is unknown)</p> |
| Advisement | <p>Advisement is the key to developing an educational plan which assures appropriate placement by interest and ability, successful completion of studies, and degree attainment appropriate to career objectives.</p> | <p>In-Person – 46,835 Phone Advisement Specifically – 598 Internet Contact - 9100</p> |
| Assessment Center | <p>Provides testing services for college courses placements, ESL, classroom exams and accommodated testing for students with disabilities. Ensures appropriate course placements & promotes classroom learning and success.</p> | <p>ASSET/COMPAS: 22,428 CELSA: 1,468 GED: 1,200 Red Mountain: 2,853 CCB ENROLLMENT: 150 High School Visits: 1,071 Dual Enrollment: 414 REACH (ACE): 61 Faculty exams: 15,313</p> |

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| Athletics | <p>Provides educational support (advising, tutoring) for student athletes to improve academically. Weekly grade checks for each athletic program, head coach initiates with individual instructors. Establish study periods.</p> <p>Provides support services and assistance to the student athletes that endeavor to transfer to the four year college.</p> | 300 – 400 students served |
| Career And Re-Entry | <p>Provides academic advising, student success seminars, help with choosing a major, Domestic Violence Awareness workshop, Women's History Month events, participate in East Valley Family Self Sufficiency conference, East Valley Teacher Corps liaison.</p> <p>Provide academic and career advising, internship program, Maricopa on-line job search, virtual career center at www.mc.maricopa.edu/services/career Discover computer career planning program.</p> | <p>Serve approximately 7,000 students through face contact, telephone and internet.</p> <p>Serve approximately 7,000 students through face contact, telephone and internet.</p> |
| Children Center | <p>Retention: When parents participate in a quality program and environment for young children, they feel that their children are safe and well cared for. Without the worry of their children's safety and well being, parents who are staff of MCC are able to focus on supporting students to continue their education.</p> <p>Educational Goals for Students: As stated above, adult educational goals are supported when they know that their child is well cared for. Children at the Children's Center are also able to achieve goals that give them the foundation to promote lifelong learning. Teachers at the Children's Center facilitate and enhance a love of learning as well as helping children become ready for kindergarten and entry into the public school system.</p> <p>Career Goals: Students learn important skills when they work on campus. We enable students to work on campus by providing a quality environment for their children. We also employ students to work at our center. The skills that students learn</p> | <p>Fall 2002: 166 student and staff enrolled.</p> <p>Spring 2003: 164 students and staff enrolled</p> <p>Summer 2003: 56 students and staff enrolled</p> <p>Fall 2002: 6 students hired; 17 Service Learning Students who completed 400 hours.</p> <p>Spring 2003: 8 Students hired; 13 Service Learning Students who complete 310 hours.</p> |

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| | <p>as they work at the Children's Center extend to many other positions they might be pursuing.</p> <p>Students also complete their service learning hours at the Children's Center. This helps them to gain some knowledge about the child care and preschool industry as well as complete coursework for their college classes.</p> | <p>Summer 2003: 4 Students hired; 1 student observed for coursework; 1 Cooperative Learning Student.</p> |
| Disability Resources & Services (Drs) | <p>DRS's goal and objective serves to increase retention and support learning , educational and career goals for students by doing the following:</p> <p>Providing advisement, registration, accommodations for disabilities as required by Section 504 of the Rehabilitation Act of 1973. Examples of accommodations are:</p> <p>Note taking assistance Interpreters for the Deaf Closed-Captioning of video-based media Audio-taping of lectures Alternative testing arrangements</p> <ul style="list-style-type: none"> • Extended time for tests • Private rooms for tests • Test proctors (scribes/readers) • Large print tests <p>Special seating arrangements</p> <p>It also provides technical assistance for faculty in meeting the accommodation needs of the students with disabilities.</p> <p>Alternative textbooks are provided for students that cannot read conventional text.</p> <p>Specialized equipment, software & hardware as follows:</p> <ul style="list-style-type: none"> • Assertive Listening Devices • Large screen monitors • Tape recorders & CD players for alternative textbooks • Electronic Braille's • JAWS for Windows (screen reader on computer) • Zoom Text for Windows (screen enlargement) • Dragon Naturally Speaking (voice recognition) • Reading Edge Machine | <p>529 students were served during the 2002-2003 year. (unduplicated count)</p> <p>DRS had a count of 11,133 contacts during the year by phone, appointments, calls, walk-ins, and by e-mail.</p> |

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| | <p>and certificates to qualified students they have a visual record of their accomplishment.</p> <p>Athletic eligibility: In pursuing their goals, student athletes learn life skills through the eligibility process.</p> <p>Probation/Extended probation: This office identifies students at risk and offers options for success.</p> | <p>Students served: 1780</p> <p>Students served: 274</p> <p>Students served: 298</p> |
| Red Mountain Campus Enrollment Services | <p>B.E.ST. Practices: This program intends to reach out and connect our departments/staff to students and faculty by facilitating two pieces: a hard-copy brochure (given to students after registration), and visitation to classrooms through an open invitation extended to faculty to welcome our team into their classrooms to present “in class” information relative to Enrollment Services (awareness of degrees, registration, graduation, transfer, programs, etc.).</p> <p>S.C.O.R.E. and Soar to new heights: A comprehensive online resource brochure connecting students with the many academic/student services accessible through the World Wide Web. This brochure is given to each student after registration or when it is appropriate.</p> <p>I.E.P.: Individual Education Plan given to students to assist in their “long range” academic planning relative to their degree/program.</p> <p>Student Practices Schedule with Time Mtg./Study: tool used to provide students with a “formula for success”. Each class is captured on this document along with the appropriate “study time”, “extra curricular activities”, etc. Student can visualize each day’s requirements.</p> <p>Enrollment Services Online Survey: Students are encouraged to complete this survey online after interfacing with any of our team.</p> | <p>428</p> <p>2,500</p> <p>Approximately 1,000</p> <p>Approximately 500</p> <p>78 since April 2003</p> <p>“E-Mail Me”: 184</p> <p>“Specialize Services”: 8,000</p> <p>“Transfer Services”: 200</p> <p>Academic Advisement: 9,679</p> <p>Assessment Services: 2,853</p> <p>Financial Aid Services: 6,763</p> <p>Registration/Drop/Add: 14,419</p> <p>Telephone: 12,851</p> |

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| Student Activities | <p>Retention is increased through programs, activities, and services. Orientation presentations invite students to make connections through clubs, organizations and events. Involvement encourages students to invest in education and remain longer on campus.</p> <p>S.A. supports learning by integrating classroom education with events and programs. S.A supports and guides Associated Students of MCC, collaborates with district affiliates to provide leadership opportunities and retreats on and off-campus and administers special events [i.e. Into-the-Streets, Welcome Week, Homecoming, Adopt-a-Family, etc.]. S.A. facilitates communication and social skills through real world experiences by providing service projects, and investments in clubs and interest groups. Club participation is a practical application of classroom interest and knowledge.</p> <p>Educational and employment/career goals are accomplished by connecting employers and employment opportunities through collaborations with Career Re-Entry events. Additionally, S.A. invites community businesses to participate in Vendor Days, which exposes students to employment opportunities and new avenues of interest.</p> | Based on current data, S.A. has come to the conclusion that a large number of students [exceeding 3,000] have been served/contacted prior to the Directors arrival, beginning August 2003. The exact number is unknown. |
| Transfer Services | Personal contact with students at least twice a semester through email, phone conversations, appointments or correspondence is encouraged. Once the student has an educational plan to follow, the staff monitors the plan with the student. The expectations of the staff are for students to complete their educational goals. | 45,155 |
| Veterans Services | <p>We provide a one-stop service to every student entitled to veterans benefits, Examples are:</p> <ul style="list-style-type: none"> • Advisement • Registration • Financial Aid • Act as a peer counselor to guide a student on their career pathway. <p>Provide tutorial services for each</p> | <p>1,800 certified</p> <p>Over 500 walk-in students a month</p> <p>Phone contact – 800 per month</p> <p>Email - 70</p> |

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| | <p>individual enrolled I classes. The Development of Veteran Affairs pays a tutor \$100 a month to tutor a veteran or dependant.</p> <p>The Veterans Office acts as liaison between MCC and VA.</p> | |
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GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| Mesa Community College | Question: How do these programs or services support the personal growth and citizenship development of the students? | List the number of students served for this area (2002-2003). (Indicate the number of people, phone contact, and Internet contact). |
|-----------------------------------|---|--|
| Department | | |
| Admissions And Recruitment | <p>Student Ambassador Program provides an opportunity for students to develop leadership skills while serving the community.</p> <p>New Student Orientation supports student development by exposing new students to educational and extracurricular opportunities within the college and preparing them for a successful college experience.</p> | <p>7 ambassadors participated in 5 student panels, 20 campus tours, and 20 college fairs.</p> <p>895 students/family members served.</p> |
| Advisement | Advisement teaches students to be self-directed learners with appropriate decision-making skills related to their programs of study. | <p>In-Person – 46,835</p> <p>Phone Advisement specifically– 598</p> <p>Internet Contact - 9100</p> |
| Assessment Center | <p>GED Testing Program promotes excellent citizenship development and also accentuates the value of higher education.</p> <p>ESL testing allows students to enroll in Intense English acquisition programs. These students often move on to acquire naturalized citizenship status and matriculate into college courses in higher education.</p> | <p>GED Testing: 1200</p> <p>CELSA Testing: 1468</p> |
| Athletics | Establishing teamwork as a team goal; emphasizing sportsmanship; providing leadership opportunities and demonstrating individually a respect for our college and our community. | 300 – 400 students served |
| Career And Re-Entry | Programs and services that support | Approximately 7,000 through |

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| <p>Career And Re-Entry</p> | <p>student personal growth and citizenship development including the Series on Success workshops, activities raising awareness regarding domestic violence issues, Women's History Month events, family self sufficiency issues and internship opportunities.</p> <p>Programs and services that support student personal growth and citizenship development include internship opportunities with business and industry, career expos at Southern and Dobson campus, and the Red Mountain campus, job opportunities, workshops dealing with educational and career planning, goal setting and decision making for future options.</p> | <p>face-to-face contact, telephone and internet contact.</p> <p>Approximately 7,000 through face-to-face contact, telephone and internet contact.</p> |
| <p>Chidren's Center</p> | <p>Service Learning Students are volunteers in our classrooms. Allowing students to volunteer promotes citizenship as well as an understanding of child care and preschool settings. Students who are volunteering for service learning and are employed at the Children's Center receive ongoing educational development, which, in turn, promotes personal growth.</p> | <p>Fall 2002: 17 Service Learning Students (400 hours); 6 Student Employees.</p> <p>Spring 2003: 13 Service Learning Students (310) hours; 7 Student Employees.</p> <p>Summer 2003: 4 Student Employees.</p> |
| <p>Disability Resources & Services (Drs)</p> | <p>DRS strives to follow the student development model that encourages the student to</p> <ul style="list-style-type: none"> • Become more independent and self-sufficient; • Achieve optimal potential; • Improve self-awareness, self-esteem, and self-identity; • Overcome personal obstacles and obtain academic success. <p>With the above goals and objectives, students have the opportunity to gain skills and competencies needed to become independent and productive in the mainstream of American society and life. It considers college to be the student's 'lab for life' to achieve the above objectives</p> <p>DRS encourages students to get involved with clubs, service learning,</p> | <p>529 students were served during the 2002-2003 year. (unduplicated count)</p> <p>DRS had a count of 11,133 contacts during the year by phone, appointments, calls, walk-ins, and by e-mail.</p> |

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GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 3: Maricopa Community colleges will have collaborative partnerships and program with elementary school and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

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| Mesa Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (2002-2003). (Indicate the number of people, phone contact, and Internet contact). |
| Department | | |
| Advisement | Advisement is an integral part of recruitment and is proactive in assisting high school students in appropriate program and course selection. | Students Advised in High School - 606 |

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| Assessment Center | <p>Annual High school recruitment visits in collaboration w. Office of Admissions and Recruitment</p> <p>Dual Enrollment Program in collaboration w. Dr. Joe Pearson and Extended Campus</p> <p>A member of NCTA testing consortium which promotes services necessary for distance education and long distance enrollment services.</p> | <p>Tested at High Schools: 1071 (includes Northern AZ visit)</p> <p>Dual Enrollment Tests: 414</p> <p>Distance Learning: 200 (proctor services for other colleges)</p> |
| Athletics | Mesa Community College participates in the Arizona Community College Athletic Conference (ACCAC), is a member of the National Junior College Athletic Association (NJCAA). MCC will frequently be found in the local, state and national sports articles. | |
| Career Re-Entry | <p>Collaborative partnerships and programs include membership in the East Valley Teacher Corps program, the Federal Work Study program, the city of Tempe, Chandler, Mesa and Scottsdale Family Self Sufficiency programs.</p> <p>Collaborative partnerships and programs include outreach to high schools, community organizations, campus tours and presentations about career goal planning, choosing a major, resume writing and job search skills. Provide an opportunity through an open house to learn about the certificate programs offered in the different departments on campus.</p> | <p>Approximately 7,000 through face-to-face contact, telephone and internet contact.</p> <p>Approximately 7,000 through face-to-face contact, telephone and internet contact.</p> |
| Children's Center | Our office gets a lot of foot traffic and phone calls regarding information about the center. Our website is used less frequently. | <p>People: Approximately 450 people came to our office last year.</p> <p>Phone Contact: Approximately 1000 phone calls were received at our office last year.</p> <p>Internet: Approximately 10% of parents who enrolled used the on-line forms.</p> |
| Disability Resources & Services (Drs) | DRS actively interacts and interfaces with the following programs in its effort to contribute to the outreach and recruitment of students: | 529 students were served during the 2002-2003 year. (unduplicated count) |

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| | <ul style="list-style-type: none"> • High school transition programs • AzPAC (Arizona Postsecondary Access Coalition) of which the DRS coordinator is a board member and its internet message board moderator • Maricopa Community Colleges Disability Services council of which the DRS coordinator is chairperson. • Nina Mason Pulliam Scholarship Program for students of which the DRS coordinator serves as a board member. • Active participation and contributor to the DSSHE-L internet listserv. The DSSHE-L (Disability Services for Students in Higher Education) listserv is comprised of over 2,500 professionals working in disability services in postsecondary education | DRS had a count of 11,133 contacts during the year by phone, appointments, calls, walk-ins, and by e-mail. |
| Financial Aid | <ul style="list-style-type: none"> • High school financial aid nights. • College Goal Sunday workshop held here at MCC. • Present at orientations/workshops for educational agencies. • Mail financial aid applications to students and families. | 1000+ students served 50 phone calls 25 internet contact |
| Multi-Cultural | <p>The ethnic clubs and staff, ie high school clubs, reservation recruitment, do recruitment and outreach. Also by staff involvement in community organizations.</p> <p>Numbers can not be divided because of the volume and complexity of the office visits. In addition we have the "Spanish speakers" phone line. Therefore, numbers are combined from total monthly reports</p> | A) people 3,513 B) Phone 11,100 C) Spanish speaking line 3,700 D) Events/activities 2,300 |

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| Records And Registration | <p>On site registration is provided for specialized programs. By offering this service in a user-friendly environment, students are assisted through the registration process.</p> <p>Dual enrollment students are processed through the Extended Campus. These registrations are processed on the high school campus and provide a smooth transition to the campus environment.</p> | <p>Student served: 928</p> <p>This office partners with others to facilitate the registration process for concurrent students. Students attending from local schools, achieving college credit, get to experience and share college goals with others.</p> |
| Red Mountain Campus Enrollment Services | <p>Transfer Services: In partnership and collaboration with the “Southern and Dobson” Campus, Transfer Services at the Red Mountain Campus connect with ASU East, Grand Canyon Univ., Arizona School of Health Science, Univ. of Phoenix, Charter Oak State College, and NAU all make visits to our campus.</p> <p>High School Visitations: The enrollment team continues to partner with the Southern and Dobson campus to assist in the Admission, advisement, and Registration of our “feeder” high school in the East Valley.</p> <p>Concurrent Enrollment: With the addition of “Assistant Department Chairs” at Red Mountain Campus, this very important program can now better streamline much of the “logistical” challenges surrounding official approval.</p> <p>Dual Enrollment: With assistance and support of our “Extended College” (Country Club and Brown), we continue this vital program.</p> | <p>Approximately 200</p> <p>Approximately 300</p> <p>326</p> <p>29</p> |
| Student Activities | <p>S.A. provides tours to new and prospective students to attend higher education. Current students are encouraged to transfer to other institutions through group and private counseling. Programs are designed to excite students to realize the advantages of higher education and the financial benefits derived from education. S.A. has, as its focus, activities that strengthen and encourage higher</p> | <p>The exact number of students served is unknown due to an absence of staff in the year 2002 – 03.</p> |

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| | education. Additionally, the department creates an environment that people want to come to. | |
| Transfer Services | <p>Working together with the state's community colleges and universities and other Partners has given students the assurance of seamless transfer.</p> <p>Students feel confident that they will move through the college process in a timely and accurate manner while meeting their educational goals.</p> | 45,155 |
| Veterans Services | <p>The Veterans Office actively seeks students by visiting the different Veterans Organizations:</p> <ul style="list-style-type: none"> • VA hospital • Attend family days at the Reserve units • Speak at the Veterans Upward Bound Program • Send brochures to the different organizations that employ veterans or dependents. • Belong to Con APP, which enrolls students into MCC, while they are enlisted into the military. | 280 people 20 phone calls 40 emails |

PHOENIX COLLEGE

2002-2003

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Phoenix College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
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| Function: | | |
| Academic Advising | Responsible for service to our students and our campus community related to Academic Advisement and Planning. Curriculum choices include: Pathways, AGECE, ATP, AGS, AAS and Certificate programs and any transfer program of choice. The center also meets with new and continuing students to provide general college orientation information, class and program information, degree progress checks and resources and referrals to explore career goals. Services provided enable students to enter college classes by providing test result interpretation and explanation of course schedule and degree requirements. Students' progress toward a degree or certificate is monitored during advisement sessions, and assistance given to help students monitor their own | 22,147 |

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| | progress and facilitate graduation and transfer. | |
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| Phoenix College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|------------------------|--|--|
| Function: | | |
| Adult Re-entry | The Re-Entry Center provides resources and services to new and continuing adult students who are returning to education. The needs, concerns and issues faced by adults in education are addressed via advisement, support groups, networking, referrals, weekly forums and other programs of interest. The A.W.A.R.E. (Adults Who Are Returning to Education) Club provides leadership opportunities, peer support, service to the community, and events that promote social adjustment to personal and educational needs. With the A.W.A.R.E. Club, sponsored the "Annual Community Information Fair" with representatives from over 40 social service agencies. Held on our Campus in November 2002, this event (invited by the PC Transfer Center) included representatives from Arizona public and private university representatives. Sponsored by A.W.A.R.E., the annual "Getting to Know You" reception for new students provides information on available programs and services in an effort to promote a smooth transition for these students into Phoenix College campus life. A.W.A.R.E. also attended events held by other re-entry centers and cultural events throughout the year. With the Liberal Arts Department and Honors, the Re-Entry Center also sponsored a Women's History Month presentation, "Women of the 21 st Century: Managing Change and Career Opportunities," which was open to the public. | 4,500 |
| Assessment | <p>Students are tested in English, Reading, and Math prior to enrolling in these courses. Students have the opportunity to re-test to increase their placement test scores. Students wishing to take the computerized placement test in English, Reading, and Math are offered the COMPASS test prior to enrolling in these classes.</p> <p>Students who are Non-English native language speakers are tested with the CELSA test to determine course placement in English, Reading, and Math prior to enrolling in these courses.</p> <p>As the Arizona Department of Education Model test site, Phoenix College provides GED testing opportunities to the local community.</p> <p>As a state test site, Phoenix College provides United States and Arizona constitution testing to Elementary and Secondary educators in the community. Successful completion of this test is mandatory for Teacher Certification.</p> | <p>17,479 ASSET/ COMPASS</p> <p>1,634 – CELSA</p> <p>3,632 GED</p> <p>489 AZ & US Constitution</p> |

| Phoenix College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|------------------------|--|--|
| Function: | | |
| Athletics: | ▪ Recruitment of student-athletes to Phoenix | 500 |

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| Men Women | <ul style="list-style-type: none"> College Orientation and advising the student-athlete in regard to campus and department policies and procedures Assist Advisement Center in academic advising of Student-Athletes Provide Student-Athletes with financial aid information and workshops Track Student-athlete student progress throughout the academic year Provide assistance to the Student-athlete in academic and athletic advancement Administrate individual Men's and Women's Athletic Programs and Events Hire staff Event management Budget management Event scheduling Assure compliance with NJCAA, ACCAC, Region I and MCCCCD policies Support the other Phoenix College student service departments and organizations. | |
| Campus Safety | Provides for the safety and security of all personnel and property located on the PC campus. | |
| Counseling | Provide services which assist students in achieving full educational, career and human potential through individual and group counseling and classes. In addition, the department has developed and coordinates five at-risk programs for students (ADELANTE, PC Support, Project Success, Hoop of Learning and PC ACE). | 6,000 |
| Deans of Student Services/Offices | Services by the Dean of Students Office will foster student centered environments anywhere students are learning. Through our leadership, we maximize student success with the development of programs and services that honor diversity and enhance teaching and learning. | |

| Phoenix College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|------------------------|---|---|
| Function: | | |
| Financial Aid | <p>Assisted students with the financial aid process so that the students would have funding to pay for their education.</p> <ul style="list-style-type: none"> Keep current on changes in laws and regulations to ensure the school remains in compliance. Interact with various outside groups, agencies, associations and individuals about issues concerning the school's administration of financial aid programs. Coordinate financial aid activities with those of other school offices in administering financial aid programs. Determine students' eligibility for financial aid. Monitor students' satisfactory progress for federal aid. Maintain records that document activities of the financial aid office and provide data for reports. Reconcile student financial aid data to ensure payments are | <p>4,803</p> <p>\$15,840,650 + awarded</p> <p>3,017 Pell</p> <p>935 Other Grants</p> <p>1,172 Institutional Scholarships</p> |

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| | <p>made, refunds accounted for, and expenditures reported.</p> <ul style="list-style-type: none"> ▪ Authorize payment of Title IV funds to student accounts. ▪ Authorize refunds to students and ensure the school collects any required repayments. ▪ Assist with submission of the Fiscal Operations Report and Application to Participate. ▪ Manage and report on activities that involve financial aid funds. ▪ Develop written policies and procedures about the way the school administers Title IV programs. ▪ Advise and counsel students and parents about financial aid. ▪ Provide students with consumer information, as required by federal regulations. ▪ Make financial aid awards. ▪ Assist in reporting Pell Grant costs. ▪ Assist in reconciling loan records. ▪ Adhere to the principle of separation of functions (no single office or individual may authorize payments and disburse Title IV funds). ▪ Provide entrance and exit counseling for loan borrowers as part of the award and delivery process. ▪ Authorize return of funds to Title IV program accounts. | <p>1017 Private Scholarships</p> <p>224 Federal Work Study</p> <p>2,493 Loans</p> |
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| Phoenix College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|----------------------------------|--|---|
| Function: | | |
| Learning Center/Special Services | <p>Learning Center/Special Services is responsible for providing quality support services to students at Phoenix College. These support services include:</p> <ul style="list-style-type: none"> ▪ Tutoring Services ▪ Study Skills Workshop and Sessions ▪ Individualized Advisement and Ongoing Personal Support ▪ Educational Planning and Referral ▪ Financial Aid assistance ▪ Career Development Workshops and Sessions ▪ Transfer Assistance including University tours ▪ Cultural Enrichment Activities ▪ Computer Aided Instruction ▪ Services to Individuals with Disabilities ▪ Adaptive/Assistive Technology ▪ Services to at-risk and/or disadvantaged students ▪ Other Services as Needed <p>Every semester over 3,000 individual students are served through one or more of the various programs offered in the Learning Center and Special Services Department. Through surveys, discussions, and personal conversations, students often indicate that the Center has contributed tremendously to their ability to both remain in college and to succeed from an academic perspective. The programs and services offered are designed to meet the individualized needs of each student. In addition to promoting awareness and access to our diverse services, the Learning Center and Special Services Departments continue to make a coordinated effort to improve and expand the variety and quantity of the</p> | <p>27,000</p> <p>2,800 received tutoring services</p> <p>3,300 received Advisement, Accommodation and other support services</p> |

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| | many educational tools and resources that comprise the foundation of our support and effectively increase both the confidence and success of the students. | |
| Recruitment and Retention | <p>Provides current and potential students with access to the community college, its educational programs, services and resources to facilitate the student's smooth matriculation into the post secondary environment. This is accomplished through community outreach efforts to high schools, community based groups, and public and private business organizations, and through a personalized customer service approach that provides enrollment, advisement, financial aid and retention assistance. Other retention efforts include planning and coordination of the college's new student orientation programs held each semester to provide students with strategies for successful completion of educational and career goals.</p> <p>Department responsibilities include coordination of high school recruitment events during the academic year; and program administration and development of the Urban Teacher Corps Program; program administration and budget management for the Hoop of Learning, Project Success and PC Support retention programs, and monitoring of campus suggestion boxes followed by appropriate actions. Additional responsibilities include providing potential students with campus tours and other student services support resources to facilitate a successful transition to higher education.</p> | 5,000 |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| Phoenix College Function: | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (2002-03): |
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| Academic Advising | The Advisement Center has also added a student service specialist position to support students in transition from PC to other institutions in order to meet their goals. We have also added a position to transition from the ESL track into 100/200 level courses. Both of these positions should help close the loop and aid our students in moving through our educational system with possible transfer to the institution of their choice. Students advised and registered for English as Second Language classes, to enable them to be more successful participants in society. | 2,357 – ESL Advisement |
| Admissions/Records | Admissions/Records services listed in Chart 1 are the same services provided that support personal growth and citizenship development. | 47,144 |
| Adult Re-entry | The mission of the Phoenix College Re-Entry Center is to assist and support new and continuing students who are returning to education after a significant period of time. Academic advisement, information, and referral services are provided to assist students with their career, scholastic and personal goals. | |

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| Assessment | <p>Provided GED testing services and score reports to enable students to obtain their High School equivalency certification. Successful completion of their GED affords those individuals the opportunity to further their education, pursue new career goals or enter the military.</p> <p>Students who are Non-English native language speakers are tested with the CELSA test indicating the appropriate courses for English and Reading. Successful completion of these courses provides personal growth, career advancement and citizenship development.</p> | <p>1,531 – GED completers</p> <p>1,634 CELSA</p> |
| Athletics: Men Women | The department is committed to providing a comprehensive program that strives for excellence in developing the whole student through academic and athletic challenge. We also are determined to provide quality programs and services to the PC community. | 500 |
| Career Services/Job Placement | Assists students in making intentional career choices so as to enable students to be productive members of their individual communities. We offer day and evening Career Fairs that are open to students as well as interview employers about the current job market. | <p>1,500 day</p> <p>300 evening</p> |
| Campus Safety | The Phoenix College Safety Office is concerned about the safety and welfare of all campus members and guests. All members of the college community, as well as the safety office, take responsibility for maintaining a secure campus environment by participating in crime prevention programs and by reporting all suspected criminal actions and emergencies. | |
| Counseling | Individual counseling appointments assist students to learn effective strategies for problem solving and personal growth thus enhancing their personal development. Each year, counselors provide career workshops to students in English classes. | <p>6,000 student contacts</p> <p>200 attendees</p> |

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| Phoenix College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (2002-03): |
| Function: | | |
| Deans of Student Services/Offices | Services by the Dean of Students Office will foster student centered environments anywhere students are learning. Through our leadership, we maximize student success with the development of programs and services that honor diversity and enhance teaching and learning. | |
| Financial Aid | Provide scholarship assistance that have community service component. Coordinate Federal Work-Study Program that provides opportunities for students to learn job skills as well as earn money to pay for college expenses. Assist students with student loan processes including counseling on debt and credit to prevent defaults. | 224 Federal Work Study participants |
| International Student Center | The International Student Center provides information and serves as, a resource to assist students to accomplish their educational goals. It offers leadership opportunities and year round multicultural events. Some of these activities and services increase the students' knowledge and understanding of different cultures and languages. Referrals are made to community agencies that offer citizenship programs for our International students. | 600 |
| Recruitment and | Coordinated the fall and spring student orientation programs for new | 500 |

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| Retention | students that provide strategies for success, and opportunities for interaction with peers, faculty, staff and administrators. Also provided new students with opportunities to learn personal development strategies and join campus student organizations to facilitate citizenship development and campus community connections. | |
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| Phoenix College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (2002-03): |
| Function: | | |
| Student Life/Leadership | The department provides programs and opportunities for involvement such as, Student Forum, Student Clubs, Service Learning, that enables students to develop their skills in areas such as leadership, communication. The department sponsors services such as, blood drives, food drives, eye clinics, voter registration, tax preparation, etc., and encourages student participation in the planning and execution of these activities. The department will continue to be involved with the community, other colleges, and other departments at Phoenix College, and business and community leaders, and will provide a platform for students to do the same. Through this department, students can learn to plan and participate in events that serve, educate and entertain their college and community in a safe environment. | Entire student body |

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

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| Phoenix College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (2002-03): |
| Function: | | |
| Academic Advising | The Transfer Center continues to develop the Transfer Student Ombudsperson (TSO) process at District and Statewide levels, as well as maintaining relationships with all Arizona Universities, as well as higher education institutions on a national basis. The Health Professions component is involved with Advisory Councils of the Allied Health Programs, Dental Hygiene, and Nursing Boards. | 22,147 |
| Admissions/Records | Admissions/Records services listed in Chart 1 are the same services provided that support the number of students that matriculate to the college level. | 47,144 |
| Adult Re-entry | Participated in the planning and served as panelist for day and evening Education Convocation Programs. Student from high schools, PC, and the community were invited to participate. Opportunities included information and representation from state university education programs. | 200 |
| Assessment | Students enrolling in college classes taken at the high schools are tested | 560 |

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| | <p>in English, Reading, and Math prior to enrolling in these courses.</p> <p>Students enrolling in college classes taken through the ACE Plus, Hoop of Learning, Genesis and Work Force Development programs are tested in English, Reading and Math prior to enrolling in these courses.</p> <p>As an ACT Test Center, Phoenix College offers a variety of high-stakes assessments to individuals planning a career move or needing post secondary licensing. This service began in June, 2003.</p> | <p>325 – ASSET COMPASS</p> <p>5</p> |
| Career Services/Job Placement | <p>Career services and career fair are available to the surrounding community at no charge. Career services assists the community at large to assess career pathways and locate employment resources. Presentations are made at orientations for incoming students, as well as at feeder school facilities.</p> | 1,500 |
| Counseling | <p>Personal counseling is available to the community at large. The focus of personal counseling, is to assist individuals who desire to pursue educational and personal goals to address and remove obstacles to their individual development.</p> <p>The PC ACE program is a specific high school 2+2+2 program which works with 5 PUHSD feeder schools (Camelback, Carl Hayden, Metro Tech, North and Central) to recruit, identify and support at-risk high school students who would not be able to attend college. As a cohort, the students are supported by counselors at the high school, community college counselors, and a student services specialist as they encounter challenges of college coursework. Additionally, monthly parent workshops are develop and conducted to educate the family on a variety of topics related to higher education including money management, budgeting, career planning, financial aid, university admissions, scholarship application and personal statement development.</p> | <p>5,609</p> <p>105 students & 180 parents</p> |

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| Phoenix College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (2002-03): |
| Function: | | |
| Deans of Student Services/Offices | <p>Services by the Dean of Students Office will foster student centered environments anywhere students are learning. Through our leadership, we maximize student success with the development of programs and services that honor diversity and enhance teaching and learning.</p> | |
| Financial Aid | <p>In conjunction with the Arizona Commission on Postsecondary Education and the Arizona Association of Student Financial Aid Administrators hosted and conducted a 2003-2004 College Goal Sunday Financial Aid Workshop for Phoenix area families in February, 2003. This offered a beneficial community service and allowed families to visit the campus.</p> <p>Several Financial Aid workshops were conducted in Phoenix Union High Schools and on campus for all ethnic groups.</p> <p>Active professional involvement with Education First School Advisory Group, NASFAA Association Governance Committee, WASFAA Reauthorization presentations, regional and state associations. These contacts continue to help maintain resources and the necessary flow of information to implement successful options to improve the delivery of</p> | <p>220</p> <p>360</p> |

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| | services to students. | |
| International Student Center | The International Student Center contributes to the outreach and recruitment of students by offering promotional materials and knowledge of support services provided by the International Student Center at Phoenix College as a whole. Also, we have working relationships with other departments to highlight students' achievements and to promote retention. | 600 |
| Learning Center/Special Services | There are several ways that the program contributes to outreach and recruitment. A major source of referrals occurs on a student-to-student basis, based on their personal experiences with the Center. An individual student's positive experience in using our resources often results in the encouragement of several other students to enroll and/or remain in college. Another source of recruitment which happens on an on-going basis are the many staff visitations to outside agencies such as the Friendly House, Phoenix Refugee Centers, Chicanos Por La Causa, Phoenix Job Corps, Catholic Social Services, Abilities Unlimited, and many others. The Centers staff serve on advisory committees for these organizations in addition to conducting "Dialogue Day" every semester. Our department website is another major source of recruitment. We realize that students are often looking for extensive support services, therefore, the site offers detailed information on all programs and services. The site is continuously upgraded and modified to ensure complete access for all individuals including students with disabilities. We also participate in recruitment activities at many local high schools. | 3,300 |

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| Phoenix College Function: | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (2002-03): |
| Recruitment and Retention | <p>Through partnerships with primary and secondary educational institutions, the department was able to provide campus tours and orientations to elementary, middle, high school and other potential student groups. During the year, the Department coordinated 35 campus tours and/or orientations for potential students or other guests, and participated in 28 community recruitment events resulting in contact with potential students.</p> <p>The department also provided campus tours to elementary and middle school age students attending a visit coordinated by the PC Financial Aid advisor.</p> <p>The Department also maintains partnerships with other higher education institutions through programs such as <i>Project Enlace</i> which supports the facilitation and transition from secondary education to higher education for program participants.</p> | <p>738 (80 middle school or younger)</p> <p>600 potential students</p> <p>150</p> <p>65</p> |

PARADISE VALLEY COMMUNITY COLLEGE

2002-2003

Board Goal for Student Development Services

1. Students will be provided programs and services that support their learning, educational and employment/career goals.

| Please list the programs and services at your college that support student learning, educational and employment/career goals: | Number of Persons Served: | How do these programs and services support student learning, educational and career goals? |
|---|---|--|
| Academic Advising | 10,149 sessions and 800 e-mails | <p>Academic planning, decision making course selection, goal setting is completed.</p> <p>As a result of participating in the advising process, students learn to:</p> <ol style="list-style-type: none"> 1. Identify, develop and complete educational goals. 2. Develop and practice decision-making skills. 3. Appropriately use other campus resources. 4. Use technology to obtain information about courses, degrees and careers. 5. Recognize connections between current academic activities and future goals. 6. Follow campus procedures and policies. 7. Effectively communicate in interpersonal situations. 8. To realize that their satisfaction level with advising is important. |
| Disability Services | 346 | <p>Students documented under ADA are provided reasonable accommodation, counseling and advising services.</p> <p>As a result of participating in the advising process, students learn to:</p> <ul style="list-style-type: none"> ▪ Develop an understanding of their legal rights as protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. ▪ Maximize learning opportunities while effectively utilizing reasonable accommodations. ▪ Learn about campus resources. ▪ Develop life management skills (time management, study skills, etc.). ▪ Be encouraged to actively participate in all aspects of campus life. ▪ Learn to use new technologies that assist in the learning process. ▪ Learn how to effectively communicate special needs with faculty, staff and students. |
| Student Development Services (Minority Services) | 640 | ESL and international students are provided advising, goal setting and advocacy services. |
| Financial Aid | <p>Total dollars awarded: \$5,298,861</p> <p>2,033 students</p> | <p>Students are provided financial assistance which insures access. Financial planning and debt management services are also provided.</p> <ol style="list-style-type: none"> 1. Budget available aid dollars and to assess their current and future financial needs. 2. Explore the Internet and to utilize the on-line application process. 3. Search for scholarships and other educational funding sources. 4. Utilize campus resources, such as tutoring, to maximize their learning potential. |

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| | | <ol style="list-style-type: none"> Communicate effectively with instructors, classmates, employers, and others and to enhance their oral and written communication skills. Weigh all aspects of a challenging situation and to make informed choices. Search for internships and employment opportunities, both on and off campus. Evaluate their personal skills and interests when making career choices. Manage time so that personal, family, workplace and academic obligations may be met. Recognize educational funding as an investment in his/her future. |
| New Student Orientation | 531 | Activities related to preparing students for the college experience are provided. |
| Counseling CPD Classes | 1800 | <p>Personal and career counseling is provided assisting students with educational and career goals.</p> <ol style="list-style-type: none"> Understand and accept my emotions. Manage and/or change stress. Manage time and priorities. Make decisions and choices. Develop goals. Achieve goals. Solve problems. Have confidence. Take personal responsibility. Assume leadership roles. Get along with and respect others. Navigate the college bureaucracy. Identify other sources of help and information. |
| Recruitment Services | 4,122 prospective students | Pre-college decision-making, provision of higher education information. |
| Learning Support Center | 30,921 student contacts 3,075 students | <p>Learning support programs and services for students include: tutoring for most PVCC courses, The Writing Center, ESL software and conversation groups, and the Math Lab for students in developmental math courses. LSC Learning Outcomes: As a result of receiving tutoring in the LSC, will be able to:</p> <ol style="list-style-type: none"> Identify opportunities for improvement Select strategies for improvement Implement strategies for improvement. <p>These outcomes have been measured in The Writing Center for two semesters.</p> |
| Athletics (Intercollegiate men & women) Cross Country Golf Soccer Track Tennis | 106 students | <p>Students develop skills in team building, goal setting, and communication.</p> <p>As a result of participating as an athlete at PVCC, the student-athlete will learn:</p> <ol style="list-style-type: none"> To set and accomplish individual and team athletic performance goals. To set and accomplish realistic educational and life goals. To make decisions that support stated athletic, educational, and life goals. To communicate effectively with teammates, peers, coaches, officials, and instructors. To express positive and negative emotions appropriately and constructively during athletic |

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| | | <p>competitions.</p> <ol style="list-style-type: none"> To exhibit the following guiding values during athletic practices, competitions, and in daily behavior: respect, integrity, courage, vision, excellence. To manage time so that academic, athletic, family, and work commitments can be met. To resolve conflicts effectively with teammates and coaches. To demonstrate responsible academic behavior (attend class consistently, complete assignments and homework, prepare for exams, request tutoring when necessary). To demonstrate responsible health behavior relative to drug/alcohol/tobacco usage, diet, exercise, and stress. To develop lasting friendships with teammates and peers. To contribute positively as a team member to team/group success. To express gratitude for the opportunities received as a member of a PVCC athletic team. |
| Child Development Center | 75 | <p>Provision of Child Care services for parents while student attend classes.</p> <p>Student/Staff will have the opportunity to:</p> <ul style="list-style-type: none"> Increase their knowledge of child care and child development theory and practices. Learn leadership skills while serving as a team leader. Learn to appreciate, experience and work with children and adults with diverse cultural backgrounds and physical differences. Enhance communication and customer service skills. Develop an understanding of parental role in child development. Learn basic job management skills in preparation for future careers. Learn about computer applications for children. |
| College Safety | 4,995 ID Cards 4,326 Parking Permits 222 Escorts | <ol style="list-style-type: none"> Provide a safe and secure learning environment. Assist students in learning to resolve conflicts in an appropriate and reasonable manner. Encourage students to become more actively involved in their community by reporting crimes to college safety and other community agencies. Assist students while they learn to take responsibility for their actions and behaviors. Assist students by teaching them to protect themselves from becoming a victim of a crime. Provide instruction in van driving, bicycle, and fire safety. |
| Associate Dean of Students | 65 | Students are counseled towards appropriate behavior in line with Student Rights and Responsibilities. |
| Information/New Student Center | 21,687 in person & phone and 6,377 mailings | Serves as a clearing house and provides college information and a starting point for all new students. |
| Assessment Center | 18,246 | Assists students identify and develop academic goals |

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| | test administrator | through the assessment of existing skills and knowledge. |
| Service Learning | 1,364 students 18,356 volunteer hours | <ol style="list-style-type: none"> 1. Create connections between student voluntary service activities and faculty-led service-learning through the service-learning center. 2. Establish partnerships between academic and student affairs to find additional ways to link curricular and co-curricular learning and development. 3. Focus on combining service-learning as a pedagogy with other powerful pedagogies (e.g., problem-based learning, collaborative learning, technology-mediated learning, and PVCC learning communities). 4. Organizing service-learning as a “project approach.” Examples include environmental projects, community events (like fund-raising races), food drives, adopt-a-school programs, etc. 5. Incorporate service-learning into efforts to develop civic and social responsibility and skills among our students. 6. Incorporate service-learning into our emerging array of learning-communities. 7. Use collaborative learning in structuring the reflective component of our service-learning programs. |
| Student Life | 864 student participants | <ol style="list-style-type: none"> 1. Learning to identify and develop: Social, Cultural, Leadership Values and skills. 2. Learn to develop and utilize problem solving and critical thinking skills. 3. Develop and utilize effective oral and written communication skills. 4. Develop an understanding and be encouraged to explore the opportunities to balance service, work, and leisure. 5. Create and utilize an evaluation instrument to measure levels: <ol style="list-style-type: none"> a. peer review and feedback b. professional review and feedback c. self-assessment 6. Develop cultural understanding and the intercultural skills needed to live, work, and serve in a multicultural society. 7. Develop leadership values and skills with a particular emphasis on leadership for social change. |
| Admission and Records | 72,000 hours | <ol style="list-style-type: none"> 1. How to request/order transcripts either from PVCC or from another college. 2. The process for registering for classes. 3. The process and responsibility to drop/withdraw from classes. 4. How to apply for VA educational benefits and receive other related VA information. 5. How to apply for VA tuition and/or book deferments. 6. How to obtain enrollment verification for insurance and loan purposes. 7. How veterans can receive credit for prior training. 8. How to request that their transcripts received, in A&R, be evaluated. 9. How to apply for graduation. |

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| | | 10.How to apply for admissions. 11.How to change their demographic information. 12.How to change their residency status. 13.How to read the refund policy and understand it. 14.How to read and understand the schedule of classes. 14.How to read and follow the college catalog. 15.How to navigate the WEB to obtain information during closed business hours. |
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BOARD GOAL FOR STUDENT DEVELOPMENT SERVICES: PVCC

2. Students will be provided programs and services that support their personal growth and citizenship development.

| Please list the programs and services at your college that support the personal growth and citizenship development of students: | Number of Persons Served: | How do these programs and services support personal growth and citizenship development of students? |
|--|----------------------------------|---|
| Honors | 116 | Students are engaged in academically enhanced curricular and co-curricular activities focused on honors study topics. |
| Adult Re-Entry | 50 | Returning adults learn student success skills. (Also see counseling description above) |
| Bridge Program | 45 | ESL high school juniors enroll in two college courses in preparation for future enrollment. |
| Puma Press College Newspaper | 30 | Students develop journalism and production skills. |
| Service Learning | 289 | Integration of discipline knowledge with community service experiences. (See description above) |
| Emerging Leaders Program | 52 | Leadership development utilizing the social change model. |
| Student Leadership Council | 20 | Official student government responsible for numerous service projects. |
| Phi Theta Kappa | 40 | By completion of numerous service projects in the context of scholarship, fellowship, service and leadership. |
| First Year Experience (FYE) | 50 | Innovatively integrated academic and co-curricular learning to assist new students transition to college life. Students enroll in 3 or more courses and remain as a cohort throughout the first two semesters. * Complete AZ General Education Curriculum (AGEC) * Increase student retention * Build relationships and community, and engage in campus life * Identify connections between college coursework and future plans and goals |
| Wellness Week | 2,300 | Participation in various wellness related activities. |
| Peer Mentor Program | 20 | Students develop skills in peer mentoring. |
| Mind/Body/Spirit Association Partners in Art | | Discipline, social and cultural student clubs enhance students' developmental communication and |

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| Club Ed Computer Club Black Student Union Business Club Environmental Club Geology Club Human Services Club International Students Association Razas Unidas/M.E.Ch. A. Recreational Outing Club Student Christian Association Writers Guild | | socialization skills |
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GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Paradise Valley Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-2003): |
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| Function: | | |
| Academic Advising | Extensive High School Recruitment and Learning Connections | 4,122 |
| Athletics: Men Women | Extensive High School Recruiting | 200 |
| Counseling | Participation in Bridge Program, CPD instruction and other outreach | 300 |
| Financial Aid | Participation in New Student Orientation and Outreach College Goal Sunday | 230/ |
| Learning Support Center | Participation in New Student Orientation and support for SUCCEED high school bridge program | 45 |
| Minority Services | Participation in New Student Outreach | 300 |
| Service Learning | Significant community partnerships | 1,384 |

RIO SALADO COLLEGE 2002-2003

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Rio Salado College Function: | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|---|--|--|
| Academic Advising | <p>Academic Advisement increases retention and supports learning by assisting students in refining educational goals and understanding the impact of degree paths.</p> <ul style="list-style-type: none"> • The one-stop model at Rio Salado College eases the Advisement/Registration process by handling most, if not all, of the student's needs in one convenient location. • Assisting with degree mapping, course selection, and degree/certificate selection. • Evaluating prior learning credits and assisting with transferability and applicability of transfer credit. • Informing students about policies including rights and responsibilities. • Encouraging students to use technology and/or printed resources to empower them and allow them to assist in the educational planning process. • Informing students about available support services such as tutoring, DSR, and Career/Personal Counseling. | <u>Transactions (includes eArmyU):</u> Phone: 25,842 In-Person: 6560 On-Line: 12,476 <u>Degree Seeking:</u> New Files: 2319 eArmyU: 1400 |
| Admissions/Records | Inform students of college policies and procedures related to: Registration Drop/add Refunds Successful Start Course materials Bookstore Prerequisite checks Transcript transfer | 38,419 |
| Assessment | <p>Placement exams that assess their skills in English, Reading and Math, in order to select adequate classes for their college experience.</p> <p><i>ASSET Placement Test:</i> A timed paper/pencil placement test in English, Reading and Math. Students have the opportunity to re-test to improve their placement scores.</p> <p><i>ASSET-Dual Enrollment:</i> Students enrolling in college classes taken in high schools are tested in English, Reading and Math prior to enrolling in their courses. Students have the opportunity to re-test to improve their placement scores.</p> <p><i>COMPASS Placement Test:</i> Students wishing to take the computerized placement test in English, Reading and Math prior to enrolling in these courses. Students have the opportunity to re-test to improve their placement scores.</p> <p><i>ACCUPLACER:</i> Students wishing to take an Internet based placement test for English, Reading and Math and/or students enrolling in college level classes taken in high schools are offered the ACCUPLACER test.</p> <p>Students who are enrolled in EDU285 take the Internet based test to access their knowledge in English, Reading</p> | 1,206 1,787 2,348 8,808 |

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| | <p>and Math. Students have the opportunity to re-test to improve scores.</p> <p><i>MLPA Minnesota Language Proficiency Assessment:</i> Potential tutors are administered this test to access their knowledge and language proficiency.</p> <p><i>Pre and Post tests and homework assignments:</i> Support faculty commitments to student learning.</p> <p><i>Midterm and Final Exams:</i> Support faculty commitments to student learning.</p> | <p>3</p> <p>18,875</p> <p>48,414</p> |
| Career and Counseling Services | <p>Career and Counseling Services increases retention, support learning and educational & career goals for students by:</p> <ul style="list-style-type: none"> • Administering interest inventories and personality tests. • Assist in navigating career path. • Assist with the development of structured pathways through completion of their goals. • Providing crisis counseling • Assist with the development of personal coping skills and self discipline • Assist with conflict mediation | 255 |
| Disability Services | <p>The area of Disability Services and Resources assist in student retention and supports learning by providing “reasonable” accommodations for documented students. Examples of reasonable accommodations include:</p> <ul style="list-style-type: none"> • Making existing facilities readily accessible to and usable by persons with disabilities • Working with faculty members to establish flexible timelines for course and program completion. • Acquisition or modification of equipment of devices. • Flexible testing requirements including un-timed and/or oral test(s) by proctors. • Provision of qualified readers, note takers, and/or sign language interpreters. • Provisions of alternative print formats. | 85 |
| Financial Aid | <p>We provide financial assistance to students that would otherwise not continue their education due to the financial burden of college costs. Financial Aid staff supports and encourages students seeking federal financial aid. Students are informed of policies, including rights and responsibilities.</p> | 1983 students (3398 including scholarships) |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

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| Rio Salado Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
| Function: Academic Advising | Rio Salado Academic Advisement supports personal growth and citizenship development of Rio students by: <ul style="list-style-type: none"> • Helping students gain an understanding of their academic abilities and interests. • Provide information about the purpose of higher education and its benefit to them and the community. | <u>Transactions (includes eArmyU):</u> Phone: 25,842 In-Person: 6560 On-Line: 12,476 <u>Degree Seeking:</u> New Files: 2319 eArmyU: 1400 |
| Admissions/Records | As part of the teaching and learning process Enrollment Reps give students information to get started successfully in classes. Voter registration materials are provided for all students and communities. | 38,419 |
| Assessment | <i>CELSA:</i> Students who are non-English native language speakers are tested with the CELSA test to determine course placement in English, Reading and Math prior to enrolling in these courses. <i>CLEP Language Exams:</i> Enable students to earn college credit in Spanish, German and French. | 2 189 |
| Career and Counseling Services | Assists with: <ul style="list-style-type: none"> • character development such as follow through, protocol, etc. • identifying personal values in order to know what is most important to them. | 255 |
| Disability Services | Rio Salado College supports personal growth and citizenship development of students seeking Disability Services by promoting a successful learning experience and independence for students with disabilities. | 85 |
| Financial Aid | Assists students with the monetary cost of attending college. Award federal and state grants and scholarships to qualified students. When students have the financial resources to attend college, it allows them to better concentrate on their education. | 1983 students (3398 including scholarships) |

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

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| Rio Salado Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
| Function: | | |
| Academic Advising | Academic Advisement contributes to the outreach and recruitment of students from other educational institutions by: <ul style="list-style-type: none"> • Participating in career and educational fairs. • Providing information and customer astonishment to community members contacting the college for general information. • Providing accurate and timely information during pre-enrollment, enrollment, and for continuing students. | <u>Transactions (includes eArmyU):</u> Phone: 25,842 In-Person: 6560 On-Line: 12,476 <u>Degree Seeking:</u> New Files: 2319 eArmyU: 1400 |
| Admissions/Records | Enrollment Reps contribute to outreach and recruitment by: Attending Ed/Career Fairs Literature Requests Email responses | In person Ed/Career Fairs: 29 Requests sent: 15,306 Responses: 1,825 |
| Assessment | <i>ASSET-Dual Enrollment:</i> Dual enrollment allows students to receive college credit while taking classes in high school. This encourages students to continue their college education with Maricopa after they graduate. <i>ACCUPLACER-Dual Enrollment:</i> Dual enrollment allows students to receive college credit while taking classes in high school. This encourages students to continue their college education with Maricopa after they graduate. <i>CLEP and DANTES-College Level Credit by Exam:</i> High school students who do not have an opportunity to take dual enrollment classes may receive college credit for advanced level classes by taking credit by examination. (These national standardized exams are available to all Maricopa County students.) | 1,787 4,056 309 |
| Career and Counseling Services | Career and Counseling Services contribute to the outreach and recruitment of students by: <ul style="list-style-type: none"> • Recruiting through community organizations, such as: presentations to displaced homemakers and those who have been downsized in corporations. • Provide outreach resources to public and private high schools and charter schools. • Provide time, stress and organizational management skills for high school students to transition successfully from high school to college. | 255 |
| Disability Services | Disability Services contributes to the outreach and recruitment of students from other educational institutions by providing access and reasonable accommodations to unique student populations. This empowers these | 85 |

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| | students to pursue educational goals within the Maricopa Community College District and beyond. | |
| Financial Aid | By offering dual enrollment students financial assistance with scholarships while still in high school. Assists students in filing for federal grant and loan money to pursue an education. | 1983 students (3398 including scholarships) |

SCOTTSDALE COMMUNITY COLLEGE
2002-2003
GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| Scottsdale Community College Function: | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|---|--|--|
| Academic Advising | <p>Provides accurate and consistent information that allows students to make relevant, informed decisions concerning selection of courses, pre-requisites, transfer/degree program requirements and academic planning.</p> <p>Training sessions provided for both professional and faculty advisors. These sessions provide accurate information that aid students in their personal development.</p> | <p>25,921 Direct Advisement Contacts</p> <p>6 General</p> |
| Achieving A College Education | Offered for the first time at SCC, ACE, Achieving a College Education, is a scholarship –based early outreach and college preparation program for high school students. The program is designed to take the intimidation factor out of college for high school students who might be the first members of their families to attend college and, therefore, might be at-risk of not enrolling and succeeding in a college or university environment. Research has shown that 96% of the high school students affiliated with the program graduate from high school. And 80% of program participants who graduate from high school go on to attend post-secondary institutions both in and out of state. | 20 students |
| Admissions/Records | <p>Admissions and Records is charged with the all matriculation and enrollment services, from prospective student inquiry to graduation. This service provides the student with the accurate record keeping, helping them reach their educational goals and attainments.</p> <p>Registrations Student Information Forms Processed Transcript Evaluations</p> | <p>25,838 8,305</p> |

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| | Evaluations for Graduation Information Center Totals Catalogs and Schedules mailed | 596 892 8200 2,015 |
| Adult Re-entry Adult Re-Entry Cont. | <p>Program deals with outreach, recruitment, intake, counseling, advisement, and retention for adult learners.</p> <p>Orientation addressed the personal needs and concerns of adults who are unaccustomed to viewing themselves in the role of a student. Also offered an opportunity for re-entry students to familiarize themselves with various administrators, staff, faculty and other re-entry students who are current or perspective students.</p> <p>Scholarship Awards</p> <ul style="list-style-type: none"> ❖ The Dorrance Family Foundation - Awards \$3,000 scholarships ❖ Nina Mason Pulliam Charitable Trust – Pays full in-state tuition, fees and books and living allowance (up to \$2,500) <p>Quarterly newsletters mailed to SCC re-entry students between the ages 24-55 enrolled in six (6) or more credit hours during the 02/03 academic yr. The newsletter provided information important to the success and retention of re-entry students.</p> | <p>526 individual appointment</p> <p>125</p> <p>10</p> <p>3</p> <p>Over 6000 mailed during 02/03 academic year.</p> |
| Assessment | <p>The testing center provides placement testing to assess the student's appropriate placement for course selection. This aids in the proper foundation for the student's academic career and untimely employment goals.</p> <p>Instructor Exams ASSET/COMPASS/CELSA HCC Language (FRE/SPA)</p> | <p>5,479 5,836 20 85</p> <hr/> <p>11,420</p> |
| Athletics: Men | <p>Student athletes are required to be full time students due to NJCAA eligibility rules.</p> <p>Students are advised, tracked, and monitored by coaches, eligibility is monitored by Admissions & Records</p> <p>Football has a mandatory study hall; tutoring is available.</p> <p>Coaches and athletic specialists assist in transfer to a four-year institution.</p> <p>Baseball Basketball Cross Country</p> | <p>204 Total Men Athletes</p> <p>30 15 5</p> |

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| | Provides a classroom in the Center for the Head Start children. | |
| Counseling | <p>Assist students with identifying and achieving personal, educational, and career goals.</p> <p>New Student Orientations, after ASSET testing, during the main registration weeks, and during college visits by high school seniors.</p> <p>Consultations with faculty, staff, and community members in support of student learning, educational, and career goals.</p> <p>Teach classes in personal development.</p> <p>Classroom and college-wide presentations.</p> | <p>1451</p> <p>517</p> <p>342</p> <p>245</p> <p>1451</p> |
| Disability Services | Provided support/assistance/services for special needs students with admission, academic advising, registration, interpreters, tutoring, and textbooks on tape, Braille, FM devices, note-takers, accessible technology, and campus/community referrals. | 443 Students with Disabilities |
| Deans of Student Services/Offices | Assist student in resolving issues and removing barriers that impact retention, learning and educational goals. | 972 |
| Financial Aid | <p>The Financial Aid Program supports the successful completion of certificates and degrees by addressing financial issues that may serve as barriers to student retention.</p> <p>Total Title IV Recipients</p> <p>Pell Grants</p> <p>Other Grants</p> <p>Loans</p> <p>Work Study</p> <p>Institutional Scholarship</p> <p>Private Scholarship</p> <p>Total Financial Aid Recipients</p> | <p>2,369</p> <p>1,482</p> <p>498</p> <p>2,708</p> <p>64</p> <p>839</p> <p>758</p> <hr/> <p>3,250</p> |
| Honors | <p>Specialized classes are offered specific to student interests and disciplines.</p> <p>One-on-one interaction with Honors faculty through Honors projects.</p> <p>Honors Forum speakers of national reputation.</p> <p>Letters of recommendation for scholarships, university admission, and employment.</p> | 278 Honors Students |

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| | Scholarship Preparation Mentoring and Workshops have resulted in student success in obtaining college, community, university, and national scholarships. | |
| International Education | <p>Promotes, assists and coordinates international educational activities.</p> <p>Provides programs and services to international students * orientation to college and culture * academic advising * monitoring of student progress * information on housing, transportation, medical care, home stays, banking, employment, etc.</p> <p>Encourages faculty to participate in exchange programs and international education, including internationalizing the curriculum and international training projects; host foreign educators and students.</p> <p>Develops study abroad programs.</p> <p>Promotes intercultural awareness.</p> <p>Expansion of ESL program increased FTSE from 52 in 2000 to 118 by Fall 2002 and Spanish-only advising in International office.</p> | <p>140 (90 countries)</p> <p>100</p> <p>50</p> <p>741</p> |
| Outreach | <p>Coordinates high school outreach and recruitment for the college. Provides outreach presence that supports dissemination of information for prospective students.</p> <p>On Campus Programs ACE PLUS: At Risk high school students preview campus.</p> <p>College Kick Off Programs: Visited area and provided high schools early testing, advisement and registration program.</p> <p>All other on campus high school programs: 7 high schools participated in introduction programs for prospective students. Topics ranged from Equine Science, Independent Living Classes, and Occupational Programs. Introduce to new immigrant ESL students to general information and campus tours including, the Tutoring Centers.</p> <p>Instate College Night: Scottsdale School District, College Preview for 23 instate 2 and 4 year institutions.</p> <p>High School Counselor Workshops ASU West : Provide information to Arizona high school counselors on admissions requirements, transfer degrees and</p> | <p>77 High Schools Visited</p> <p>20</p> <p>201</p> <p>80</p> <p>315 H.S. Students and Parents</p> <p>260</p> |

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| | occupational programs. | |
| Safety | <p>Assists in providing a safe learning environment for all students.</p> <p>Respond to calls for student, faculty, or staff assistance.</p> | <p>Total College 258</p> |
| Senior Adult | <p>Offers non-credit technology classes to senior citizens in keyboarding, desktop publishing, Windows, excel, and e-mail.</p> <p>General Non-Credit Curriculum Free public programs (w/o registration)</p> <p>Offers non-credit adult curriculum classes that meet seniors' needs.</p> | <p>528</p> <p>1,493 550</p> <p>2,021</p> |
| Student Life & Leadership | <p>Orientation: Attendees learn/receive substantial information about the college and available services; become familiar with the educational process at SCC; meet and interact with other students, staff and faculty.</p> <p>Black History Month: Attendees celebrate and challenge their knowledge and beliefs of the African-American Culture.</p> <p>Commencement: Assist in facilitation of campus commencement ceremony</p> <p>Excellence Under the Stars: Students are recognized for their academic achievements and contributions.</p> <p>Student Leadership Forum: Students learn leadership skills and team building.</p> <p>Make a Difference Day, Into the Streets, and other community service programs: Students learn the value of community service.</p> <p>Various Services: Offer and support services like: financial and calculator loan programs, student ID's, student accident and health insurance, basic office services (Fax, Copy, Local Phone), etc.</p> | <p>500 for fall 90 for spring</p> <p>5 programs were offered</p> <p>186</p> <p>133</p> <p>12</p> <p>50 annually</p> <p>Open to all students</p> |
| Veterans | <p>Provides information on veterans' benefits and certification services for Veterans, Reservist, and eligible dependents to pay for their educational expenses.</p> <p>Provides support/assistance with admission, advisement, financial aid, tutoring, and campus/community referrals for veterans</p> | <p>500</p> <p>440</p> |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| Scottsdale Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
|-------------------------------------|---|--|
| Function | | |
| ACE Program | <p>Provides the experience of a college experience to ESL students whose parents are not familiar with the American educational system.</p> <p>Provide tools for students to succeed socially, academically and personally.</p> <p>Assist students in identifying educational career, vocational goals and interests.</p> | 20 |
| Adult Re-entry | <p>Adult Re-Entry Student Success Workshops: Provides strategies for academic and personal success. Teaches life skills.</p> <p>AWARE Student Organization Sponsored by Adult Re-entry Services: The main goal of this organization is to:</p> <ul style="list-style-type: none"> ❖ Encourage and assist adults returning to higher education ❖ Act as an advocate on college matters which impact returning students ❖ Promote support systems between AWARE, faculty and the administration ❖ Provide volunteer service opportunities <p>Arizona State University Campus Visitation & Luncheon: The ASU transfer student visitation is offered as an opportunity for SCC adult students transferring to ASU Main campus to get an informed perspective of the school and possible opportunities for adult re-entry students.</p> <p>“AWARE” Adult Who Are Re -entering Education Fall Social Program: Provides students with real-world experience, and a mature perspective of the educational and social environment of SCC that contributes to their academic success.</p> | <p>12 workshops approx. 145 attendees</p> <p>3 elected/ appointed officers and 65 listed members.</p> <p>12 participants</p> <p>35 attendees</p> |
| Assessment | Assessment provides the opportunity for the student to become aware of current skill levels and be registered in the appropriate coursework. | 10,769 |
| Assessment Cont. | Non-English speaking students are provided the opportunity to assess language skill levels and register | 467 |

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| | for the appropriate level class. Students gain confidence in a new language and possess the skills to move on to become citizens in many instances. | |
| Athletics: Men | <p>Athletic participation teaches students to deal with success, frustration, failure, diversity, and team membership.</p> <p>Food drive for St. Vincent de Paul: Students are eager to assist other in the community especially the youth.</p> <p>Service Project at half way house for troubled teens: Through active community service, students develop a sense of civic duty.</p> | <p>171</p> <p>75</p> <p>15</p> |
| Women | <p>Students serve as camp counselors, do coaching certifications, act as clinicians, coach club/junior/senior high teams, referee, direct tournaments, direct leagues, and serve as recreation directors.</p> <p>Students are given the opportunities to serve the college through assisting in the office, game management, and facility set-up.</p> <p>Through these roles of responsibility, students learn leadership, organizational, and teamwork skills. They learn to make decisions and work with the public. They serve important roles in community service working with youth.</p> | 85 |
| Career Services/Job Placement | Services to students and community members to assess their career interest, skills, and personality type to investigate potential careers. Presentations are made in classes and the community on these topics. Promotes awareness, knowledge and understanding of citizenship and diversity. | 2,838 |
| Child Enrichment Center | <p>Children registered in the Center participate in campus activities throughout the year. Activities include, fall and spring bash, multicultural days, veteran's celebration, and career days.</p> <p>Psychoanalyst/consultant: Provides insight, and problem solving skills on child and family issues.</p> <p>Bi-Weekly meetings with staff and parents.</p> | <p>102</p> <p>Available to all students whose children are enrolled in the center</p> |
| Counseling | Through personal development and understanding, students become more productive citizens. | 4006 |
| Disability Services | Encourages students to set realistic career goals and necessary accommodations needed for future | 443 Student |

| | employment. | Contacts |
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| Honors | <p>Forum Speaker: Students explore current issues and personal philosophies regarding these issues.</p> <p>Class Projects: Students learn more about communities and become more involved in college, community, and international service projects.</p> <p>Study week in Guadalajara: Students learn about Mexican history and culture, explore the surrounding area of Guadalajara, and continue for the service project of supporting Casa Hogar, a school and orphanage in Guadalajara.</p> | <p>150</p> <p>278</p> <p>15</p> |
| International Education | <p>Study Abroad Experience: Students traveled to Europe and Mexico under college sponsored trips and other programs.</p> <p>Community Club: Provides leadership training and community service through Habitat for Humanity and cross-cultural programs with American Indian Programs.</p> <p>International Week: Assisting to plan and implement international week as well as representing their counties increase students' organizational and communication skills.</p> <p>Acting as college hosts and guides for international visitors: Representing the college and the students' new community to other international visitors promotes their communication skills and sense of community.</p> <p>Model United Nations: Learning about the interconnectedness of our world promotes "world citizens."</p> <p>Campus Ambassadors: Students serve as college guides and hosts at college events which assist in developing communication, organizational, and leadership skills. Students also serve on college committees which increases their awareness of college issues and gives practice in decision making.</p> | <p>50</p> <p>100</p> <p>350</p> <p>12</p> <p>14</p> <p>25</p> |
| Safety | <p>Student Safety Officers: Part time employment in position of responsibility assists students in making decisions at critical times and in understanding the unique environment of a college campus.</p> | <p>33</p> |
| Senior Adult | Day of Dialogue | 100 |

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| | Awareness of problems and issues in the senior community. | community participants |
| Student Life and Leadership | <p>Student Leadership Forum</p> <p>Various Student Clubs</p> <p>Into the streets, Make a Difference Day and other community services activities</p> <p>Cultural Awareness Activities: Teaches leadership, team building, citizenship, cultural awareness and service in the community.</p> <p>Facilitates on campus voter registration.</p> | <p>12</p> <p>200</p> <p>50 annually</p> <p>400+ annually</p> <p>Open to all students</p> |
| Veterans | Veterans' Day Observance builds awareness of veteran contributions. Provides an opportunity for the campus community to show appreciation to the American Veterans and their dependents . | Approx. 110 attendees |

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Scottsdale Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
|-------------------------------------|--|--|
| Function: | | |
| Academic Advising | In collaboration with Testing, Recruitment and Counseling the Advisement Center advised and registered students from 6 high schools. | 142 |
| ACE Program | The objective of the ACE program is to prepare students academically at earlier levels and increase graduation rates at high schools, community colleges and universities. In order to perform the task, ACE is designed as a "2+2+2" program, where students are recruited and mentored from a high school junior and senior then transition to the community colleges. After graduating from the community college the student transfers to the university to complete a baccalaureate degree. | 20 |
| Admissions/Records | SCC offers dual-enrollment to local HS students in collaboration with their high school. The student earns college and high school credit concurrently. Offered at 5 high schools. | 319 students enrolled 319 completed |

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| American Indian Program | Outreach through personal visits and follow-up telephone contacts at 23 high schools and agencies: 5 reservation high schools, 12 local American Indian agencies, 5 universities, and the salt River Pima Maricopa Indian Community (SRPMIC) Desert Eagle High School. | 1293 |
| | Summer Bridge Program: Provides educational opportunity for American Indian high school students to participate in college activities and classes prior to full time enrollment. | 15 |
| | Early Start Program: SRPMIC high school students can attend college classes in the summer. | 12 |
| Assessment | Provide on-site placement testing to 7 high schools to both English and non-English speaking students. Students receive test scores on College Visitation Day and can register for coursework. | 295 |
| Athletics: Men | Volunteer Student Athletes: Members of the football team visit local elementary schools. | 85 |
| | Athletic Recruitment: Coaches have many contacts with local high school coaches and players. | |
| Women | Volunteer Student Athletes: Outreach to area youth athletic programs and camps. | |
| | Athletic Recruitment: Contacts with local high school coaches and players. | |
| Career Services/Job Placement | High School Career Day: Assess interest, values, and skills and researched related careers. | 742 |
| | Hospitality Job Fair: Provides opportunity for high school and SCC students to visit with hospitality employers | 30 |
| | Career Fest: Conducts roundtable discussions with high school students and local employers on career planning topics. | 587 |
| | | 125 |
| Child Enrichment Center | High School Participation Day: High School students visit the Center to explore careers in Early Childhood Education. | 15 |

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| Counseling | College Kickoff: In collaboration with Outreach and Advisement | 147 |
| | ACE+: Summer Classes | 20 |
| Disability Services | Community Outreach: Sent letters to potential students describing disability support services. Students are identified through ACT Educational Planning Form. | 173 |
| Honors | President's Scholarship: Merit based tuition and book scholarship. | 278 |
| Honors Cont. | Nationwide Satellite Seminar Series: Brings Honors Society students to campus to explore Honors Program opportunities during an evening of scholarly exchange. | 150 |
| | Counselor Luncheon and Breakfast Meetings: Updates high school counselors on new and existing programs. | 35 |
| International Education | Arizona - Sonora Mexico Commission : Provides opportunity for students from either state to attend college by paying in-state fees. | 7 |
| | German Exchange Student Program: Recruits J-1 visa students through CDS recruitment service. | 1 |
| | International Consortium for Educational and Economic Development: Provides collaboration for program development and student exchanges among colleges and universities in Mexico, Canada and the United States. | |
| | FIPSE Grant: Promotes the exchange of students among two Canadian and two Mexican universities with two US universities in hospitality. | 5 |
| Outreach | Provides potential students with introduction to college programs and services as well as a view to college life. | 2700 |
| | High School Outreach Vis its: Coordinates high school outreach and recruitment for the college. Provides outreach presence that supports dissemination of information for prospective students. | 77 High Schools Visited |
| | On Campus Programs ACE PLUS: At Risk high school students preview campus. | 20 |
| | College Kick Off Programs: Visited area and provided high schools early testing, | 201 |

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| Outreach Cont. | advisement and registration program. | |
| | All other on campus high school programs: 7 high schools participated in introduction programs for prospective students. Topics ranged from Equine Science, Independent Living Classes, and Occupational Programs. Introduce to new immigrant ESL students to general information and campus tours including, the Tutoring Centers. | 80 |
| | Instate College Night: Scottsdale School District, College Preview for 23 instate 2 and 4 year institutions. | 315 H.S. Students and Parents |
| | High School Counselor Workshops ASU West : Provide information to Arizona high school counselors on admissions requirements, transfer degrees and occupational programs. | 260 |
| Student Life and Leadership | Offers campus tours to visiting potential students and guests | |

**SOUTH MOUNTAIN COMMUNITY COLLEGE
2002-2003**

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 1: Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.

| South Mountain Community College | Question: How does this functional area increase retention and support learning, educational and career goals for students? | List the number of students served for this area (2002-03): |
|---|---|--|
| Function: | | |
| Academic Advising | Meet with new and transfer students to provide general college orientation information; Provide course requirements and pre-requisites information; Assist students in planning their academic programs, university transfer and enrollment; Refer students to additional college resources as needed; Initiate graduation petitions; Participate in early registration campaigns and tuition deadline reminders. Conduct tours for all prospective students, community members and organizations. Process student academic evaluation to ensure student success, financial aid suspension appeals and consortiums; Conduct in-class registration and presentations. Provide students with Financial Aid assistance and grant/scholarship referrals. Work with Faculty and various activities programs in monitoring student progress. Provide administrators with various enrollment reports. Provide quality customer service, participating in | 17342 |

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| | continuous employee training and working cooperatively with other departments. Partner with Technology Services to provide students with up-to-date information through the utilization of the Advisement website. Provide off campus advisement support. | |
| Admissions/Records | Answered questions for new and continuing students. Support student's goals and personal development by keeping accurate records. Evaluate Graduation petitions for certificate or degree completion. Process, verify and file enrollment transactions. Certify enrollment for veterans, athletic eligibility and foreign students. | 40000 |
| Assessment | Assess student's English, Reading, and Math academic level to select appropriate classes for college success; Proper course placement supporting the personal goals and success of students. Provide off campus placement testing. Non English speakers are evaluated to determine course placement in ESL classes. | 5452 |
| Athletics: | Academic tracking: All scholarship athletes tracked 6 times a year. Academic Advising: Student athletes advised through Athletic Advisor. HES 100 class: Orientation for student athletes included in the class. All Athlete Meeting: All athletes meet at the beginning of each semester and introduced to staff and given information on eligibility rules, scholarships, campus rules and also meet Dean, President, Admission and Financial aid staff. Begin implementing Faculty Athletic Representatives program | 250 |
| Career Services/Job Placement | Students used resources such as Discover Career Guidance computer program, assessment instruments i.e. SDS, Career Resource Library, career handouts and distribution of over 1500 of various periodicals to explore majors and careers. Includes office appointments and walk-ins. Students attend the spring semester expo to visit with 69 employers to gather career information, network and establish employment links. All services available for self-assessment, career information, placement skill development and job openings. Includes access to the Maricopa Recruiter, placement job search engine. Topics range from career services offered at SMCC, self exploration exercises and placement skill development i.e. resume workshops. Employer organizations on-campus, visits for full-time, part-time, internship and career information to students. Interviews, information gathering by students with potential employers. Staff meetings for the purposes of job location and development. Higher education institutions on campus to review transfer options with students. Students meet with academic advisors/admissions reps from transfer institutions. Update faculty directly and thus students indirectly on Career Service Center's resources and employment trends. | 22828 |
| Child Care Service | Community parents and educators are invited to participate in workshops offered by the Early Childhood Center. Grandparents are invited to spend the day on campus with their grandchild, interact with staff, students and child, participate in a program and luncheon. This effort is to encourage the enjoyment of life long learning and involvement with families. Sharing of resources and expertise regarding culture, parenting, and early | 700 |

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| | childhood activities with other schools in the area. Observation and volunteer opportunities for those interested in volunteerism and/or educational development with early childhood settings. | |
| Disability Services | Provide specialized tutoring services, assistive technology resources, and referrals for relevant community support services which further enhance student success potential in the areas of learning, education, and employment. Purchase adaptive equipment & software; providing stipends for notetakers & scribes in the classroom; installation of automatic w/c accessible doors; develop student evaluative survey of tutoring, classroom accommodations & DRS office; development of outreach & recruitment in area high schools; Hiring and providing sign language interpreters. | 201 |
| Financial Aid | Customized Financial Aid workshops are offered for community groups such as local businesses, high school and civic agencies: These workshops will provide information on the college and availability of financial aid/scholarships and the importance of applying early for financial aid. Community members will also be encouraged to support the college's on-going scholarship fundraising. College work study program funded through institutional and federal dollars supports retention and learning: These programs assist students with the opportunity to work 15-20 hours per week on campus and provide a learning environment to develop skills that will prepare them for future employment opportunities. | 2577 |

GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

Chart 2: Students will be provided programs and services that support their personal growth and citizenship development.

| South Mountain Community College | Question: How do these programs or services support the personal growth and citizenship development of students? | List the number of students served for this area (for 2002-03): |
|---|---|--|
| Function | | |
| Admissions/Records | College work study students are assigned specific responsibilities to provide them the opportunity to gain valuable work experiences. Assist the campus IIE Committee to plan and coordinate international/intercultural events and activities for our foreign student population. | 8 600 |
| Athletics: | All Athletes Club: Provide athletes the opportunity to be in leadership roles and part of student government. Women's Basketball: Community service work serving meals at a south Phoenix shelter. Also participate with the Phoenix Mercury in camp instruction and fund raising for the Hope scholarship. Participated in Race for the Cure for Breast Cancer | 215 |
| Career Services/Job Placement | Students used resources such as Discover Career Guidance computer program, assessment instruments i.e. SDS, Career Resource Library, career handouts and distribution of over 1500 of various periodicals to explore majors and careers. Includes office | 7075 |

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|-------------------------|--|--|
| | appointments and walk-ins. Student appointments/meetings with job recruiters: Interviews, information gathering by students with potential employers. On campus college/university admissions/advisor. Visits: higher education institutions on campus to review transfer options with students. Transfer advising appointments: Students meet with academic advisors/admissions reps from transfer institutions. | |
| Child Care Service | Community parents are invited and encouraged to tour the child care facility for present and future child care needs. Parents must register for courses in order for their child to attend the center. | 20 |
| Disability Services | Disseminate information to SMCC students about a variety of campus, community, and other resources. Access to valuable resources can help maximize educational, personal, and professional growth opportunities. | 174 |
| Financial Aid | Students who are employed through the federal and institutional work-study program develop as individuals and as citizens of this community. They obtain skills during their student enrollment, which help them to obtain their degrees as well as assist them in their future employment endeavors. | 74 |
| Student Activities/Life | <p>Fall Orientation: An introduction to the college for new students attending SMCC.</p> <p>Fall and Spring Welcome Back Bash: Provide students the opportunities find out what clubs and organizations are available on campus. Clubs have a time to recruit new members.</p> <p>Student Government & Inter-club Council Mtgs.: Opportunity for training of student clubs in conducting meetings and providing information to the student body.</p> <p>MCCD Student Leadership Workshop: An opportunity for all student leaders of the district to come together to share and learn what's going on at each of the campuses.</p> <p>Advisor's Training Workshop: An annual training session for all advisors. This workshop also provides information that they need to know for the upcoming yr.</p> <p>Student Organizational Workshop: Student Govt., Clubs and Organizations come together annually for training and to learn about the overall operation of the Office of Student Leadership.</p> <p>Fall and Spring Career Work Experience: A class designed for students who are in the process of changing careers, loss of jobs, or for those students who are not sure of what they want to do. Students volunteer in their area of interest to assist them in making a decision.</p> | <p>100</p> <p>700</p> <p>144</p> <p>15</p> <p>15</p> <p>30</p> <p>14</p> <p>27</p> |

| | |
|---|------|
| Legal Service: A consultant service from a local attorney's office provided students legal advice. If students utilized the service, fees set by the attorney were then put in place. | 210 |
| VITA (Free Service): A community and college service available to those interested in having their taxes done at no cost. SMCC provided the facility for 3 months. | 250 |
| Community Jazz Showcase: Local Jazz artists from the community and the college perform free to the community. | 60 |
| Bus Subsidy Program: Program set up by the MCCC district office and the University of Phoenix to provide a discount bus program to students taking 12 or more credit hours per semester. Available on a first-come first serve basis. | 2000 |
| Student Handbook: This handbook is provided to students to serve as a day planner with college information and district policies for the students. | 1500 |
| Multicultural Program: Three days of educational and cultural awareness programming on campus of local entertainers, speakers and ethnic foods. | 200 |
| Women's Luncheon: The annual luncheon for students, campus and district employees and community with a special female serving as the keynote speaker. | 80 |
| Men's Luncheon: A luncheon for all male students, and staff, with a special male serving as the keynote speaker. | 70 |
| Cinco de Mayo: A Hispanic cultural educational awareness program. Local entertainment is brought to the campus and the community for educational purposes. | 150 |
| Voter Registration Drive: Registration applications are made available in the office of student leadership, and during the student government elections. Community organizations also throughout the year set up tables on campus. | 75 |
| United Way Day of Caring: Students, Faculty and Staff volunteer at a local center in the community and they clean and/or paint yards. There a reflection time is arranged at the end of the day. | 15 |
| Health Awareness Week: A day was set to provide Awareness programs for AIDS, Cancer, Breast Cancer, High Blood Pressure and other health issues. Literature was made available on campus. | 200 |
| Volunteer Reception: A special program to recognize all SMCC volunteers. | 203 |
| | 128 |

| | | |
|--|---|---|
| | <p>Black History Celebration: SMCC presented Black Women in Opera, featuring two famous Opera Singers. A special educational program provided to the SMCC students and the community.</p> <p>Scholarships and Awards Ceremony: An end of the year program designed to recognize the accomplishments that the students made. College, Community and National awards and scholarships are made during this special ceremony.</p> <p>Commencement: Graduation! Graduates along with their families, friends, faculty and staff come together as a part of the celebration. This is the final event of the academic year.</p> <p>Community Service Projects: The clubs and organizations combined have volunteered on campus, in the community and nationally. 8 active clubs provided over 3,000 hours. Into the streets projects, individual club projects, campus projects, United Day of Caring, Santa's Visits, Local Stuff the Bus, Food drives, and many, many more. The SMCC family has a sense of giving back to the community.</p> <p>Work Study Appreciation Luncheon: A luncheon recognizing all the student employees at SMCC, in appreciation of their services and dedication to the college.</p> <p>Fall Start Smart Orientation: One way of providing new students information about the college. They learn about the college services, they take tour of the college and they meet staff and students of the college.</p> <p>TOTAL</p> | <p>Approximately 1500</p> <p>400</p> <p>60</p> <p>128</p> <p>8274</p> |
|--|---|---|

GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 3: Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| South Mountain Community College | Question: How do these programs or services contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002-03): |
|---|---|--|
| Function: Recruitment | Attend local businesses, organizations and community events; Send SMCC packets to identified groups, to introduce SMCC programs and include a mail-in response card; Follow up with phone calls to see if material was received and ask if they require additional information or offer a presentation; Schedule registration table at schools, career fairs and employers; Conduct tours for community members; Administer assessment testing at High Schools; Assist with Financial Aid | 7863 |

| | | |
|-------------------------------|---|------|
| | workshops. | |
| Admissions/Records | Assist special programs on campus e.g., dual enrollment, charter school, ACE, HOOPS, Entrepreneur, in their enrollment process. | 1200 |
| Assessment | Assess student's English, Reading, and Math academic level to select appropriate classes for college success; Proper course placement supporting the personal goals and success of students. Also provide off campus placement testing. Non English speakers are evaluated to determine course placement in ESL classes. | 990 |
| Athletics: | Recruitment of student athletes in all sports, all athletes/coaches: Continuous recruitment of student athletes throughout the Valley. Coaches visit Valley high schools, attend events, speak with parents, conduct campus visits and engage in fund raisings activities. Student athletes are also assisted in transfer opportunities by staff. | 125 |
| Career Services/Job Placement | Student appointments/meetings with recruiters: Interviews, information gathering by students with Potential employers. Administrative meetings with business and social service agencies: Staff meetings for the purposes of job location and development. On campus college/university admissions/advisor Visits: higher education institutions on campus to review transfer options with students. Transfer advising appointments: Students meet with academic advisors/admissions reps from transfer institutions. | 3586 |
| Child Care Service | Cooperative learning experiences regarding civic and national current events and educational curriculum development with elementary schools and parents in the area. Sharing resources and ideas with district and schools in the area. | 40 |
| Disability Services | Development and distribution of a transitioning resource guide for high school students with disabilities that are considering post secondary educational options. | 93 |
| Financial Aid | College Goal Sunday: this annual program provides financial aid and scholarship information to high school students and parents in the central and south Phoenix area. | 150 |

APPENDIX FIVE: CONTINUING/COMMUNITY EDUCATION

This appendix contains the reports of the Deans of Instruction of each of the colleges on Continuing/Community Education programs at their colleges. They are provided as submitted by each college, with the occasional exception of minor edits of duplicative tasking information, color of type and questions of fitting charts on standard size paper.

CHANDLER GILBERT COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: a) accessibility to college facilities and services as appropriate; and b) forums, dialogs for balanced views of contemporary civic and public issues.

[illegible]

CHANDLER GILBERT COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| | | |
|--|---|---|
| Chandler Gilbert Community College | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for (this area) for 2002-2003) |
| With Elementary, Junior High, Home Schooled, Charter and Private Schools: Chandler, Gilbert, Queen Creek and Higley School Districts. | Our Center for Gifted Youth program, during the summer months, was originally created at our public schools request. We have extended our outreach to home schooled, charter and private schooled students. Students who attend this program are made to feel part of a college campus. Activities outside the classroom, using other campus facilities, are part of each class. We have a high percentage of returning students who we fill will participate in our dual enrollment courses in high school as well as enroll after graduating high school because of their experience in our program. | 79 |

ESTRELLA MOUNTAIN COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

Efforts are taking place to prepare the 2003 Monitoring Report of the Governing Board's Goals. Presently, there are two goal statements where feedback is sought from the Deans of Instruction about Continuing/Community Education. For your college, please fill out the requested information in the attached charts.

A. For each Governing Board Goal that has been identified for your area, please fill out the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

B. In addition, please provide a brief summary assessment of the impact of Continuing/Community Education in response to the following questions:

- 1) **How well are we doing regarding the goal of collaborative partnerships and programs with elementary, high schools and other higher education institutions and how do we know this?**

Avocational and Vocational Non-Credit Enrollment

In class evaluations are conducted to evaluate course satisfaction. The vast majority of students (fall 87% vs. spring 92%) were satisfied or very satisfied with the overall quality of classes. These data are similar to the previous years.

Dual Enrollment

Partner evaluations are conducted to evaluate satisfaction with the partnership. The most recent surveys indicate that overall we met or exceeded 100% of our partner expectations. In the fall of 2003, Estrella Mountain will conduct focus groups to confirm that our partners are still satisfied.

inspire.teach

Evaluations are conducted for the mentor teacher program and for the orientations and workshops that are conducted. Success of the program is also tracked with the number of students participating and number of graduates from ASU West College of Education. To date 39 inspire.teach program students have enrolled in a university and 5 have graduated from the university.

Genesis West

Partner evaluations are conducted to evaluate satisfaction with the partnership. Past surveys indicate that we met or exceeded partner expectations. Tracked by the number and percentage of students receiving high school diploma's and successful course completion. To date 157 students have received high school diploma's through the program.

NASA Center Summer Bridge Program

Students are tracked to determine success in math and science courses taken at the community college as well as their subsequent enrollment in university bachelor's programs that produce math and science graduates. Bridge students are also given evaluation surveys to determine their satisfaction and if the program helped to increase their desire to continue to pursue careers in math and sciences. The Bridge participants have reported increased interest in science and math and most are successfully completing their math and science requirements. All the program participants would recommend the Summer Bridge Program to a friend. More than 80% continue their college education in the fall semester.

America Reads and Service Learning

The success of America Reads is evaluated based on the number of participants that are enrolled in the school districts. On-site visits are conducted for each school and interviews with teachers. All the partners are satisfied. More than 60 schools were involved in the service learning program with 185 EMCC students participating each year.

- 2) How do we know that these Collaborative partnerships and programs with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

See the above evaluations. Growing participation rates and student evaluations documents the success in selected program areas.

- 3) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)**

The two primary focus areas that impact the greatest number of these programs:

- 1) EMCC will strengthen its partnerships with its dual enrollment partners to ensure continued access to higher education opportunities.
- 2) The college needs to ensure that all partnership programs have built in tracking and evaluation systems.

ESTRELLA MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| Estrella Mountain Community College List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs) | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: | Please estimate the number of community members served for this area (for 2002-2003): |
|--|---|--|
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); | | |
| Avocational Some examples include: Spanish for Kids, Dance, Golf, Yoga, Heart Safety, Money Management, Dogs Go to College, Computers Don't Byte | These avocational non-credit courses provide community members access to courses that provide unique and recreational opportunities that are not available in credit based formats. These courses can be offered to meet rapidly changing desires of the community. | 2,376 |
| Vocational Some examples include computer classes (Web design, Excel, Word, Powerpoint, Filemaker Pro for business) Citizens Academy, CPR, Medical Terminology | These vocational non-credit courses provide community members and local businesses quick and flexible access to courses that provide vocational educational opportunities. By using non-credit courses the college is able to respond more rapidly to the needs of the community as well as offer flexible time formats. These courses appeal to students that are not interested in earning college credit but need the work related skills. | 213 |
| West Valley Fine Arts Council | Gallery 37 is a West Valley Fine Arts Council educational program with high school students working with master artists to create a public art piece that becomes public art to be used in the community. EMCC donated the facilities and faculty that provided career training for the students. | 28 |
| | Marion Anderson String Quartet (a national string quartet, the first African American music ensemble to achieve prominence in the U.S. in the field of classical music) performed to a selected audience of students across the valley as part of Black History Month. | 50 |

ESTRELLA MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Estrella Mountain Community College List partnerships/ programs: | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____ | List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100) |
|---|--|---|
| With Elementary Schools: | | |
| America Reads | | |
| NASA Awareness Day (Middle School) | | |
| NASA Center School Program | | |
| NASA Center Summer Academy | | |
| No Child Left Behind | | |
| Westside Impact Science Leadership Program (in collaboration with MCCD District Office for Public School Programs) | | |

| With High Schools: (Example: Dual) | | |
|---|--|-------|
| Dual Enrollment | <p>-Provide an extension of academic options for students.</p> <p>-Provides a seamless transition for students to attend college.</p> <p>-Encourages higher retention for high school students.</p> <p>-Provides a gateway for students to college level work</p> | 1,125 |
| Genesis West | Provide an alternative to high school for students who have dropped out. Students receive high school credit toward graduation while also receiving college credit. | 70 |
| inspire.teach | To increase the number of diverse professionals within Arizona's teaching force. Includes Agua Fria, Millennium, Tolleson, Trevor Browne and Westview high schools. | 77 |
| ACE Scholars Program | This program targets students entering their junior or senior year in high school with interest in pursuing a degree or career in science, technology, engineering and math fields. | 38 |
| NASA Center Summer Bridge Program | This program provides another recruitment opportunity for EMCC that attracts diverse students that are interested in math and science careers. By participating in the Summer Bridge program students are more likely to enroll in community college and to be successful in math and science courses. | 18 |
| NASA Awareness Day (High School) | Provide students with an opportunity to experience a community college setting and interact with professionals in science, technology, engineering and math fields. | 120 |
| NASA Center School Program | Students are recruited to participate in after school programs that focus on science, technology, engineering and math. | 35 |
| Avondale/Goodyear Hispanic Leadership Forum of the Southwest | This community partnership has resulted in an endowment of \$30,000 that supports scholarships for high school students pursuing a teaching degree. During 2002-2003 scholarships were awarded to 58 high school students. | 58 |
| Estrella Rotary Foundation | Estrella Mountain Community College and Estrella Rotary Foundation partner each year to raise money (via a car raffle) to support scholarships for West Valley high school students. During 2002-2003 scholarships were awarded to 27 high schools students | 27 |
| Teen Police Academy | The Avondale and Goodyear Police Departments select students from west valley high schools to participate on Estrella Mountain Campus. | 54 |

| Forums, Dialogues for balanced views of contemporary civic and public issues: | | |
|--|--|-------|
| Southwest Citizens Academy EMCC and the cities of Avondale, Goodyear, Buckeye, Tolleson and Litchfield Park have joined efforts to offer the Southwest Valley Citizens Academy. | This Academy helps to educate and inform the citizens about their local government. This extends the capabilities of the college to partner with communities and increase the opportunities for those citizens to participate. This is the 5 th year of the Academy. | 24 |
| Governing Board Community Listening Session | Estrella Mountain hosted a Governing Board Listening Session on June 12, 2003. A mixture of community residents, community leaders and business leaders attended. | 112+ |
| Community Meetings Held in the Estrella Mountain Community Room | Some examples of clubs and organizations that meet at EMCC include Kiwanis, Leadership West, Game and Fish Department, White Tanks Rotary, West Valley Fine Arts Council. Attendance is estimated. | 2,430 |
| Estrella Mountain/ SunCor/ West Valley Fine Arts Council Land Exchange | This community partnership of leadership in the West Valley has enabled the 6 million dollar <i>West Valley Center for the Arts</i> to locate on the original northeast corner of Estrella Mountain Community College property, creating a regional destination for arts, education and culture in the West Valley. | 75+ |
| Interdisciplinary Fine Arts Task Force | The task force consisted of internal and external partners to determine a road map for fine arts development for the college within its West Valley environment. Member representatives were from community arts groups, higher education, local high schools, state organizations, sister colleges, MCCD district offices and members of the community. | 30+ |

| | | |
|--|---|-----|
| With Other Higher Education Institutions: | | |
| Rio Salado SouthWest Skill Center Learning Center | This partnership provides the community with Adult Basic Education and ESL courses. | 992 |
| ASU West inspire.teach | This partnership provides students attending EMCC the opportunity to transfer to ASU West to increase the number of professionals within Arizona's teaching force. There are 33 former students that are enrolled at ASU West and 89 students are still enrolled at EMCC, but are participating in ASU West partnership activities. | 166 |
| NASA Awareness Day | Provide students with an opportunity to experience a community college setting and interact with professionals in science, technology, engineering and math fields. Partners include South Mountain Community College, Scottsdale Community College, Pima Community College and Cochise Community Colleges. | 150 |
| Other: | | |
| Service Learning | To provide students with learning experiences regarding community organizations and resources; and to have students participate in community volunteer activities. This partnerships benefits both the students by giving them real world experience and the agencies that are in need of volunteers. | 185 |
| NASA Center Workshop | Professional development workshop for K-12 teachers. | 39 |

2002-2003 MONITORING REPORT OF GOVERNING BOARD GOALS GATEWAY COMMUNITY COLLEGE

Prepared by Jolyne L. Ghanatabadi, Ph.D., Dean of Instruction

CHART 1

QUESTION 1: How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

The offering of non-credit courses is something GateWay is currently exploring. We do have several opportunities for people in the community to come to campus. These include GateWay to the Arts, Silent Film Series, Day of Dialogue for Diagnostic Imaging, Career Days for middle and high school students, and occupational advisory meetings.

CHART 2

QUESTION 1: How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

DUAL ENROLLMENT

We know that it is working because our partners tell us that the dual enrollment partnerships keep the students in school and that they build enrollment in occupational-technical classes. We know, also, that many of the students move from high school to our MCCD community colleges to continue on their career pathway.

We know it is working because 143 students successfully completed the requirements to earn Nursing Assistant certificates and 88 students successfully completed the requirements to earn the Cisco Networking Technology certificates.

SERVICE LEARNING

Service Learning is an integral part of the Liberal Arts Division at GateWay. Partners include Creighton Elementary School District, Wilson Elementary School District, United Blood Services, 17 Neighborhood improvement organizations, Sojourner Center, Girl Scouts of America-Cactus Pine, Sage Charter School, ASU Building Great Communities, Joint Urban Design, Wilson Housing Committee, Welcome to America, and East Valley Think Tank. Each project benefits people in the community and provides an enrichment to the college curriculum for the students. The partnership with ASU's Building Great Communities program provided an opportunity for sociology students to work on web-based maps of the Van Buren neighborhood that will become part of the transit-based economic development zones around the light rail.

Service Learning is also a major component of the Nursing Program. Students are involved in giving sports physicals to 3,000 high school students who do not have insurance, health screenings to 950 elementary and secondary students, and helping with the Race for the Cure.

PARTNERSHIP WITH SOUTH MOUNTAIN COMMUNITY COLLEGE

The Bilingual Nursing Program between South Mountain and GateWay enrolled 27 students in January. When the students graduate they will help in meeting the nursing shortage in Maricopa County.

UPWARD BOUND, ACE, HOOPS OF LEARNING

This was the second year for Upward Bound at GateWay. We had 23 student graduate and all are enrolled in college.

The Ace Program began during the spring of 2003 in partnership with Phoenix, Mesa, and Tempe High Schools with 73 students enrolled in business and health classes. We had a 98% retention rate from spring to fall.

Hoops of Learning is in partnership with Phoenix Indian Hospital, Phoenix Union High School and GateWay. We had 26 students enrolled in health classes in the summer with a 100% retention rate.

QUESTION 2: What could we do better this coming school year with these collaborative partnerships and programs? List two key things.

- 1) Consideration needs to be given to do more programming in the lower grades versus high schools. In the ACE and Hoops of Learning Programs we need to expand programming into the Industrial Technology area.
- 2) Dual enrollment program would be enhanced if there was a more systematic process for faculty involvement in recruiting of dual enrollment students.

GATEWAY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| GateWay Community College List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs) | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: | Please estimate the number of community members served for this area (for 2002 -03): |
|---|---|---|
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); | Silent Film Series-This was the third year GateWay has hosted through the Humanities Division the popular Silent Film Series which is open to the public. Opera Singer-Isola Jones | 95 community members attended each of the silent films 90 community members attended |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | Day of Dialogue for Diagnostic Imaging Professionals — Hosted by GateWay and Arizona Hospital and Healthcare Association. Purpose was to talk about job market and needs in the workforce for imaging professionals and to begin drafting a plan of action. | 66 |

GATEWAY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| GateWay Community College List partnerships/ programs: | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____ | List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100) |
|--|--|---|
| With Elementary Schools: Crockett, Baltz, Orangedale, and Griffith Baltz and Crockett Creighton and Baltz | GateWay students were involved with the America Reads Program again this year with these schools. Nursing students conducted health screening for elementary students. Conducted a Career Day for 8 th graders It is anticipated that when students think about continuing their education after high school graduation they will think about GateWay. | Approximately 1,800 students 450 students 95 |
| With High Schools: (Example: Dual) Dual Enrollment with 27 high schools representing 9 school districts: Chandler Phoenix Union Tempe Union EVIT Fountain Hills Paradise Valley Peoria Glendale Scottsdale Metro Tech North and Camelback | Through dual enrollment we offered 314 sections taught by 76 dual enrollment instructors. Courses were in automotive, building trades, accounting, computers, drafting, health core, nursing assistant, marketing, Cisco, math and biology. Students in dual enrollment classes either attend GateWay, another college of higher education, or go into the workforce upon completion from high school. This was the first year of a partnership with Metro Tech and Banner Health for the practical nursing program. Students plan to continue in the MCCD nursing program. The Upward Bound Program had 23 senior students who graduated and 100% are attending college this fall. | 2,213 unduplicated 4,283 duplicated 17 students 60 students freshman through seniors |

| | | |
|---|--|----------------|
| Phoenix Union, Mesa, and Tempe High Schools | ACE program began in January with a 98% retention rate for the fall semester. Areas of study included business and health careers. | 73 students |
| Phoenix Union High School | Hoops of Learning program was a partnership between Phoenix Union, Phoenix Indian Hospital and GateWay in the area of nursing. A 100% retention rate was maintained. | 26 |
| Sunny Slope High School | As a service learning project, nursing students conducted sports physicals for students without insurance. | 3,000 students |
| Pinnacle Peak High School | As a service learning project, nursing students provided health screenings | 500 students |
| With Other Higher Education Institutions: | | |
| South Mountain Community College | South Mountain and GateWay are partners in the offering of the Bilingual Nursing Program to help meet the demand for nurses. The program started in January with another group to be started next January. | 27 |
| Phoenix College and ASU | GateWay is a partner with the Urban Teacher Corp at Phoenix College in partnership with ASU to increase number of teachers.. GateWay promotes the many ATP's that are currently in place with the district along with articulation agreements with other instituions of higher education. | 24 |
| Other: | | |

GLENDALE COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

The following information is provided concerning Continuing/Community Education for the 2002-2003 Governing Board Report. In the event additional information or clarification is required, please contact me at charles.Jeffery@gcmail.maricopa.edu or 623 845-3698.

1) How well are we doing regarding the goal of collaborative partnerships and programs with elementary, high schools and other higher education institutions and how do we know this?

Glendale Community College (GCC) continues to partner with other educational institutions and community based organizations to facilitate educational gains for students within and outside the community. A summary of noteworthy programs follows.

K-20 Partnerships and Programs

The College continues to expand its Child and Family Studies/Early Childhood Education programs. Presently, GCC partners with 18 elementary/high schools/districts and community based organizations, employing service agreements and a variety of grants to prepare child care professionals to meet new certification requirements or continue individual education programs. In 2002-2003 GCC served 428 students.

GCC now has dual enrollment and articulation agreements with 22 high schools/districts, providing college level instruction to 768 students. The College is working closely with Western Maricopa Tech Prep Consortium and area high schools to update and promote articulation and dual enrollment in the occupational areas. The ACE Plus program (Best of the West Award winner in 2001) continues to attract over 525 students annually.

GCC also continues its partnership with the Arizona State University West. In 2002-2003, 1,076 students enrolled in 88 sections (16 disciplines) offered at the University College Center.

Special Partnerships and Programs-Teacher Prep, Nursing and Literacy

GCC's AZTEC Program continues to prepare teachers for elementary and secondary education programs. Since 1998, the program has experienced a 300 percent increase in enrollment. For 2002-2003, the College partnered with 13 elementary/high schools/districts and community based organizations, and served 226 students. Present enrollment has increased to 431 students, and the District's new AAEE degree is expected to generate even higher enrollment. An ASU West advisor now visits the campus each week to advise transfer students and conduct orientations.

The College has initiated a dialogue to develop a nursing partnership with Phoenix Baptist Hospital and continues existing partnerships with Banner Health

Thunderbird Samaritan to provide alternative programs (Essential Careers Pathway Program and Part Time) for health care professionals seeking an AA or BS in Nursing. These partnerships will significantly increase the number of RNs graduated and work toward reducing the state's nursing shortage and meeting the Legislature's recent mandate.

Lastly, the College continues to host elementary and high school visitations, Readfest, Chemistry Open House and the Arizona Science Olympiad, completing a holistic program to promote continuing education.

4) How do we know that these Collaborative partnerships and programs with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

Enrollment statistics, which are up over 8 percent this year, do not fully describe the positive impact of the College's partnerships. Letters of support from the community and partner educational institutions in support of the College's 2002 HCL/NCA Accreditation visit, for Proposition 301 Funding, for initiation of BioTech course offerings in the West Valley, as well as collaborative submissions for Best of the West awards, and participation in strategic and master planning for the College's future, all provide the subjective evaluative component that reinforces objective measures that the College is performing well, in touch with its constituency and visionary.

5) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

The most difficult part of establishing any partnership has been the development of legally sufficient documents and insuring full and proper accountability for the receipt and expenditure of funds. To that end, MCCD should:

- Increase the legal staff to efficiently process partnership documents.
- Continue to review the documentation and fund control process, establish/adopt best practices and **conduct regular training seminars**.

GLENDALE COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| Glendale Community College List <u>an</u> example for each area: (e.g. 1 example for Accessibility, 1 example for Forums/Dialogs) | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: | Please estimate the number of community members served for this area (for 2002 -03): |
|---|--|---|
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training). | Non-credit Offerings: Glendale Community College provided non-credit instruction in 11 areas: arts and crafts; business, employment and investing; Discover Your World (travel and leisure); “Junior College” (kids and teens); Personal and Professional Development; Productive Pastimes and Hobbies; Recreation, Health and Fitness (hiking, fishing, GPS, etc; The Great Outdoors; The Home, Inside and Out (gardening, etc.); and New Age/Paranormal. A total of 357 sections were offered. | 2,359 |
| | Technological Delivery Courses: includes OE/SP and FLEX courses in ACC, ART, BPC, CIS, DFT, LBS, NET and OAS. | 4,375 |
| | Fitness and Wellness: includes PED and WED offerings | 5,258 |
| | Other Services/Offerings: In addition to non-credit offerings, the College hosted or supported the following additional events: Athletic Competitions (includes college sports programs only) Workshops (Rainbow, Re-careering, Diversity Training, other Training and Employee Development events) Tours (Elementary, High School and VIP) Lectures/Forums (Honors Forum, Speakers Forum) Club Meetings/Events Performing/Fine Arts (Jazz, Guitar, Percussion, Choral, Community Band, Opera and Theatre Special Events (Evening Student Government, Student Amnesty International Conference, DUI Awareness, Adapted PE, Chemistry Day, Science Olympiad, Readfest, Fire and Police Academy Graduations and Commencement...) | 77,240 22,250 1,700 1,440 1,650 4,600 6,200 39,400 |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | In support of the College’s civic responsibility to its community, GCC hosted a number of public forums and events. Four noteworthy forums/events were the GCC Annual Readfest (celebrating literacy K-4th grade), Water Safety Day (involving 12 fire and police departments and 500 volunteers), Master Planning forums and the Governing Board Listening Session. | 7,000 |

GLENDALE COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Glendale Community College | <p>Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?</p> <p>A Partnership is: A partnership/alliance is an active working relationship among business, industry, government and educational institutions to serve common customers or students.</p> <p>The partnership may have one or more of the following characteristics: mutual benefit (human, fiscal, material resources, educational credit), shared information, shared responsibility and/or common goal(s).</p> <p>Some value-added benefits of partnerships include the building of capacity, partnering skills, and resource leveraging.</p> | <p>List the number of students served for this area (for 2002 -03):</p> <p>If estimate, please indicate estimate (i.e., 100)</p> |
|---------------------------------------|--|--|
| With Elementary Schools: | <p>Cartwright Elementary SD (CFS) 40</p> <p>Peoria Elementary SD (CFS) 36</p> <p>Pendergast Elementary (CFS) 16</p> <p>Glendale Elementary School (CFS) 15</p> <p>Kyrene Elemaentary SD (CFS) 12</p> <p>Osborn Elementary SD 10</p> <p>Glendale Elementary (Teacher Prep) 18</p> <p>Pendergast Elementary SD (Teacher Prep) 1</p> <p>Peoria Elementary SD (Teacher Prep) 1</p> <p>Washington Elementary SD (Teacher Prep) 10</p> <p>Alhambra Elementary SD (Teacher Prep) -</p> <p>Cartwright Elementary SD (Teacher Prep) -</p> <p>Isaac Elementary SD (Teacher Prep) 1</p> <p>Creighton Elementary SD (Teacher Prep) 1</p> | <p>Numbers used elsewhere in report</p> |
| With High Schools: (Example: Dual) | <p>Glendale Community College has dual enrollment agreements with 22 high schools (Apollo, Buckeye, Cactus, Centennial, Coronado, Cortez, Deer Valley, Desert Mountain, Glendale, Greenway, Independence, Ironside, Moon Valley, North Canyon, Paradise Valley, Peoria, Shadow Mountain, Sunrise Mountain, Sunnyslope, Thunderbird, Washington and Westview. Dual enrollment credit offerings are provided in the following course areas: ACC, AJS, ART, AUT, BPC, CFS, CHM, ECH, HCC, NUR and OAS.</p> | <p>768</p> |

| | | |
|---|---|--|
| | <p>Glendale Community College has articulation agreements with two high schools/high school districts:(Deer Valley Unified (Northeast Education Center) and Glendale Union. Articulation credit is offered in the following course areas: BPC, CAD, CNT, DFT, and OAS.</p> <p>Glendale Community College supports an ACE Plus program with 8 high schools (Alhambra, Apollo, Dysart, Glendale, Independence, Maryvale, Peoria, Trevor Brown), and 4 middle schools (Dysart, El Mirage, Glendale and Surprise). ACE Plus also supports a summer program with Garcia Middle School.</p> <p>Glendale Community College is partnered with Deer Valley Unified High School #97 at its North campus location (NW Education Center). The College offered 570 undergraduate sections in 40 disciplinary fields at this site. This site served 2,935 students, 162 who concurrently attended Deer Valley High School.</p> | <p>7</p> <p>525</p> <p>162 (not incl. In Dual Enrollment statistic)</p> <p>1,462</p> |
| With Other Higher Education Institutions: | <p>Glendale Community College conducts articulation with all institutions with which MCCD has agreements.</p> <p>ASU-West - Glendale Community College has partnered with ASU-West with its University College Center. GCC offers over 110 undergraduate sections in 16 disciplinary fields at this site.</p> <p>Charter Oaks College, CN – leads to a BS in Early Childhood Leadership (Alhambra Cohort)</p> | <p>See MCCD database</p> <p>1,076</p> <p>18</p> <p>1,094</p> |
| Child/Family Studies/Early Childhood Development: | <p>GCC is partnered with 18 schools and organizations to provide Child and Family Studies/Early Childhood Development coursework to Child Care Workers, leading to a degree in Child and Family Studies or Early Childhood Leadership. These include:</p> <p>LaPetite Academy – 3 locations in Phoenix</p> <p>Pendergast Elementary SD</p> <p>Summa Family Childcare Center</p> <p>Lincoln Learning Center</p> <p>Golden Gate Head Start</p> <p>Glendale Elementary SD</p> <p>West Valley Child Crisis Center</p> <p>Tomorrow's Future Child Care - DES Grant</p> <p>Learn and Play - DES Grant</p> <p>CFS Department GCC – DES Grant</p> <p>Maricopa County Headstart – Federal Grant</p> <p>Maricopa County Early Headstart – Federal Grant</p> <p>West Side Headstart – Federal Grant</p> <p>City of Phoenix Headstart – Federal Grant</p> <p>Chicanos Por La Causa Migrant Headstart – Fed. Grant</p> <p>Osborn Elementary SD</p> <p>Arizona Early Childhood Block Consortium</p> <p>Deer Valley Regional Cooperative</p> | <p>58</p> <p>16</p> <p>-</p> <p>-</p> <p>13</p> <p>15</p> <p>10</p> <p>-</p> <p>-</p> <p>48</p> <p>102</p> <p>35</p> <p>55</p> <p>60</p> <p>-</p> <p>10</p> <p>6</p> <p>428</p> |
| Teacher Prep: | <p>Glendale Community College is partnered with 13 schools and organizations to provide coursework to prepare students for further education in elementary and</p> | |

| | | |
|----------|---|---|
| | secondary education programs at the State's four-year universities. These include: GCC Glendale Union HS Glendale Elementary SD Phoenix Union HS Washington Elementary SD Alhambra Elementary SD Cartwright Elementary SD Isaac Elementary SD Creighton Elementary SD Westside Head Start Glendale Union HSD Peoria USD Pendergast Elementary SD | 153 25 18 1 10 - - 1 1 1 12 3 1 226 |
| Nursing: | Glendale Community College is partnered with Banner Health at Thunderbird Samaritan Hospital to provide prepatory training for health care professionals seeking an AA/BS in Nursing. | 34 |

MESA COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

Mesa Community College has significantly expanded non-credit course offerings as well as access to those offerings through numerous locations. We currently offer over 220 courses through our Community Education Department at Southern & Dobson, Red Mountain, Downtown at Country Club and Brown, and the Mesa Multigenerational Center. The Community Education Department is partnering with the City of Mesa to better meet the needs of the Hispanic Community, by advertising library classes offered in Spanish and expanding our own Spanish-GED classes. The biggest challenge to programming is the availability of classroom space at convenient times. In addition to the “formal” community education program, many of MCC’s academic departments offer a wide range of personal interest, public dialogue, and public policy programs and activities which are open to the community. The public response to these types of programs has been extremely positive.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

- 1) How do we know that the college’s collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

Mesa Community College has numerous and constantly increasing partnerships with educational institutions throughout the East Valley. Programs involving elementary and middle school students have increased, providing these students with a wide range of opportunities to become familiar with college life and academics, come to the college campus, engage in college-level work, and/or meet MCC students who serve as role models. Specific examples are included on Chart 2. The demand for programs and services is exceeding the college’s capacity to serve students. In addition, individual

program evaluation activities show high levels of satisfaction with MCC's partnership programs.

2) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

At MCC, we specifically address increasing community outreach and partnerships in our Strategic Plan. Under our Access Goal (Expand access to college programs and services), we have two specific objectives.

- ✓ *Expand community outreach educational activities, programs, and services at the college and in community-based locations.*
- ✓ *Provide flexible and responsive educational and personal interest courses to meet community and continuing education needs.*

In addition, our Civic Responsibility goal states: Encourage active participation of faculty, staff, and students in democratic processes, public policy, and community service. The objectives are as follows:

- A. *Expand service learning and community service opportunities for students, faculty, and staff.*
- B. *Increase opportunities for students to participate in public policy related educational experiences.*
- C. *Respond to community needs through increased community outreach activities.*
- D. *Serve as a center for public forums on issues of importance to the community.*
- E. *Encourage all members of the community to become informed and participate in elections.*
- F. *Facilitate dialogue and provide analysis of public policy issues that flow from community partnerships.*

These strategic goals and objectives demonstrate the college's commitment to the importance of community partnerships and service. Departments create their departmental plans in support of the strategic goals and objectives and then report their accomplishments annually. We have found this process to be very effective.

MESA COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| Mesa Community College List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs) | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: | Please estimate the number of community members served for this area (for 2002 -03): |
|--|---|---|
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); | Sponsored the Psychology Evening Lecture Series, a six-lecture series, which is open to professionals and community members. Provided over 220 course offerings through Community Education Department. | Average attendance of 150 to 300 at each lecture. 4448 |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | Hosted a presentation by Howard Dean, presidential candidate for the Democratic Party. Through the Center for Global Tolerance and Engagement, hosted or sponsored numerous lectures and discussions designed to promote understanding of diverse cultures and international issues. | 150 Several hundred. |

MESA COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Mesa Community College List partnerships/ programs: | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____ | List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100) |
|--|---|---|
| With Elementary Schools: | Held the second annual Science Day for elementary school students from local Title I schools. | 450 elementary school students. |
| With High Schools: (Example: Dual) | Implemented the REACHe (Raising Expectations for Achievement and Citizenship through Higher Education) program, a Maricopa ACE program, for high school students who may be at risk for dropping out. | 60 high school students from 8 schools comprised first REACHe cohort. |
| With Other Higher Education Institutions: | MCC coordinates and administers the East Valley Think Tank, a consortium of education leaders representing pre-K through university level. | 25 members |
| Other: | 800 MCC students performed more than 35,000 hours of community service through independent service learning courses. Partnered with the Phoenix Fire Department to provide a wide range of continuing education offerings to its 1200 members. | 800 students 1200 professional firefighters |

**PARADISE VALLEY COMMUNITY COLLEGE
CONTINUING/COMMUNITY EDUCATION**

Efforts are taking place to prepare the **2003** Monitoring Report of the Governing Board's Goals. Presently, there are two goal statements where feedback is sought from the Deans of Instruction about Continuing/Community Education. For your college, please fill out the requested information in the attached charts.

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

The Division of Continuing Education provides community members with opportunities for personal interest/growth by offering over 400 courses per year for noncredit. Courses are developed and offered based upon input from the community through comments made on course evaluation forms, marketing surveys, through verbal requests and through course proposals from instructors.

We believe that we are doing well regarding this goal. We provide students with course evaluation forms that rate the course and the instructor. On a scale of 4.0 to 1.0 (4.0 = Excellent; 1.0 = Unsatisfactory) community members assigned an average score of 3.78 to courses provided by the Division of Continuing Education.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partners hip.** Then list the partnerships and programs in the chart.

PARADISE VALLEY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| Paradise Valley Community College | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? | Please estimate the number of community members served for this area (for 2002 - 03): |
|--|---|--|
| List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs) | These opportunities reflect non-credit course offerings: Over 300 non-credit courses in these categories are offered at PVCC: Aeronautics Arts & Crafts Body & Soul Career Skills and Professional Development Computers Environmental Health & Safety Technology Finance ISO 9000 Languages Music Online Learning Paradise Pumas Kids College Personal Enrichment Senior College Test Preparation Travelearn Writing/Publishing | <u>Total: 3825</u> 263 887 |
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); | Accessibility: Puma Jazz Band Estimated Concert Attendance Technological Delivery: Senior College Computer Basics Courses Paradise Pumas Kids College Computer Courses Wellness: Silver Sneakers (Secure Horizons) Silver Sneakers (HealthNet) | 54 300 Est. 398 38 1977 472 |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | In Our Own Voice. . . Living With Mental Illness presented by Arizona Alliance For The Mentally Ill. Understanding Your Social Security Benefits presented by the Social Security Administration. 55 Alive Mature Driving presented by AARP. The Coming of Age Forum | 5 57 290 16 |

PARADISE VALLEY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Paradise Valley Community College List partnerships/ programs: | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is a relationship-based collaborative agreement that provides valued-added to each of the participating institutional members and to their students and constituents. | List the number of students served for this area (for 2002 - 03): If estimate, please indicate estimate (i.e., 100) |
|---|--|--|
| With Elementary Schools: | Collaborate with elementary and middle schools to make parents and students aware of the Kids College program. The Kids College program provides an early opportunity for youth, ages 6-14 to experience unique learning opportunities on a college campus. Focus areas include reading, math, science, and fine arts. We believe that providing a positive experience for kids and parents, that experience will influence them to select PVCC as an educational provider in the future. | 263 |
| With High Schools: (Example: Dual) | Work with high school counselors to provide an alternative test prep program for high school students on a budget. This introduces sophomore, junior, and senior high school students to the PVCC campus. We also provide additional information to students about PVCC programs at the workshops. | 67 |
| With Other Higher Education Institutions: | Learning Connections , a P-20 education consortium serving the North Valley for ten years, includes PVCC, Paradise Valley Unified School District, Cave Creek Unified School District, Rio Salado College, ASU West and NAU. Learning Connections is structured to include ten Focus Teams and an Executive Committee comprised of President, Deans, Superintendents, Asst. Superintendents and University Representatives. In 2002-03 approximately 90 faculty, staff and administrators served as members of the Consortium. Focus Teams include Math Articulation, Fine Arts, Faculty and Staff Development, Service Learning, Careers in Education, Counseling and Advising, Science Opportunities, Honors and Cultural Diversity | Total Student Enrollment in LC member institutions-- 58,000 |
| Other: | PVCC-ASU West Bridges to the Sciences Program . This program is focused on assisting minority students earn a BS degree in the Sciences. A PVCC faculty | 20 MCCCDStudents S |

| | | |
|--|---|----|
| | coordinator recruits students to participate in the Bridges Program and then serves as their mentor while at PVCC and upon their transfer to ASU West. MCCCCD Faculty collaborate with ASU West Faculty Colleagues to conduct science seminars and to provides the encouragement students often need to continue towards the BS degree. | |
| | The PVCC SUCCEED Program , a Maricopa ACE Program, assists at-risk ESL students from PVUSD high schools to complete high school and transition to PVCC and higher education. | 45 |
| | The PVCC is partnering with-Midwestern University two programs: Pre Pharmacology and Biomedical. This partnership prepares PVCC science students to transition to Midwestern's pharmacology or biomedical programs by providing an articulated rigorous academic program supplemented by substantial career development support | 35 |

1) How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

Learning Connections is currently celebrating ten years of service to the North Valley. During this time the P-20 Consortium has made tremendous progress relative to establishing positive and productive relationships between PVCC and the five other member institutions. These relationships now exist at the faculty, staff and administrative levels. Numerous "small victory projects" are conducted each year in an attempt to focus on shared needs and to leverage institutional resources. Participant evaluations, along with an impressive record of low focus team membership turnover, are compelling indicators of the success of the Consortium. Endorsements of Learning Connections at the PVCC's recent Governing Board Listening Session by the leadership of Paradise Valley Unified School District and Cave Creek Unified School District also indicate the positive difference that Learning Connections is making in the North Valley.

Regarding the Bridges Program and the PVCC SUCCEED Program, the success rates, i.e. those transitioning to PVCC and/or to ASU West, is extremely high. There is a high level of student retention and persistence in both of the programs.

The PVCC-Midwestern University Program is also making a very positive difference for students by facilitating the transfer of college credit, establishing a predetermined number of reserved admission slots exclusively for PVCC students and providing direct faculty support to PVCC applicants to the Midwestern program.

2) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

The first strategy would be to expand the scope of each of our collaborative partnerships. In Learning Connections, this has been accomplished to some degree as a result of the recent inclusion of Rio Salado College as an institutional member. As communities in the North Valley expand and as new freeways provide higher levels of access to PVCC the College will focus on establishing a deeper relationship with the Deer Valley Unified School District. As such, the Learning Connections Executive Committee will invite DVUSD to become an institutional member of the Consortium. This will dramatically expand the potential value of Learning Connections, along with the number of students and constituents served.

The second strategy would be to increase and solidify the fiscal support necessary to sustain each of the College's partnerships. In the case of Learning Connections, the Executive Committee will consider grants and other special funding sources as supplements to the existing annual institutional member dues structure. Relative to the College's other partnerships, grant funding is also being explored as PVC attempts to serve more students.

PHOENIX COLLEGE
GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| Phoenix College: List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs) | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: | Please estimate the number of community members served for this area (for 2002 -03): |
|---|---|--|
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); | | |
| Library | Only Book borrowers Hours: Mon-Thurs: 7:30am-10:00pm Fri. 7:30am-4:30pm Sat 9:00am – 5:00pm. | 523 |
| Fitness Center | Exercise | 622 |
| Sports & Activity | Sports & Activity | 650 |
| Therapeutic Massage | Massages | 750 |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | | |
| Crime and Punishment | Presentation and dialog | 52 |
| Natural Medical Solutions | Presentation and dialog | 75 |
| Kundiman, Songs of Love and Longing | Presentation and dialog | 60 |
| Greek medicine: Science vs Superstition | Presentation and dialog | 40 |

| | | |
|--|---------------------------------------|------|
| Cost of Healthcare, What it means to you | Presentation and dialog | 50 |
| Is it Time to Wash Our Hands of Antibacterial Soap | Presentation and dialog | 70 |
| PC model UN | Discussion and debate of global issue | 100 |
| Problem with landmines and impact on people | Discussion of current policy | 50 |
| Healing, Health & Health care policy | Presentation and Discussion | 30 |
| Senior public Issues | Several Presentations and Discussions | 650 |
| Senior Health Forums | Several Presentations and Discussions | 250 |
| Senior Leisure | Several Presentations and classes | 250 |
| Specialized Training for caring of elderly | Training | 100 |
| Theater | Plays | 1200 |

PHOENIX COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Phoenix College: | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002 -03): |
|--|---|---|
| List partnerships/ programs: | A Partnership is: _____ | If estimate, please indicate estimate (i.e., 100) |
| With Elementary Schools: Issac Schools Madison Schools Osborn Schools Herrera school | Education cohorts addressing No Child Left | 100 |
| Childtime East and West Children's World Southwest Human Development | Child care degree | 40 |
| Southwest Human Development | Child care facilities meet the federal mandates for headstart funding. | 40 |
| Issac schools, Quest for Kids Madison Schools Osborn schools | Supported the Parent Education for Prevention program. Parents are leaning the value of education and for their children to stay in school as well as learning to be a better parent. | |
| Balsz Elementary School District, Creighton Elementary School District, Isaac Elementary School District, Madison Elementary School District, Murphy Elementary School District, Osborn Elementary School District, Phoenix Elementary #1 School District, Phoenix Union High School District, and Roosevelt Elementary School District. | Urban Teacher Corp program | 53 (36 at PC, 17 at ASU Main) |

| | | |
|---|---|-----|
| <p>With High Schools: (Example: Dual) Phoenix Union High Schools: Alhambra Carl Hayden Camelback Central Metro Tech North Tevor Browne</p> <p>Others: Career Success Peoria</p> | | |
| <p>With Other Higher Education Institutions:</p> <p>Central Arizona College</p> | Child Development Associate certification | 130 |
| Other: | | |

**RIO SALADO COLLEGE
CONTINUING/COMMUNITY EDUCATION**

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

- 1) How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

Rio Salado College has determined that the Dual Enrollment partnership with high schools is making a positive difference because students are, in fact, transferring their community college credits to universities (they are going to college); a large percentage of the dual enrollment credits are being accepted by four-year colleges and universities; and students are reporting that they are ready for college and generally able to accelerate their baccalaureate degree completion time.

Rio Salado College has determined that the Endorsement partnership with elementary and secondary schools is making a positive difference because having teachers with advanced skills in specific areas (endorsement areas) results in an improved classroom/educational experience for the students (the quality of the experience is enhanced).

Rio Salado College has determined that the Post Bacc Teacher Preparation partnership with elementary and secondary schools is making a positive difference because it is dealing directly with teacher shortage (the program is keeping the "pipeline" filled – short term and long term). Program graduates are being employed!

Rio Salado College has determined that the partnership with other institutions of higher education is making a positive difference because students are able to transition, seamlessly, from a two -year college experience to a four-year/baccalaureate experience. This transition is “seamless” because the delivery format (distance) at the other institutions of higher education is similar to what the students are experiencing at Rio Salado College.

- 2) What could we do better this coming school year with these collaborative partnerships and programs?** (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

A continued and expanded (the two key things) collection of data would improve the positive impact these collaborative partnerships and programs have on the community and the students they serve --- when something is studied, it generally improves.

RIO SALADO COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| <p>Rio Salado College:</p> <p>List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p> | <p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p> | <p>Please estimate the number of community members served for this area (for 2002 -03):</p> |
|--|---|--|
| <p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p> | <p>Rio Institute for Senior Education (RISE) is an example of the community having accessibility to college facilities. The RISE activities include leisure/special interest and technology-based non-credit course offerings and seminars.</p> | <p>1,000+</p> |
| <p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p> | <p>Civic Participation Steering Committee and access to Voter Registration Information.</p> <p>The civic-related activities include the availability of important information (opportunities for taking Constitution classes, free citizenship classes, locations to pick up voter registration information/forms, etc.) and space and set-up for public forums.</p> <p>KJZZ/KBAQ radio stations provide musical entertainment (jazz and classical) in addition to KJZZ being the Arizona affiliate of NPR – a forum for dialogue and discussion of contemporary civic and public issues.</p> | <p>11,000+</p> <p>KBAQ: 141,700 listeners with 1,034,410 hours of listening time</p> <p>KJZZ: 273,100 listeners with 1,638,600 hours of listening time</p> |

RIO SALADO COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Rio Salado College: | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? | List the number of students served for this area (for 2002 -03): |
|---|--|---|
| List partnerships/ programs: | A Partnership is: having a shared vision and goals and understanding each other's roles and responsibilities and combined resources. An effective partnership is the result of clear communication and understandings, as well as individual and collective accountability. | If estimate, please indicate estimate (i.e., 100) |
| With Elementary Schools: | | |
| Professional Development Program | Opportunities for elementary teachers to earn Arizona Department of Education Endorsements over the Internet. | 409 unduplicated HC |
| Post Bacc Teacher Certification Program | Opportunities for individuals who have an earned Bachelor's degree to complete the coursework and practicum experience required for Arizona Department of Education certification to teach elementary school. | 519 unduplicated HC (elementary and special education) |
| With High Schools: (Example: Dual) | | |
| Professional Development Program | Opportunities for secondary teachers to earn Arizona Department of Education Endorsements over the Internet. | 409 unduplicated HC |
| Post Bacc Teacher Certification Program | Opportunities for individuals who have an earned Bachelor's degree to complete the coursework and practicum experience required for Arizona Department of Education certification to teach secondary school. | 357 unduplicated HC |
| Dual Enrollment | Students often think they will go directly to a university following their graduation from high school – however, their exposure to the community college system through dual enrollment often causes them to consider going to an MCCCDC college. | 5,075 unduplicated HC |
| With Other Higher Education Institutions: | | |

| | | |
|---|---|---------------------------|
| Ottawa, Governors State, Western Governors University, eArmyU, Charter Oak State College, and Community College of the Air Force | Partnerships with these institutions provide pathways to baccalaureate and/or degree pathways for students – many of them utilizing Rio Salado courses as entrance and/or core courses for advanced degrees. | 4,000+ unduplicated HC |
| Other: | | |

SCOTTSDALE COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

SCC has cordial relationships with area schools, which allow us to offer classes in the evening. The college has never been refused access to any of these schools

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

- 1) How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

NAU enrollments at SCC continue to be strong in Interior Design and Hotel & Restaurant Management.

The Paiute Center remodel project is finished, and SCC has the exclusive use of a classroom. Meetings with City of Scottsdale staff are on-going regarding for use of the larger facility.

- 2) What could we do better this coming school year with these collaborative partnerships and programs?** (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

- 1) The college could expand its dual enrollment offerings both with the public schools and with Notre Dame High School, as soon as the latter accepts a senior class. This would give more high school students the opportunity for getting a jump on a college education.
- 2) The college has begun to offer a vigorous program of training classes for the Salt River Pima Maricopa Indian Community through the CIS department.

SCOTTSDALE COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| Scottsdale Community College List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs) | Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: 2002 – 03 Continuing Education | Please estimate the number of community members served for this area (for 2002 -03): 3,017 |
|---|--|---|
| Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); | Library 1) Circulations 2) Gate count 3) Virtual Visits (hits on library web site) 4) Information Literacy & Class Presentations & Number of participants in presentations 5) Reference Questions 6) Interlibrary Loans Fitness /Wellness Center Access to facilities and instruction promote the development of a healthy lifestyle in a safe effective environment. SRPMIC members have free access. Athletic events Fine Arts events | 34,202 129,654 **see note 130,156 200 3,196 N/A 1604 6,500 6,780 8,924 |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | Public Service/Forums Scottsdale Healthcare Fall Health Festival NACHC Living Well Traditionally Camp for urban Native American youth Team Diabetes - meeting and instruction on safe exercise with diabetes. Arizona Department of Health Services – Diabetes and Exercise for the Health Professional *In addition to the campus guest, this was a satellite telecast to 8 sights around Arizona. | 2,870 400 100 40 40 |

NOTE ** Due to the age of the present gate and ADA considerations, the arm of the gate was removed. This number does not accurately reflect the number of individuals who visit the library. Many students exit through the left side of the gate, which has no recording or theft prevention capability.

SCOTTSDALE COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| Scottsdale Community College | Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: <u>a cooperative agreement between SCC and another agency.</u> | List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100) |
|---|--|---|
| List partnerships/ programs: | | |
| With Elementary Schools: | Student Volunteers in EDU 221, EDU 222, and EDU 230 are required to participate in service learning experiences at schools. Cheyenne Traditional School St. Daniel's Elementary School | 160 120 52 |
| With High Schools: (Example: Dual) | Dual enrollment at area high schools (12 sections) extended campus – Desert Mountain High School | 294 32 |
| With Other Higher Education Institutions: | NAU – Interior Design program (articulation agreement) – Interactive classroom (HRM) bachelor's degree | 25 283 |
| Other: | Paiute Neighborhood Center | 131 |

SOUTH MOUNTAIN COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

Please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

Q-How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

South Mountain Community College has worked effectively with a number of community based partners (Stardust House, Habitat For Humanity), area business and industries (Bashas, Food City, Hensley District Co.), with area schools and school districts, with the Gila River Indian Community, and with local city (City of Phoenix Housing Department), county and state governments. These partnerships are designed to meet the training and educational needs of the various organizations. Some of these partnerships involve the deliver of unique programs leading to certificates or degrees. Others involve the delivery of a specific course to meet a very focused staff or employee need identified by the organization. The majority of the Continuing/Community Education programs are delivered in a credit format. When requested, or when more appropriate, programs are provided on a non-credit basis.

South Mountain Community College has an effective working relationship with the agencies and organizations within our community. A common challenge involves the payment of tuition costs. Some of the partner programs rely upon grant resources to cover tuition, or make use of tuition reimbursement programs, while others pass the costs on to the course participants. Our partners value the services provided by the college, many partnerships have been in place for multiple years.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

Q1- How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

SMCC's effort to address the No Child Left Behind mandate continues to encourage local school districts to call on the College to provide training and classes to their staff. Dual Enrollment partnerships are expanding both in the number of partners being served and the number of classes being offered. The partnerships we have in place with our teacher education program have received very broad support. Arizona State University, and local schools, are most positive about the partnership. The Gila

River Indian Community has enthusiastically endorsed the Early Childhood Education partnership in place. These courses are offered at their facilities without charges being imposed. The partnerships with the Boys and Girls Club in Guadalupe result in the college using their classrooms without any rental fees. The YMCA in Ahwatukee, and Ottawa University in Ahwatukee have been most accommodating to welcome SMCC to their facilities to link with the community.

SMCC has collaborated with ASU and their Native American Teacher Prep. Program. This collaboration is producing elementary teachers who will find employment with the schools which serving native populations. Faculty and staff have effective working relationships with neighborhood schools and are invited to work with students as tutors and mentors. The partnership SMCC has in place with GateWay Community College and Banner Health to support the Bilingual Nursing Fellowship Program is most effective and meaningful. This partnership will have a valuable and needed impact on the community with the first cohort of RN graduates.

Q2-What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

A meaningful improvement would be to deliver more services and courses in languages other than English. Partnerships would be improved with better SMCC facilities on the main campus, in Guadalupe and in Ahwatukee. Many of the SMCC classrooms are outdated and in need of improvements. In Guadalupe Center the college relies heavily upon donated space provided by the city of Guadalupe and the Boys and Girls Club. In Ahwatukee Foothills Center, the college is making use of a number of distributed locations and many have limited parking.

SOUTH MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

| <p>South Mountain Community College</p> <p>List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p> | <p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>Below are examples of accessibility to the facilities and services at SMCC. Access to campus resources contributes to the bond between the college and the larger community. This lets the community know the SMCC is “their” college and that it is here to support broad community needs. The forums provided at SMCC help the college to be identified as a resource to support community needs and to facilitate discussions regarding important civic issues.</p> | <p>Please estimate the number of community members served for this area (for 2002 -03):</p> |
|--|---|--|
| <p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p> | <p>-Two retreats were held on the SMCC campus for the leadership team from Mountain Point High School. These were staff retreats, and they helped to build bridges between SMCC and MPHS.</p> <p>-SMCC hosted a community appreciation meeting for U.S. Representative Ed Pastor on campus. This event allowed community members and SMCC employees an opportunity to express appreciation for the efforts of Representative Pastor. This event brought community and college members together under a common agenda.</p> <p>-The Black Chamber of Commerce and Hispanic Chamber of Commerce hold breakfast meetings on campus. The college serves as a community meeting location.</p> <p>-Library and Computer Commons are widely used by community members. SMCC provides community access to both the Computer Commons and the campus Library on a space available basis.</p> <p>SMCC with the South Mountain and Laveen Chambers presented the ASU “Five Shoes Waiting to Drop” presentation to the community.</p> <p>The Boys and Girls Club of Guadalupe are active partners</p> | <p>Approximately 30 employees from Mountain Point High School Participated</p> <p>Approximately 100 SMCC employees and community members participated.</p> <p>Approximately 75 Chamber members participate in these meetings.</p> <p>This number is impossible to document, as community members are not counted as they use the facilities.</p> <p>Approximately 50 community members attended the presentation</p> <p>Boys and Girls</p> |

| | | |
|---|---|---|
| | <p>with the Guadalupe Center. There is frequent use of facilities to support both College and Boys and Girls Club programs.</p> <p>SMCC Career Fair 2003 gave an opportunity to various business and academic institutions in presenting themselves and offering opportunities to SMCC students and community members.</p> <p>Naturalization Ceremony 2003 (Fiesta of Independence) is an event that allows the community to welcome the new US citizens.</p> <p>American Cancer Society – Climb The Mountain to Conquer Cancer activity has used SMCC’s parking lots for Park and Ride for their event.</p> <p>AZ Department of Juvenile Corrections Conference was held at SMCC campus. They use SMCC for this meeting during last two years.</p> | <p>Club used the Guadalupe Center for meeting and partnership activities. Involves over a 100 total people each semester.</p> <p>Approximately 600 students and community members.</p> <p>Approximately 2000 community members.</p> <p>Approximately 2000 community members</p> <p>200 Conference attendees.</p> |
| Forums, Dialogues for balanced views of contemporary civic and public issues: | <p>-SMCC hosted a Governing Board Community Listening session. This forum provided the board with feedback about the college from the community’s perspective.</p> <p>-At the Ahwatukee Site, SMCC presented an opportunity for State Senator Slade Meed to hold a community forum. In this meeting community members met and interacted with their elected State Senator.</p> <p>-The college was the site for a community discussion focusing on support and retention efforts for African American Students. This activity involved the Community Alliance of Black Support and Arizona State University staff members.</p> <p>-Dr. Atwater has hosted several of his Presidential Advisory Council meetings focusing upon civic issues impacting the community.</p> <p>SMCC has been involved with several forums involving parents and staff from Desert Vista High School and Mountain Point High School to address “Quality Issues”. These forums were requested by the parents’ councils and were intended to better link SMCC with these two high schools.</p> | <p>Approximately 200 MCCC employees and community members attending the Listening Session.</p> <p>Approximately 50 community members attended.</p> <p>Over 40 community members were present.</p> <p>30 – 40 members of the Advisory Council participated</p> <p>Approximately 50 members were in attendance.</p> |

SOUTH MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

| <p>South Mountain Community College</p> <p>List partnerships/programs:</p> | <p>Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?</p> <p>A Partnership is: a collaborative working relationship of groups or organizations bound together by a formal or informal agreement focused upon the achievement of a common goal or objective.</p> <hr/> | <p>List the number of students served for this area (for 2002 -03):</p> <p>If estimate, please indicate estimate (i.e., 100)</p> |
|--|---|--|
| <p>With Elementary Schools:</p> | <p>Awakening Seed, Kyrene de los Ninos, Valley View Elementary, Ed Pastor Elementary, Frank Elementary, William T. Machan Elementary, Martin Luther King Elementary - - these schools provide the internship locations for students in the Dynamic Learning Teacher Education program.</p> <p>CSEMS (Computer Science, Engineering, and Math Scholarship) students and Honors students in Physics and Math classes volunteer and tutor at T.G. Barr School.</p> | <p>Approximately 90 students are involved with the program on a yearly basis.</p> <p>Approximately 30 students are involved.</p> |
| <p>With High Schools: (Example: Dual)</p> | <p>South Mountain High School, Cesar Chavez High School, Corona Del Sol Horizon Community Learning Center, Arizona Agribusiness and Equine Science—all of these are schools currently participating in the dual enrollment program.</p> <p>SMCC has an effective working relationship with the Arizona Agribusiness and Equine Science High School. This partnership provides for dual and concurrent enrollment options.</p> <p>Teacher Preparation High School is a partnership involving Phoenix College and South Mountain Community College. This charter school prepares high school students for transfer to community college or university teacher preparation programs.</p> <p>The ACE program has a working partnership with various high schools from the Phoenix Union High School District and the Tempe Union High School District. The program provides concurrent enrollment for college credit and has a positive impact upon high school</p> | <p>Approximately 400 students are involved in Dual Enrollment each Semester from all the partnership schools.</p> <p>Approximately 150 Charter High School Students participate in some concurrent enrollment courses during their high school career.</p> <p>Approximately 25 students are involved this first year.</p> <p>Approximately 325 students are involved with the ACE program each year.</p> |

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|---|---|---|
| | <p>graduation rates.</p> <p>Cesar Chavez High School, Tempe Union High School, Centennial High School, - - these schools provide the internship locations for students in the Dynamic Learning Teacher Education program.</p> | <p>Approximately 90 students are involved with the program on a yearly basis.</p> |
| With Other Higher Education Institutions: | <p>The most formal Arizona State University partnership involves the SMCC Dynamic Learning teacher preparation program. This partnership provides for an articulated curriculum and an effective transfer from the AA program to the BA curriculum at the university.</p> <p>GateWay Community College, South Mountain Community College and Banner Health have a partnership program to prepare Registered Nurses who have bilingual skills in Spanish and English.</p> <p>In planning for the new South Mountain Community College Performing Arts Center the college received significant input and support from faculty and staff at Chandler Gilbert and Scottsdale Community College.</p> | <p>Approximately 90 students are involved with the program on a yearly basis.</p> <p>Twenty-Eight students are involved in the initial cohort of this program. An additional 20 students will be selected for the second cohort.</p> <p>No students were involved in this partnership activity.</p> |
| Other: | <p>SMCC works very closely with the Boys and Girls Club of Guadalupe. A SMCC employee serves as a board member and facilities are shared between both organizations.</p> <p>SMCC has a partnership with the Ahwatukee YMCA. Computer courses are delivered at this location.</p> <p>South Mountain is in a partnership with the Gila River Indian Community. SMCC provides Early Childhood Education courses, and is planning additional telecommunications and computer courses. The college and the Gila River Indian Community are discussing possible facilities partnerships for the future.</p> <p>Initial discussion has taken place with the City of Phoenix Library department. A joint library facility is under initial discussion..</p> <p>South Mountain Community College and the Ahwatukee Foothills Village Planning Council has had initial discussion regarding college facilities needs in that community.</p> | <p>Approximately 100 SMCC students take college classes in the Boys and Girls Club facilities.</p> <p>50 students each semester take computer classes at the YMCA location</p> <p>Approximately 100 students each semester are involved in this partnership.</p> <p>This is an idea under discussion and no students are impacted.</p> <p>No students are impacted as this discussion is focusing on future facilities.</p> |

APPENDIX 6A
MCCCD 2002 DIVERSITY SURVEY- EMPLOYEE
QUESTIONNAIRE
SUMMARY OF RESULTS

APPENDIX 6A

MCCCD 2002 DIVERSITY SURVEY- EMPLOYEE QUESTIONNAIRE SUMMARY OF RESULTS

In April 2002, the Diversity Advisory Council developed an employee survey (MCCCD Diversity Survey- Employee Questionnaire) to assess attitudes and opinions regarding diversity in the workplace. The survey was administered electronically to employees of the Maricopa County Community College District. The survey was not mandatory and could be taken anonymously. Of the approximately 3900 Board approved employees and 1000 adjuncts, 1100 board approved and 117 adjunct employees responded. At the request of the Diversity Advisory Council's subcommittee on Workplace Diversity, this report has been prepared in order to summarize the survey results and to make training recommendations.

The Survey

The survey consisted of 46 items. The majority were statements that required a response on a Likert type scale (1-5). One of the items was open-ended and allowed participants to respond freely and express any issues they felt were not addressed in the survey. A complete listing of all questions on the survey and the overall results is available online at: <http://www.dist.maricopa.edu/eod/diversitysurvey/>

Results

Notable Overall Results

Several items that pertain directly to training will be addressed in this section.

- In terms of how people in general feel about diversity, 74% of participants agreed that the topic of diversity should be included during new employee orientations,
- 31% of participants reported being tired of hearing, reading, and/or learning about diversity, and
- 88% agreed that we should learn to appreciate and respect our individual differences.
- In addition, 67% of participants felt that education about diversity would enhance their performance in the workplace.
- In terms of the participant's perceptions of others in their workplace, 63% felt that employees at their work location demonstrated a commitment to meet the needs of underrepresented employee populations.

Discussion and Recommendations

Overall, the results of the survey tell us that there are multiple strengths that we can build on, and that diversity is valued as an important part of the MCCCD. When looking at the data as a whole:

- 88% of participants agree that we should learn to appreciate and respect our individual differences.
- 90% agree that discrimination should not be tolerated in the workplace.
- 69% agree that an ideal work climate includes people from every race.

- 67% agree that education about diversity will enhance their performance in the workplace

Most of this is encouraging, and consistent with work done by researchers. Knouse and Dansby (1999) found that workgroup diversity increases perceived work-group effectiveness. MCCCCD employees seem to be open to the possibility that diversity can improve our institutions and make them better

However, when the results are examined according to different interest groups, some potential problems emerge.

Analysis of Responses Based Upon Race

- Minority group members tend to feel less of a sense of belonging on campus than Whites do, with African Americans and Biracial/Multiracial individuals reporting the lowest levels.
- Minorities tend to perceive things to be less fair than Whites do, with African Americans consistently reporting the lowest levels of perceived fairness.
- African American participants consistently feel there is not a commitment to meet the needs of underrepresented racial and ethnic employee populations.

There is a trend that in general, minority group members feel differently than do Whites about the state of affairs in the district with regard to diversity. Though not all minority groups agree on the areas of concern, they are consistently different from Whites. African Americans tend to stand out because their responses are consistently the most different from the responses of White participants. This level of discomfort in the workplace is potentially quite detrimental to the performance of minority members in general, and specifically African Americans as they reported the most discomfort and the highest perceptions of unfairness.

Part of the difference in attitudes about diversity could be attributed to the information that emerged in the open-ended question. The responses indicated that many in the MCCCCD believe that the district is implementing quotas, and that using affirmative action strategies will lower the quality of the workplace. Because minority members may be perceived as having benefited from these types of programs, a backlash against them can occur. Many researchers feel that viewing affirmative action from a purely legal standpoint creates an adversarial situation with winners and losers (Soni, 1999). Creating an environment in which there are winners and losers not only creates Minority vs. White tension, but also Minority vs. Minority tension in which people are in competition for what are perceived to be limited resources.

Draft Recommendations:

- Education about how the MCCCCD affirmative action policy is implemented should take place on a broad scale, so that all employees have the accurate information. Clarity on the difference between goals and quotas is also needed. This could take the form of online training, an informational handout, or through presentations to employee job groups.

- The distinction between affirmative action and diversity should be made in order to establish how the roles of the different doctrines in the workplace.

Analysis of Responses Based Upon Gender

The only question in which there was a significant difference based upon gender was Question 4: *“I am tired of hearing, reading and/or learning about diversity”*. While this may suggest that men and women feel differently about how often they have heard about the topic, the fact that there were not other significant differences suggest that men and women feel the same about the importance of diversity. In addition, though the percentages on the gender specific questions were slightly different for men and women, they were not statistically significantly different, suggesting that women do not feel less fairly treated with regard to gender than men. These results are encouraging.

Analysis of Responses Based Upon Sexual Orientation

While significance tests were not conducted on this analysis, the percentage of Homosexual participants that felt employees were not treated fairly with regard to sexual orientation was over half (58%) while for Heterosexuals it was less than ten percent (9.3%). These findings potentially present some concerns with regard to the well being of employees that are not heterosexual. Because the survey questions did not ask specifically about the reasons for the feelings, reference to recent research by Waldo (1999) may provide some suggestions.

Heterosexism is a term that focuses on the normalizing and privileging of heterosexuality (Waldo, 1999). Herek (1992) defines heterosexism as “an ideological system that denies, denigrates, and stigmatizes any non-heterosexual form of behavior, identity, relationship, or community” (p. 89). The research findings by Waldo (1999) suggest that for homosexual employees, heterosexism is associated with adverse psychological, health, and job-related outcomes.

Draft Recommendations:

- Managers and administrators should be clear about the non-discrimination policy. All employees should be aware of the non-discrimination policy and the implications of that policy.
- Training about the harm that heterosexism does should be offered. The current Safe Space Training responds to this need, and if widely available, could help in this regard.

Analysis of Responses Based Upon Employee Group

For the majority of questions, there were no differences between the perceptions of the different employee groups. This is encouraging news. The results that adjunct faculty do not feel a sense of belonging on their campuses is understandable, based upon the time spent on campus. However, this can be problematic as well. Adjunct faculty far outnumber residential faculty on the campus. Their well-being is important to the integrity of the academic programs offered in the MCCC. Many adjunct faculty become residential faculty, which is encouraging because it indicates that the perception of a lack of belonging is not preventing adjunct faculty from applying for jobs. Based on this survey, minority members are less likely to feel a sense of belonging. This might translate

to concerns for minority adjunct faculty as well. These feelings may be even more pronounced for minority adjuncts than for White adjuncts.

Draft Recommendations:

- Each department that hires adjunct faculty should be required to have an adjunct faculty meeting at least once per academic year. These meetings could allow adjunct faculty to get acquainted with each other, and with residential faculty in the department.
- Recognition for outstanding service by adjunct faculty members could be instituted that allows departments to recognize adjunct faculty for their contributions to departmental goals and objectives.
- Each college should provide adequate shared office space for adjunct faculty.

Analysis of Responses Based Upon Age

For the most part, there were no significant differences based on age. Because of the size of the 70 or above group, conclusions based on their responses are difficult to make. When they did differ from the other groups, they tended to do so in a direction that affirmed diversity. The only question for which there were significant results between the other age groupings was Question 14 (My supervisor treats me fairly.) For this question the groups that indicated that things were not fair were the 25-39 age group (8%) and the 40-54 age group (10.4%). While these differences are significantly different from the other groups, they are relatively small percentages. It is complicated by the fact that the lowest and group and highest age group reported feeling that they were treated fairly. Because of that, there is not a clear trend.

Open Ended Questions

These questions provide some interesting insight into how people feel about diversity issues. Instead of re-stating the results, we will go directly into recommendations:

- As stated in the results of the Race analysis, there needs to be education as to the nature of the district's affirmative action policy. Many people seem to believe that affirmative action means a quota system. This is an important enough issue that it could be addressed at spring convocation, and through some type of further diversity training.
- Many people reported their concern about diversity lowering the quality of the MCCC. This fallacy needs to be addressed district wide, and at every level of the organization.
- A clearly articulated rationale for having diversity goals could diffuse some of the concern about diversity being a "buzzword" with little meaning. This could be accomplished through electronic communication, perhaps as part of the newsletter published by the Diversity Advisory Council. Hard copies of the newsletter could be distributed so that it reaches all employees.
- Clearly articulating goals and the rationale for having diversity goals could help with the reported fear some people had about responding to the survey. It is important that communication be clear, direct, fast, and that the lines of communication be open so that people know what they are being asked and why they are being asked.

Conclusion

Overall, the results were positive. Most people value diversity, feel it is important, and feel there should be diversity trainings offered. However there are some problem areas. The MCCCCD is now faced with the challenge of building on past success in this area to create a more welcoming environment for all employees. This will most likely improve morale and workplace productivity.

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APPENDIX 6B

MARICOPA COMMUNITY COLLEGES

EQUAL EMPLOYMENT OPPORTUNITY & AFFIRMATIVE ACTION

prepared by Gerry Bradshaw, Manager

Nondiscrimination

The Maricopa Community Colleges is committed to creating an environment free of workplace discrimination; and to provide equal opportunity for all employees without regard to their race, color, religion, age, national origin, gender, sexual orientation, disability, or veteran status. These objectives will be attained through various methods:

1. Staff development. The EEO/AA Office conducts and/or facilitates workshops and training on recognizing cultural biases, legal aspects of screening and hiring, concepts of equal employment opportunity, and supervisory training.
2. Awareness. Periodically, broadcast electronic announcements on topics of cultural special interest are provided as an educational and awareness tool. The EEO/AA Office also participates in community outreach; and maintains membership in professional organizations that espouse equal opportunity and principles of nondiscrimination.
3. Employee Forum. If an employee feels s/he has been discriminated against, the EEO/AA Office provides a safe and confidential environment where the concerns may be addressed.
4. Monitoring. All aspects of the recruitment, application, screening, interview, and hiring processes are periodically reviewed to ensure that barriers to equal opportunity, fairness, and equity are removed.
5. Assessment. Periodic analyses of the various basis of employee complaints of discrimination are conducted to define areas of opportunities and develop proactive corrective measures.

Affirmative Action

The goal of affirmative action is to develop and implement good faith efforts to recruit, hire, and maintain an inclusive workforce; and to eliminate the vestiges of past discrimination.

1. Affirmative Action Plan. This self-study plan is enhanced and updated annually.
2. Establishment of hiring goals. As required by law, each year a statistical analyses and underutilization study is conducted to determine areas where there are deficiencies in the representation of females and minorities. Where

an underutilization exists, hiring goals – not quotas – are established. This translates into special emphasis recruiting and good-faith efforts to improve and ensure minority and female representation in the applicant pools.

3. **Recruitment and Outreach.** Recruitment and outreach activities have steadily increased to improve the diversity of the pool of qualified candidates. We also provide technical assistance and training for employees to become competitive for promotional opportunities. Special emphasis is placed on areas of underutilization for minorities. The recruitment activities will be revised to add additional focus on female and disabled applicants. We, also, facilitate relationship-building between organizational, trade, and civic groups--whose membership include those in the protected classes--to reinforce MCCCCD's commitment to affirmative action; as well as to solicit input for improvement of our outreach efforts.
4. **Training.** The EEO/AA Office conducts training in various areas of affirmative action principles.
5. **Assessment.** Periodic statistical data are generated that analyzes and monitors the effectiveness of affirmative action measures.

Statistical Data

1. **Underutilization.** As mandated by federal law, an affirmative action plan must compare the availability of applicants with the requisite skills within the recruitment area to the makeup of the employer's existing workforce. If there is not parity, then underutilization exists. Hiring goals, not quotas, must then be established. Underutilization analyses must be prepared for females and minorities.
 - As of the last Affirmative Action Plan, underutilization of females was identified in the classifications of executive/administrative/managerial; lower level professionals; and service maintenance. Among the faculty ranks, underutilization of females were identified in disciplines of Art/Music/Drama; Math & Computer Science; Social Sciences; and Vocational/Technical.
 - Action taken to address these areas of deficiency included recruitment activities; technical assistance to the Women's Leadership Group; and recruitment and outreach assistance to the Crafts Apprenticeship program. We fully expect that a significant improvement will be realized in the 2003-04 Affirmative Action Plan.
 - Underutilization existed for minorities in the areas of higher-level professionals; and skilled crafts. Minority representation was deficient in the following faculty disciplines: Art/Music/Drama; Health Care; Math & Computer Science; Science; and Vocational/Technical.
 - Aggressive recruitment activities were instituted with positive results. Over the past year, MCCCCD attended in excess of 14 recruitment activities/conferences, making contact with 300+ potential faculty,

managerial, and administrative candidates. As with female outreach, assistance was provided to the selection committee for the Apprenticeship Program to broaden their scope to ensure larger representations of minorities applied.

2. Discrimination Complaints

From November 1, 2002 through October 23, 2003, the EEO/AA Office processed 25 internal claims of discrimination.

3. Workforce Analyses

- As of October 1, 2003, MCCCCD counted 4,098 full- and part-time employees (temporaries, adjunct, casual and student workers are not included). Of that count, 58.7% were female; and 28.1% were minority. The disbursement by race/ethnicity is: Black 6.4%; Hispanic 17.2%; Asian 2.6%; Native American 1.9%; and White 71.9%.
- These values represent an increase of minority and female employees over last year's workforce makeup at the same point in time. The respective counts for October 1, 2002 were 58.0% female; and 27.5% minority. Gains were realized in the representation of Black, Hispanic and Asian employees. Native American employee counts remained steady.
- As of October 1, 2003, MCCCCD employed 1,314 regular, one-semester-only, and one-year-only faculty. Females represented 54.6%, while 21.1% of faculty were classified as minority. The racial/ethnic breakdown is: Black 5.1%; Hispanic 11.0%; Asian 3.3%; Native American 1.7%; and White 78.9%.
- These tabulations reflect an increase of Females (all races/ethnicities), as well as Black, Hispanic and Native Americans of both genders in the faculty ranks over the same period one year prior. The statistics for Asians remained static.
- Between October 1, 2002 and September 30, 2003, MCCCCD hired/rehired 658 employees. Twenty two percent were minority and 62.0% of hires/rehires were female. (Rehires are one-year-only, one-semester-only, and specially funded employees who were terminated on June 30th and rehired on July 1st.)
- During the same period, MCCCCD hired/rehired 56 faculty. Five percent were minority and 55.5% were female.

APPENDIX 6C

Employee & Organizational Learning Team (EOLT) provided the following diversity related learning opportunities during FY 02-03. Each course focuses on some aspect of diversity, such as identifying and understanding various change, work, communication, listening, inter-cultural and customer interaction styles/preferences/differences and how to create a respectful and productive work environment given these aspects.

| Course Name | Date | Location | # Participated |
|--|------------|-------------------|----------------|
| Who Moved My Cheese? | 7/11/2002 | GCC | 19 |
| Dealing with Difficult Customers | 7/18/2002 | GCC | 28 |
| Exploring Paradigms | 7/25/2002 | SMCC | 20 |
| Difficult Conversations | 8/19/2002 | SCC | 25 |
| Are You Change Ready? | 8/22/2002 | PC | 15 |
| Dealing with Difficult Participants | 8/27/2002 | DO | 4 |
| Increasing Intercultural Competence | 9/10/2002 | GCC | 20 |
| Maximizing Potential of Learning Styles | 9/12/2002 | DO | 6 |
| Maximizing the Potential of Differences | 9/19/2002 | DO | 25 |
| Maximizing Your Potential for Dealing with Differences-NAU | 9/19/2002 | Tempe High School | 15 |
| Understanding Listening Approaches | 9/26/2002 | Rio | 8 |
| Emotional Intelligence | 10/9/2002 | GCC | 7 |
| Delegating Effectively | 10/30/2002 | Phone Bridge | 3 |
| Getting Along Means Getting Ahead | 11/1/2002 | SCC | 6 |
| Managing Performance: Conducting Effective Performance Conversations | 11/20/2002 | MCC | 21 |
| Exploring Paradigms | 12/9/2002 | SMC | 20 |
| Exploring Paradigms | 12/10/2002 | SMC | 20 |
| Getting Along Means Getting Ahead | 12/11/2002 | GCC | 20 |
| MEET on Common Ground | 1/3/2003 | GCC | 53 |
| Managing Performance: Conducting Effective Performance Conversations | 1/29/2003 | GCC | 12 |
| Improving Trust in Your Job Relationships | 1/30/2003 | SMCC | 8 |
| The Art of Leadership: Take | 1/30/2003 | SMCC | 9 |

| | | | |
|--|-----------|--------------|----|
| It Higher w/Humor | | | |
| Managing Performance: Conducting Effective Performance Conversations | 2/20/2003 | Rio | 9 |
| Maximizing Your Communication Potential | 2/21/2003 | CGCC | 15 |
| Delegating Effectively | 2/25/2003 | Phone Bridge | 0 |
| Delegating Effectively | 3/5/2003 | Phone Bridge | 7 |
| Art of Leadership Take it Higher with Humor | 3/25/2003 | MCC | 35 |
| Difficult Conversations | 3/27/2003 | PC | 12 |
| MCCCD Supervisor 101 | 4/2/2003 | GCC | 12 |
| Maximizing the Potential of Differences | 4/10/2003 | CGCC | 8 |
| Conflict Resolution | 4/11/2003 | PC | 23 |
| MCCCD Supervisor 101 | 4/18/2003 | GWC | 14 |
| Listening Skills for Advisors | 4/30/2003 | SCC | 20 |
| Exploring Paradigms | 5/5/2003 | SMCC | 10 |
| Exploring Paradigms | 5/6/2003 | SMCC | 14 |
| Dealing with Change/Who Moved My Cheese? | 5/9/2003 | PC | 14 |
| Maximize Your Mentoring Capability | 6/24/2003 | GCC | 18 |
| Maximize Your Mentoring Capability | 6/24/2003 | RIO | 47 |

Total: 622

APPENDIX 6D
REPORT OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON
DIVERSITY
June 2002-June 2003

Prepared by Maria Harper-Marinick, Ph.D.
Director, Maricopa Center for Learning and Instruction (MCLI)

INTRODUCTION

Our mission states that “in order to foster student success, the MCLI is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs and resources.” We strive to promote continual learning and innovative ideas to enhance the quality of education for a diverse population. Below, is an outline of the activities and projects supported between June 2002 and July 2003 that relate specifically to diversity and intercultural competence.

PART I- FACULTY EVENTS

Dialogue Days

- *Strategies and Technologies for Teaching Students with Disabilities*
January 24, 2003, Scottsdale Community College
Attendance= 95

This dialogue day was facilitated by Kirk Behnke from the Center on Disabilities at California State University, Northridge. The purpose of the event was to increase awareness among faculty and staff of both the technologies and strategies available for supporting students with disabilities.

- **Meeting the Challenges of Lifelong Learning in Maricopa.**
March 27, 2003, Scottsdale Community College
Attendance= 42

The Senior Adult Network retreat brought together faculty and others to share best practices and greatest challenges related to lifelong learning in Maricopa.

Workshop

- *Diversity and Communication in the Service Learning Experience*
18-hour workshop co-sponsored with Campus Compact
Participants= 15

The purpose of this workshop was to acquaint the participants with the multifaceted role of culture and communication in the service-learning experience in a way which facilitates their ability to engage students in discussions inherent to the process of service-learning.

PART II- LEARNING GRANTS

Learning Grants Awarded by MCLI to Faculty for 2002-2003 to fund projects related to diversity.

- **Intercultural Competence Applications in Distance Learning**

Rio Salado College

Five Rio Salado Faculty Chairs and five adjunct faculty worked together to draft and pilot applications of Intercultural Competence concepts and skills in Distance Learning materials in order to increase student learning. The project was focused on researching applications for infusing intercultural competence into teaching and learning strategies and then drafting specific applications of adapting communication in teaching and learning in 3 possible areas: writing clear directions for assignments, providing assignment choices, and writing feedback to students on assignments.

- **Live @ Your Library--Losing Geography, Discovering Self**

Paradise Valley Community College

Paradise Valley Community College and the Maricopa County Library District collaborated on this project to encourage students, recent migrants, and veteran neighbors to participate in communal events by creating a central space for these individuals to join into the greater society.

- **Universal Design in Learning**

Paradise Valley Community College

Universal Design in Learning is a way to improve instruction and promote student learning by identifying and utilizing exemplary approaches to learning. This enhanced instruction is not only for students with disabilities, but for all students including ESL, underprepared, and other diverse populations of students. The focus of this project was to train faculty members from around the district, through dialogue days, in the principles and procedures of Universal Design in Learning.

PART III- FACULTY IN PROGRESS PROGRAM (FIPP)

The Faculty in Progress Program (FIPP) is a training and recruitment effort open to all Maricopa employees. FIPP is the result of the work of the Faculty Recruitment Commission that was established in the fall of 2000 and charged with developing strategies for faculty recruitment. The Commission's goals were to suggest changes to faculty hiring policies and procedures, develop a "grow your own" program, and develop/promote best practices. FIPP addresses the "grow your own" goal.

The program responds to several needs: 1) a large number of residential faculty in Maricopa will be eligible for retirement over the next three to five years and Maricopa may be hiring more than 100 faculty each year for the next decade; 2) Maricopa demographics are changing and the Governing Board has adopted a goal that indicates that students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

The main purpose of FIPP, a two-semester internship, is to provide the selected faculty interns with mentoring and professional development activities that result in the knowledge and skills needed to prepare them to be competitive in the pursuit of a residential faculty position. The program, however, in no way guarantees a job. FIPP Faculty Interns, when applying for a residential faculty position, must complete the same selection process as any other applicant.

FIPP was implemented as a pilot program during the academic year 2001-2002. Eleven interns participated representing each of the ten Maricopa colleges and the District Office. In 2002-2003, the program's second year, each of the ten Maricopa colleges and the District Office sponsored a total of 15 interns. Twelve interns have been hired as full-time faculty or obtained one-year only teaching assignments as of August 18, 2003.

During the spring of 2003 a program evaluation was conducted as a follow-up to the initial formative evaluation that was conducted during the spring of 2002. The evaluation was designed to assess the effectiveness of the FIPP Program in meeting its primary goals and its value to the interns, mentors, and other stakeholders. The evaluator reviewed workshop evaluations, attendance data, the FIPP Pilot Year 2001-2002 evaluation report, the FIPP 2003-2004 and 2003-2004 guidelines, minutes from the Faculty Recruitment meetings, and consulted with the FIPP Coordinator. During the spring semester 2003, the evaluator also conducted interviews with each of the interns and administered questionnaires and surveys to the interns, mentors, members of the Faculty Recruitment Commission, members of the Faculty Executive Council, college presidents, and deans of instruction. Data collected from the 2001-2002 pilot program and throughout the 2002-2003 program have been used as the bases for program improvements. Improvements included changes to the application and selection processes, application materials, and clarification of eligibility requirements and Faculty Intern responsibilities. In addition, a more comprehensive professional development plan and additional training for mentors as to their roles and responsibilities have been implemented.

For the academic year 2003-2004, 12 individuals have been selected as FIPP Faculty Interns, once again representing the ten Maricopa colleges and the District Office. The Faculty Interns are required to participate in a variety of professional development activities planned by both the FIPP coordinator and by the Interns' colleges and mentors. Each Faculty Intern, with guidance from the mentor, develops a learning contract that outlines the goals and activities that will help the individual enhance skills. Generally, activities include supervised and unsupervised teaching; observing master teachers; attending orientations; participating in department and division meetings; and participating in MCLI dialogue days and learnshops and in college-sponsored workshops related to teaching, learning, and assessment. In addition, Faculty Interns will read and discuss books about teaching, learning and assessment.. Mentors will receive *The Mentor's Guide* book and other resources relating to mentoring.

FIPP-sponsored activities for 2003-2004 include:

Fall semester:

- Faculty Intern And Mentor Orientation
 - FIPP Purpose, Goals, And Expectations, by FIPP coordinator

- *Lessons Learned*, presented by Diane Breed-Williamson, faculty at Mesa Community College, and FIPP 2002 Intern and Jan Joransen, faculty at Mesa Community College and FIPP 2002 Mentor.
- *Hiring Practices in Maricopa*, presented by Christine Hall and Lupe Gutierrez, Employee Services
- *Mentoring* workshop, by FIPP coordinator
- Faculty Intern And Mentor Luncheon
- *Building Your Resume* -- Part I, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Building Your Resume* -- Part II, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Building Your Resume* -- Part III, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Teaching Portfolio*, presented by Dr. Susan Miller, faculty at Mesa Community College
- *Interviewing Skills* -- Part I, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Interviewing Skills* -- Part II, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- Faculty Intern And Mentor Sharing And Feedback Sessions
- *Instructional Skills Workshop*, presented by Dr. Joe Ortiz and Linda Hicks, faculty at Scottsdale Community College
- MCLI Learnshops and Dialogue Days

Spring Semester

- Community Building/Site Visits
- *Assessment as Evidence of Learning*, facilitated by Dr. Maria Harper-Marinick, Director of the Maricopa Center for Learning and Instruction
- *Sharing and Learning About General Education At Maricopa*, facilitated by Stephanie Fujii, faculty and Linda Scott, Coordinator of Enrollment and Academic Advisement at Estrella Mountain Community College
- MCLI Learnshops and Dialogue Days
- Faculty Intern And Mentor Sharing And Feedback Sessions
- FIPP Showcase

APPENDIX 6E

WOMEN'S LEADERSHIP GROUP MENTOR PROGRAM

PROGRAM SUMMARY

The Women's Leadership Group of the Maricopa Community Colleges was formed to provide for the continuous development of a strong and supportive work environment for the diverse women of Maricopa. Its priorities include the support of professional development for Maricopa women. In 2000, in conjunction with the MCCD Legal Department, the Women's Leadership Group designed a mentoring program to provide a vehicle for women to prepare to take advantage of advancement opportunities within the Maricopa Community Colleges.

The goals of the Women's Mentoring Program include:

- Exploring Mentees personal and professional goals and expectations
- Exploring job options and opportunities within the Maricopa colleges
- Enhancing personal and job development skills
- Improving job survival techniques for succeeding in Maricopa
- Encouraging participation in professional development opportunities
- Providing a support network through regularly scheduled group activities
- Encouraging mentees continuing professional development

The program is open to Governing Board approved women, who have worked for at least two years, in MAT, PSA, M&O, crafts and security positions. It is designed to support upward mobility for female employees, particularly those interested in management positions. Participants have come from all of the Maricopa Colleges and the Skills Center. The largest numbers are from PSA, with over 50% from grade 9 and 10. Often they aspire to management positions, while other participants are interested in higher-level PSA positions. Some have clear goals in areas such as technology or student services, others are exploring options. Those participants who are MAT are interested in director or dean level positions. Often they are working on a degree, typically at the bachelors or masters level. Sixty-one women have completed the program, some in the initial pilot program.

There are two key components to the program. Each participant works with a mentor to provide an opportunity for discussion of her personal and professional strengths and challenges, as well as career options. Mentors are selected by the program planning team to match the professional development interest of each of the program participants. Mentors have primarily, but not exclusively, come from management positions at the colleges and the district office.

Program participants also attend monthly sessions designed to help them learn more about the Maricopa Community Colleges, and how to be successful in reaching their professional goals. Presenters are drawn primarily from expertise available within the Maricopa colleges and district office. Session topics include an introduction to the Maricopa culture, assistance in defining career goals and career tools such as dressing for

success. The District Employment Office provides an overview on how to obtain a job in Maricopa and, together with the Career Center directors, supports applicants in the development of resumes, cover letters and preparing for interviews.

Networking is emphasized in the program. Those who participated in the original pilot evaluated it as a very important component. They appreciated the opportunity to meet and talk with the Chancellor, Vice Chancellors and Presidents, as well as to meet mentors and participants from across the District. Each participant also has the opportunity to practice public speaking by delivering her summary remarks at the program graduation.

Participants in the program felt that it accomplished all of the goals, many to a very significant degree. Mentees also reported that they reached 85% of the goals that they set for themselves during the program. Participants intended to continue working on their goals and stay in touch with their mentor after the program.

APPENDIX 6F

DIVERSITY INFUSION PROGRAM

Dr. Bonnie Gray, Ph.D
Director, MCCCDC Diversity Infusion Program

The following information represents significant changes and updates to the MCCCDC Diversity Infusion Program over the last year, as well as plans for the current academic year, 2003-2004. Additionally, a summary of services offered by the Program and some summary statements are provided.

Progress of the Diversity Infusion Program

The Diversity Infusion Program is beginning its sixth year of existence. During that time, more than 110 different courses (representing more than 51 course prefixes) have been infused with diversity by faculty participating in the Program (see Appendix 6G). The actual number of courses infused with diversity is much larger than this figure owing to the fact that after faculty leave the Program, they often continue to infuse other courses they teach.

At present, 20 faculty and six student interns from across the District are participating in the Diversity Infusion Program for the 2003-2004 academic year, and many different aspects of diversity are being infused into courses (see Appendix 6H and Appendix 6I). Additionally, many faculty who have completed the Program continue to serve in a mentor capacity. The Program continues to be vibrant and productive and highly sought after as many faculty compete for participation. Each year approximately three times more faculty apply for the Program than there are openings. Many faculty have offered to participate without any financial stipend, just to have an opportunity to be part of the Diversity Infusion Program.

Accomplishments and Plans for Academic Year 2003-2004

A few of the many accomplishments made by Program, and current plans are listed below.

Our Program has seen a wonderful increase in recognition and popularity by both those within the district as well as outside the district. I have received many inquiries by individuals at educational institutions around the country asking me to teach them about the infusion model.

Each year, more and more faculty and students wish to participate in the Program. We are proud of the great demand to be part of this Program. Evaluations of the faculty's attempts to infuse their courses have indicated that the Program has been extremely successful. In addition, faculty members' evaluations of their own experiences in infusing their courses have been very positive.

A greater number of participants continue to remain actively involved in the

Program after their one year commitment and continue to diversify other courses which they teach.

¶We continue to have many guest speakers attend our seminars to discuss various aspects of diversity, important issues to know when dealing with diverse populations, and how to teach students diversity knowledge and greater respect for individuals of diverse backgrounds. Program participants have given these speakers excellent reviews. Also, participants have been fortunate to view several wonderful videos on diversity.

¶We are planning a “Diversity Book Fair” at which all the major book publishers will bring their products to show faculty some of the resources available to them to incorporate diversity into their curricula. We did a pilot of this event last year and it was very successful.

¶We are beginning another phase of outcomes assessment for the Program that is more elaborate than previous phases.

¶The student interns are doing exceptional projects this year. These projects will benefit other students, their colleges, and the district at large. All of our students have the opportunity to present their diversity projects to the Diversity Infusion Program and to the Diversity Advisory Council (DAC). In addition, student mentors will have the opportunity to participate on the DAC this year as a pilot program.

¶The web site for the Program is undergoing a major update and enhancement. We are currently adding new links, on-line application forms, on-line materials for participants, separate pages for each of our services, and a student internship section with biographies, pictures, and descriptions of projects accomplished by our interns. We have received many compliments about the value of the web site and about its ease of use.

¶Many new titles have been added to the Special Library Collection on Diversity, and the methods for accessing the collection have been made simpler.

¶The Diversity Infusion Program is planning a District-wide dialogue day to provide a “safe space” for individuals to ask questions and to generate discussions related to diversity.

¶A logo for the Diversity Infusion Program is currently being designed. One use of the logo will be to create a door sign that will signify those individuals who have participated in the Program. The logo is part of a developing campaign to further enhance visibility of the Program.

Diversity Infusion Program and Related Services

The Diversity Infusion Program provides services to enhance the infusion of diversity issues and perspectives into the curriculum. A list of these services follows.

- A. Diversity Helpline:** The Helpline provides a resource and referral service for information and help with infusing the curriculum with diversity. The Helpline also maintains a speaker's bureau, puts out memos to alert those in the district to important developments related to diversity, and to search for resources within the district. The Helpline can be reached by telephone at (480) 731-8868 or by e-mail at diversity.helpline@domail.maricopa.edu.
- B. Faculty Mentor Program:** After faculty have completed the Program they may choose to stay on as mentors helping new faculty entering the Program. There are approximately 20 faculty who have stayed active as mentors in the Program. Information about our mentors will soon be available at the following address:
<http://www.maricopa.edu/diversityinfusion/Mentor.htm>
- C. Student Internship Program:** Students interested in diversity issues may apply for a one-year internship with the Program. This relatively new service has been growing in popularity. Information about our current interns can be found at
<http://www.maricopa.edu/diversityinfusion/Intern.htm>.
- D. Diversity Web Site:** The Web site continues to be updated and expanded. The Web site has information on how faculty have infused their courses, information about the Program, and diversity resources. The web site can be found at www.maricopa.edu/diversityinfusion.
- E. Special Library Collection:** Many new titles have been added to the collection and are available through inter-library loan by anyone in the District. The collection can be seen at the following internet address:
<http://www.maricopa.edu/diversityinfusion/Library.htm>

Summary and Conclusions

The Diversity Infusion Program is extremely successful and continues to offer faculty and students outstanding and memorable opportunities for learning about the diversity infusion model and for infusing diversity into the curriculum. Participants have called the Program a “life-changing experience” which “positively impacts society” and an “excellent vehicle for professional challenge and growth that has positive future outcomes for students and faculty alike.” The Program has reached and /or exceeded expectations for encouraging faculty to infuse their curricula with diversity issues and perspectives. New goals have been set and outcomes will be measured after the current year.

One of the key areas in which we are working is to promote a more expanded – or broader – view of diversity across the District. I have chosen the slogan “Diversity is more than meets the eye” to emphasize that diversity is more than just the color of one’s skin, one’s ethnicity, or one’s religion. This will be an ongoing educational process.

The key challenge for the Program is to find ways to obtain additional funding necessary to expand our services and to support those activities which continue to be very successful. Another challenge is for all of us to find ways of becoming more culturally and globally aware and sensitive. This includes developing a broader understanding of what diversity means as well as bringing this awareness and appreciation to our students, our campuses, our communities, and our society.

Respectfully Submitted,

Dr. Bonnie A. Gray
Director
Diversity Infusion Program

APPENDIX 6G
LIST OF COURSES INFUSED WITH DIVERSITY ISSUES AND
PERSPECTIVES: 1999-2004

AAA 150 = American Indian Studies

ABC 121 = Basic Construction Skills

ABC 122 = Electrical Level One

AIS 105 = Introduction to American Indian Studies

AIS 170 = American Indian Studies

AJS 230 = Police Function / Marriage and Family

ART 161 = Ceramics I

ART 167 = Painting I - IV

ASB 102 = Intro. To Cultural Anthropology

BIO 160 = Human Anatomy and Physiology

BIO 201 = Human Anatomy and Physiology I

BPC 101 = Intro. to Windows

BPC 110 = Computer Usage and Applications

CFS 157 = Marriage and Family Life

CHM 130 = Fundamental Chemistry

CIS 105 = Computer Information Systems

COM 100 = Intro. To Human Communication

COM 110 = Interpersonal Communication

COM 225 = Public Speaking

COM 230 = Small Group Communication

COM 241 = Oral Interpretation of Literature

COM 259 = Communication in Business and Professions

CPD 102AS = Conflict Resolution

CPD 103BL = Dynamics of Leadership

CPD 103BE = American Indian Studies

CPD 150 = Strategies for College Success

CRE 101 = Critical and Evaluative Reading

CRE 201 = Critical Reading and Writing in a Global Society

CWE 198 = Counseling career choices

DMI 260 = Nuclear Medicine Imaging I
DMI 270 = Nuclear Medicine Imaging II

ECE 102 = Intro. To Engineering Analysis / Tools

ECN 111 = Microeconomic Principles
ECN 112 = Macroeconomic Principles

EDU 291 = Children's Literature

ENG 041 = Interactive English in the Workplace / Power ESL
ENG 071 = Fundamentals of Writing
ENG 101 = Freshman English
ENG 102 = First-Year English Composition (Composition focus and Research focus)
ENG 111 = Technical Writing
ENG 213 = Introduction to the Study of Language

ENH 110 = Intro. to Literature
ENH 285 = Contemporary Women Writers
ENH 291 = Children's Literature

FON 100 = Introduction to Nutrition
FON 241 = Principles of Human Nutrition

GBS 110 = Human Relations in Business / Industry
GBS 151 = Introduction to Business
GBS 205 = Legal, Ethical, and Regulatory Issues in Business
GBS 220 = Quantitative Methods in Business

GLG 101 = Introduction to Geology I – Physical Lecture

GPH 111 = Introduction to Physical Geography

HCC 130 = Fundamentals in Health Care Delivery
HCC 208 = Health Care Leadership

HIS 101 = History / West Civilization Mid Ages-1789
HIS 104 = United States History from 1870 to Present
HIS 105 = Arizona History
HIS 140 = American Indian History
HIS 243 / REL 243 = History of World Religions

HSM 222 = Health Services Management

HUM 107 = Humanities Through The Arts
HUM 209 / WST 209 = Women and Film
HUM / THE 210 = Contemporary Cinema
HUM 250 = Ideas and Values in the Humanities

IBS 201 = International Business Studies

IND 134 = Basic Construction Skills

IND 151 = Electrical Level One

JRN 201= News Writing

LAS 131 = Legal Writing

Various Library Instructional Courses.

MAT 091 = Algebra with Anxiety Reduction

MAT 120 = Intermediate Algebra (Slower Paced)

MAT 121 = Intermediate Algebra – Learning Community

MAT 122 = Intermediate Algebra

MAT 150 = College Algebra

MAT 151 = College Algebra / Functions

MAT 151 = College Algebra / Functions – Learning Community

MAT 156 = Theory of Elementary Math

MGT 101 = Techniques of Supervision

MGT 171 = Introduction to Marketing

MGT 229 = Management and Leadership I

MGT 253 = Owning and Operating a Small Business

MHI 145 = American Jazz and Popular Music

MHL 143 = Music in World Cultures

MHL 153 = Rock Music and Culture

MUP 225 = Guitar I

MUP 226 = Class Guitar II

NUR 161 = Nursing Process / Critical Thinking I

NUR 163 = Health Assessment / Health Promotion I

NUR 169 = Nursing Science

PHI 101 = Intro. to Philosophy

PHI 213 / REL 213 = Bio-Medical Ethics

PHI 243 = World Religions

PHY 111 = General Physics I

PON 210 = Perioperative Nursing and Surgical Technology

POS 210 = Political Ideologies

PSY 101 = Intro. to Psychology

PSY 230 = Statistics

PSY 240 = Developmental Psychology

PSY 245 = Psychology of Adult Development
PSY 277 = Human Sexuality

RDG 091 = College Reading Skills I

REL 213 / PHI 213 = Bio-Medical Ethics
REL 243 / HIS 243 = History of World Religions
REL 243 / PHI 243 = Philosophy of World Religions

SOC 101 = Introduction to Sociology
SOC 130 = Human Sexuality

THE 210 = Contemporary Cinema

VPT 104 = Scriptwriting

WST 209 / HUM 209 = Women and Film

courses

110+

APPENDIX 6H

ASPECTS OF DIVERSITY FOCUSED UPON BY FACULTY IN 2002 AND 2003

The numbers after each aspect of diversity represent the number of faculty reporting having focused on that aspect (N = 46 faculty)

| | |
|---|----|
| Geographical location | 25 |
| Nationalities | 36 |
| Ethnic background | 43 |
| Racial background | 34 |
| Religion and religious background | 28 |
| Spiritual background | 14 |
| Family heritage and customs | 27 |
| Societal heritage and customs | 26 |
| Personal relationships | 15 |
| Gender | 28 |
| Gender identity | 12 |
| Age | 21 |
| Marital status | 9 |
| Social-economic status | 23 |
| Physical and mental health | 14 |
| Biological, psychological, or social factors influencing one's life | 26 |
| Abilities and / or disabilities / handicaps / challenges | 21 |
| Occupation | 17 |
| Work habits | 11 |
| Sexual orientation | 12 |
| Sexuality | 8 |
| Language and communication style | 16 |
| Physical appearance | 15 |
| Thinking style | 16 |
| Tolerance / intolerance | 15 |
| Other | 6 |

APPENDIX 6I

SOME OF THE ASPECTS OF DIVERSITY FOCUSED UPON BY PREVIOUS DIVERSITY INFUSION PROGRAM PARTICIPANTS

Diane Abel. AJS230 Police Function

Ethnicity: The Role of Cultural Influences and Family Structures

Gender: The Role of Gay/ Lesbian Parents in Society

Marital Status: Stressors on Police Families

Tolerance/ Intolerance: Cultural Patterns within Parental Roles/ Methods

Owen Anderson. PHI243 World Religions

Basic beliefs about the nature of reality

How basic beliefs produce different religions

How religious practices are the expression of basic beliefs

That all people are religious in that all people have basic beliefs

Basic unity is in agreement of basic beliefs

Diversity arises from disagreement to basic beliefs

The effects of continued diversity as a civilization

Robert J. Anderson. ELE102 Engineering analysis Tools and Design

Learning the culture of engineering: Differences across the discipline;

Contributions by different cultures; How differences are present today; Discipline and embracing difference of opinion; Role meanings; Synergy and the importance of group decisions; Breaking down barriers for success; Impact of consequence in different societies.

Lori Anonsen. FON100; FON241

Food choices of various cultures

Relationships between diet and lifestyle diseases of various cultures

Genetic predisposition, age and gender as related to lifestyle disease rates.

Tom Bloodworth. AJS230 Police Function

Nationalities: 1) Irish Immigrant Experience in Policing 2) Special Populations,
New Immigration Patterns

Gender Identity: 1) Women in Policing 2) Homosexuals in Policing

Marital Status: Stressors on Police Families

Tolerance/ Intolerance: Civil Disturbance and Disobedience in History of Policing

James H. Boyle. MGT251 Human Relations in Business

Mentally and/or Physically Challenged

Causes of Xenophobia

Cultural Lifestyles

Global Ethics

Diversity in the American Workplace

Cheryl Bradshaw. COM100 Introduction to Human Communication

Communication

Cultural Self-awareness

Different Cultures
Attend Community Cultural Events
Present an Inter-cultural / International Program for Two Elementary Schools

Alisa D. Cooper. ENG101 Freshman Composition

Ethnic Minorities Culture
History of Multi-cultural American Racism
World Religions
Disabilities
Gender and Sexual Orientation

Darrell Copp. HUM210 Contemporary Cinema

Ethnic / Racial Lifestyles including Chinese, Latin American, African American

Film

Female / Feminists Perspectives in Film
Third World Perspectives in Film
French and Australian Films
Gay / Lesbian Perspective in Film
Physically Challenged Perspective in Film

Linda Cronquist. CIS105 Survey of Computer Information Systems

Human Differences and Ways of Combating Intolerance

Deanette Devereaux. HCR230 Culture and Health

Family Genealogy
Migration / Immigration Patterns
Foreign Films
Correspond with "Pen Pals" in a country other than U.S., that represent one's country of origin
"Buddy-up" with an international student
Attend an International Student activity
Eat at an ethnic restaurant
Shop at grocery specializing in ethnic foods
Prepare an ethnic origin dish and share at the feast at the end of the semester
Explore a novel or work art by an artist or writer of your country of ethnic origin
Research and report on a current health problem in one's country of origin and describe efforts being taken to assist in what is still required
Identify and international health / relief organization on-line, and research the purpose methods and goals of it
Pandemics that are current in the world and what efforts are taken in the U.S. and country of origin to address the problem
Examine non-traditional methods of healing
Set-up on-line chat room with nursing school in another country

Jeanne Dial. DMI262 Nuclear Medicine Imaging I; DMI270 Nuclear Medicine Imaging III

Diversity in the work place
Phases of diversity

Diverse populations in health care
Diversity affects patient care
Diverse patient group to research

Camille Di Scala. BIO160 Introduction to Human Anatomy and Physiology

Communication Skills
Public speaking, related to diversity
Research Skills
Self-awareness of Family Medical History, Culture, Ethnic Background,
and Religious Customs
Interviewing Skills
Awareness of Other's Differences as to their Culture, Traditions, Health
Issues, Diseases Specific to Certain Ethnic Groups, Religions, Gender,
Age, Race, Birthplace, Family Customs, and Social Factors
Appreciation of Other's Contributions to Society and Occupations
Personal Growth

Edlyn Durr. LAS131 Legal Writing

Physical disability
Age discrimination
Racial segregation
Immigration laws and types of student visas for community college students
coming from outside the U.S.
Indian gaming laws, both Federal and State, that affect Arizona tribal gaming.
Laws permitting gay or lesbian marriages or other recognized unions across the
United States.
Federal, State and Local laws in our community concerning hate crimes.
Federal and State laws affecting language minority students in Arizona schools.
Local and State legislation designed to combat gang activity
Affirmative Action in college admissions or in hiring.

Christina Eide. MHL145 American Jazz and Popular Music

Culture self-awareness in terms of preferences in music
The diverse cultural and social elements that contributed to the beginning of jazz
and its continuing development
African American jazz innovators
Latin jazz innovators
European jazz innovators, especially those from a gypsy background
Leaders in bringing diverse musical styles together
Leaders in integrating jazz bands
Role of racism in the development of jazz
Prominent jazz musicians who played a role in the civil rights music through their
music, action and words.

Mario Esquer. VPT104 Script Writing

Importance of Creating Characters for Scripts that are of a Diverse Background
How Ethnic Backgrounds affect the Characters Perception of the World and
the World's Perception of Them

How Different Cultures Keep Their Traditions and Sense of Family, Honor and Duty

How to Search for Your Family Roots

Mike Farabee. BIO181 General Biology I
Role of Women in Science

Dana Fladhammer. BPC110 Computer Usage and Applications
Differences Related To: Ancestry, Birthplace, Language, Physical
Attributes, Education, Hobbies, Holidays, Work, and Future Goals
Benefits of Being Aware of Diversity

Mauro V. da Fonte. SGT210 Advanced Surgical Procedures
Medical terminology
Word Roots
Latin and Greek suffixes and prefixes
Basic healthcare Spanish
Cultural differences and similarities between the U.S. and Latin American countries
Cultural sensitivity

Mary E. Gibbons. MUP225 Classical Guitar I
Role of music, in particular, the guitar as a tool for celebrating cultural diversity and a tool for building intercultural communication.
Bridge generation gap surrounding music styles.
Specific tools are included to facilitate participation by students who have physical situations affecting their ability to cope with the motor and perceptual demands of the learning tasks.
A longstanding misperception of guitar as a man's instrument is finally fading.

Arunee Grow. ECN111 Microeconomic Principles; ECN112 Macroeconomic Principles
Global Diversity-related Examples Integrated into Economic Theory
Community Service Assignment

RaNae Healy. CPD150 Strategies for College Success
Common Characteristics of Change
Discussion of World Events
China-Historical Facts, Politics, Culture and Religions
Australia-Culture, History, Aboriginal Population
India-Culture and Religion
Focus on Each Person's Own Culture, Family and Rituals

Paul T. Hietter. HIS105 Arizona History
History of MLK Holiday in Arizona

Linda C. Hicks. COM100 Introduction to Human Communication
Inter-cultural Communication, Attitudes and Skills
Ethnocentrism Continuum/ How to Communicate with Equality across Cultures
Gender Differences in Communication

Identifying Personal Biases/ Interviewing Someone from a Different Culture to Overcome Bias

Candace Hughes. ENH291 Children's Literature

- Importance of affirming the home, religion, and cultural customs of children from a wide variety of nations and regions
- How the children of farm workers view the world
- Books which would help children stay in school
- Perspective of third world cultures
- Nations facing civil war and invasion
- Inter-religious relationships
- Differing interpretation of news and world history
- Children who are handicapped
- Children who come from homes where there is alcoholism and drug addiction

Kathleen Iudecello. ENG102 First Year Composition

- Gender Matters
- Race and Ethnicity
- Class Sexuality
- Able-bodiedness
- Age
- Religion

Carol A. Jenkins. SOC101 Introduction to Sociology

- Complexities and Diversities in American Rural Life
- Rural Community Change
- Multi-cultural Inter-group Dynamics
- Rural Crime and Deviance
- Rural Poverty--Welfare Reform

Alex M. Joncas. ENH110 Introduction to Literature

- Study of Cultures, Creeds, or Races
- Explore Unfamiliar Traditions through Literature

Catherine Johnson. MHL143 Music and World Cultures

- Cultural self-awareness
- Cultural others-awareness: acquaintance
 - Cultural, previously unknown awareness: unfamiliar traditions
- Multi-cultural society: multi-cultural music
- Financial/class status awareness: music of the oppressed
- Speaking out against prejudice, injustice, etc: power in music
- Healing awareness
- Language awareness: reflection of the language/culture in music
- Holiday's music
- Evolution of music

Eileen Johnston. SOC130 Human Sexuality

- Ethnic/racial groups in relation to: Physical attractiveness – Physical

characteristics – Physical development; Gender roles; Communication styles; Sexual orientation; Cultural differences; Sexual expression.

Steve Kadel. GLG101 Introduction to Physical Geology
Female and Minority Geo-scientists and Their Contribution to the Field

Jane Kelsey-Mapel. ART161 Ceramics I
Southwest Pueblo Indian Pottery and Culture
Historical and Contemporary Styles
Construction, Decorating and Firing Techniques
Relationship of Art to Native American Culture

Sujatha Krishnaswamy. CHM138 Chemistry for Allied Health
Role of women in science, particularly chemistry
Countries of origin
Culture and traditions of these countries
Socio-economic factors in these countries
Tolerance and inclusiveness toward the role of women in science

Steve Mashalidis. PHI101 Introduction to Philosophy
Cultural Self-awareness
Hispanic and African-American Philosophies: Their Contribution to
Philosophical Thought
Multi-culturalism and its Philosophical Foundation

Johnnie Clemens May. ENH285 Contemporary Women's Literature
Female/ Feminists Perspectives via Literature Study, Historical Awareness,
and themes and Issues in Women's Lives
Appreciation of Various Sub-cultures in American Society
World Cultures as Related to Women's Issues
Gender and Gender Identity Issues
Racism as Related to Women in our Society
Spiritual and Religious Diversity
Socio-economic Status
Family Heritage and Customs

Ed Lipinski. PSY230 Introduction to Statistics
Diversity beyond Gender or Ethnic Groups

Thomas Lombardo. PHI101 Introduction to Philosophy
Cultural and Feminists Perspectives

Sharon Luczu. HSM226 Ethics and Legalities of Health Services Management
Instill Awareness of Students' Attitude Toward Diversity
Realization that Valuing Diversity Should be a Free Choice Response
Fair and Equal Treatment of People
Differences are Valuable

Mary Ann Maher. SOC101 Introduction to Sociology

Diversity in Arizona
Culture, Class, Economy, Racism, Sexism, Ageism, and Disabilities Applied to
Daily Lives

D. Allen Meyer. POS210 Political Ideologies
Liberation Ideologies of Vulnerable Groups in American Society: African
Americans, Hispanic Americans, Asian Americans, Women, Native Americans,
Religious Groups, Homosexuals

Kristine Ouzts. GBS220 Quantitative Methods in Business
Diversity as it Relates to Business Decisions that Involve Presenting Analytical
Materials to Diverse Audiences and the Decision Process of Groups that
Encompass Diversity Individuals
This Includes but is not Limited to: Ethnic, Racial, Cultural/Educational,
Social Skills Associated with Working with Other (Diverse) Students on
Group Projects

David Raffaele. PHY111 General Physics
Multi-ethnic Study
Explore In-depth Life of Multi-international Scientists

Nora Amavisca Reyes. EDU291 Children's Literature
Study of Multi-cultural Children's Literature

Jim Rubin. CPD103BL Dynamics of Leadership
Thinking Style
Behavioral Style
Communication Style
Personal Relationships
Use of Service Learning with Emphasis on Ethnic and Racial Background,
Physical Disability, Social/Economic Status and Age

Vanessa F. Sandoval. COM230 Small Group Communication
Communication
Cultural Self-awareness
Non-verbal and Verbal Communication Patterns Related to Cultural Differences
Learning Styles and Thinking Patterns within Diverse Groups
Different Theories, Perspectives on Small Group Communication Concepts

Judy Shelkin. COM226 Public Speaking
Speech Topics Related to Diversity and Designed to Provoke Discussion

Eileen Schiff. CFS157 Marriage and Family Life
Self-awareness Questionnaire
Explore Self and Global Diversity
Explore Multi-ethnicity
Explore Religious Differences
Explore Inter-racial Relationships

Glenn Sims. SOC101 Introduction to Sociology
Multi-ethnic, Socioeconomic Study

Terry Simmons. ASB102 Introduction to Cultural Anthropology
Language
Family development
Political economics
Subsistence
Ethnicity
Globalization
Bio-diversity

Dixie S. Swan. COM241 Interpretation of Literature
Various kinds of literature representing a wide range of many aspects of diversity:
Ethnic / racial lifestyles including African American; Asian American;
Latinos; Native American.
Gay/lesbian perspective:
Aids--aftermath
Physical and mental Health
Socioeconomic differences
Age--differences

Roselyn Marie Cruz Turner. COM230 Small Group Communication
Diverse / Multi-cultural Society
Speaking Out Against Negative Attitudes
Tolerance for Homosexuality
Immigrants and Students with Limited English Proficiency
Inter-racial Relationships

Ann Brandt Williams. PSY240 Developmental Psychology
Self-awareness Questionnaire
Heredity and Environmental Similarities and Differences over a Lifetime

Ellen Williams. PSY277 Psychology of Human Sexuality
Human Sexual Behavior including Transsexuals, Gays and Lesbians
Childbirth Differences between the United States and Great Britain

Pearl Williams. CRE101 Critical and Evaluative Reading
General Diversity

Keith Worth. MAT120 Intermediate Algebra
Examination of world population issues focused on the disparities between
regions and countries worldwide pertaining to land use
Arable land: land almost exclusively available for food production
Students use population and geographic data from several countries around the
world and assuming exponential growth of world populations, students
choose a certain final limit for density of land use to find the year that the
earth will reach the limit
Socioeconomic and cultural environment of the future