

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

FACULTY EXECUTIVE COUNCIL AGENDA

APRIL 3, 1979

DSSC WHITE CONFERENCE ROOM

3 PM

- I. CALL TO ORDER
- II. PRESIDENT'S REPORT/ANNOUNCEMENTS
- III. AGENDA ADDITIONS AND DELETIONS
- IV. APPROVAL OF THE MINUTES
- V. TREASURER'S REPORT
- VI. COMMITTEE REPORTS
- VII. OLD BUSINESS
 - A. Meet and Confer
 - B. Nomination Committee Report
 - C. Governance Organization Alternatives
- VIII. NEW BUSINESS
 - A.
 - B.
 - C.
- IX. INFORMATION ITEMS
 - A.
 - B.
 - C.
- X. ADJOURNMENT
- XI. NEXT MEETING - APRIL 17, 1979

CONSTITUTION

MCCCD Education Association

Article I - Name

The name of this association shall be the Maricopa County Community College District Education Association.

Article II - Purposes

Section 1 - To work for the advancement of education and the improvement of instructional opportunities in the community.

Section 2 - To develop and promote the adoption of such ethical practices, personnel policies, and standards of preparation and participation as mark a profession.

Section 3 - To secure and improve the salaries, retirement, tenure, leaves and other working conditions necessary to support teaching as a profession.

Section 4 - To enable the Association to speak with a common voice on matters pertaining to the profession and to present its interests to the Governing Board and such other bodies as may influence the condition of the profession.

Article III - Membership

Section 1 - Active Members

- a. Active membership in the Association shall be open to all certificated faculty, appointed or provisional, employed by MCCCD who agree to abide by the Code of Ethics of the Education Profession.
- b. Active membership shall be continuous with payment of annual dues until the member leaves the college district or resigns from the Association.

- c. Active members of the Association shall also be members of the Arizona Education Association and the National Education Association.

Article IV - Officers

The officers of the Association shall consist of a president, a vice-president, the immediate past president, a secretary, and a treasurer.

Article V - Executive Board

Section 1 - The Executive Board shall consist of the officers and two representatives from each campus. It shall have the executive authority of the Association, and it shall be the legislative and policy-forming body of the Association.

Section 2 - The Executive Board shall have power to employ a staff for the efficient management of the Association.

Section 3 - If an officer resigns, or whenever a majority of the Executive Board shall agree that an officer has been grossly negligent of the duties defined in the bylaws, or is incapacitated, that office shall be declared vacant. In the case of a campus representative, the appropriate campus will hold an election to fill the unexpired term. In case of an officer, a district-wide election will be held to fill the unexpired term.

Article VI - Affiliation

The Association shall affiliate with the National Education Association under its rules and the Arizona Education Association under its rules.

Article VII - Amendments

Section 1 - An amendment to this constitution may be proposed at any Executive Board meeting by any member of the Board. At the

following meeting of the Board, if a two-thirds vote of the Executive Board approve, the amendment shall then be presented to the membership at large for adoption by a two-thirds vote.

Section 2 - Upon presentation of a petition of 10 percent of the Association membership, an amendment to this constitution may be proposed to the Executive Board. In that event, the Executive Board shall present the amendment to the membership at large for adoption by a two-thirds vote.

BYLAWS

MCCCD Education Association

Article I - Meetings

Section 1 - Executive Board - The Executive Board shall meet on the third Thursday of each school month at 3:00 p.m. or at the call of the President, or at the request of three members of the Board.

Section 2 - Agenda - The President shall prepare the agenda for each meeting and shall circulate it to all members at least one week prior to the meeting.

Section 3 - Special meetings - Special meetings may be held at the call of the President or upon written request to the Executive Board from three campus representatives. Business to come before any special meeting must be stated in the call which shall be sent in writing to each campus representative and officer.

Section 4 - General Membership Meetings - The Executive board shall arrange at least two meetings of the members each year for discussion of professional issues.

Article II - Quorum

A majority of their members shall be a quorum for the Executive Board and committees.

Article III - Power of Officers

Section 1 - President - The President shall preside over meetings of the Executive Board, appoint the chairmen and members of standing committees, appoint special committees, and shall be the executive officer of the Association. The President shall

represent the Association before the public either personally or through delegates, and shall perform all other functions usually attributed to this office.

Section 2 - Vice President - The Vice President shall serve as vice president of the Association and shall perform the functions usually attributed to the office. He shall work closely with one or more standing committees as the President may indicate. He shall become acting president when the presidency becomes vacant until a new president is elected as provided in Article V of the Constitution.

Section 3 - Immediate Past President - The Immediate Past President shall advise the Executive Board and assist the President at the latter's request.

Section 4 - Secretary - The Secretary shall keep accurate minutes of all meetings of the Executive Board and general membership meeting shall maintain responsibility for official files, and shall assist the President with Association correspondence.

Section 5 - Treasurer - The treasurer shall hold the funds of the Association and disburse them upon authorization by the Executive Board. He shall be responsible for dues processing. He shall maintain a roll of the members. He shall keep accurate accounts of receipts and disbursements, shall report to each meeting of the Executive Board and shall prepare an annual financial statement for publication to members as directed by the Executive Board. He shall keep the President and Executive Board informed of the financial condition of the Association. He shall assist the Budget Committee in the initial drafting of the annual budget.

Section 6 - Terms and Succession

- a. The officers shall serve for two years, and may be re-elected once without an intervening term.
- b. Whenever the offices of both President and Vice President shall become vacant between elections, except as provided in Article V of the Constitution, the remaining members of the Executive Board shall choose one of their number to serve as President pro tempore until district elections can fill the vacancies.

Article IV - Power of the Executive Board

Section 1 - The Executive Board shall be responsible for the management of the Association. Approve all expenditures, carry out established policies, report its transactions to the Association membership and make new policies for the Association.

Section 2 - The Executive Board shall be responsible for representation of the Association in negotiating personnel policies with the governing board for MCCC. Within policies established, the Executive Board may make decisions binding the Association in these matters. The Executive Board may delegate this power.

Section 3 - The Executive Board shall approve the budget, set the dues for the Association, act on reports of committees, approve resolutions and other policy statements. It may adopt such rules governing the employment of staff, the conduct of the Association, and the conduct of meetings as are consistent with this Constitution and Bylaws. It shall be the final judge of the qualifications and election of officers and Campus Representatives.

Article V - Campus Representatives

Section 1 - At each campus, faculty members who are members in good standing of this Association shall elect for a term of two years two Campus Representatives whose terms shall be staggered. Elections shall be held the first school day in April, and the Representatives shall take their seats at the regular May meeting of the Executive Board. The Senior Representative shall be the one serving the second year of the term. For purposes of implementation, the Campus Representative elected for the initial two year term shall be the Senior Representative.

Section 2 - Campus Representatives shall attend the regular meetings of the Executive Board unless they receive prior excuses from the President. After two unexcused absences of a Representative, the President may declare the seat unfilled and call for a faculty election to fill out the term. The President may designate a member in good standing to organize this special election.

Section 3 - The Senior Representative shall call campus faculty meetings of the Association members to discuss Association business, shall appoint such campus faculty committees as the Association may require, and shall organize and oversee the subsequent elections of campus representatives, the enrollment of members in local, state and national associations.

Article VI - Standing Committees

Section 1 - Structure - There shall be three standing committees carrying the specific functions outlined below. They shall have at least three members, selected to represent different groups in the Association, and appointed for overlapping terms of three years. Each committee may, with the approval of the

Executive Board, organize special sub-committees and task forces for specific activities from the membership of the Association.

Section 2 - Meetings - Each standing committee shall meet regularly according to a calendar developed by the Executive Board and may hold special meetings at the call of the chairman.

Section 3 - Reports - Each committee shall choose a secretary who shall keep a continuing record of activities. Chairmen shall report as necessary to the Executive Board and shall prepare an annual written report summarizing objectives, action programs, gains, and unreachd goals, which the Executive Board shall distribute to the members and which shall become a part of the continuing committee record in the Association files.

Section 4 - Titles and Duties

- a. Committee on Faculty Welfare shall explore and prepare action programs as necessary in all areas of faculty welfare, creating sub-committees with particular responsibility for salaries, leave, fringe benefits, insurance, credit and investment facilities, and general working conditions and shall serve as a resource to any negotiation committee that may be created.
- b. Committee on PROFESSIONAL Rights and Responsibilities shall be responsible for protecting the professional and legal rights of faculty members and shall prepare action programs for securing satisfactory personnel policies and procedures for the redress of grievances.
- c. Committee on Membership and Communications shall be responsible for membership and professional information.

It shall organize and conduct unified local, state and national and state membership enrollment among non-members and shall inform members of the policies, programs and accomplishments. It shall develop and conduct programs for the orientation of new faculty to the community, the college, and the Association. It shall organize such social activities as may serve the needs of members and promote fellowship within the Association. It shall be responsible for internal Association communications.

Section 5 - Relation to Executive Board - The Executive Board shall assist the President to appoint members of the standing committees at the regular meeting in April, and to fill all unexpired terms as vacancies occur, and shall plan for an organizational committee conference each year. It shall require and assist committees to define their immediate and long-range goals. It shall review committee plans as necessary and shall decide any jurisdictional argument between committees.

Section 6 - Relation to State and National Associations - The standing committees shall seek to understand and relate to the objectives and programs of corresponding units of state and national associations and shall counsel with them.

Article VII - Special Committees

Each year the President shall appoint an Elections Committee, and Audit Committee, a Budget Committee, and such other special committees as may be necessary and shall discharge them upon completion of their duties. These committees shall operate according to rules approved by the Exec-

utive Board. No officer of the Association shall serve on either the Election Committee or the Audit Committee.

Article VIII - Elections

Section 1 - Nominations

- a. The active members of the Association on each campus during the month of March may nominate a candidate for President, Vice-President, Secretary, and Treasurer. The Senior Campus Representative shall deliver all nominations in writing to the committee on Elections.
- b. The committee on Elections shall report all nominations to the Executive Board at the March meeting.
- c. The Committee on Elections shall publish to the members brief information on each candidate.

Section 2 - Balloting - On the first school day in April members shall vote for officers by secret ballot, in accordance with procedures developed by the Committee on Elections and approved by the Executive Board. The Committee on Elections shall report results to the President who shall cause them to be published. New officers shall be installed at the April meeting of the Executive Board.

Article IX - Authority

Robert's Rules of Order shall be the parliamentary authority for the Association on all questions not covered by the Constitution and Bylaws and such standing rules as the Executive Board may adopt.

Article X - Amendment

Section 1 - An amendment to the bylaws may be proposed at any Executive Board meeting by any member of the Board. At the following

meeting of the Board, if a two-thirds vote of the Executive Board approve, the amendment shall then be presented to the membership at large for adoption by a two-thirds vote.

Section 2 - Upon presentation of a petition of 10 percent of the Association membership, an amendment to these by laws may be proposed to the Executive Board. In that event, the Executive Board shall present the amendment to the membership at large for adoption by a two-thirds vote.

STATEMENT TO EXECUTIVE COUNCIL, 27 MAR 79
BY GENE N. EASTIN

MOST OF YOU ARE FAMILIAR WITH THE DEVELOPMENT OF OUR ASSOCIATION, THE AEA, BUT I WISH TO REVIEW BRIEFLY OUR HISTORY FOR THE PURPOSE OF SETTING THE STAGE FOR OUR PRESENCE HERE TODAY.

APPROXIMATELY TWO YEARS AGO, SEVERAL OF US ON THE GLENDALE CAMPUS BECAME CONCERNED ABOUT SOME OF THE TRENDS THAT WERE APPEARING IN THE DISTRICT AND THEIR EVENTUAL IMPACT ON OUR FACULTY. AS A RESULT, WE REVIEWED THE VARIOUS STATE AND NATIONAL FACULTY ORGANIZATIONS AND DETERMINED THAT THE AEA-NEA WAS BEST FITTED TO SERVE OUR INTERESTS. DURING THE FALL SEMESTER OF 1976, WE INCREASED OUR MEMBERSHIP AT GLENDALE FROM 30 TO 80 AEA MEMBERS. THE FOLLOWING SPRING, WE DREW UP A CONSTITUTION AND BYLAWS AND CONDUCTED A DISTRICT-WIDE ELECTION AMONG ALL AEA MEMBERS. AT THAT POINT WE BECAME THE AFFILIATE OF THE AEA-NEA.

OUR GOAL IS OBVIOUS. WE BELIEVE THAT THE FACULTY SHOULD BE REPRESENTED BY AN ORGANIZATION THAT HAS THE SUPPORT AND EXPERTISE OF A POWERFUL STATE AND NATIONAL AFFILIATION.

WE HAVE ATTEMPTED TO MOVE TOWARD OUR GOAL IN A MANNER THAT WOULD UNDERLINE THE NEED FOR FACULTY SOLIDARITY. TWO YEARS AGO, WE ARRANGED FOR THE OREGON EDUCATION ASSOCIATION HIGHER EDUCATION NEGOTIATOR -- MR. AL KLEIN -- TO MEET WITH THE FACULTY MEET-AND-CONFER COMMITTEE. THIS WAS ACCOMPLISHED WITH FUNDS FROM BOTH THIS EXECUTIVE COUNCIL AND THE AEA-NEA. MORE RECENTLY, JUST LAST MONTH, AND IN A SIMILAR FASHION OF COOPERATION, I PERSONALLY OFFERED TO THIS COUNCIL THE SERVICES OF THE AEA NEGOTIATIONS STAFF. YOUR RESPONSE WAS A BRIEF MEETING WITH 4 MEMBERS OF THE MEET-AND-CONFER COMMITTEE, MYSELF, AND 2 AEA STAFF OFFICERS -- MR. RUSS KILLIP AND MR. MIKE DALTON. FOLLOWING THAT MEETING, THERE WAS THAT PERIOD OF UNCERTAINTY ABOUT THE MEET-AND-CONFER LEADERSHIP AND ACTIVITIES. WE THEN HAD THE IMPRESSION THAT THERE WOULD BE NO ADDITIONAL USE OF OUR NEGOTIATIONS STAFF.

DURING THAT TIME OF UNCERTAINTY AND IN TUNE WITH OUR COMMITMENT TO BRING STATE AND NATIONAL SUPPORT TO THE FACULTY, WE MADE A DIRECT REQUEST TO THE GOVERNING BOARD THAT THEY MEET WITH US TO DISCUSS A PROPER METHOD

TO DETERMINE THE ORGANIZATION HAVING THE MAJORITY SUPPORT OF THE FACULTY. THE BOARD'S RESPONSE INDICATED THAT WHILE THEY DID NOT SUBSCRIBE TO COLLECTIVE BARGAINING, THEY DID WISH TO RECOGNIZE THE ORGANIZATION CHOSEN BY THE MAJORITY. OUR INTENTION IN MAKING THAT CONTACT WITH THE BOARD WAS TO ESTABLISH A DEMOCRATIC METHOD FOR ORGANIZATIONAL SELECTION THROUGH PETITIONS AND SECRET BALLOTS. WE BELIEVE THAT THIS IS STILL A VIABLE ISSUE THAT CAN BE PURSUED WITH THE BOARD AND THAT WOULD CULMINATE WITH AN ELECTION.

HOWEVER, SINCE WE INITIATED THAT INDEPENDENT ACTION WITH THE BOARD, THE MEET-AND-CONFER COMMITTEE HAS MADE CONTACT WITH OUR STAFF, AND 3 MEETINGS HAVE BEEN HELD. THE COMMITTEE HAS BEEN RECEPTIVE TO THE ADVICE AND COUNSEL GIVEN BY THE AEA, AND NEARLY ALL OF US HAVE TAKEN PART IN SOME OF THE SUPPORTIVE ACTIVITIES -- BUTTON, SPEAKERS, CROWDED BOARD MEETING, ETC. LAST SUNDAY'S PRESS COVERAGE OF THE GENERAL FACULTY CONCERN OVER NEGOTIATIONS WOULD NOT HAVE SEEN PRINT HAD NOT THE AEA MADE ALL THE ARRANGEMENTS.

NOW, TO THE POINT OF OUR PRESENCE HERE TODAY AND THE CROSSROADS OF A DILEMMA. SHOULD OUR FACULTY ASSOCIATIONS, THE EXECUTIVE COUNCIL AND THE AEA, ADOPT A COMPETITIVE STANCE BY ENGAGING IN AN ELECTION TO DETERMINE THE ORGANIZATION HAVING MAJORITY SUPPORT OF THE FACULTY, OR SHOULD WE WORK TOWARD FACULTY UNITY IN A COOPERATIVE WAY? I'M HERE TODAY TO PROPOSE THE LATTER -- COOPERATION!

I WOULD NOW LIKE TO MAKE A PROPOSAL FOR YOUR CONSIDERATION.

THE GOVERNING BOARD WILL RECOGNIZE THE ORGANIZATION HAVING MAJORITY SUPPORT OF THE FACULTY. I AM CONFIDENT THAT THE AEA COULD ACHIEVE THIS STATUS THROUGH AN ELECTION. BUT THAT WOULD COST TIME, MONEY AND ENERGY TO ACCOMPLISH WHAT WE MIGHT ALREADY HAVE. I THINK WE HAVE THE SUPPORT OF THE FACULTY TO BRING THE MEET-AND-CONFER COMMITTEE UNDER THE STRUCTURE OF OUR AEA LOCAL ON A VOLUNTARY BASIS. I NOW PROPOSE THAT THIS EXECUTIVE COUNCIL TAKE A POSITIVE STAND ON THIS QUESTION AND VOTE TO AFFIRM THE MAJORITY STATUS OF THE AEA. I FURTHER PROPOSE THAT EACH CAMPUS TAKE A SIMILAR STAND ON THE RECOMMENDATION OF THIS COUNCIL. AS A PRACTICAL MATTER, IT IS POSSIBLE THAT A MAJORITY OF THE CAMPUSES COULD VETO THIS PROPOSAL WHILE IN FACT A MAJORITY OF THE DISTRICT FACULTY WOULD APPROVE IT. THAT WOULD BE FOOLISH. SO I SUGGEST THAT EACH CAMPUS UNIT CONDUCT A COMMON

PETITION OF THE FACULTY TO AFFIRM THE ACTION OF THE EXECUTIVE COUNCIL. SUCH A PETITION OF A MAJORITY OF THE FACULTY SUPPORTING THE MEET-AND-CONFER COMMITTEE UNDER THE BANNER OF THE AEA WOULD GIVE THE GOVERNING BOARD ASSURANCE OF MAJORITY SUPPORT.

IT SHOULD BE UNDERSTOOD AT THIS POINT THAT THE INDIVIDUAL CAMPUS UNITS OF GOVERNANCE, A SENATE OR AN ASSOCIATION WOULD REMAIN THE SAME. NONETHELESS, THE ENSUING QUESTION OF MEMBERSHIP IS OBVIOUS. ARIZONA IS A RIGHT-TO-WORK STATE. NO ONE CAN BE FORCED TO JOIN ANY EMPLOYEE ORGANIZATION. BUT REALISTICALLY, THE COST OF SUPPORTING A NEGOTIATING EFFORT AT THE LOCAL STATE AND NATIONAL LEVELS IS NOT MINIMAL. WE HAVE NO LOCAL DUES. THEY SHOULD PROBABLY BE AROUND \$25 IN ORDER FOR OUR LOCAL AEA OFFICERS TO OPERATE. AEA-NEA DUES WILL BE ABOUT \$125 NEXT YEAR. AND IF THE FACULTY WANTS SUCCESS, THEY MUST BE WILLING TO PAY FOR IT WITH MONEY, TIME AND EFFORT. THAT IS OBVIOUS. SO WE MUST HAVE A SUBSTANTIAL MEMBERSHIP TO SUPPORT THE TOTAL CAUSE.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
FACULTY EXECUTIVE COUNCIL, INC.

CONSTITUTION

Revised: November 10, 1987

ARTICLE I. TITLE

The name of this organization will be the Maricopa County Community College District Faculty Association represented by the Faculty Executive Council, Inc., hereinafter referred to as the Faculty Executive Council.

ARTICLE II. PURPOSE

The purposes of the Faculty Executive Council shall be:

1. To serve as the representative of the faculty association/senate of each college and/or community college center in the Maricopa County Community College District (MCCCD) to the District Administration and Governing Board of the MCCCD.
2. To facilitate communications between the entire Residential Faculty, the District administration, and the Governing Board of the MCCCD.
3. To serve as the representative of the entire Residential Faculty in academic and professional matters as stated in the Residential Faculty Policies.
4. To serve as the representative of the entire Residential Faculty.

ARTICLE III. MEMBERSHIP

Section A. The Faculty Executive Council represents faculty members, defined as residential certificated appointive and probationary instructional and support services personnel, excluding full-time administrative staff of the MCCCD.

Section B. The Faculty Executive Council will consist of twenty-two college and/or community college center faculty representatives, exclusive of the president and the president-elect. A minimum of one position will be allocated to each college and/or community college center faculty that is eligible to participate in the Council.

College and/or community college center eligibility requires submission of an acceptable constitution, payment of Faculty Association dues, identification of a presiding officer, and such other qualifications as may be established by the Council and required of all participating colleges and/or community college centers. The deadline for college and/or community college center eligibility is the preceding fifteenth of November.

Each eligible college's and/or community college center's first representative position should be assigned to its presiding officer. The positions that remain after the minimal number has been subtracted from the original twenty-two will be allocated to the colleges and/or community college centers in direct proportion to the number of faculty with paid or pledged Faculty Association membership as of November 15 of the immediately preceding fall semester. The resultant size of the Council may fluctuate slightly around twenty-two due to rounding considerations. Disputed or tied allocations may be adjudicated by the Executive Committee.

A college and/or community college center that meets eligibility requirements too late for inclusion in the current Council may petition the Executive Committee to allow a non-voting delegate to attend the Council's regular meetings. Representatives to the District Faculty Association from each participating college and/or community college center and faculty must be current members of both their local college and/or community college center faculty association/senates and the District Faculty Association.

Section C. Representatives, other than participating college and/or community college center faculty presidents, shall begin their terms at the first meeting of the incoming Faculty Executive Council (at the first meeting in May) regardless of the time they were chosen by their college and/or community college center faculty.

Section D. The president and president-elect will not be considered as part of any college or community college center representation. The president will vote only to break or create a tie; the president-elect will have no voting power except to break or create a tie on behalf of the absent president.

Section E. Each participating college and/or community college center will choose alternates for regular council members. Alternates will serve in the event of the absence of a regular member.

ARTICLE IV. OFFICERS

Section A. The Faculty Executive Council will elect a president-elect, a secretary, and a treasurer.

Section B. All officers will be elected for a term of one calendar year beginning at the close of business at the first May meeting of the Faculty Executive Council.

Section C. Duties of the officers of the Faculty Executive Council shall be as follows:

1. The president will:
 - (a) Preside over Faculty Executive Council and Executive Committee meetings;

- (b) Chair the Faculty Residential Policies Review Committee;
- (c) Appoint all Faculty Executive Council committees and their chairpersons;
- (d) Be an ex-officio member of all Faculty Executive Council committees;
- (e) Initiate all contacts between the Faculty Executive Council, the District Administration, and the Governing Board;
- (f) Call special meetings of the Faculty Executive Council and the Executive Committee;
- (g) Represent faculty interests at meetings of the Presidents' Council, the Governing Board, and other appropriate agencies;
- (h) Submit a summary report of summer faculty governance activities to all faculty by September 15;
- (i) Keep the president-elect informed of matters relating to the presidency;
- (j) Enter into an active education program with the president-elect to insure preparation for the presidency.

2. The president-elect will:

- (a) Preside at meetings when the president is absent;
- (b) Assume the duties and office of the president for the remainder of the term if that office should for any reason become vacant;
- (c) Serve on special committees at the direction of the Executive Committee;
- (d) Serve as a member of the Faculty Meet and Confer Committee;
- (e) Serve as parliamentarian for all meetings;
- (f) Keep informed of matters relating to the presidency by consulting with the president regularly;
- (g) Assume the duties and office of the president when the term of the current president expires.

3. The secretary will:

- (a) Take minutes at all regular and special meetings of the Faculty Executive Council;
- (b) Disseminate those minutes to the faculty at each college or community college center within ten days after each meeting;
- (c) Perform other secretarial duties as directed by either the president or the Faculty Executive Council, Inc.;
- (d) Provide all required notices to members of the Faculty Executive Council and the Executive Committee.

4. The treasurer will:

- (a) Gather data necessary for the preparation and presentation of the annual budget;
- (b) Collect dues;
- (c) maintain proper bank accounts;
- (d) Report the finances of the Faculty Executive Council at all regular meetings;
- (e) Write checks at the direction of the president or Faculty Executive Council;
- (f) Present a financial statement at the last meeting of the outgoing Executive Council and the first meeting of the incoming Faculty Executive Council.

5. The past-president will

- (a) Perform duties agreed upon by the past-president, the incoming president, and the Executive Committee prior to the end of the previous president's term. The assignment and any remuneration for the past-president will be passed by a majority of the Executive Council at its first meeting in May.

ARTICLE V. EXECUTIVE COMMITTEE

- Section A. The Executive Committee will consist of the president, the president-elect, and the faculty association/senate president of each participating college and/or community college center in the MCCCC.
- Section B. The Executive Committee will make recommendations to the president for appointments to all Faculty Executive Council committees and for their chairpersons.
- Section C. The Executive Committee will make recommendations to the president for removal and replacement of any member or chairperson serving on a committee of the Faculty Executive Council.
- Section D. The Executive Committee will make recommendations to the Faculty Executive Council through the president to place action items on the agenda in emergency situations.
- Section E. The Executive Committee will prepare the annual proposed budget.
- Section F. A quorum of the Executive Committee will consist of a simple majority of the number of participating colleges' and/or community college center faculty presidents plus either the president or the president-elect.

ARTICLE VI. DUES

- Section A. Annual dues, to be formally pledged or paid in full by November 15, will be assessed each faculty member who joins the District Faculty Association. Only members who have met the November 15 deadline are entitled to access to the Faculty Association attorney for school-related matters (as determined by the Executive Committee) and, at reduced rates, for other matters. Meeting the dues deadline is also required for all other benefits and privileges of membership.

Section B. The Executive Committee of the Faculty Executive Council will submit the proposed budget for the following academic year at the last regular April meeting of the Faculty Executive Council. A budget will be adopted and dues amount approved at the first May meeting.

ARTICLE VII. MEETINGS

Section A. The Faculty Executive Council will meet at least once monthly during the academic year.

Section B. The Executive Committee will meet prior to every regular and special meeting of the Governing Board of the MCCCDC to discuss the Board agenda and recommend to the president the appropriate action to be taken when necessary. The Executive Committee will also meet prior to regular and special Faculty Executive Council meetings and during periods when a quorum of the Faculty Executive Council could not normally be assembled, such as on holidays, during summer, and during Governing Board meetings.

Section C. While meeting when a quorum of the Faculty Executive Council could not normally be assembled, the Executive Committee has authority to function as the Faculty Executive Council.

Section D. Special meetings of the Faculty Executive Council may be called at the discretion of the president, or by request of twenty-five percent (25%) of the members of the Faculty Executive Council. All members of the Faculty Executive Council will receive prior notice of the time and purpose of the special meeting.

Section E. Special meetings of the Executive Committee may be called at the discretion of any member of the Executive Committee. All members of the Faculty Executive Council will be notified of the time and purpose of the special meeting.

Section F. A quorum of the Faculty Executive Council will consist of fifty-one percent (51%) of membership, exclusive of the president and the president-elect.

Section G. Agenda items will be treated as follows:

1. All agenda items will be processed through the participating college or community college center presiding officer and to the secretary not later than one (1) week prior to a scheduled meeting.
2. Criteria for submission of an item to the Faculty Executive Council are:
 - a. The matter concerns or could affect faculty members at more than a single college or community college center
 - b. The issue cannot easily be resolved through normal local or District faculty and administrative channels.
3. Items must be presented as information items initially and as action items no earlier than the next scheduled meeting. Exceptions may be brought to the Faculty Executive Council as action items initially with the approval of the Executive Committee.
4. Motions covering action items should be submitted in writing to all members of the Faculty Executive Council whenever feasible.
5. The minutes of Executive Council meetings shall report for all issues on which votes were taken the number of ayes, noes, and abstentions.
6. Meetings will be conducted in accordance with Roberts Rules of Order Newly Revised unless otherwise directed by this constitution.

ARTICLE VIII. REFERENDUM

Upon petition by one-third of the fully qualified members of the District Faculty Association protesting an action taken by the Faculty Executive Council or the Executive Committee, such action will be submitted as a referendum to the entire Faculty Association membership. The challenged action shall be nullified if disapproved by a majority of the total votes cast. This referendum procedure does not preclude the Executive Council's polling the entire MCCC faculty, regardless of Faculty Association membership, on appropriate issues.

ARTICLE IX. COMMITTEES

Section A. All committees and their chairpersons will be appointed at the direction of the president and the Executive Committee and approved by the Faculty Executive Council. Committees will serve at the pleasure of the president and the Faculty Executive Council for any period of time designated.

Section B. Residential faculty on sabbatical leave, leave of absence, or special leave will not be eligible to serve on any committee.

Section C. The following are the standing committees of the Executive Council.

1. Residential Faculty Policies Review Committee

a. Purpose:

- (1) To submit recommendations to the Chancellor for adjudication whenever there is a contested interpretation of the existing policy, and
- (2) To deliberate requests and make recommendations for change in Residential Faculty Policies and report regularly to the Faculty Executive Council.

b. Membership:

- (1) The committee will be composed of the participating college and/or community college center faculty presidents and the Faculty Executive Council president, president-elect, and secretary, and
- (2) The Faculty Executive Council president will serve as chairperson for the committee.

2. Faculty Meet and Confer Committee

a. Purpose:

- (1) To represent the entire faculty at the meet and confer table, and

(2) To receive and process requests on subjects or sections to be reopened for meet and confer from the Residential Faculty Policies Review Committee and the Meet and Confer sub-committees.

b. Membership:

The committee will consist of one (1) representative from each participating college and/or community college center the Faculty Executive Council president-elect, the Faculty appointed negotiator, and a representative of the Professional Growth Committee.

c. The following are the standing sub-committees of the Meet and Confer Committee:

- (1) Insurance Committee
- (2) Retirement Committee
- (3) Salary Committee

3. District Staffing Committee.

ARTICLE X. ELECTIONS

Section A. Prior to the last regular April meeting, a nominating committee from the incumbent Faculty Executive Council, composed of one representative from each participating college and/or community college center, will nominate a minimum of two (2) candidates for the office of president-elect. Other nominations may be made from the floor at the time of the election. Nominees for president-elect need not be members of the Faculty Executive Council.

Section B. The incoming Faculty Executive Council will hold a meeting prior to the end of the school year for the purpose of nominating a secretary and a treasurer for the coming year. Other nominations may be made from the floor at the time of the election. Nominees for secretary and treasurer must be members of the incoming Faculty Executive Council.

- Section C. Elections will be held as the last order of business at the first meeting of the incoming Faculty Executive Council. The first meeting of the incoming Faculty Executive Council shall be the first meeting in May.
- Section D. Each officer will be elected by a majority vote of the incoming Faculty Executive Council representatives. Election will be by written ballot (when there are multiple nominees) and each member of the incoming Faculty Executive Council will have one (1) vote for each office.
- Section E. In the event the office of secretary or treasurer becomes vacant during the course of the year, the vacancy will be filled by presidential appointment subject to approval of the Faculty Executive Council.
- Section F. If the office of president-elect becomes vacant a special election must be held no later than forty-five (45) days after the vacancy occurs. A nominating committee, composed of one (1) Faculty Executive Council member from each participating college and/or community college center, will nominate a minimum of two (2) candidates for the office. Other nominations may be made from the floor at the time of the election.

ARTICLE XI. RECALL

- Section A. Any committee appointee may be removed by a two-thirds (2/3) vote of the entire membership of the Executive Committee.
- Section B. Any elected officer of the Faculty Executive Council may be removed from office by a two-thirds (2/3) vote of the Faculty Executive Council present and voting.

ARTICLE XII. STIPENDS

The president will receive a stipend equivalent to twelve (12) and be eligible for up to three (3) load hours of teaching contract monies during the official summer school calendar.

1977

REPORT OF A VISIT
TO
MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
Phoenix, Arizona
for the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

February 5-10, 1977

EVALUATION TEAM

- Dr. Glynn E. Clark, President, Meramec Community College, 11333 Big Bend Blvd., Kirkwood, MO 63122
- Dr. Clair C. Conard, Chairman, Board of Trustees, Dodge City Community College, 14th & Bypass 50, Dodge City, KS 67801
- Mr. Wayne W. Miller, Director, Oklahoma State Tech, Fourth & Mission, Okmulgee, OK 74447
- Dr. Leland B. Luchsinger, Professor of Vocational Education, Department of Vocational Education, Colorado State University, Ft. Collins, CO 80523
- Dr. Richard F. Whitmore, President, Kellogg Community College, 450 North Avenue, Battle Creek, MI 49016
- Dr. Alban E. Reid, President, Black Hawk College, 6600 34th Avenue, Moline, IL 61265 (CHAIRPERSON)

INTRODUCTION

Background

The educational programs which are presently encompassed in the Maricopa County Community College District have a history that dates to 1920 when Phoenix College was established as an upward extension of the Phoenix Union High School District. Phoenix College was initially accredited in 1928 by the North Central Association of Colleges and Secondary Schools and continued to operate for more than forty years as a segment of the Phoenix Union High School District.

The State Legislature in 1960 passed enabling legislation to permit the establishment of a county-wide community college district. In 1962, the citizens of Maricopa County elected to establish Maricopa County Community College District. The District is administered by a five member, locally elected, Governing Board. State-wide coordination for Arizona community college districts is provided by the Arizona State Board of Directors for Community Colleges and members are appointed by the Governor.

Soon after the creation of the Maricopa County Community College District, Phoenix College, by a vote of Phoenix Union High School District, was transferred to the jurisdiction of the community college Governing Board, effective July 1, 1963. Phoenix College has since its inception been located within the central region of the City of Phoenix. During the next seven years, five separate colleges and a Skills Center were to be created within the Maricopa County Community College District, and enrollment was to grow to approximately 50,000 students enrolled in credit programs in 1975-76.

With the creation of the new Maricopa County Community College District encompassing some 9200 square miles, it became apparent to the

Governing Board that there was need to establish several extension centers. Such centers were created under the administration of Phoenix College in Mesa, 17 miles east of Phoenix, at Camelback in Northeast Phoenix, and at Glendale in Northwest Phoenix. Effective July 1, 1965, the Governing Board acted to create Mesa Community College from the Mesa extension and combined the Camelback and Glendale extensions to create Glendale Community College.

In September of 1968 the Governing Board opened Maricopa Technical Community College in a seven story building in downtown Phoenix. Unlike the other colleges of the District, which were more comprehensive in nature, Maricopa Technical Community College emphasized occupational programs for the students of Maricopa County and served as a center for programs throughout the entire county. The newest college of the District, Scottsdale Community College, was opened in September of 1970.

From an enrollment of 15 students in 1920 at Phoenix College, the Maricopa County Community College District has grown to become the fourth largest community college district in the nation. The colleges of the District together offer comprehensive educational programs in professional, occupational and continuing education curriculums to serve the rapidly growing population of the county. The county served by the college district is one of the largest in the nation, equal in size to four of the Eastern states combined. The county has a population of 1,400,000 with its primary center in Phoenix, the capital of Arizona. In addition to constituting one of the fastest growing population centers in the United States, it attracts many visitors because of its ideal winter climate. Though portions of the county are heavily populated, areas served by the community college district include many small centers of population, a sizable number of preplanned communities, several small rural communities, as well as several Indian

communities. Maricopa County contains over half of the population of the State in a variety of urban and rural settings. The varied ethnic backgrounds of its students provide the college district with a varied representation in its enrollment.

The North Central Association Executive Board, following evaluation visits to Glendale Community College, Mesa Community College, and Phoenix College during the 1966-67 academic year, voted in August of 1967 to affirm the transfer of accreditation of Phoenix College to the Maricopa County Community College District and to accredit each of the three colleges as operationally separate campuses of the district. The Executive Board of the Commission further required that a consultant be appointed for each of the colleges for a period of three years to assist in formulating a clear delineation of the respective functions of the Governing Board, the district office, the campus administrations and the campus facilities.

In July of 1968 a report of a consultant's visit to Maricopa County Community College District was submitted to the North Central Association. There appear to have been no subsequent consultant visitations during the next two years as stipulated by the NCA Board of Directors in granting accredited status to the three operationally separate campuses of the district. The report of the consultant's visit in July of 1968 affirmed that a number of steps had been taken to address concerns which had been cited in the evaluation team visits of the preceding year. There appears to have been no definitive action taken by the NCA Executive Board to clear the district and its campuses of the conditions that were placed upon the granting of accreditation.

Subsequent to the granting of accreditation to the three campuses of the district in 1967, Maricopa Technical Community College and Scottsdale

Community College were opened and became candidates for accredited status and were granted accreditation in 1974 and 1975 respectively.

In the early fall of 1976 regular decennial evaluation visits were scheduled for Glendale Community College, Mesa Community College and Phoenix College. It was determined that the three campuses would be visited concurrently by a joint team whose efforts would be directed by a general chairperson. The designated general chairperson, together with a staff representative of the North Central Association, visited Maricopa County Community College District during the month of October 1976 to develop, in cooperation with staff members of the Maricopa County Community College District, plans for the conduct of the evaluation visit. In view of the inconclusive resolution of problems identified during the 1967 evaluation as well as concerns expressed in the subsequent visits to Maricopa Technical Community College and Scottsdale Community College, the college district administration was requested to prepare a District Self Study Report. It was anticipated that the conduct of such a self study would facilitate and focus attention upon the delineation of respective functions of the District Governing Board, the district office and the campus administrations and campus facilities since the college district had been directed very specifically to address these issues as a condition of the continued accredited status of its campuses.

The responsibility for the preparation of the District Self Study was assigned to the Educational Planning and Informational Center of the district in early November. The date for the conduct of the evaluation visit was set for the period February 5-10, 1977. It was acknowledged in the District Self Study Report that time constraints had precluded more than limited and superficial involvement of the Governing Board and the district and campus staffs in the conduct of the self study and the

review of the findings reported therein. At the same time, it was acknowledged by the Acting President of the college district that the experience of the self study had been a valuable one for the managers of the district and that for many this was a first time experience. The document itself provided an excellent overview of the organization and operation of Maricopa County Community College District organized as it was in the general format suggested in the North Central Association Commission on Institutions of Higher Education Handbook on Accreditation.

Organization of the Evaluation Visit

As indicated above, the North Central Association staff assigned three evaluation teams, each with its own chairperson, to work simultaneously under the direction of a general chairperson to conduct a visit for periodic review of membership of the three colleges as operationally separate campuses of the district. It was determined that the three team chairpersons, together with two additional team members, would be assigned to work with the general chairperson in the evaluation of the Maricopa County Community College District and its operation. Each member of the district evaluation team had a specific assignment. The district evaluation team focused on the relationship between the Maricopa County Community College District Governing Board and administration and the Arizona State Board for Community Colleges; the relationship between the District Governing Board and the district administration ; the relationship of the District Governing Board and the district administration and the three campuses; financial status of the college district; and the occupational programs of all three colleges.

During the course of the evaluation visit, the Institutional Site Visit Coordinator transmitted to the general chairperson a formal request

that consideration be given by the evaluation team for accredited status to be granted to Maricopa County Community College District as a whole. The request was based on the recognition of the fact that three of the five colleges in the district (Glendale Community College, Mesa Community College and Phoenix College) were being evaluated during the current visit and that the other two colleges had recently received accreditation and that a comprehensive self evaluation of the district had been submitted.

Members of the district evaluation team discussed at great length the request submitted by Dr. Helena Howe, the Institutional Site Visit Coordinator, by letter dated February 9, 1977 to the general chairman of the evaluation team. The consensus of the team was that the assignment given to the team by the North Central Association staff was to evaluate and make recommendations on each of the three campuses individually and that the comprehensive evaluation visit of the district operation was accomplished primarily for the purpose of determining the response of the District Governing Board and administration to the concerns expressed in the report of the 1967 evaluation visit. It was acknowledged, however, that it would be appropriate to transmit to the North Central Association staff a letter requesting district accreditation status so that such a request might be considered by the Review Committee and/or the Executive Board of the Association at the time that the report and recommendations of the evaluation team were considered at the Summer 1977 meeting of the Commission. A subsequent letter to the general chairperson of the evaluation team dated April 5, 1977 from Mr. A. W. Flowers, Acting President of the Maricopa County Community College District, reiterated the request made by Dr. Howe in her letter of February 9, 1977. The North Central Association staff deems it appropriate to ask the Review Committee and/or the Executive Board of the Commission to consider and respond to

this request for accreditation of Maricopa County Community College District.

EDUCATIONAL MISSION OF THE COLLEGE DISTRICT

The institutional mission, goals and objectives of the District have evolved from a well defined statement of goals and objectives provided in the Statutes of Arizona indicating that the system is to offer:

- (a) college transfer programs of study
- (b) career education programs and semi-professional studies
- (c) general education for all students
- (d) continuing education for community members who are employed
- (e) community service and cultural opportunities
- (f) academic, occupational/semi-professional counseling, guidance and placement
- (g) research experimentation and innovation
- (h) comprehensive management of fiscal, professional and facility assets

The educational goals of the Maricopa County Community College District which have been adopted by the Governing Board are consistent with the statutory goals and objectives of the State. Since the appointment of an Acting President, the District has been involved in a process of reviewing institutional growth and development as well as the many changes in society impacting institutional mission, goals and objectives with a view to revitalizing the existing mission, goals and objectives statements of the District.

A Presidential Steering Committee was organized consisting of administrators, faculty, support staff, community members and assisting agency consultants to address the existing mission, goals and objectives statements and to provide comprehensive planning, development, management and evaluation efforts necessary to improvement in these areas on concern to

the Maricopa County Community College District. The Steering Committee is viewed as providing a vehicle for a continuing evaluative process commencing with the assessment of community/student needs which lead to the development of statement of mission, goals and objectives; the definition of priorities; the design of program curriculum objectives; the implementation of operational activities and monitoring; the evaluation of program curriculum outcomes. These steps should be followed by the reassessment of community/student needs; the redevelopment of improved statements of mission, goals and objectives; the implementation of operational activities and monitoring; and the evaluation of redesigned program curriculum outcomes. Though the structure for the dynamic process of goals, objectives and missions assessment has been created, it is too early to determine whether the District will be able to initiate steps to assure the effective implementation of these processes with extensive involvement of the numerous constituencies of the total community college district. It is acknowledged in the Summary of Concerns in the District Self Study Report that there are several groups within the urban population of the Phoenix-Glendale-Scottsdale-Mesa metropolitan area whose needs are unserved or underserved. These include members of minority groups, senior citizens, handicapped and the unemployed. Also, the residents of the remote, sparsely populated areas of the county are largely unreached. As frequently happens in a large and complex institution, statements of mission, goals, and objectives for the District do not provide the sense of direction needed for precise implementation of programs designed to accomplish the mission, goals and objectives. It is noteworthy that district managers acknowledge a feeling of uncertainty when asked for the goals and objectives for their areas of responsibility. The manner in which the goals and objectives of operational units of all levels support and contribute to the mission, goals and objectives of the District seems

to be not well understood also.

The Summary of Concerns indicates that for the most part the goals and objectives of individual managers reflect as their major priority a reaction to crisis. It is concluded in the summary that "management has a responsibility to require clearly stated goals and objectives at all operating levels and to insure these goals and tie in and support the mission and goals established by the Governing Board.

It is further acknowledged that "... A procedure for establishing the priority goals of the District and operational levels of the colleges should be prepared in written form." Additionally, "The test of function should be the degree to which these activities foster and support progress toward these agreed upon goals." Finally, "Mission, goals and objectives should be re-examined at least yearly and redefined with the advice of community, staff, students and administrators. All should share in developing 'the sense of direction.'"

Members of the evaluation team concur in the assessment which is provided in the Summary of Concerns. It should be acknowledged that as the District continues to grow, the need for the kind of systematic process of mission, goals and objectives setting for institutional revitalization will become even more important to assuring effective operation in the future. At the same time, it should be recognized that the difficulty of implementing such a system in the present state of development will constitute an extreme challenge to the Governing Board, the district staff and the college staffs. It is conceivable that external assistance may be necessary to facilitate such a process. Each manager within the District will be required to develop the skills necessary for implementation of the new system.

EDUCATIONAL AND LEARNING EXPERIENCES

It was apparent to members of the evaluation team that major responsibility for the educational programs and the students and instructional staff involved in them is focused upon the individual colleges within the District. Though the Governing Board and the district staff interject themselves into the educational and learning experiences provided by the individual colleges of the District, they do so primarily through budgetary and management processes that do not in and of themselves have as their primary concern the quality and effectiveness of educational and learning experiences on a district-wide basis.

It appears that the instructional policies and techniques which exist at the college level are related to the purposes and objectives set forth by the District. However, it seems in this case that the relationship of the two is almost by chance. There is little evidence of a district concern for creation of a systematic procedure by which measurement can be made of the accomplishments of the District as a whole in achieving the stated educational mission, goals and objectives statement of the colleges. Stable academic leadership at the District level for the purpose of assuring the continued improvement both in arrangements for providing educational experiences and the quality of these experiences has not been provided and needs greater attention if, in fact, the educational learning experiences that occur within the District are to be planned for and assessed in a systematic way.

The process of curriculum development is addressed in a very specific way in one section of the District Self Study Report. In the view of the evaluation team, the information contained in this section of the report, together with impressions gained from examination of the curriculum development process at the college level, suggests that there continues to be great need at Maricopa County Community College District for the exercise

of leadership in planning and assessing educational and learning experiences in the District. The Self Study Report acknowledges the failure to date of the District to base curriculum development on identified community/student needs. The Report indicates that "district managers" are concerned that "seat of the pants" program development be ended and that procedures in the future be based upon continuous assessment of community/student needs through implementation of a management model. Any efforts to achieve a cohesive program of curriculum development for the District as a whole appear to be of fairly recent origin, as late as November 1976, and thus it is impossible to assess the long range impact of such efforts. Hopefully, with a commitment to a more systematic approach to the provision of educational learning experiences based upon community/student needs, this problem may be resolved.

In the interim, the evaluation team is forced to base its judgment upon the evidence available. This evidence would indicate that where the District has made a strong commitment to coordination, such coordination has taken place and is generally commendable as to its quality. In a number of instances, through special funding, it has been possible to provide extensive resources for the support of coordination efforts. This is true in the case of district-wide allied health occupations and in the programs presently offered by the Maricopa County Skills Center. Significant progress has been made also in the area of vocational education, perhaps in part due to special incentive funding provided by the State of Arizona.

A number of very innovative programs such as computer assisted instruction and programs utilizing radio and newspaper media have also produced significant achievements. It appeared to members of the evaluation team, however, that in many cases there was relatively little effort being

made to integrate such programs into a cohesive educational whole. Evidence of this problem exists in relation to the status of the Maricopa County Skills Center. The Self Study acknowledges that there is need for district administration to secure a policy statement from the Governing Board with respect to the degree of commitment to the Skills Center as a concept. There appears to be considerable difference in opinion as to whether the Skills Center as a highly specialized manpower training institution should be sustained as a concept or whether the functions of the Skills Center should be distributed among the colleges. It is suggested by the Report that an alternative course of action would be to replicate similar centers in other areas of the District. Under any circumstances, it appeared to be the belief of the district staff that the concept and methodology of the Skills Center should be used to serve other specialized populations within the District as determined by the assessment of community/student needs.

The evaluation team concurs in the need to recognize the high risk nature of innovative programs such as TICCIT and to initiate such risk ventures, subject to very careful periodic evaluation to ascertain the effectiveness of each program in achieving its stated objectives. It is important that the Governing Board receive progress reports periodically during the course of such programs so that decisions as to their continuation or termination not be made in a climate of crisis. This frequently occurs when judgments concerning the value of a program are deferred to a point near the end of the projected program life. The District and college administrations have recognized that the motivation for curriculum development which has in the past resulted from a variety of unpredictable stimuli must give way to an orderly preplanned cycle of curriculum development. The Self Study Report describes an ideal curriculum development process

which the evaluation team feels is commendable, even though it has not yet been implemented.

The Summary of Concerns suggests that the District establish procedures which would enable the staff to concentrate on a limited number of priority items each year over a five year period. Coupled with the identification of priority areas would be a commitment to provide budgetary support, staff training and instructional materials support for each priority area.

Generally speaking, there is concern on the part of the evaluation team members that problems related to educational and learning experiences appear to have been given a low priority for consideration by the Governing Board and the District staff. It is acknowledged that a number of significant steps have been taken in recent months which seem to suggest a reordering of priorities. Again, however, as a result of the size of the Maricopa County Community College District and its complexity and continuing growth, it will be extremely difficult to initiate any new effort to systematize processes that relate to educational and learning experiences. Needless to say, it will be extremely important for the colleges to be well represented in the membership of any committee or task force which is assigned responsibility for recommending changes in curriculum development procedures.

RESOURCES FOR PROVIDING EDUCATIONAL LEARNING EXPERIENCES AND IMPLEMENTING INSTITUTIONAL GOALS AND OBJECTIVES

Maricopa County Community College District is well endowed with resources to support its educational programs. The 1976-77 operating budget projected a balanced budget with revenues and expenditures at \$38,975,000. Of this budget, 62% is expended for instruction, 13.2% for physical and plant facilities, 10.3% for student services and general expenses, 8% for administration and 4.3% for library and audio-visual services.

During the 1976-77 fiscal year, 82.5% of total operational expenditures

were allocated to salary and salary related expenses, 17.5% were related to non-salary expenses. Revenues for 1976-77 were derived from the district levy which provided 51.3% from State aid, 35.5% in lieu tax, miscellaneous income 3.3%, and tuition 1.3%. The favorable fiscal position of the District is reflected in a projected end of year cash balance of 8.6%. During the 1976-77 fiscal year, it was estimated that the District would serve a total student headcount population of 50,417 or 28,860 full-time student equivalent with more than 51% of the revenue coming from a district levy. It is important to identify the tax base from which this local levy is derived. It is extremely significant that along with steady growth in student enrollment, there has been a substantial annual increase in assessed valuation in Maricopa County. From 1970 when the percent of increase was 8.9%, growth in assessed valuation has been experienced in a percentage in excess of 8.9% for each year through 1975. In 1971 the rate of growth was 10.9%, in 1972 - 18.7%, 1973 - 28.9%, 1974 - 14.6% and 1975 - 10.3%. The percentage of growth in assessed valuation from 1976 is shown as 6.5%. A rather sharp drop in rate of growth in assessed valuation from 1973 onward may constitute a trend which should be regarded as significant for district planners.

At the present time the District operates with a 70¢ tax rate for operation and a 1¢ tax rate for capital and special levies, for a total tax rate of 71¢. It may be that if the trend in the decrease of percentage of growth in assessed valuation continues, it will be necessary to consider increasing the present tax rate to generate a levy sufficient to offset the loss in revenue growth from only limited growth in assessed valuation.

It is noteworthy that the budget expenditures for full-time student equivalent reflect a range from \$1234 at Glendale Community College to \$1548 at Maricopa Technical College. The difference in funding levels per

full-time student equivalent can be accounted for primarily by the differences in cost of various programs offered by the individual colleges. The average full-time student equivalent cost of \$1350 district-wide compares favorably with the average expenditure for all community colleges in Arizona amounting to \$1513 for the 1976-77 fiscal year. The college district has made a net capital investment in its plants as of June 30, 1976 of \$51,548,427.70.

Perhaps one of the greatest strengths of the Maricopa County Community College District is the quality of its instructional staff which is reflected both in the academic and experiential preparation of staff members for their assignments as well as in the impact which their instructional skills have upon the students whom they teach. Evaluation of this segment of the district is better provided in the reports of the evaluation teams which visited the three colleges. At the same time, however, it is significant in reporting on the District evaluation to consider the relationship between the instructional staff and district personnel. In an educational enterprise, it is assumed that the major thrust of all efforts should be the promotion of a quality educational program. Implicit in this concept is the assumption that the work of the instructional staff is paramount and all other efforts intend to be supportive of the instructional effort. The District has indicated its acceptance of this concept by identifying non-instructional activities as supportive activities. It has provided staff support for the instructional program in a variety of ways. An assessment of this supportive effort, however, leads to the conclusion that there is need for a more cohesive and more comprehensive approach to providing such support. This need is reflected in a rather consistent way in the evaluation reports of the three colleges.

The counseling program of Maricopa County Community College District appears to be somewhat uneven in view of the evaluation team. There appears to be ample opportunity at the district level to design and facilitate the implementation of a more comprehensive and uniform counseling process to assure that students receive comparable services at all institutions in the District. Related to counseling is the need to develop a district-wide approach to the delivery of student services if the District does in fact intend to move toward district-wide accreditation. The District appears to have the capability of utilizing its computer resources in a more efficient and effective way. To date it appears that major emphasis in computer utilization has been in the area of business services with the exception of the thrust toward initiation of computer aided instruction.

The physical facilities of the District have been developed in such a way as to provide attractive and yet economical physical plants for each of the colleges. The Governing Board and the district administration have attempted to respond to physical facilities needs in such a way as to achieve balance in the development of such facilities at each of the colleges.

The present bonded indebtedness of the District, estimated to be approximately \$18 million, is not excessive in view of the wealth of the District. It is acknowledged in the District Self Study Report that facility planning should be based upon the assessment of the needs of the community and students. The Report seems to imply that there does not presently exist a long range plan for the development of facilities. This was evident from concern expressed relative to the future role and location of Maricopa Technical Community College as well as the Maricopa County Skills Center.

Throughout the Self Study Report reference is made to the need for

initiation of a management oriented approach to the provision of material and support resources to accomplish the educational mission of the District. Communication between the District and the colleges has created problems which, it is acknowledged, management has the responsibility to resolve by involving, informing and discussing openly with all levels of staff the role and function of all departments. It is suggested that there is need for staff training relative to fiscal and legal parameters for the operation of the college district. Apparently staff members who are not directly involved in the support function do not understand all of the complexities of purchasing, budgeting and funding.

The new sub-structure of the district office, though it creates two distinct functional divisions, recognizes the responsibility on the part of those involved in educational development and in business affairs to work closely together so as to learn and understand each other's roles. As might be expected in a large district, production of accurate, timely information on which to base decisions leaves something to be desired. Newly developed plans call for the refinement of existing information systems into a comprehensive unified management information system which will be responsive to needs of management. As yet, there does not appear to exist in the educational area the unified data base adequate to support the decision making functions of this area.

Though a library technical services department exists at the district level, there continues to be the need to create a single district professional library in order to facilitate information retrieval. It is anticipated that many of the functions and areas where information is generated for the educational programs of the District will be better served in the future as the result of the planning capability available to the District through the creation of the new Educational Planning and Information Center.

Though in existence for less than a year, the Center has attracted an extremely competent staff which has been able to accelerate the data generation necessary for effective planning and decision making.

Generally speaking, it is the judgment of the evaluation team that necessary staff, financial and physical resources are available to support the educational programs of the District. It is an acknowledged fact that these resources have not been used in a totally effective way in the past. It is also a fact that the District has recognized this problem and has initiated efforts to achieve more effective utilization of District resources. There is heavy emphasis in the Summary of Concerns of the Self Study Report upon a management approach to administering the needs of the District. Though this newly identified thrust is commendable, it is extremely important that the initiation of a management approach constitutes an effort to enable the educational mission of the District to be facilitated through effective management of resources rather than that management shall become an end in itself without regard to the effect which management decisions might have upon educational programs.

DYNAMICS OF THE INSTITUTION - DECISION MAKING AND PLANNING

The area of governance, administration and decision making was identified in the 1967 report as one of serious concern insofar as Maricopa County Community College District is concerned. It was evident to members of the evaluation team that even though ten years had elapsed since that assessment was made, many of the same problems which existed then continue to exist today. Because of the size of Maricopa County Community College District and the number of students served by its educational programs, it is critical that adequate provisions be made for governance of the District.

The Governing Board which has the responsibility for providing policy

for the operation of six institutions, has a total operating budget of more than \$38 million and an enrollment which makes the District the fourth largest in the nation. Generally speaking, the Statutory provisions for community college education in Arizona are adequate to provide a framework within which local community college governing boards can operate their colleges with reasonable autonomy. The Legislature has been generous in its support of the community colleges.

Members of the evaluation team had the opportunity to meet with the Director of the State Board and to discuss with him at length his perception of the climate for community college education in the State of Arizona. One concern of the members of the team was the degree to which the State Board on the one hand exercised control over local districts and on the other, served as an advocate for community college education with the Legislature and with other interested agencies within the State government. There appeared to be a reasonable balance between the two functions. It was determined that the Statutes permit a district Governing Board to operate its colleges, to hire and fire all personnel, erect buildings and meet a minimum test of planning and construction, to develop its own educational programs that are needed in its area, and prepare its own budget with a minimum of State Board review.

The State Board consists of fourteen members, one from each county, appointed by the Governor with the advice and consent of the Senate. In addition, a representative for the Arizona State Board of Regents, the Superintendent of Public Instruction and the Director of the Division of Vocational Education serve as ex-officio members of the State Board. The term of each appointed member is seven years, with two members terminating each year. Some of the specific duties of the State Board under the law appear to infringe upon the autonomy of the local district Governing Board.

However, from an operational standpoint, the State Board chooses to relinquish to the District Governing Board the responsibility for certain duties which appear more appropriately the domain of the local board. As an example, the State Board is required to prescribe and adopt appropriate textbooks. The State Board has not exercised the option to do this. By contrast, the Maricopa County Community College District Governing Board is provided a very prescriptive definition of its powers and duties as they relate to the day to day operation of the community colleges. The Maricopa County Community College District Governing Board has actually chosen to exceed the authority vested in it by involving itself in the internal administration of the District and the individual colleges.

Several specific instances were pointed out to members of the evaluation team in which individual Governing Board members had exceeded their authority by issuing, without authorization through formal action of the Governing Board, directions to the district administrators and/or faculty members. The Statutes and Section 1.20 of the District Policy Manual explicitly define the authority of the Board and proscribe unilateral action by individual Board members. In discussions with administrators and faculty it was reported that Board members had, in fact, exceeded their authority by issuing orders and instructions to the district administrators without having been authorized by the total board through formal action to issue such orders. The evaluation team views the reports of such action with grave concern and feels that this is a matter which deserves immediate attention by the Governing Board because of its potential legal implication.

The present District Governing Board appears to be constituted of individuals who have a sincere interest in promoting the interests and the educational needs of the District. The Governing Board has exhibited a desire to provide leadership to enable the District to meet the educational needs of its residents within the resources that are available.

Perhaps the greatest lack is the absence of a well defined body of policies based upon previous decisions and actions of the District Governing Board. As a result of this lack, the Governing Board all too frequently finds itself in a position of reacting without precedent to immediate issues rather than attempting to respond to such issues in accordance with precedent or in a deliberate way so as to provide policy guidance for the district administration and staff when they are required to address such issues as they recur in the future.

Throughout the visit to the district office and to the three colleges, the problem of Board/administration relationships and the need to define respective roles and responsibilities was a matter of continuing concern. Members of the evaluation team were advised that serious efforts had been made by the Acting President in cooperation with the Governing Board to initiate specific remedial steps to correct this problem. Members of the evaluation team were informed that the Governing Board and the Acting President had been involved in a retreat shortly before the arrival of the evaluation team for its visit in an effort to resolve some of the problems arising from past and present experiences. Members of the evaluation team, because of the very vocal nature of criticisms of the Governing Board/administration relationships, felt compelled to examine rather carefully the status of these relationships during the visit. A review of the administrative structure indicated that such structure is presently not well defined and that as a result of this situation, there is confusion as to line and staff relationships throughout the entire District. Of particular concern is the top level administration of the District about which there is much speculation and misunderstanding. The retirement of the previous District chief administrative officer resulted in major changes in District administrative leadership recently. The final

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determination of assignment of executive responsibilities on a permanent basis has not occurred.

The Governing Board during the time of the evaluation visit was attempting to select a new president without having adequately defined the duties and responsibilities of the position. The tentative statement of duties and responsibilities for the chief executive officer of the District appeared to have been developed based on the assumption that the position would be filled from outside the district. At the same time, the Governing Board was apparently contemplating filling the position by internal appointment. This action would have invalidated the delineation of duties and responsibilities which had been previously established for the position, necessitating a redefinition of the duties and responsibilities of the chief executive officer as well as the duties and responsibilities of other personnel within the district office.

Most good organizational specialists would recommend that the design of an administrative organization and the definition of duties and responsibilities should evolve from the nature and mission of the organization rather than be based upon the personality and qualifications of individuals within the organization. It was quite apparent from comparing the present position description of the District chief executive officer with the changes that would be necessitated by an internal appointment that the Governing Board would be well advised to seek assistance from an external group of management consultants in an effort to delineate an appropriate administrative structure for the District before proceeding with any administrative staffing. Having been provided with such an organizational plan, the Governing Board could move rapidly to achieve an appropriate reorganization and then fill position vacancies with individuals possessing the necessary qualifications to perform their assigned functions.

It was apparent to members of the evaluation team both at the college and district level that there is an imperative need for determination of appropriate duties and responsibilities of the college executive deans. The role of these deans is not at present clearly understood and there is sufficient question as to the scope of their authority, i.e., whether they are academic administrators for or chief executive officers of their colleges, to seriously impair their effectiveness in performing either function.

It was apparent to members of the evaluation team that there is a great feeling of concern and anxiety throughout the district as it relates to the Board and District administration operation. The Governing Board and the District administration appear to be unaware or have chosen to ignore that there was such feeling and the impact which the present mode of operation has upon the morale of the District personnel.

It is difficult for members of the evaluation team to understand why a substantial number of the concerns which exist today were reported by earlier North Central Association teams which visited the District in 1967. It would have seemed that over a ten year period of time such concerns could have been addressed and resolved. Much of the great potential of one of the largest community college districts in the nation appears to have been dissipated as a result of the failure of the Governing Board to address seriously these most important issues. It is of great concern to the present evaluation team that steps should not have been taken to resolve these matters.

As stated in the District Self Study Report, one of the reasons for the present problem is the fact that the Governing Board is submerged in facts, figures, proposals, data and conflicting demands which tend to thrust the Governing Board into an administrative rather than into a policy making role. It should be the responsibility of the District

administration to provide the Board with necessary information to adopt policy rather than to make administrative decisions.

Continued involvement in administrative matters tends to cause the Board to react to crises rather than to determine institutional priorities based upon objective analysis of data and through long range planning. The Self Study Report expresses concern over the number of individuals assigned on an acting basis to key administrative positions within the District. The Self Study Report states "... there is consensus that notable improvement has occurred in the management of the District in the past several months. Under the leadership of the Acting President, there is a growing sense of direction. ... The key to continuing the improved management of the District in the opinion of key managers lies in the Governing Board acting as soon as possible to select the president. The continuing team can then be formed." Members of the evaluation team concur with these observations but would warn, however, that more important than the early selection of the president is the determination of the appropriate administrative organization for the District and the definition of duties and responsibilities of the chief executive officer and those other district administrators who would be appointed by and responsible to the president.

SUMMARY OF STRENGTHS AND CONCERNS

Maricopa County Community College District is to be commended for an extremely thoughtful and incisive self study of the overall District operation. The self study process should be acknowledged as probably the most important aspect of accreditation. Self analysis is healthy and worthwhile. The findings which stem from such self analysis should provide the basis for a continuing process of problem solving, future planning and change. Change is a fact of life, perhaps the only constant which exists today.

The purpose of the District self study was to encourage the District staff to consider an aspect of accreditation which is not normally addressed in a multi-campus district in the study and assessment of operationally separate campuses. The failure to assess the nature and quality of the district operation when such an operation has the potential for great impact upon the programs which are offered by operationally separate campuses may lead to erroneous impressions about the campuses. It has been the purpose of this evaluation team report, as it was of the District Self Study Report, to focus upon this unique characteristic of the multi-campus college district. It is intended that the District evaluation report will expand upon the reports which have been prepared for each of the three colleges. Some strengths and concerns which appeared consistently throughout the three college self studies are noted herein because they appear to be of matters worthy of recognition at the District level. The thrust of the North Central Association evaluation visit to the District has been to validate the strengths and concerns identified in the Self Study, to identify additional strengths and concerns, and to offer some modest suggestions which the District may or may not wish to consider to improve the various aspects of the operation.

Educational Mission of the District

1. The mission is well defined in broad and general terms and may be considered appropriate from the standpoint of statutory provisions as well as from the standpoint of what is expected in the way of educational services from a large, complex and sophisticated metropolitan area.
2. There is need to translate mission statements into measurable objectives in order to provide a well defined sense of direction for all levels in the District and to facilitate assessment of success or failure in achieving the objectives and accomplishing the mission of the District.
3. Some progress has been made in this area but the results are spotty. This is due probably to the recency of the initiation of the effort as well as the lack of understanding and/or commitment of all District staff to this process.
4. Educational services have not been provided to certain segments of the district population, i.e., members of minority groups, older citizens, handicapped, educationally disadvantaged, unemployed and underemployed, to the extent which would be deemed acceptable in light of the adopted mission statement of the District.
5. Though there is evidence of an awareness of the need to respond to the issue of satisfying unmet needs in the community and, in fact, some programs have been initiated. The response may be considered spotty and unorganized rather than stemming from a systematic approach to the issue.
6. Continuous examination and re-examination of District educational needs and the District response to these educational needs will be required if Maricopa County Community College District is to fulfill its adopted mission.

Provisions for Governance of Maricopa County Community College District

1. There appears to be a reasonably clear delineation of the respective roles and authority of the State Board and the Maricopa County Community College District Governing Board though there is question as to the appropriateness of assigning certain responsibilities such as textbook selection to the State Board. The fact that the State Board has chosen not to exercise its authority in this area underscores the need for review and possible revision of the Statutes relating to the powers and duties of both boards.
2. The Maricopa County Community College District Governing Board appears to be made up of individuals who have a sincere interest in the educational needs of residents of the District and is providing leadership in enabling the District to meet those needs with available resources.
3. The absence of a well defined body of policy based upon previous decisions and actions of Maricopa County Community College District Governing Board appears to leave the Board too frequently in the position of reacting to immediate issues rather than responding to such issues in a deliberate way so as to provide policy guidance for the District administration in addressing these issues as they recur.
4. Though the Arizona Statutes and Section 1.20 of the District Policy Manual explicitly define the authority of the Board and proscribe unilateral action by individual Board members, it was reported, in discussions with administrators and faculty that Board members have, in fact, exceeded their authority by issuing orders and/or instructions to the District administration without having been authorized by the total Board through formal action to issue such orders. This is a matter deserving of immediate attention by the Governing Board because of its legal implications.

5. Though the Governing Board and the Acting President of the District appear to have recognized the seriousness of the problem of Board/administration relationships and the need to define respective roles and responsibilities, continuing effort will have to be devoted to the matter in order to assure resolution of the problems arising from the past and present experiences.
6. The administrative structure of the District is presently not well defined insofar as line and staff relationships are concerned. This situation stems from the fact that a major change in District administrative leadership has occurred recently and the final determination of assignment of executive responsibility on a permanent basis has not occurred. The Governing Board is attempting to select a new president without having defined the duties and responsibilities of the position. This situation has an impact upon the duties and responsibilities of all other personnel within the District and will continue to do so until resolved. The Board would be well advised to seek assistance from an external group of management consultants in developing an appropriate administrative structure for the District before proceeding with any major administrative staffing. Upon receipt of such a staffing plan, it could proceed rapidly to accomplish any necessary reorganization and then fill position vacancies with individuals possessing the necessary qualifications to perform their assigned functions.
7. It is imperative that a determination be made of the appropriate duties and responsibilities of college executive deans. At the present there is sufficient question as to the scope of their authority, i.e., are they academic administrators or chief executive officers of the colleges? to impair their effectiveness in performing either function.

8. The Governing Board and District administration appear to be unaware of the great feelings of anxiety which exist throughout the District concerning Board and District administration operation and the impact which the present mode of operation has upon the morale of District personnel.
9. A substantial number of the concerns which exist today were reported by the earlier teams which visited the District in 1967. It is of great concern to the present team that action has not apparently been taken within the past ten years to address these concerns.

Resources Available to Accomplish the Mission

1. Adequate funding has been provided to support the District in the accomplishment of its adopted mission.
2. Highly qualified faculty and supportive services staff have been employed by the District to perform necessary functions.
3. There is an extremely sophisticated and efficient organization created to conduct the business functions of the District.
4. There is apparent concern at the college level as to whether the District organization is designed to support or to control the educational function. There is recognition of the need for the District to perform both functions. However, the ratio of control to support is unclear and needs to be defined. Again, as in the case of Governing Board operation, clearly delineated roles and responsibilities would do much to alleviate this concern.
5. There is concern among college personnel as to the cost of providing District services on an FTSE basis and the justification for such costs.
6. There is concern at the college level that the needs of educational programs are going unmet in order to support a large District staff

whose major thrust is business operations. College personnel believe that the District is an educational enterprise with an obligation to operate in a business-like way but that the educational emphasis has been subordinated to the emphasis upon operation of the District as a business enterprise.

Educational Programs

1. The educational programs of the three colleges visited are of high quality as reflected in the report of the evaluation teams for each of the colleges.
2. There exists the potential danger that educational programs may be negatively impacted by some of the non-educational problems which have been previously identified unless these problems can be resolved expeditiously.
3. There is concern as to the need to maintain and strengthen the student services function of the District, i.e., testing, counseling, academic advisement and financial aid, in order to enable the District to accomplish its adopted mission as it relates to all students, especially those individuals whose needs have been identified as being unmet or only partially met.

District Planning and Decision Making

1. The Educational Planning and Information Center (EPIC) is an exciting new tool which can potentially have many benefits for the District; but it is presently untested and relatively unused and therefore its implementation warrants careful monitoring.
2. The emphasis upon evaluation and accountability is essential to an era of growing financial constraints.
3. Some progress has been made in the decision making process through reactivation of existing deliberative bodies and creation of new ones.

4. Communications among Board, District office and college personnel continue to be a problem. The ultimate solution to this problem can only come with the resolution as discussed earlier in connection with the governance process.

REPORT OF A TEAM VISIT
TO
GLENDALE COMMUNITY COLLEGE
MARICOPA COUNTY JUNIOR COLLEGE DISTRICT
Glendale, Arizona

February 6-9, 1977

for the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

VISITING TEAM

Ms. Betty Duvall, Dean of Instruction, St. Louis Community
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Mr. Curtis Jefferson, Dean of Instruction, Cuyahoga Community
College, Metropolitan Campus, Cleveland, Ohio
Mr. Ralph Mansfield, Professor & Chairman, Department of
Mathematics, City Colleges of Chicago - Loop College,
Chicago, Illinois
Dr. Richard Whitmore, President, Kellogg Community College,
Battle Creek, Michigan (Chairman)

GLENDALE COMMUNITY COLLEGE

INTRODUCTION

The Glendale Community College North Central Association visitation was carried on in conjunction with, but separate from, simultaneous visits to Mesa and Phoenix Community Colleges. Unique to this visitation was the assignment of a general chairman who was charged with the responsibility of examining the central administrative office role and function in addition to the District Governing Board's relationship with the community and district colleges.

Reference will be made in this report to the central office and the District Governing Board in those areas which the team found that directly relate to, and have a bearing upon, the function of Glendale Community College.

The history of Glendale Community College has been adequately covered in the previous North Central visitation and the excellent self-study developed in preparation for this visit. However, it should be noted that Glendale Community College is a relatively new institution and was created in 1965 as a spinoff of Phoenix College.

The institution has matured in accordance with the district long-range plan and is designed to ultimately handle 12,000 students. The final stages of the basic campus, which includes an additional classroom building, is slated for completion within the next two years.

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INSTITUTIONAL GOALS

The goals of this institution have been clearly defined in the institutional self-study prepared by the faculty and administrative staff. In visiting with students, faculty, administrators, and district residents, the North Central visiting team found that for the most part these goals were being met. On a short visit to campus, it is always difficult to determine the degree to which institutional goals are being fulfilled. However, the team members had some question as to the extent of fulfillment of goals 5 and 6 dealing with "the general and special interests and opportunities to explore and develop personal interests and capacities." The team suggests that a review be made of the institutional activities in these areas, and if indeed found lacking, that necessary adjustments be made to fulfill these goals.

INSTITUTIONAL ENVIRONMENT

The educational environment of this institution was found to be excellent. Faculty members, for the most part, believe that they are an important part of a quality college and that they are making a contribution to the community through the efforts of the total institution. Students, both past and present, believe that they are getting a sound educational background, and the institution is offering programs to meet their needs. Those residents

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within the attendance area who were contacted feel that the institution is meeting their needs and welcome the opportunities available for patron involvement. The facilities are functional and maintained with quality.

It was found that a great deal of frustration exists among area residents, students, faculty, and administration of the local campus as a result of their unique relationship with the central administration office and the Board of Governors. Although the team members found much evidence of quality assistance being provided through the central administration office in the areas of program development, coordination, planning, and financial accounting, it was evident that residents, students, and faculty were frustrated by the inconsistencies of board decisions, individual board member involvement in what were perceived to be administrative decisions, and a lack of understanding or agreement dealing with the role of the district office and its relationship to the local institution. If this institution is to remain one of quality, the board members and the central administrative offices must develop educationally sound policies and procedures and operate consistently within them.

ORGANIZATION

From the department chairpersons to the executive dean, the team members found dedicated, capable individuals who were

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providing leadership and support services for those who were attempting to meet basic institutional goals. There was found a general mutual respect between faculty and administration which set the tone for an administrative leadership function which was capably coping with present problems and establishing an atmosphere for sound planning for the future. In an attempt to develop an administrative organization which utilizes the strengths of the available personnel, a divided student services responsibility was established. This area seems to be functioning adequately. However, as personnel change, thought should be given to centralizing these functions under one head.

Further indepth examination should be made of the evening, weekend, summer, and community service operation to determine if adequate institutional commitment and support services have been allocated for this large, expanding, and important institutional function.

Further study needs to be made of the department chair-personship responsibilities. These responsibilities need to be clearly identified and communicated both vertically and horizontally to the individuals within the institution.

Communication is always a problem on an institutional campus. However, the faculty senate and faculty members interviewed, by and large, perceive there to be an

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excellent relationship among and between the campus strata with adequate amounts of input at all levels for the decision-making process.

However, there seems to be a shared feeling among the faculty that the campus administrators and faculty are being "put on" by the central administration and board of governors. This feeling seems to stem from what is perceived to be irrational and inconsistent action on the part of the board. Several instances dealing with personnel employment, changes in classification, and selection of a chief administrative officer were cited as examples.

FACULTY

Personal interviews with a number of the Glendale Community College faculty revealed that faculty morale is high in respect to local campus conditions.

Salaries, teaching loads, and class sizes are favorably regarded. Minor criticisms were expressed about class loads and sizes for the remedial courses (minor in this sense means small proportion of the faculty, not trivial). The quality of these few complaints bears investigation for educational improvement.

Faculty have reasonably good, private office facilities located proximally to their classrooms. Office hours are prominently posted on the doors. Unfortunately, some

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students feel that faculty do not adhere to the posted hours, and it was found that many faculty office doors are not opened to reveal a hospitable faculty presence. Student complaints about such practices were frequently heard. There are some clusters of offices in isolated buildings where faculty offices are closely packed, detached from classroom buildings, and where the essential transparency of related departmental disciplines tends to remain opaque.

A reasonable number of classroom visitations were made by the team. Good teaching and student-teacher relations were observed in all instances. Some outstanding teaching was observed, and students were positive in their remarks about the quality of good teaching and learning situations.

Unfortunately, all faculty personnel folders are secured at the central district offices, and no copies are available on the Glendale campus. This made it difficult for the NCA Glendale team to conduct a random search of faculty folders to determine academic preparation, experience, professional growth, et. al., in respect to qualifications for membership on the faculty. Although faculty evaluations of a sort have been conducted in the past, and a new evaluation procedure is now being phased in, the team was not privileged to examine any of the past evaluations--or any of the completed new ones. Each such evaluation portfolio is sealed and filed by individual faculty name, filed with the Dean of Instruction, and can be viewed only with

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consent of the individual and only in the presence of the individual faculty member.

A careful examination of the new evaluation procedure reveals a degree of non-essential complexity rarely seen in academia. This procedure was mandated by the Governing Board and developed by the faculty and administration.

In weighing the complexity of the procedures against all the legalities of Chapter III (Faculty Regulations), it was felt that the current evaluation procedure leads to virtually no premium rewards for outstanding teachers and a very difficult dismissal procedure for "tenured" teachers who fail to correct their evaluated deficiencies.

Strengths

1. Qualified, interested, satisfied faculty.
2. Adequate salary schedule and teaching load.
3. Traditional departmental organization that suits faculty needs.
4. Pleasant faculty offices, well maintained, in a beautiful campus setting.

Concerns

1. Some remedial classes could benefit from closer teacher-student relationships.
2. Faculty office hours require ethical concern that promised times should be faithfully maintained.
3. Lack of support staff for faculty makes communications between students and faculty difficult.

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4. Complex faculty evaluation procedures, especially for "tenured" faculty, appear to be an exercise in paper shuffling.
5. Absence of faculty personnel folders on the local campus impedes cross-sectional studies of faculty qualifications.

PROFESSIONAL GROWTH

Every faculty bears an academic responsibility to maintain professional growth. At Glendale this can be done by board provision of funded opportunities for faculty sabbatical leaves to study and/or travel, leaves to attend professional society meetings and conferences, leaves for special seminars and/or course studies at other academic institutions.

Some of the Glendale faculty do strive for professional growth as evidenced by their applications to the central district professional growth committee. However, a close study of the minutes of this committee shows that the Glendale applicants are few in number compared to the number of applicants from other MCCCDC campuses.

Strengths

1. Central district funds are available to subsidize professional growth of faculty.
2. An active promotional effort by the district-wide professional growth committee to encourage faculty applications for funds.
3. Detailed minutes of the professional growth committee listing individuals and projects and dispositions of applications for funds.

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Concerns

1. Too few Glendale faculty apply for professional growth funds.
2. Little evidence of continuous faculty efforts to achieve and maintain professional growth essential to cope with contemporary community college changes.

FACULTY RECRUITMENT

There seems to be no active, ongoing program of faculty recruitment at Glendale. The principal source of new faculty recruits comes from a centralized file maintained at the district offices.

To be certificated in the State of Arizona, faculty members must complete a course called the community college course consisting of sixteen hours of instruction. In addition, there is a short orientation activity provided at the campus level.

FACULTY SENATE

The Glendale faculty senate is the representative body of the faculty. Senate members and the president are elected by the faculty at large, and administration personnel sit with the faculty senate only upon the senate's invitation. The campus senate selects representation from its body to the MCCC executive council.

Senate deliberations are of a parliamentary and anecdotal type. The legislative decisions of the senate have no

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visible means of enforcement and their deliberations are advisory to the local administration, as are also the deliberations of the MCCC executive council. The MCCC executive council has the added role of negotiating salary schedules with the Board of Governors of MCCC.

At the time of the visit, there was expressed faculty interest in forming an alliance with the Arizona Education Association in the hope of obtaining better stratagems in the upcoming salary negotiations. It appears that AEA support is widespread among the Glendale faculty.

Concern about lack of communications from the district administration was clearly evident in the faculty senate discussions.

It is also abundantly evident that the Glendale faculty senate has yet to formulate its own means for communication of its educational concerns in an effective way to the administrations, faculty, students, and community. The intellectual resources available to the senate are great enough to accomplish this, but a pragmatic program to do so has yet to be conceived.

CURRICULUM

The curriculum consists of transfer-academic, vocational-technical, career, continuing education, and remedial programs

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and possesses attributes of good, comprehensive community college offerings.

The educational programs in art, music, speech, drama, English, philosophy, psychology, social science, physical education, science, mathematics, business, foreign language, and reading are strong with well prepared, dedicated faculty. The art program has rather complete offerings including both two- and three-dimensional experiences. Music is an especially strong program with several performing groups in both instrumental and vocal areas and includes an opera workshop. The speech and drama area incorporates oral communications, forensics, and theatre. Little work has been done in cinema to date. The foreign language program in Spanish is especially strong and includes a study abroad program in Costa Rica. Reading is a growing program and includes classes in reading for the foreign born. The social sciences and English programs are strong transfer curriculums.

The occupational programs prepare graduates for meaningful employment and promotion on the job. These activities are housed in excellent facilities with the exception of agriculture which needs to be restudied for further direction.

The associate degree nursing program has experienced excellent results with a fine working relationship with the area hospital for use as clinical facilities. The health occupational programs are primarily coordinated from the

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central administrative offices. The home economics curriculum seems to be made up of a series of courses designed for life-long learning with limited enrollment in transfer-type courses.

The sciences, business, and mathematics areas are experiencing strong enrollment.

Strengths

1. An obviously strong program and well prepared faculty who are very committed to teaching community college students.
2. For the most part, adequate physical facilities to support the educational programs.
3. Strong educational leadership by the administrative staff.

Concerns

1. Organizational uncertainty of the reporting role of the department chairpersons.

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2. Central office maintenance and financial personnel's lack of sensitivity regarding campus goals and operational needs is perceived to be a stumbling block.
3. Rapidly changing policies and uncertainties of decisions in the central administration.
4. Lack of understanding on the part of staff concerning the total district policy relative to program offering and coordination, especially at the occupational level.

CONTINUING EDUCATION

There seems to be no clear-cut definition of continuing education at Glendale Community College. There is a Dean of Continuing Education charged with responsibilities for evening division education, adult education, non-credit education, and other assorted categories of career and hobby education. This dean secures part-time faculty to staff these programs. Regular faculty may also teach in the evening division program as overtime or full-load assignments. The Board of Governors limit regular faculty to a maximum of 6 hours of overtime teaching.

Evening division courses within departments are supervised by the department chairpersons or by "supervisors" appointed as proxies for the chairpersons.

It was difficult for the NCA team to determine whether the continuing education classes are indeed distinct or so commingled with the regular program offerings as to be indistinguishable in depth, scope, and purpose.

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An inspection of classroom usage during the 1:00 - 5:00 PM period revealed relatively few classes in session on the campus. From 5:30 PM to 8:30 PM, it appeared that most of the classrooms were in use in all departments. The evening program students appeared eager, enthusiastic participants in the pursuit of education. The Sun City extension center courses are closely parallel to courses on the Glendale campus, and non-credit courses seem to be most popular with the senior citizenry at Sun City.

Strengths

1. Continuing education as an extension of the regular teaching program shares the same facilities and objectives.
2. Extension course offerings by all departments for evening students.
3. Availability of many support facilities for evening students; e.g., food service, library, career counseling center, bookstore, recreation facilities.

Concerns

1. Lack of a cohesive philosophy dealing with continuing education as ways and means to adjust to changing social, economic, political, and ethnic concerns of maturing citizenry.
2. Seemingly cavalier attitude toward abandonment of the Sun City program.

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STUDENT SERVICES

Student services consisted of counseling (personal, career), advising, financial aid, placement, Chicano services and student activities.

Personnel in Student Services seem to be qualified in terms of academic training and/or experience and are committed to the philosophy and purposes of the institution.

COUNSELING

The counseling staff consisted of 9-1/2 full-time persons--at least three of whom had dual responsibilities; such as, counselor/placement, counselor/financial aid, counselor/department head, and others were involved in teaching counseling-related courses. Utilization of the staff has been quite efficient but should be continually monitored for overall effectiveness, specifically in the area of academic advising. Faculty members do participate in academic advising during registration, but apparently are not systematically involved during the course of the academic year. It was observed that student advisors were easily accessible to students. Counseling services for continuing education students were observed to be minimal.

FINANCIAL AIDS

The Financial Aid program, coordinated by one of the counselors, appears to be operating quite efficiently.

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The financial aids activities for the current year amount to approximately 2.0 million dollars with about 2,000 students participating.

There was evidence that efforts were made to communicate aid opportunities to students in the college community. However, discussions with some Black and Chicano students revealed student perceptions of inequities in awarding and providing for campus job opportunities.

STUDENT GOVERNMENT

There were two distinct Student Government organizations at Glendale--day Student Government and evening Student Government.

The day Student Government was comprised of a nucleus of sincere students who were interested in making positive contributions to student life at Glendale, but were experiencing some difficulties promoting student interest. However, they were making positive efforts to address the problems and develop a good program.

The evening Student Government was comprised of students who were committed to making positive contributions to student life at Glendale. The stability of the evening Student Government can apparently be attributed to the lack of rapid turnover among evening students as compared to those in the day program. There was evidence of a well defined program.

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Students did express concern about their involvement in the preparation and management of student activities budgets.

The need for a person to coordinate student activities was apparent. The position has been open since the Associate Dean, who had the responsibility, was promoted to Dean at one of the other campuses. The position had been approved and advertised by the District Personnel Office, and the screening/selection process had been implemented and completed on the Glendale campus. There were concerns about the District Office's efforts to change the classification after the selection process had been completed and the delay in filling the position. This action on the part of the District Office has had negative impact on morale and student services at Glendale.

CAREER PLACEMENT SERVICE

Career Placement Services were well organized and quite accessible to students. These services were located adjacent to the main dining area.

The institution has access to the Guidance Information Service Computer Files on careers and job opportunities, a service frequently used by students.

The College has had very good cooperation from business firms in the Annual Career Interviews held on

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campus during the spring. Last spring about fifteen firms participated and interviewed approximately 260 students.

ADMISSIONS

The Dean of Admissions has responsibility for admissions, registration, records, graduation and veterans services.

The office was organized for maintaining admissions information and permanent academic performance records for each student. The inactive and active files were in good order, easily retrievable and kept in a fireproof room. However, there were some electrical appliances in operation in the same room.

In the past, there have been unsuccessful attempts to microfilm records and the record system.

Registration processes are clearly defined. However, intercampus registration requires the students to actually go to each campus for the completion of the registration process.

VETERANS SERVICES

There were approximately 3,000 veterans enrolled at Glendale. The Office of Veterans Affairs provides essential services which interface where appropriate with the College's Student Services. This office was quite efficiently operated by staff members sensitive to the needs of the veteran students in the context of the educational opportunities and services available at Glendale.

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SPECIAL SERVICES FOR DISADVANTAGED STUDENTS (SSDS)

The SSDS is a special project designed to develop and implement tutorial programs and student support programs; provide orientation sessions for faculty, administrators and students; develop Special Service Program material and identify Special Services students. The project was funded by the Office of Education, D.H.E.W. The target population is comprised of monolingual, limited English, bilingual (Spanish students), Black Americans, Native Americans, low-income and physically handicapped students.

These activities set in the context of a well-developed counseling/advising program have great potential in the area of Student Services.

PUBLIC RELATIONS

The Office of Public Relations has been effective in publicizing college activities in the community, based upon a review of a file of newspaper clippings consisting of articles regarding educational opportunities and services. This office has also been successful in arranging for GCC's participation in the Arizona Educational Fair at Civic Plaza, soliciting awards for Recognition Day, arranging for radio and television interviews involving college personnel, and other activities designed to project the college into the community.

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Strengths

1. Personnel in Student Services are well prepared and committed to the philosophy and purposes of Glendale Community College.
2. Counseling-related courses are an asset to students.
3. Career Placement Services are a definite asset to the students.
4. Accessibility of counselors and advisors to day students is a definite strength.

Concerns

1. A coordinator of Student Activities should be appointed to provide professional assistance in directing and supervising student activities.
2. Minority students' (Black and Chicano) perceived inequities in the areas of financial aid and the placement of jobs on campus should be addressed.
3. Students' concern about the arrangement of student activities budget should be addressed.
4. All electrical appliances should be removed from the room used for storing student records.
5. Processes and procedures should be refined to expedite inter-campus registration.
6. Efforts should be made to have all student services, including admissions, coordinated by the Dean of Student Services.
7. Efforts should be made to evaluate student services for the evening students.

INSTRUCTIONAL MATERIALS CENTER

The Instructional Materials Center is located in a separate building and is a most attractive setting. Built around an open atrium, available to users as a lounge area,

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the library is well arranged, has a variety of seating, and features an unusually large collection of original art. The area seemed heavily used at all times. Surrounding the library, at the perimeter of the building, are modest spaces for audiovisual and television activities, and spaces for the new Learning Assistance Center, which provides developmental work for students in many areas. A listening center is also available.

The Instructional Materials Center provides orientation for students who are involved in developmental work as well as drop-ins. Reciprocal library privileges are available to students with public libraries, and the community may use the Glendale library.

Almost all technical services are provided through a centralized acquisition and cataloging department in the Central Office.

The Instructional Materials Center staff includes 7 certificated staff (5 librarians, 1 media, and the Director) and 16 classified staff (12 library, 4-1/2 media).

Strengths

1. Qualified, dedicated staff.
2. Obvious success in student usage.
3. Good support relationship with instruction.

Concerns

1. The instructional Materials Center leadership role in instruction might be stronger and more assured of continuity if the head of the area were an administrator rather than a two-year elected department chairperson.

Glendale Community College

2. The library's book budget (\$15,000 this year) is in no way adequate to support a student population of 12,000. The collection itself is unusually small and may not be complete enough to truly serve student and faculty needs.
3. Undoubtedly in a community college as large and comprehensive as this, more staff in media is needed if faculty are to explore, prepare, and use alternative teaching strategies and new technologies and materials.
4. It appears that decisions affecting the educational program through the services the Instructional Materials Center provides are sometimes made without adequate inclusion and weight to the concerns of College Instructional Materials Center staff.

EVALUATION AND RESEARCH

The College Evaluation and Research area is newly established, and has been staffed only one year. One administrator is employed for this function; his duties include all institutional research, evaluation, and development. He reports to the Dean of Instruction. Some institutional research projects (a room utilization study for example) have been started, and a few externally funded projects are underway or developing.

Strengths

1. An enthusiastic, committed person.
2. A good beginning in this large, complex area.

Concerns

1. A need for a clearer definition of the position and its responsibilities and an understanding of the office. Lack of, or uncertainty, regarding direction causes difficulty of understanding concerning the college's commitment to the effort. This difficulty is further compounded

Glendale Community College

by the considerable uncertainty on the part of the Director of Evaluation and Research and his supervisor, of the direction of the Central Office-directed Education Planning and Information Center (EPIC) and how that project will affect the college position's duties and line of reporting.

2. If this area is to perform the tasks required, adequate support staff should be assigned this area.
3. As the office develops, more work in student follow-up studies might be useful to the institution's own assessment and planning.

SUMMARY

Glendale Community College is, and has been, an excellent institution. It has matured in accordance with a sound, long-range plan. The College adequately meets the educational needs in its own segment of the total Maricopa Community College District. Although this institution is presently struggling with individual board member and central administrative officer roles, this problem to this point has been of relatively short duration. Glendale Community College and the Maricopa District have been national leaders in the two-year college movement. This institution and district have been built upon a strong foundation; and if present problems can be solved in the very near future, they will mar but not deter the quality programs which exist.

Glendale Community College

RECOMMENDATION

It is recommended that Glendale Community College be granted continued accreditation for a six-year period with limited visits each two years through 1983. Each limited visit will focus upon relationships between the district governing board, the district office, and Glendale Community College.

REASON FOR RECOMMENDATION

Widespread lack of clear-cut roles, understanding and confidence in the governing board's decision and/or indecision-making and resultant inconsistent communications and procedural implementation at the district office level.

REPORT OF A VISIT
TO
MESA COMMUNITY COLLEGE
OF THE
MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
Mesa, Arizona

February 6-9, 1977

for the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

EVALUATION TEAM

Clair C. Conard, Chairperson of the Board of Trustees, Dodge City
Community College, Dodge City, KS
Christine E. Gram, Chairperson of the Department of Economics and
Political Science, Oakland Community College-Orchard Ridge Campus,
Farmington, MI
Wayne W. Miller, Director of Oklahoma State Tech, Okmulgee, OK
Andreas A. Paloumpis, Vice President for Academic Affairs, Illinois
Central College, East Peoria, IL
Glynn E. Clark, President of Meramec Community College, Kirkwood, MO
(CHAIRPERSON)

Report of a Visit
to
Mesa Community College
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Maricopa County Community College District
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PART I

INTRODUCTION

General Information

Mesa Community College, a college of the Maricopa County Community College District, serves the southeastern portion of the greater Phoenix metropolitan area as well as the far eastern portion of Maricopa County. The estimated population of the natural service area for Mesa Community College is 292,000.

Maricopa County residents may attend any of the county community colleges; however, 84 percent of the Mesa Community College students reside in the area surrounding the college. Approximately 5 percent of the students are out-of-state.

The entire Phoenix area has been increasing rapidly in population, and Mesa Community College is in the fastest growing portion of the greater Phoenix metropolitan area. Median household income of the components of the Mesa service area ranges from \$11,389 to \$13,807 (1975 data); the average education attainment of the head of the households ranges from 12.5 to 14.9 years.

The Arizona State legislature in 1960 passed enabling legislation to establish the county-wide community college district, and in 1962 the

citizens voted to establish the Maricopa County District. In terms of district-wide development, the Maricopa County Community College District (MCCCD) has grown to serve approximately 50,000 students on five campuses, including Mesa, in credit programs in 1975-76.

Mesa Community College (MCC) began as an extension center of Phoenix College in 1963, became a separate college on July 1, 1965, has been at its present site since September 1966, and currently enrolls approximately 11,700 students.

North Central Relations

1967 (Aug): The Executive Board voted to affirm the transfer of accreditation of Phoenix College to the Maricopa County Junior College District and to accredit Mesa Community College as an operationally separate campus of the District.

The Board further required that a consultant be appointed for Phoenix College for a period of three years to assist in formulating a clear delineation of the respective functions of the district Board, the district office, the campus administrations, and the campus facilities.

1968 (July): Consultant's report, Maricopa County Community College District.

Plan of Evaluation

Since three institutional (separately accredited) colleges were scheduled for periodic review of membership during the same year, the North Central Association staff assigned three accrediting teams to work simultaneously under the direction of a general chairperson. The general chairperson also had responsibility for the deployment of a core team, which included representatives from the three individual college teams

under the direction of sub-chairpersons (cluster teams): Glendale Community College, Mesa Community College, and Phoenix College.

Three members of the cluster team #2, Mesa, had additional assignments to the core team: Mr. Wayne Miller evaluated the occupational programs of all three colleges; Dr. Clair Conard evaluated the functioning of the District Governing Board; and the sub-chair evaluated the relationships between the campuses and the central administration of the district. It is understood that the general chairperson will include in his report the observations and findings of the members of the core team, along with his observations, findings, and recommendations, particularly in reference to the functioning of the district central office staff.

Members of the team reviewed pertinent data, conferred with numerous members of the faculty, staff, the student body, and several community leaders, and then discussed findings with one another. All observations and findings of this report are based upon the professional judgment of the evaluators. Ultimately unanimous agreement was reached on the major recommendation.

PART II

I. PHILOSOPHY, GOALS, AND OBJECTIVES

Philosophy of Mesa Community College

MCC is a comprehensive community college serving its community's needs in higher education, training, and community social and cultural

activities. The college maintains an open door admission policy and encourages all members of the community to utilize the resources available, regardless of age, sex, ethnic origin, or educational aspirations.

Goals

To fulfill its philosophy, the college has established the following goals:

1. To provide students with excellence in teaching and encourage use of new approaches in the teaching process.
2. To provide a quality academic lower division program for university transfer.
3. To provide career training in vocational and technical areas.
4. To recruit students not normally attracted to college and provide a developmental program and curriculum to meet the variety of needs presented.
5. To remove barriers that contribute to student failure.
6. To encourage student involvement in school governance.
7. To provide a comprehensive program of extra-curricular activities.
8. To provide service programs of interest to community groups.

Strengths

The philosophy and goals are clearly stated, and the operations of the college are perceived by the evaluators as being consistent therewith. Evaluations as to the degree of success in attaining the stated goals will be made in subsequent chapters of this report.

Concerns

Long term followup of students needs to be improved.

II. GOVERNANCE

State Board

The community colleges in Arizona are under the jurisdiction of the State Board of Directors for Community Colleges in Arizona. The fourteen board members are appointed to seven year terms by the governor. "This body, among other specific responsibilities established by law, is charged with setting standards for the establishment, development, administration, operation and accreditation of these institutions. It establishes qualifications of instructors, fixes and collects fees, establishes curriculum, and holds title to the property used by the college."

There were no major concerns expressed at MCC regarding the role of the State Board of Directors. However, a member of the core team evaluated this relationship. Presumably the report of the general chairperson of the teams will cover this item.

District Governing Board

Each community college district has its own governing board elected by the voters of the district. The Maricopa County Community College District Governing Board consists of five members elected by the voters of the five districts in the county. Each term is for a five year period. The present Governing Board is basically a new board. One member

has been a member of the board for ten years but is retiring. Two members are former community college students and have been on the board for approximately $1\frac{1}{2}$ -2 years. A third member has served for slightly over one year and was appointed to the board to fill a vacancy. The only woman member was just recently elected and assumed office January 1977.

The greatest concern of the administration, faculty, and students is the functioning of the Governing Board of the Maricopa County Community College District. There were several reports that one or two members of the board allegedly interfered in the day-by-day operation of the college. For example, it was reported that on one occasion a student failed to pass her courses and was dropped from the nursing program. She appealed directly to one of the board members who ordered the student reinstated. There were other instances cited whereby a board member visited the college without prior authorization of the whole board and acted in a unilateral fashion. This, if true, is not only interference in the administration of the college but also blatantly illegal according to the Arizona state laws.

The board had no codified board policies listing past board actions other than a statement of the legal duties of the board. This lack of published policies may be related to resignations as well as lowered faculty and staff morale.

The board has very restrictive travel policies, both for the faculty and for the administration. The members of the board itself have not taken advantage of the opportunity to communicate with other outside boards. An exception to the above is that one board member has recently accepted an office at the state level and expressed an intention to expand the board's participation.

It was noted that the above concerns regarding the board were mentioned in each of the campus self-evaluations as well as the district self-evaluation, but apparently not a single member of the board had read these evaluations. (Concerns about the functioning of the board were expressed in the evaluator's report of an accreditation visit to MCC in February 1967.)

District Administration

Administration of the Maricopa County Community College District and the five campuses is headed by the president of the district. At the present time, a vacancy exists in this position and an acting president has assumed the duties.

The Acting District President was appointed last summer after the former president reportedly was relieved of his duties and made President Emeritus. The Acting President had served for many years as a highly regarded and effective Vice President for Business Services. When the former president was relieved of his duties, the former Vice President for Educational Services was transferred, at

his own request, to a faculty position at MCC. Currently there are several high-level administrators serving in an "acting-capacity". Observers on campus raised questions as to whether the procedures used to fill these acting positions were in accordance with good personnel practices -- especially in regard to affirmative action guidelines.

A district office "coordinates and supervises campus maintenance and operation, planning, bookstore, food services, fiscal business, data processing, personnel, and educational development". This day-to-day operation of many aspects of the campus has created concern on the part of the administration, faculty, and to a lesser degree, the students. Numerous instances were cited where requests were made of the district office without response.

College Governance - Administration

The chief administrator of MCC is entitled Executive Dean who, as an officer of the district, reports directly to the District President. The campus administrative structure is somewhat unorthodox, perhaps in part due to the district office responsibility for business management and related support services. "Operational" deans head instruction, admissions, student services, college services, and the evening college.

Faculty Association

An active faculty association and faculty senate participate in decision-making at the college and through representatives on a district-wide basis. Although the role of faculty representatives is advisory, their

recommendations generally receive administrative support, especially at MCC where there is an excellent working relationship between the administrators and faculty leaders. However, faculty leaders express as their major concern -- "to get the district straightened out".

On a district-wide basis, representatives of the faculty "negotiate" salary and fringe benefits. Although Arizona laws do not mandate professional negotiations, the agreements reached are published in a document called "Chapter III", which actually is quite a complete written statement concerning salary, fringe benefits, class loads, and the working conditions for faculty. Given the present lack of confidence in the local Governing Board on the part of faculty, "Chapter III" may well be a major stabilizing factor within MCC and the entire district.

Strengths

1. The members of the local Governing Board appear to be truly supportive of the stated philosophy and goals (comprehensive community college) of the district.
2. There were statements in some quarters that the Governing Board is endeavoring to improve its performance.
3. At the MCC campus level there is a commitment to shared governance; good relationships between faculty and administration; evidence of effective administrative leadership; and evidence of a viable administrative structure that assists the college in attaining its goals and objectives.

4. The MCC administrators are experienced, capable, effective, and have the respect and confidence of staff and faculty.
5. The MCC Administrative Council (MAC) serves to implement communications and cooperation among and between administrators.
6. Department chairpersons and the campus administration work well together in attaining goals and objectives -- at the campus level.
7. There is extensive involvement of the faculty in governance through representation on active committees.

Concerns

1. There is a lack of communication between the remote district office and the MCC campus. There were feelings expressed on campus that the central administration emphasizes dollars rather than quality of services to students.
2. There is no published policy manual for the operations of the local board.
3. There is considerable criticism of the board and allegations that it often acts in a capricious and vacillatory manner.
4. There are charges that some members of the local board have sought to interfere in the daily operations of MCC.
5. Personnel procedures are rightly controlled by the district administration to the point where campus initiative, flexibility, and effectiveness may suffer.

A cursory review of key appointments of administrators in recent years suggests that, although the area would have great appeal for

recruitment on a regional or national basis, there is little evidence that "outsiders" have been considered or appointed. Although there has been a vacancy in the district presidency for several months, the position has not yet been advertised. It appears that the educational program would benefit from recruitment on a regional and national basis.

6. The role of the central administration vis-a-vis campus autonomy needs to be clearly defined.

Apparently the campus Executive Dean has the responsibility for operations but lacks authority to resolve promptly and effectively many local problems.

7. There are feelings that the size of the district staff seems to be growing, yet qualified secretarial-clerical staff members are not generally available to the instructional departments.
8. The large number of department heads (22) reporting to one dean is unwieldy at times.
9. Some clarification on the limits to extra-contractual pay is needed.
10. Although a new district program for utilization of pertinent data to make improved management decisions appears to be very well conceived, there are doubts and suspicions on campus about its ultimate effect on teaching and learning.
11. Although an affirmative action person has been employed at the district level, past dissension over affirmative action matters continues to cloud this area.

III. PHYSICAL RESOURCES

The MCC campus presently includes 140 acres surrounded by above average homes and a developing small shopping area adjacent to the campus on the north.

Building Facilities

The buildings are very attractive, single story with a low profile.

Construction is of buff block, modified Spanish style and quite appropriate to the area. The buildings are functional, well constructed, and well maintained.

The maintenance supervisor has had some difficulty in obtaining services of skilled craftsmen, who are employed by the district office, and services must be obtained by requisition.

The one blight on the campus is that of the temporary wooden buildings which provide space for art, philosophy, speech, journalism, administration of justice, and veterans counseling -- and also includes offices for 37 faculty members and a day care center.

The space allotted to art and related subjects is very limited, poorly designed and lighted, inadequately furnished, and is a source of considerable irritation to the staff and the students.

A Performing Arts building under construction will include a little theatre, two faculty offices, and a script library; however, it will have classrooms for fine arts other than theatre.

Parking space is well maintained but inadequate for the number of students presently attending.

Finances

Financial management, general budget administration, and the allocation of funds to MCC is performed by the central administration. Since a member of the core team was assigned district-wide responsibility to study this topic, this MCC report will be limited to perceptions of the evaluators assigned to the MCC cluster team.

MCC has adequate allocation of funds to develop excellent facilities and good support services with two obvious exceptions: the continued need to use some inadequate temporary buildings, as mentioned above, and a lack of funds for secretarial-clerical services for the instructional departments. However, there are concerns that flexibility in constructing campus budgets, and the authority for administration thereof, is being systematically reduced. The Self-Study reflects little detailed analytical information on campus costs per full-time equated student and methods of evaluating cost effectiveness. (This reportedly is carefully reviewed by the district staff.)

Note: The operational budget for MCC for 1975-76 is provided in Appendix C of the Self-Study, p. 166:

1975-76 - MCC --	
Operational budget	\$7,049,056
District overhead	<u>904,068</u>
	\$7,953,124
 Budget per FTSE	 \$ 1,174

Faculty salaries appear to be competitive with other urban area comprehensive community colleges. The range for 147 appointive members of

the faculty for the school year is from \$16,538 to \$23,261 in 13 steps (doctorate required for salaries above \$20,380). The mean salary for 1975-76 was \$19,844. Salaries for provisional faculty members ranges from \$10,110 to \$18,504, with a mean of \$13,544.

Strengths

1. The campus site is excellent, and physical facilities are generally appropriate, well equipped, and well maintained.
2. The Performing Arts building currently under construction will add to the program of the college.

Concerns

1. The temporary buildings are inadequate, and presently there is no formal plan to replace them.
2. Although the general appearance of the permanent buildings is excellent, there is a feeling that operations would be more flexible and less frustrating if the college had a business manager who directly supervised maintenance services.

IV. EDUCATIONAL RESOURCES

General

The instructional program is under the direction of the Dean of Instruction and the Dean of the Evening College. The Assistant Dean for Occupational Education reports to the Dean of Instruction and is responsible for all occupational education on campus, off campus, day and evening. Twenty-two department chairpersons also report directly to the Dean of Instruction.

The department chairpersons, elected by the faculty, are regarded as members of the faculty rather than as members of the administration.

The Dean of the Evening College is responsible for instructional activities occurring during the evening hours, both off campus and on campus.

Although there is this separation of the instructional supervision, there is a great deal of cooperation between the two administrators involved.

There are five division chairpersons reporting to the Dean of the Evening College. The division chairpersons reporting to the Dean of the Evening College, and the department chairpersons reporting to the Dean of Instruction are different positions. (Approximately 650 class sections are offered in the Evening College.)

The administrative organization, as it is currently structured, appears to be functioning adequately, allowing the institution to meet its stated goals and objectives. Cooperation and communication exists at many levels within the institution; some are formal and others are of an informal nature.

There is a strong institutional commitment to the concept of shared governance. Faculty members are appointed by the faculty association to the College Curriculum Committee and the Staffing Committee. The College Curriculum Committee, composed of faculty and administrators, is a very important committee, having the authority to accept or reject curricular proposals. The Staffing Committee meets with the Dean of Instruction and establishes priorities regarding new faculty positions for the forthcoming academic year.

There are a number of district committees and councils currently in operation which also contribute to open communications between the district office and the campus. There are occasions though when regulations at the district level tend to confuse rather than clarify procedures. Curriculum planning, although tedious and involved, is well executed with many opportunities for input.

The faculty are well prepared for the areas in which they teach and have received their educational training at a wide variety of institutions. The members of the faculty believe very strongly in the mission of the institution, feel comfortable in their role, and are committed to the goals established for Mesa Community College. The ratio of men to women is approximately 123:59. Nineteen are classified as "minority". Enrollment in the spring semester of 1976 included approximately 12 percent minority students.

The Learning Resources Center is housed in very comfortable quarters. The students use the facilities and materials available to them. Good rapport has been established between the LRC staff and the faculty, thereby improving services to the students. Budgeting procedures established by the district office appear at times to consume too much valuable staff time and energy. The LRC is well planned and well equipped to meet the goals and objectives of the institution. There are some reservations, however, concerning books and materials for technology students.

An instructional evaluation system involving the faculty is being started. This important project should be assigned a higher priority and encouraged to occur at a faster rate. Course and program evaluation procedures are also being currently implemented.

Academic advisement is not clearly defined, and the roles of faculty, chairpersons, and counselors have not been clearly delineated. The administration and faculty need to address this problem and develop a viable system of academic advisement to better serve the diverse student population present on the campus.

Strengths

1. The philosophy of the institution and the district is well defined and is appropriate for a comprehensive community college.
2. There is a strong commitment to the shared governance concept at the campus level.
3. Effective leadership is evident on the campus.
4. The administrative organization, as currently structured, appears to be functioning adequately allowing the institution to meet its educational goals and objectives.
5. The deans are well qualified, understand their roles, and cooperate together in providing educational services.
6. There are good enrollments in the evening courses.
7. There appears to be good communications within the entire campus community.
8. The faculty are well prepared for the areas they teach.

9. There is a very positive feeling exhibited toward the institution and what it is doing.
10. There is a very comfortable feeling by students, faculty, and administrators on campus.
11. Salaries, workloads, fringe benefits, and campus working conditions are generally acceptable.
12. The labs appear to be adequately equipped.
13. The LRC is very pleasant, well equipped, and utilized by the students and the faculty.
14. Curriculum planning, although tedious at times, is well planned with opportunities for input.

Concerns

1. The institution needs to increase its emphasis on the following philosophical goals:
 - a. remove barriers that contribute to student failure
 - b. new approaches to teaching
 - c. innovative education
 - d. recruit students not normally attracted to college
2. The role of the central administration regarding campus autonomy needs to be clearly defined to improve the effectiveness of educational programs.
3. Instructional evaluation is being implemented, but this needs to be encouraged to occur at a somewhat faster rate.
4. Followup studies are lacking.
5. Academic advisement needs to be studied and updated.

6. Course and program evaluations are just being implemented.
7. Some of the facilities are not adequate to meet the mission of the institution.
8. Departmental clerical-secretarial help consists totally of part-time student help.

Occupational Education

The 45th Day Certified Enrollment Information report of October 1976 indicates 6,167 day division students and 5,512 evening division enrollments, for a total of 11,679.

Regarding vocational-technical classes only, day division enrollment was 2,321 and evening division was 2,584, for a total of 4,905 with a full-time student equivalent of 1,546, compared with FTSE of 6,847 in all classes.

The occupational program has excellent leadership, and the faculty may be considered good to excellent; most possess industrial experience plus educational expertise.

Equipment and space are adequate for most programs.

Some faculty loads are too small for efficient vocational-technical course work.

A real need exists for more technology space on campus. One of the strongest programs, Automotive, is completely housed in rented off-campus facilities. This program should be housed on campus, hopefully, in a new facility that is constructed to permit program flexibility usage. Agriculture and Welding need a new home and could be housed in this proposed new "flexible" facility.

Firm figures on cost per student for courses or programs were not available.

Virtually all funding decisions and allocations are accomplished at the district level. Faculty enjoys input on estimated material and supply needs only.

Technical programs are staffed on a 22:1 student-instructor ratio while the academic programs are on a 26:1 basis and health related, 10:1.

Direct vocational state aid comes to the district from the State Vocational Department at the rate of \$440 per FTSE plus a 40 percent override, and capital dollars are allocated to the district in the amount of \$135 per FTSE. Each campus must submit requests to the district for all program dollars based on projected full-time equivalent enrollment.

No hard data supporting placement of technology students were available. There is no formal followup or tracking program of any students. Campus staff members feel the district should fund positions to accomplish this needed task.

Strengths

1. The occupational faculty and administrator may be considered very well qualified.
2. The associate dean maintains effective working relationships with campus faculty and staff.
3. There is good utilization of advisory committees.
4. Some members of the staff are providing vocational counseling, placement, and followup of students.

5. Good relationships exist between the staff and business and industry.
There is a good selection of faculty from local industry.
6. There is an excellent array of courses for evening students.
7. The college offers 27 occupational curricula which include an appropriate general education component (22 semester hours).
8. The use of area high schools for selected occupational courses provides good community contacts, recruitment opportunities, and services to an increased number of students.
9. Salaries, workloads, fringe benefits, and campus working conditions are generally acceptable.

Concerns

1. Some rather expensive occupational instructional facilities are not utilized effectively in the afternoons.
2. Additional space is needed for the Automotive, Agriculture, and Welding programs.
3. The Curriculum Committee is heavily academic in orientation, and consequently the approval of new occupational programs appears difficult.
4. Additional books and materials are needed for technology students.
5. There are few incentives for faculty to serve as elected department chairpersons in the occupational programs.
6. Additional funds are needed for the purchase of instructional materials.
7. Certain off-campus occupational programs are handicapped by the requirement that the local high school instructor must be employed as "visiting faculty".

8. The college may be overlooking an opportunity to establish, with community support, a diesel and heavy equipment program.
9. In some instances, faculty members are not adequately concerned about job placement and followup of students.

V. STUDENT SERVICES

The professional staff members appear to be well qualified for their positions, but the Dean of Student Services and the counselors believe that there is an inadequate number of full-time professional counselors -- 6 full-time and 2 half-time counselors -- for a college population approaching 12,000 students -- approximately 7,180 full-time students equated.

All in all, the student services appear generally to be well organized and comparable with those of other comprehensive community colleges except that the number of counselors is lower than usual. It should be mentioned, however, that the responsibility for academic advising rests primarily with the academic departments and is an optional service to students.

The organizational structure of the college places certain student services under the direction of two other operational deans: admissions, records, schedule publication, and registration are administered by the Dean of Admissions; and public information, bookstore, parking, campus security, and student union facilities management are administered by the Dean of College Services. These services appear to be well organized and effective.

An important aspect in the admissions office is the excellent computer services obtained through the district administration. Although registration procedures are not "on-line", student records data are provided to cover class cards, class lists, grade reports, and related items.

Strengths

1. The administrators and staff members are well qualified by experience and/or academic preparation for their assignments.
2. An excellent and extensive array of student services is provided, including special programs for women, minorities, non-traditional students, veterans services, and senior citizens.
3. Problems associated with intercollegiate athletics in earlier years appear to have been resolved.

Concerns

1. The office space for counseling services is extremely inadequate.
2. There is uneasiness among the counseling staff about rumors of an unannounced district-wide study to ascertain the role and scope of student services. Some fear that the conclusions of this study may already have been reached.
3. The "optional" advising system may be a disservice to students. It was reported that some departments do a good job on this while others do not.
4. There are concerns about incomplete plans within the district to comply with Title IX guidelines and directives.
5. The operation of the food services by the district is not well accepted on campus. (The food service was adjudged by the evaluators to be somewhat inadequate.)

6. The college lacks adequate fire-resistant storage vaults for permanent records of students. Copies are available of these records only for the last 4-5 years.
7. There are no hard data supporting the placement of technology students, and there is no recent followup or tracking of students in general. Campus staff members feel the district should fund positions to accomplish this task. Reportedly, district personnel feel that this could be accomplished by campus staff.
8. The college does not have a nurse or physician to provide health services.

VI. PLANNING AND DEVELOPMENT

The Maricopa County Community College District has experienced dramatic and successful growth in the past ten years to the point where it serves more than 50,000 students in credit courses -- on five institutional campuses, separately accredited. During the late '60's and early '70's the needs were so great and the college services so much in demand that long range planning tended to become planning for "next year". The viability of the five institutions and the interest in their services attests to effective planning, organization and administration, along with strong support from the local Governing Board.

As in other successful urban area community colleges, the last few years have brought a slow-down in the rate of growth and increased competition for funds with other local and state institutions. Thus, MCCCDC has found it necessary to revise and adapt its long range plans and planning methods.

The district staff has recently (1976) designed an energetic and imaginative effort at long range planning and evaluation of programs. A project entitled EPIC (Planning for the Future: Educational Planning and Information Center) has been initiated with grants and district funds.

The MCC efforts in long range planning are closely tied to the district EPIC project. However, the Self-Study reflects an awareness of recognized needs and what should be done.

Strengths

1. An imaginative and energetic approach to long range planning has been launched (EPIC project).
2. Staff and resources have been allocated to district staff for planning and evaluation which will include MCC.
3. Recently an evaluation and research associate has been appointed at MCC with some additional responsibilities to provide "information, expertise and assistance as required" to the district office of the Vice President for Educational Services.
4. The college has indicated its intention to become a performance based institution.

Concerns

1. At MCC there is a lack of understanding of the EPIC project and some uneasiness that it will place a dollar sign on all courses, curricula, and programs.
2. Tangible results of the new planning project are yet to be demonstrated and appreciated.

3. The problems of relationships among the local Governing Board, the district administration, and the campus faculties and staff no doubt have delayed progress on long range planning, institutional research, and program evaluation.

PART III

SUMMARY OF INSTITUTIONAL STRENGTHS AND AREAS OF CONCERN

Strengths

1. Philosophy and goals clearly stated and supported by local Governing Board, staff, and faculty.
2. Shared governance and good working relationship on campus.
3. Well qualified administrators and faculty who effectively implement programs in consonance with stated goals.
4. A well developed and effective program of occupational education -- both day and evening.
5. Excluding several temporary buildings, the campus physical facilities are generally very good and adequately equipped.
6. Salaries, workloads, fringe benefits quite adequate.
7. Students appreciate the services of the college.
8. Enthusiastic support of community leaders.
9. Good array of student activities and services.
10. Good financial support for college and district.

Concerns

1. Lack of communication between the central administration and the campus.

2. Limited published statements of policies of the local Governing Board.
3. Lack of confidence by faculty in the operations of the local Governing Board. Allegations of interference by a member of the board in the operations of the college.
4. The college Executive Dean lacks authority to resolve many local problems. District control in many campus functions is evident.
5. Several inadequate temporary buildings used for instruction and offices.
6. Very limited evaluation of instruction.
7. Followup studies of students and placement services for graduates quite meager.
8. Lack of competent regular secretarial-clerical help for instructional departments.
9. Tedious process of gaining approval of new courses and curricula -- especially for occupational programs.
10. Academic advisement decentralized and inadequate.
11. Course and program evaluations in beginning stages.
12. Limited building space on campus for occupational programs. Limited funds for books and instructional materials for some technology courses.
13. Uneasiness and uncertainty among counseling staff concerning district office support.
14. No health services staff on campus.

PART IV

RECOMMENDATION

It is the unanimous recommendation of the team cluster #2 that Mesa Community College be granted continued accreditation for a six (6) year period through 1983 with limited focused visits each two years, directing attention to relationships among the Maricopa County Community College Governing Board, the MCCCCD central administration, and Mesa Community College.

Reasons for Recommendation

1. In the professional judgment of the visiting team there is widespread lack of confidence among the professional staff members in the decision-making processes and many of the decisions of the local Governing Board. This lack of confidence in the performance of the local board appears to have a serious adverse effect upon the morale of the faculty and staff of MCC -- and it ultimately may produce a major negative effect upon the educational program.
 - a. The failure of the local board during the past several months to make a prompt and forthright decision regarding the selection and appointment of a district President has caused anxiety, concern, and confusion among the professional staff.
 - b. There appears to be confusion concerning the definition of function and responsibility between the district administration and the college.

2. The evaluators are unanimous in their findings that Mesa Community College is providing a sound educational program for its thousands of students and hence has recommended a continuation of membership status for six years with the conditions stated above.

Glynn E. Clark
Glynn E. Clark, Chairperson
Clair C. Conard
Christine E. Gram
Wayne W. Miller
Andreas A. Paloumpis

February 28, 1977

REPORT OF A VISIT
TO
PHOENIX COLLEGE
MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Phoenix, Arizona

February 6-9, 1977

for the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

EVALUATION TEAM

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(CHAIRPERSON)

REPORT OF THE EVALUATION TEAM
of a
Review of Membership
Phoenix College

Phoenix College was established in 1920 as an educational service of the Phoenix Union High School District. The college was accredited by the North Central Association of Colleges and Schools in 1928. The Maricopa Junior College District was established in 1962 as provided by a state statute passed in 1960. An evaluation team visited Phoenix College, February, 1967. The team recommended continued accreditation, time to be determined by a visit of a consultant. The consultant visited the college in July, 1968.

The members of the evaluation team reviewed the documents, catalogs, reports, minutes and handbooks which were provided. Each team member was responsible for one or more administrative, instructional and/or service areas of the college which was compatible with the experiences and training of the team member. The members of the team (individually and collectively) were also responsible for: physical plant and maintenance, student government, tone of the institution and the organization of the faculty.

The college in its self-study stated the philosophy and purposes of the college: The college is dedicated to providing for the educational needs of the citizens living within its area; the college offers a variety of programs taught by a well-trained staff of educators using well-equipped facilities in both on- and off-campus locations; educational opportunities are enhanced by the low student-teacher ratio and the minimal fees which are within the budget of nearly every citizen; the educational program is comprised of five major areas--transfer

educational studies, occupational programs, student services, continuing education, and non-credit and personal interest programs.

ORGANIZATION AND ADMINISTRATION

Phoenix College is one campus of a multi-campus college. The Maricopa County Community College District is governed by a local governing board of five members who are elected for five-year terms by the constituents of the community college district.

The community colleges of Arizona have a great deal of autonomy; however, the legal entity for the community colleges of the state is the State Community College Board.

An Acting President is serving as the chief executive officer of the district at this time.

Recent activity of the State Board in budget management and curriculum/course approval reflects a trend toward greater involvement of the Board in the operations of County District affairs. This situation seems to be caused, at least in part, by increasing fiscal problems at the community colleges. Although this trend toward centralization of power at the state level is occurring nationwide, there is considerable concern about its implications for local autonomy in Arizona. The State Association of Local Governing Board Members was organized recently and is now working directly with the State Board to strengthen the position of the local governing board in the operation of community colleges.

The staff of the district provide educational services and leadership in certain areas: libraries, occupational education, general and continuing education, the skill center, evaluation and computer services. The district has recently established an Educational Planning and Information Center which will conduct a community assessment of educational needs and meet the needs of the residents of the district.

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Planning and operational accountability will include program planning, facility planning and development and evaluation of instructional programs and evaluation and development of staff.

The fiscal accountability of the district is a responsibility of the district staff. Guidelines for state funding of full-time student equivalents, student-teacher ratios as stated by policy and standardized accounting procedures minimize the involvement of campus staff members in the budget request--budget formulation and expenditure process. The greatest flexibility a department chairman has in the budget is in the areas of supplies, hourly wages and visiting staff. Phoenix College, as most community colleges, spends the largest percentage of its resources for salaries, thus encumbrances allow little flexibility in the budget.

The college is administered by an Executive Dean (who also serves as a District Vice President), a Dean of Instruction, a Dean of Continuing Education and Community Services, a Dean of Admissions and Records and a Dean of Students. Recently, an Associate Dean of Instruction who is responsible for Occupational Education, was added to the administrative staff.

Information pertaining to projections of enrollments, follow-up of graduates, evaluation statistics and proposals for sponsored programs are services ably performed by Institutional Research. The Executive Dean relies on the information and data supplied by Institutional Research for planning and review of achievements.

The services of Public Relations performs a commendable service in communicating the services, achievements, and future plans of Phoenix College to the many publics which are served by the college.

Strengths

1. The district administrators, in concert with other community college governing boards, have taken action to improve communications between the State Board and the college governing boards and to present timely, accurate and unified information to the staff of the State Board, the Legislature and other involved state agencies.
2. The college administrators are well-qualified and have years of experience in the administrative roles each administrator is assigned.
3. The budgetary process, although somewhat restricted by FTSE guidelines and district-wide student-teacher ratios, does permit input from instructors, department chairmen and college administrators.

Concerns

1. The administrative leadership in occupational education is staffed on a tenuous financial basis.
2. Improved management of the district is contingent upon the governing board selecting a President as soon as possible.
3. The governing board needs to define its leadership role and to work more effectively through the executive officer of the district.
4. Too many key administrators are in acting roles at the district level.

INSTRUCTIONAL PROGRAMS AND FACULTY

Occupational Programs

Occupational shops and laboratories are well utilized in the mornings and four nights of each week. The weekly teaching load of the staff further complicates full utilization of facilities.

Enrollment in the occupational programs reveal a good mix of mature students and recent high school graduates.

The college offers the following technological programs: Electronics Engineering, Drafting, Building Construction and Criminal Justice in addition to an electronic servicing course in Radio and TV Servicing.

The Allied Health programs provide a growing array of opportunities in the occupational programming of Phoenix College. Allied Health includes the following associate degree programs: Dental Hygiene, Nursing, Medical Records Technology, Medical Laboratory Technology, and Bio-Medical Technology. A one-year certificate program is offered in Certified Laboratory Assistant and an occupational program is offered in Emergency Medical Technology. A Health Care Management program in the Department of Business was approved by the District Curriculum Committee.

The programs are housed throughout the campus and in clinical facilities in the city. Each Allied Health Program is administered as a separate department with the exception of Bio-Medical Technology which is in the Technology Department. The coordinator of the Bio-Medical Technology program is the Allied Health member of the Admissions Office staff, and arranges for hospital affiliations.

The Department of Business, the largest department of the college, provides courses which may transfer to a baccalaureate degree-granting institution, general courses with business applications, vocational programs in twelve areas and courses for job upgrading.

Strengths

1. Electronics Engineering Technology and Drafting Technology are located in adequate facilities. The laboratories, classrooms, office space and storage are of ample size and well-lighted.
2. The Electronics Engineering Technology program has recently undergone the ECPD accreditation process and is fully accredited through 1981.
3. The Administration of Justice Program offers special options in Law Enforcement, Corrections and Criminalistics. This program has the second largest enrollment in the Occupational Division.
4. The involvement of the Administration of Justice Advisory Committee is excellent.
5. Building Construction and Building Inspection Technologies offer excellent job opportunities.
6. Some of the technologies utilize a core curriculum.
7. The department chairmen are well-qualified and appear to be motivated and dedicated.
8. The wide array of occupational program offerings, both day and evening.
9. Increase in occupational program enrollment from 18% in Fall, 1973-74 to 26% in Fall, 1976-77.
10. Well-qualified, motivated, dedicated faculty--day and evenings.
11. Community studies are made before new programs are developed. Documentation of the need for new programs is a necessary part of the approval process. Manpower supply and demand can be provided by survey and by input of advisory committees, which are appointed and used.

12. Facilities are good to excellent, within the constraints of campus space available.
13. All labs have ample equipment for current operation, as well as well-maintained lab space.
14. Nursing and Medical Records Technology are housed in the new Nursing-Science Building.
15. Several new programs have been approved, within existing departments, since the last printing of the Phoenix College Catalog: i.e., Interior Design Option within Fashion Merchandising (Entry through Home Economics, Business, Art or Drafting Departments), Health Care Management (Department of Business--Mid-Management). Others are at the district level: i.e., Medical Transcription (Department of Business).
16. The Allied Health programs have had college-wide inter-disciplinary support from other departments, as well as from administrative service areas and administrative offices.
17. Program chairmen participate in two district councils, with their counterparts from the other district colleges:
(a) Allied Health Instructional Council and (b) the Institutional Council of Heads of Nursing.
18. The Allied Health programs have the benefit of the assistance and cooperation of the Director of Nursing and Allied Health Education, at the district office level.
19. All programs can certify their graduates for the appropriate professional credentials. Nursing, Dental Hygiene and Medical Record Technology are accredited and/or approved by the

Phoenix College

appropriate professional groups. The Certified Laboratory Assistant (Certificate) program was accredited in 1969. It was "laddered" into the Medical Laboratory Technology program in 1970. In 1974 it was transferred to the Phoenix College campus. The MLT program is now in the process of applying for accreditation.

20. Follow-up studies are made by the Office of Institutional Research, of a random sample of graduates, approximately six months after graduation. Most of the Allied Health program areas, however, do a more exhaustive individual follow-up of graduates, annually. The Director of Institutional Research is of real assistance.

Concerns

1. Building Construction Technology, Inspection Technology, and Administration of Justice are housed in very crowded, inadequate teaching facilities.
2. The self-study listed as a strength the annual amount available for replacement of equipment and for the purchase of new equipment in the Electronics Engineering Technology program. However, this budgetary provision is inadequate for a program which requires expensive equipment. The closed circuit equipment is rather old and outdated.
3. A follow-up study of Electronics Technology graduates and their employers was conducted in 1973-74. The data, however, are not particularly recent. Faculty members are in communication with many of the employed graduates.
4. Placement opportunities for graduates of the Drafting Technology program are limited.

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5. Lack of expansion space for occupational programs.
6. The college should fulfill its stated objective for a more comprehensive follow-up of occupational program graduates.
7. The Emergency Medical Technology program is located in one of the remaining portable buildings. Self-study statements say that this high-demand program will move "when an Allied Health Manpower Training Center is developed."
8. The Dental Hygiene Clinic is located downtown, on the site of the Maricopa Technical Community College. The current discussion of moving the clinic to the Phoenix campus would consolidate the Allied Health programming efforts. If the Dental Hygiene Clinic were moved, it might be wise for the district administration to consider moving the Dental Assisting (Technical College) program also. A shared department head (D.D.S.) for the dental auxiliary programs, shared faculty in some areas, shared radiology units and dental materials laboratory, and further development of the "expanded duties" program, now functioning on the Technical College site, would all be advantageous.
9. Medical Laboratory Technology and Medical Records Technology were stated to be the only programs in the state. The demands of new systems of health care delivery are going to put additional demands on these programs, as well as others in Allied Health. The expansion of these programs within the constraints of current space and/or the proliferation of programming appears to be inevitable.

10. A resolution of the consideration of the development of an Allied Health Training Center, which has been under consideration by the district for some time, should be reached as soon as possible.

The unique aspects of Allied Health programming lend themselves to a separate organizational structure: inter-disciplinary sharing of instructors; some sharing of facilities; some "core" courses; the process of specialized program accreditation; the licensing, certification and registry process; orderly development of new programs and considered judgment in the expansion of existing programs; grants which are available to "recognized health training centers"; and coordinated efforts to secure clinical affiliations for all programs.

11. There is some concern with the elective process in determining department heads. Short tenure of department heads can adversely affect administration continuity and long-range planning.

General Education and Transfer Programs

In its early years Phoenix College was an institution directed primarily to the needs of transfer students; that emphasis has changed, and transfer students in 1977 are clearly in the minority. Enrollment statistics for the fall 1976 semester give the following breakdown of students according to curriculum choice: 5,786 general students (42%); 4,321 college transfer students (32%); and 3,510 occupational students (26%).

Nevertheless, transfer programs continue to be important to the declared mission of Phoenix College. Three Associate in Arts Degrees are offered at Phoenix College: (1) The Associate in Arts for college transfer, (2) The

Associate in Arts (General Studies) and (3) The Associate in Arts (Career Program Specified). The total number of graduates in 1976 was 897. Of that number, 613 earned the Associate in Arts either for college transfer or general studies; the remaining 284 earned an Associate in Arts with a career program specified.

The General Education requirements for the Associate in Arts Degree are: Associate in Arts for college transfer: 36 semester hours of general education; Associate in Arts (General Studies): 22 semester hours of general education in specified areas; Associate in Arts (Career Program Specified): 36 semester hours of general education.

Students on transfer programs can find the requirements of four Arizona transfer institutions readily available in the college catalog. In addition, department chairpersons and counselors are expected to keep abreast of any changing transfer requirements. As a result, generally effective articulation between the college and the transfer institutions is maintained.

It is difficult to determine the degree of success or failure of the students who transfer since follow-up information is generally not available. There is some evidence, however, that those students who transfer to the University of Arizona earn cumulative grade point averages nearly as high as those earned by all students at the University.

Visits to a number of day and evening classes while in session revealed a generally excellent level of classroom instruction. Good rapport between students and instructors is apparent; the teaching staff is obviously interested in developing and maintaining student interest. Also, the staff has been willing to cooperate in some efforts at innovation. The use of modular units in English as an alternative to the traditional classroom approach to teaching required English courses, the Time-Shared Interactive Computer-Controlled Information Television (TICCIT)

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approach to teaching both mathematics and English, and the team teaching employed in humanities are examples of a more than minimal concern for improving delivery systems.

The TICCIT experiment in particular represents a significant expenditure of public and private money, time, and dedicated staff effort. It is important to the college itself, and perhaps even to education throughout the country, that the system be evaluated objectively without any intrusion of personal or political considerations.

Strengths

1. A variety of sound programs leading to three types of Associate Degrees: A.A. for transfer, A.A. for General Studies, and A.A. with Career Program Specified.
2. Usually effective articulation with transfer institutions.
3. Strong general education components in the requirements of degree programs.
4. Generally excellent level of classroom instruction with a healthy interest in innovative methods.

Concerns

1. Lack of follow-up studies of students who transfer to four-year institutions.

Faculty

By district policy, certified personnel at Phoenix College are divided into three categories: residential faculty members, who are either "appointed" or "provisional"; part-time faculty members; and visiting faculty who are limited to fewer hours than are part-time staff. During

the second semester, 1976-77 college year, in the day program there were 175 full-time faculty, 5 part-time, 6 on sabbatical leave, 3 on leave of absence, and 42 visiting staff, teaching a total of 190 hours. Evening credit courses were taught by 372 visiting faculty, averaging slightly more than three credit hours a piece; in addition, "several hundred" visiting staff were teaching non-credit courses. This heavy reliance on visiting instruction during the evening calls for a high degree of supervision that presently is satisfactorily provided by the evening college administration and the close relationship that exists between evening and day department chairpersons.

Records show that, with few exceptions, the full-time instructional staff possess Master's degrees; slightly more than 20% of the teaching staff have doctor's degrees. While degrees from universities in Arizona are predominant, a variety of out-of-state institutions are represented, such as Southern Illinois, Ohio State, and Brandeis. Personnel records are kept at the district office. This practice has a number of advantages, but it also presents problems for staffing committees interested in reviewing credentials.

Written and officially adopted district personnel policies cover procedures to be followed in all important areas, such as employment, retention and dismissal, and transfer. These policies, developed through a process that included faculty representatives from the colleges in the district, appear to be accepted by the staff as evidence of the positive progress that has been made over past practices. However, there is some criticism that policies dealing with the evaluation of provisional faculty and affirmative action in hiring practices have not been followed carefully enough.

Written policies include admirable provisions for stimulating professional growth among staff members. Evidence of growth and development may be shown in a number of ways: additional academic preparation, work experience, attendance at clinics and workshops, travel, etc. The travel fund, set at \$34 per faculty member in 1976-77, is somewhat lower than in previous years and has limited the benefits that are made possible through professional travel.

The evaluation procedure for provisional staff is set forth in district policy. The continuing evaluation of appointed staff, by a district policy statement, is to be conducted by faculty according to a plan approved for each college. At Phoenix, evaluation plans have been submitted by all departments but, for the most part, have not as yet been implemented.

Strengths

1. A highly qualified teaching faculty with degrees from a variety of colleges and universities.
2. Official employment procedures that now include provisions for affirmative action.
3. A written policy designed to promote professional growth.
4. Determined procedures to be followed for the evaluation and improvement of instruction.

Concerns

1. The criticism expressed by some faculty and students that policies, such as those dealing with evaluation of provisional instructors and with affirmative action, are not always followed.

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2. The budgetary considerations which can limit the effectiveness of policies directed to professional growth.
3. A concern that the progress recently made in establishing procedures for the evaluation of appointed staff should continue and become an important source of information for individual instructors.
4. A concern that the dangers inherent in the heavy reliance on visiting staff continue to be recognized and dealt with effectively.

CONTINUING EDUCATION AND COMMUNITY SERVICES

The evening division is the innovator. Once tried, the innovation may be incorporated in the day program.

Phoenix College was organized as part of the public school system and, as such, the college pioneered educational opportunities for adults and mature citizens. This tradition is reflected in the comprehensive course offerings and the diversified community services which are offered by the college.

Strengths

1. Evening division course offerings are outstanding in the Business and Technology Departments.
2. The administration of the evening division is experienced, and well qualified to provide outstanding leadership.
3. The evening division has produced, and staff members use, the Evening Division Faculty Handbook.
4. Evening division faculty replies to a questionnaire indicate good communications between the faculty and the administration.

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Concern

There is evidence that the day programs and the evening division may be operated as two distinct entities in some cases rather than an integrated campus serving clientele from early morning until late in the evening.

LIBRARY AND AUDIO VISUAL CENTER

The library--in its facilities, collection, staff, and services-- is a significant resource of Phoenix College. The library building itself, completed in 1966, is inviting and remains new in appearance. Its approximately 33,000 sq. ft. of space, on three levels, provides the necessary room for open shelves, seating for 400 students, study carrels, a typing room, a group study room, and staff offices and working areas. Future expansion, if necessary, will be possible when a more suitable facility is found for the Audio-Visual Center.

The book collection of 77,889 volumes is systematically weeded, and successful effort is made to involve the teaching staff in adding to the collection. The faculty questionnaire completed in connection with the self-study is evidence of the positive attitude the faculty have to the library and its services.

The library staff, both professional and clerical, is well-qualified to meet student and faculty needs during the Monday through Friday hours the library is open. Personnel are scheduled so that reference assistance is always available during library hours. Services to members of the community not enrolled in college classes are limited somewhat by a policy which provides that a substantial deposit must be made before a book may be circulated to such a person.

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The library continues to function as a traditional library facility along the lines set prior to the development of the learning resources concept. Any consideration of conversion to a media center has not progressed to any degree because of prevailing faculty attitudes and the successful operation of the library along traditional lines. As a result, the collection consists almost exclusively of print materials, with little having been done to make some of the presently available valuable non-print materials accessible to students.

Cooperation with the other district college libraries appears to be good. A union catalogue, listing of district holdings, facilitates interlibrary loans within the district. Relationships with libraries outside the district and the state also have been established.

The library staff voiced some concern about the future of the relationships between the library and the district business office. That office has helped to improve the process used in ordering, cataloguing, and processing books. Such improvement has been appreciated, but it should not lead to unilateral dictation by the Business Office and the District Library Technical Services.

Institutional data show that either 2% or 2.5% of the total institutional budget for 1975-76 was allocated for the library. That amount is somewhat low, despite the relatively large book collection. As some of the librarians indicated, in a number of specialized areas, books become quickly dated and need immediate replacement if the collection is to remain up-to-date.

Strengths

1. An attractive, functional building with an area that may become available for future expansion.
2. A large, comprehensive book collection which is readily accessible in open shelves.
3. Faculty awareness and appreciation of the services provided by the library.
4. A well-qualified and smoothly operating professional and clerical staff.
5. Additional services available through interlibrary cooperation.
6. The library provides current magazines and books for the occupational programs (technologies and health programs).

Concerns

1. A book budget which appears not to have kept pace with inflation and with the total funds available to the college.
2. The overwhelming emphasis on print materials to the neglect of other materials that can be purchased and made available.
3. The possible encroachment of district direction into areas that call for independent college action.
4. The limited service to the community at large through restricted circulation policies.

AUDIO-VISUAL

Audio-visual services are housed in a portion of the lower floor of the library building. Discussions with the new director and a tour of the premises reveal that the present quarters are inadequate both in design and total amount of space.

Apparently the past ineffectiveness of audio-visual services led to a decentralization of campus equipment, with individual departments purchasing and attempting to maintain their own film projectors, phonographs, etc. A recent attempt to centralize all such equipment under the direction of the A-V Center failed. The present director recognizes, however, that successful operation of the Center and the extension of effective services could lead to a decrease in the resistance to centralization.

The college administration, recognizing that the present facility has been hampering the more important contribution of the A-V Center can render the instructional program, appears interested in finding a more suitable place for audio-visual services. When such a new location is found, a capital budget more adequate than the \$9,049 provided in 1976-77 will be necessary so that audio-visual services will be able to overcome some of the neglect of the past.

Strengths

1. An awareness that improvements are needed in materials and equipment available and services rendered.
2. An energetic director with a sensible approach to possible solutions to present problems.

3. An awareness that the centralization of presently scattered equipment will lead to improved utilization.
4. The audio-visual equipment and manpower to project films are made available. Slides and transparencies are provided.

Concerns

1. The need for an improved facility with more functional design and more work and storage area.
2. The need for more realistic budgeting, once space and design problems are solved.

STUDENT SERVICES

The traditional student services as counseling, testing, financial aid, veteran's assistance and placement appear to be meeting the diverse student needs. The student services staff as a whole seems to be making a concentrated effort to reach students and be responsive to them. Both administrative staff and counselors are well qualified to organize and develop specialized programs.

The previous criticism regarding overemphasis on intercollegiate athletics appears to be considerably modified. Expanded physical education facilities and the implications of Title IX have contributed toward increasing the number of participants and emphasizing intramural activities.

In general, the student services operation appears to be well organized. Facilities are spread out, resulting in several locations housing various services. Space is at a premium for counseling offices

and placement services. The anticipated move of the placement offices to the Career Center in the Hannelly Center should relieve some of the pressure and additionally enhance usage of the service by bringing it to a heavily trafficked student area.

Strengths

1. The Hannelly Center, housing the cafeteria, lounge and recreational areas, meeting rooms, etc., is well maintained and well utilized. The Career Center, soon to be augmented by the relocation of the Placement Center, can be of great help to students. The information center is an excellent idea and deserving of continued support.
2. The marked attempt to meet diverse student needs is reflected by such projects as the women's center, the day care center and the native American counseling center. The counselors offer credit classes in such specialized areas as assertiveness training, new horizons for women, eliminating self-defeating behavior and personal development for specific ethnic groups.
3. College publications such as the catalog, student handbook and Bear Facts are comprehensive and explicit. Students seem to be satisfied with the opportunities afforded them through clubs, cultural programs and social activities.
4. There is an active student government for the day college and a separate active student government for the evening division. The student government leaders have good communication with the administration.

Concerns

1. The student-counselor ratio is high, approximately 2,000 to 1. Academic advisement appears to be a problem area much in need of study, especially with regard to structure, clarification and responsibility.
2. Beyond emergency first aid there is no college health service; no organized health counseling or health referral is available to students.
3. Although efforts are being made to provide comprehensive student services to evening students, the results are less than satisfactory. Very little is available for those students who have classes on Saturday.
4. Finally, the diversity of services needed to meet the changing student needs requires an experienced professional to provide leadership, coordinate numerous projects and supervise other professionals. The considerable uncertainty caused by board actions has had a demoralizing effect on many individuals in the student services area. Energies that might be used in the performance of professional responsibilities are being dissipated by doubt and an ever increasing lack of confidence.

FACULTY ASSOCIATION

The visiting team met with the President, the Vice President and four faculty members at large.

The Phoenix College Faculty Association is "local", with no affiliation with a national group. (An N.E.A. "consultant" was hired to assist the group at the last bargaining session.)

All faculty employed in approved staffing positions are members; those carrying 12 semester hours or teaching one semester may pay dues. A small percentage do not pay dues.

For bargaining purposes, the college administration and the association each have negotiating teams. This was mentioned as a recent development.

Strengths

1. Faculty involved in planning the new Dramatic Arts Performing Center.
2. A sense of "classroom freedom" was expressed.

Concerns

1. Unease caused by the uncertainty about the Presidency (full-time appointment) of the district.
2. Morale--the decision-making process, on-campus and at the district level.
3. The prescribed procedure for provisional teacher's evaluation has allegedly not been followed for the past two years.
4. Minority hiring problems--policy allegedly not followed.
5. Deterioration of standards--grades.
6. Few faculty meetings.
7. Student advisement still a problem, although it is good when identified with a closely-knit "major" department.

FINANCES

Maricopa County Community College District is fortunate to have an adequate assessed valuation to carry out a quality educational program.

The assessed valuation increased 6%, 1976 over 1975. The rate of increase has declined since 1974, however, the assessed valuation per student is very high.

The district derives 50% of its funds from property taxes of the district, 38% from state monies and about 12% from other sources.

The expenditures of the district are in line with the accepted percentages for instruction, library and audio-visual, administration, student services, physical plant and contingencies with the exception that student services and library are somewhat low and physical plant (M & O) is rather high.

The expenditure per FTSE (\$1425/FTSE, 1976-77 by the district) is an average expenditure.

Strengths

1. The district has a growing financial base in addition to full funding of state commitments (supplementals have always been provided in high enrollment periods). These revenue sources have provided adequate resources for a growing institution.
2. The Executive Vice President for Business Services (acting President) is experienced in school finance and allocates resources prudently.
3. The staff of the State Board for Community Colleges stated that the district is financially sound.
4. A district-wide approach to planning and development has been proposed through Educational Planning and Information Center (EPIC)

Concerns

1. EPIC should be supported and utilized in future planning for district and campus operations.

2. The problem of which student credit hours were eligible for state grant funding and which student credit hours should not be counted (subject to audit) has been tentatively solved; however in a period of no growth or "slowed" growth in student enrollment, a policy should be developed and implemented as a basis for long-range financial planning.

FACILITIES

Phoenix College has 18 permanent buildings and six temporary buildings on a site which is limited in future expansion.

The facilities are new (Dramatic Arts Performing Center is under construction) or have been remodeled with the exception of the Administration Complex.

The facilities are well maintained and are adequate for a growing student body until 1986.

Strengths

1. The plant is up-to-date and adequate in size.
2. The facilities are well maintained and are clean.

Concerns

1. During peak periods, parking is inadequate.
2. Some of the shop or laboratory facilities for the teaching of technologies are too crowded.

SUMMARY STATEMENTS

The educational goal of Phoenix College, to provide for the educational needs of the citizens of the district, is being fulfilled through a variety of programs and courses, taught by a dedicated, experienced, well-educated staff, using up-to-date equipment, and housed in adequate facilities.

The educational program is meeting student objectives through transfer courses, occupational programs, continuing education opportunities, community services and student services.

The evaluation team has reviewed the strengths and concerns listed in the Self-Study. The strengths that have been cited can be documented.

Strengths

1. Phoenix College is well accepted by the constituents of the district. The image of the college is positive and very favorable for future growth and improvement.
2. The college has a conscientious, dedicated, well-qualified instructional staff committed to the community college and its clientele, and the objectives of the institution. Opportunities are provided for staff development. The instructional staff has acquired degrees from a variety of colleges and universities.
3. Educational programs and courses are housed in good physical facilities, which are well maintained. Laboratories and shops are well-equipped. Offices and adequate storage space are provided in most cases.

4. The college administration on the campus level is experienced and well-qualified for the administrative roles centered at the college.
5. Occupational programs which require specialized accreditation have been granted such recognition.
6. Advisory committees function effectively in occupational programs.
7. The budgetary process, although constrained by budgetary assumptions such as faculty/student ratios, permits input from instructors, department chairmen and administrators who are involved in the preparation and implementation of the budget.
8. The college has a sound financial base, with adequate financial support from district taxpayers and the State Legislature; however, accountability must be provided for expenditures and credibility must be strengthened.
9. Written policies and procedures provide for professional growth and for affirmative action procedures; implementation has been questioned.
10. Instructional evaluation procedures have been developed recently, however complete implementation has not taken place.
11. The library is adequately housed, expansion is possible, the collection is current and comprehensive. The library is staffed by a well-qualified staff. Services include availability of materials from all district libraries.

Phoenix College

12. The college experiences effective articulation with the baccalaureate degree-granting institutions in the state. An excellent level of instruction in transfer courses prevails with innovative approaches in TICCIT, modular units in English, and team teaching in the humanities.
13. An attempt to meet diverse student needs is reflected by the service of the women's center, the day care center and the Native American Counseling center.

Concerns

1. The reputation of Phoenix Community College poses a challenge which the staff must meet; however at present, a lack of leadership is focusing attention on district-wide issues and concerns other than improvement of the educational thrust of the institution; thereby causing frustrations and resulting in insecurities on behalf of staff members.
2. Although policies and procedures have been developed, there is some question of implementation pertaining to evaluation of appointed staff and provisional instructors and the affirmative action program.
3. The campus has reached a saturation point where future expansion of the college by adding buildings is questionable. Some of the laboratories which house the technological programs are inadequate.
4. Supplemental clinical facilities on the campus would enhance some of the health occupational programs.
5. The follow-up of occupational students and transfer students needs to be conducted in greater depth and over expanded periods.

6. The timing for a decision on the future housing for a comprehensive allied health program is an issue which should be given high priority.
7. Administrative leadership in occupational education has been staffed on a financial basis which is rather tenuous.
8. Audio-visual services could be improved by centralization of equipment, space and additional budgetary provisions for AV materials. The library book budget has not kept up with inflation.
9. Wherever possible, the employment of full-time instructors should be considered to reduce the reliance on visiting instructors.
10. Greater emphasis on providing services for ethnic and minority students and offering services and courses which will enable them to fulfill educational objectives should be given high priority.
11. The student-counselor ratio is high. Academic advisement needs to be reviewed regarding structure, clarification and responsibility.

Phoenix College

RECOMMENDATIONS

The evaluation team recommends that Phoenix College be granted continued accreditation for a six-year period with limited visits each two years through 1983. Each limited visit will focus upon relationships among the district governing board, the district office and Phoenix College.

The recommendation is based on the following:

Strengths

Phoenix College, a comprehensive community college with a sound financial base, has offered a diversity of courses, programs, and services to its constituency over a period of time, thereby giving testimony to its quality of instruction and concern for the students.

Concerns

1. At present there is a wide-spread lack of confidence in board decisions and apparent indecisions.
2. There is a lack of communication from the district office.
3. There is limited involvement by the staff in decisions which concern them.
4. There is faculty concern about the failure to receive timely answers to questions which are brought to the attention of the administrators of the college.

SUMMARY OF RECOMMENDATIONS CONCERNING THE MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT AND THE CAMPUSES OF GLENDALE, MESA AND PHOENIX

As related at the exit interviews held at the three campuses on February 10, 1977 and at the District office on February 11, 1977, it is the recommendation of the evaluation team that Glendale Community College, Mesa Community College and Phoenix College be granted continued accreditation as separately accreditable institutions at the associate degree level for a six year period with limited focused visits each two years direction attention to relationships among the Governing Board, District administration, and Glendale, Mesa and Phoenix Colleges.

This recommendation is made as the result of concerns expressed in this report covering many facets of the District and college operations but primarily because of the continued existence of many of the problems and concerns that were expressed in the evaluation team reports at the time of the 1967 visit. It is the belief of the evaluation team that this recommendation will give the District the flexibility necessary to consider whether it wishes to continue accreditation of the colleges as separately accreditable institutions or pursue accreditation on a district-wide basis. Either alternative will require an ongoing process of planning and re-organization. In the opinion of the evaluation team, all of the ramifications of each option should be thoroughly investigated and their implications considered prior to determination of the direction to be taken by the District.

It should be noted that requests have been directed to the chairperson of the evaluation team on two occasions - by letter dated February 9, 1977 from the Institutional Site Visit Coordinator, Dr. Helena Howe, and by letter dated April 5, 1977 from Acting President, Mr. A. L. Flowers. It is the judgment of the evaluation team that these requests should be referred to the appropriate North Central Association Review Committee and

to the Executive Board of the Commission on Institutions of Higher Education of the North Central Association at the Summer meeting of the Commission on Institutions of Higher Education in July 1977 at Chicago for consideration and appropriate action.

The team makes this recommendation because of the receipt of the requests after the evaluation visit had already begun, in accordance with instructions to conduct an evaluation of the three colleges as separately accreditable institutions.



Alban E. Reid, Team Chairperson

Attachments:

- Letter from Dr. Howe
- Letter from Mr. Flowers

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11/17/77

Mesa Community College

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

1833 WEST SOUTHERN AVENUE • MESA, ARIZONA 85202

TELEPHONE 833-1261

OFFICE OF THE EXECUTIVE DEAN

February 9, 1977

Dr. Joseph Semrow
Dr. Alban Reid
North Central Assn of Colleges and Schools
Commission on Institutions of Higher Education
PO Box 2276
Boulder, Colorado 80302

Dear Dr. Semrow and Dr. Reid:

By virtue of the authority delegated to me by the Acting President of Maricopa County Community College District I respectfully request that the current accreditation evaluation encompass the total District and that forthcoming accreditation status be considered as District status.

It is requested that the present recommendations of the on-site teams be cognizant of this request and incorporate the appropriate recommendations which will bring all institutions included within this legal entity into uniform sequence.

Yours truly,

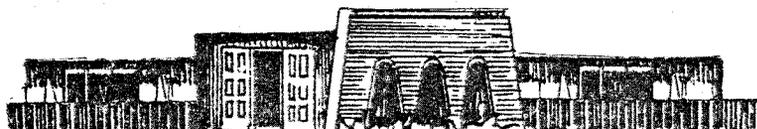


Helena Howe, Executive Dean
MESA COMMUNITY COLLEGE

HH:dbs

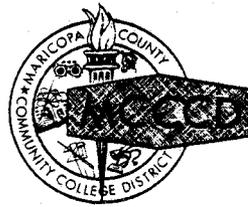
cc: Mr. A. W. Flowers, Acting President
Mr. Jeremy Butler, President, Governing Board

(delivered personally to Dr. Reid)



GOVERNING BOARD

Jeremy E. Butler, President
Roger A. Brooks, Secretary
Ross N. Farnsworth
Robert L. Robertson
Barbara T. Hitchcock



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Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Scottsdale Community College
Maricopa Skill Center

MARICOPA COUNTY
COMMUNITY COLLEGE DISTRICT

3910 E. Washington St. / Phoenix, Arizona 85034
P. O. Box 13349 / Phoenix, Arizona 85002
(602) 244-8355

RECEIVED

APR 12 1977

PRESIDENT'S OFFICE

April 5, 1977

Dr. Alban Reid, President
Black Hawk College
6600 34th Avenue
Moline, Illinois 61265

SUBJECT: Request for Consideration of District Status Accreditation

This letter is to confirm the request made by Dr. Howe dated February 9, 1977. Recently, as you know, evaluation of three of our five colleges was completed (Glendale Community College, Mesa Community College, and Phoenix College). Additionally, we submitted a comprehensive self-evaluation of the District. Therefore, I believe this request to be in order.

Incidentally, the three colleges recently evaluated strongly support this position as do Maricopa Technical Community College and Scottsdale Community College.

If there is anything more which we must or should do, please believe that we shall comply.

A handwritten signature in cursive script, appearing to read "A. W. Flowers".

A. W. Flowers
Acting President

AWF/cjs

cc: Dr. Joseph Semrow
Dr. Helena Howe, Executive Dean
Mesa Community College
Mr. Jeremy Butler, President
Governing Board