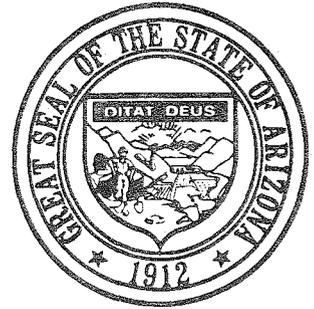


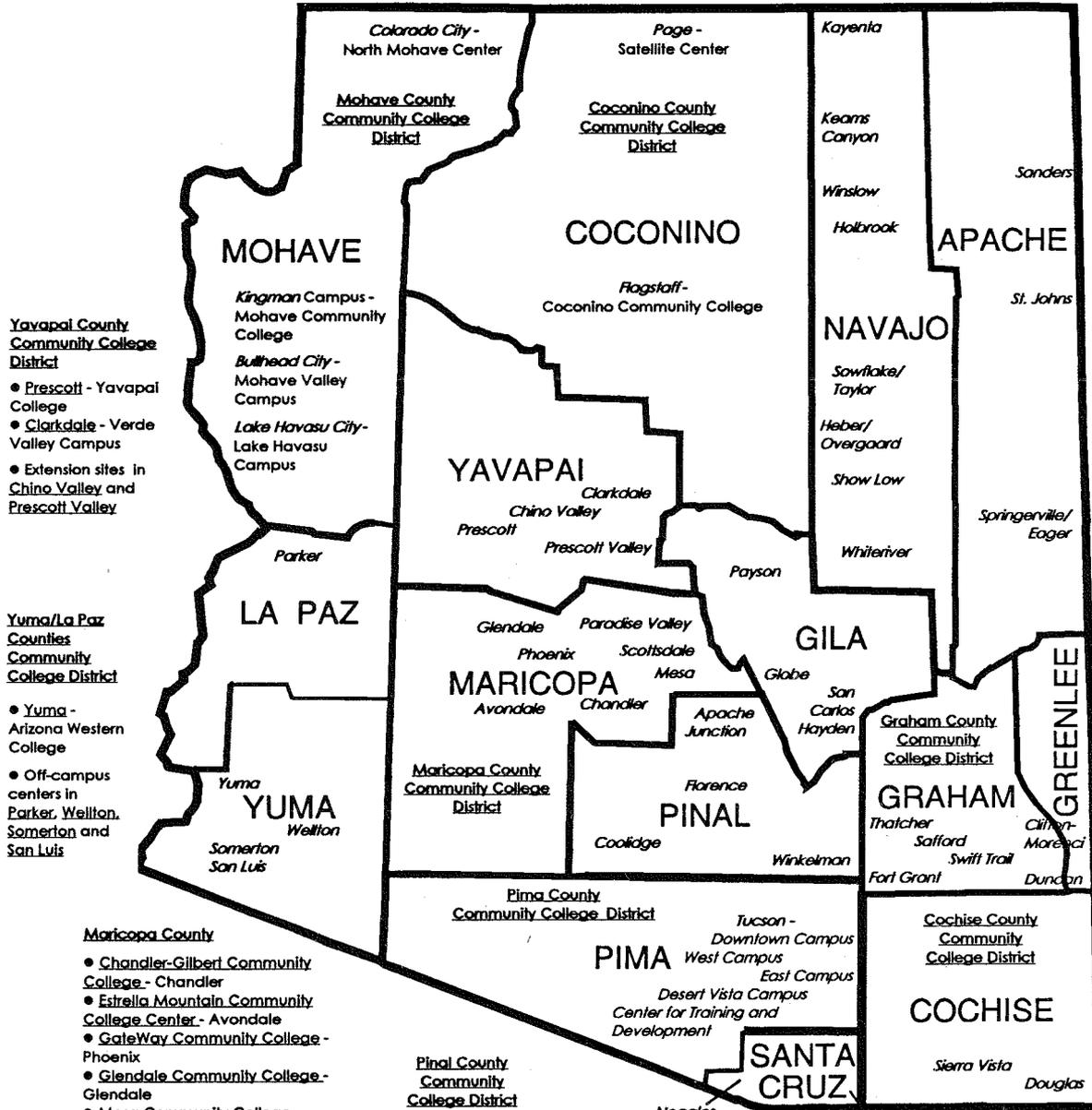
CCD 11/1996

**The State Board of Directors  
for Community Colleges  
of Arizona**



**Annual Report to the Governor  
1995-1996**

**November 1996**



**Yavapai County Community College District**

- Prescott - Yavapai College
- Clarkdale - Verde Valley Campus
- Extension sites in China Valley and Prescott Valley

**Yuma/La Paz Counties Community College District**

- Yuma - Arizona Western College
- Off-campus centers in Parker, Wellton, Somerton and San Luis

**Maricopa County**

- Chandler-Gilbert Community College - Chandler
- Estrella Mountain Community College Center - Avondale
- GateWay Community College - Phoenix
- Glendale Community College - Glendale
- Mesa Community College - Mesa
- Paradise Valley Community College - Phoenix
- Phoenix College - Phoenix
- Rio Salado Community College - Tempe and other locations
- Scottsdale Community College - Scottsdale
- South Mountain Community College - Phoenix
- Maricopa Skill Center - Phoenix

**Pinal County Community College District**

- Apache Junction - Superstition Mountain Campus
- Additional programs offered in Florence
- Coolidge - Signal Peak Campus
- Winkelman - Aravaipa Campus

**Santa Cruz County**

- Services in Nogales, Santa Cruz County, provided by Pima County Community College

**Patagonia**

- Services in Patagonia, Santa Cruz County, provided by Cochise County Community College

**Cochise County**

- Cochise College Sierra Vista Campus
- Cochise College Main Campus, Douglas

**Navajo County Community College District**

**Campus and Center Locations:**

- Kayenta - Kayenta Center
- Keams Canyon - Keams Canyon Center
- Holbrook - Painted Desert Campus
- Snowflake/Taylor - Silver Creek Campus
- Heber/Overgaard - Heber Center
- Show Low - White Mountain Campus
- Whiteriver - Whiteriver Center
- Extension Centers in Apache County - Sanders, St. Johns, and Springerville/Eager - provided by Navajo County Community College District
- Other programs offered in Winslow

**Graham County**

- Eastern Arizona College Satellite Centers in Gila County - Payson, San Carlos, and Hayden - provided by Eastern Arizona College
- Globe, Gila Pueblo Campus, Eastern Arizona College
- Extension Centers in Greenlee County - Clifton/Morenci and Duncan - provided by Eastern Arizona College
- Eastern Arizona College Main Campus, Thatcher
- Additional programs offered at Globe, Safford, Swift Trail and Fort Grant



STATE BOARD OF DIRECTORS FOR  
COMMUNITY COLLEGES OF ARIZONA

3225 N. CENTRAL AVENUE, SUITE 1220 PHOENIX, ARIZONA 85012-2411  
TEL (602) 255-4037 FAX (602) 279-3464

---

October 27, 1996

The Honorable Fife Symington  
Governor  
State of Arizona  
1700 West Washington  
Phoenix, Arizona 85007

Dear Governor Symington:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the Annual Report to the Governor, 1995-1996 as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. In addition, please find a copy of the Statistical Supplement to the Annual Report.

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

A handwritten signature in cursive script that reads "Robert L. Gugino".

Robert L. Gugino  
Chairman  
Pima County



## 1996 ACKNOWLEDGMENTS

Many individuals contributed to the preparation of the Annual Report. The following community college district representatives, Sandy Bryan, Karen Nicodemus, Laurie McCown, Ralph Orr Jr., Richard D. Balsley, Lorie O'Brien, Cathy Pierce-Urbanski, Holly Rea, Fred Gaudet, Mary A. Day, Linda Hawbaker, Lynn L. Marstiller, Howard Greenlee, Jennifer K. Shantz, Althea C. Long, Kate Lynch, David Roddy, Everett C. Robinson, Philip J. Silvers, Chuck Reinebold, R. Paul Maffey, Ray Wojda, Roger L. Johnson, A. Daniel Simper, Louis Attinasi, Eloise Young, Elise Bernal, Winifred A. Black, are gratefully acknowledged for their assistance in the collection of data used in this report.

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 1996

Pete Gonzalez  
Carol Nau  
Mary Jo Saiz  
Claudia Schreiner  
Carol Thompson

## Table of Contents

Philosophy of Arizona's Community College System.....	1
Mission Statement of the State Board.....	2
Vision Statement of the State Board.....	2
<b>Arizona Community College Progress Reports 1995-96</b>	
State Board of Directors for Community Colleges of Arizona.....	4
Cochise County Community College District	
Cochise College.....	8
Coconino County Community College District	
Coconino Community College.....	10
Graham County Community College District	
Eastern Arizona College.....	12
Maricopa County Community College District.....	14
Chandler-Gilbert Community College.....	16
Estrella Mountain Community College Center.....	18
GateWay Community College.....	20
Glendale Community College.....	22
Mesa Community College.....	24
Paradise Valley Community College.....	26
Phoenix College.....	28
Río Salado Community College.....	30
Scottsdale Community College.....	32
South Mountain Community College.....	34
Mohave County Community College District	
Mohave Community College.....	36
Navajo County Community College District	
Northland Pioneer College.....	38
Pima County Community College District	
Pima Community College.....	40
Pinal County Community College District	
Central Arizona College.....	42
Yavapai County Community College District	
Yavapai College.....	44
Yuma and LaPaz Counties Community College District	
Arizona Western College.....	46

Arizona Community College Student Enrollment  
Statistics and Trends, 1991-92 to 1995-96

Enrollment Trends: Annual Audited FTSE and Fall Headcounts..... 50

Fall Full- or Part-Time Enrollment (Headcount) ..... 51

Fall Headcounts by Ethnic or Race Group ..... 52

Fall Headcounts by Gender ..... 53

Fall Headcounts by Age Cohort..... 54

Fall Headcounts by Residency Status..... 55

Fall Headcounts by Continuation Status ..... 56

Fall Headcounts by High School Graduation Status..... 57

Fall Miscellaneous Headcount Information (Fall Headcounts) ..... 58

Financial Information:

Data and Trends, 1991-92 to 1995-96 and State Board Budget, 1995-96

Sources of Funds..... 60

Analysis of State Aid Income ..... 61

Disposition of Funds (Expenditures) ..... 62

Arizona Tuition Rates..... 63

State Office Administration..... 64

Program of Study Information: Curriculum Matrix, Skills Centers and Tech Prep

Curriculum Matrix ..... 66

Skills Centers ..... 68

Tech Prep..... 69

Arizona Community College System Directory

Members of the State Board ..... 72

State Board Staff ..... 73

List of Districts and Colleges..... 74

For more detailed information about enrollment, finances and other data about the Arizona community colleges, please consult the *Statistical Supplement to the Annual Report to the Governor, 1995-96*, also issued by the State Board.



# Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that—like the society to which it responds—is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or preprofessional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.
2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.
3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.
4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.
5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.
6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

## State Board of Directors for Community Colleges of Arizona

### Mission

The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona. *Adopted November 21, 1992*

### Vision

We, the State Board of Directors for Community Colleges of Arizona, are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona. *Adopted June 18, 1994*

Arizona Community College  
Progress Reports  
1995-96

# *THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA*

Dr. Donald E. Puyear  
Executive Director

## Introduction

The State Board of Directors for Community Colleges of Arizona is the state level of the two-tiered community college governance system that also includes local governance of community college districts.

The State Board consists of fifteen members, one member from each county in the state, appointed by the Governor and confirmed by the Arizona State Senate for a seven-year term. In addition, a representative of the Arizona Board of Regents and the Superintendent of Public Instruction or designee complete the membership of the State Board.

The mission of the State Board of Directors for Community Colleges is to provide for governance, oversight, planning and coordination of Arizona's community college

system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

## State Board/ Office Major Accomplishments 1995-1996

**New Board Members:** Michael G. Clifton from Coconino County and Byron K. Mills from Gila County were appointed to the State Board by Governor Symington. Their terms are from 1996 to January 2003. Governor Symington appointed Jim Hartdegen from Pinal County to fill the vacancy created by the resignation of Dalton H. Cole. Mr. Hartdegen will serve the remainder of the term which concludes January 1999; and Karen F. Rizk from Yavapai County will fill the vacancy created by the resignation of Joseph F. Russo. Mrs. Rizk will

serve the remainder of the term which concludes January 1997, and Jessie A. Slade from Apache County was appointed to fill the vacancy created by the resignation of Robert J. McKenzie. Mrs. Slade will serve the remainder of the term which is scheduled to terminate January 1998.

## **Study Sessions:**

The State Board conducted an All-Boards Session in October 1995. The session called for brainstorming on matters of importance to Arizona Community Colleges that the State Board, District Governing Boards, and College Presidents could address together. The session produced five categories for which goals and action plans were to be developed. The top five categories chosen were: 1) Dollars-to-develop alternative financing methods; 2) Governance-to-develop unified state and local goals and define a unified governance model; 3) Rules,

Regulations and Roles-to ensure that rules, regulations, and roles meet the criteria of meaningful, relevant, future-oriented, and value added; 4) Seamless "Web" Education-to empower the Joint Conference Committee to enforce articulation between community colleges and universities; 5) Public and Internal Communication-to build joint confidence between Boards and the media.

The State Board also initiated joint study sessions involving State Board, Arizona Community College

Presidents Council, and Arizona Association of District Governing Boards. Five strategic conversations were held in preparation for the Sunset Review on topics such as Facilities, Academic and Student Services, Finance, Institutional Accountability, and other public policy issues.

The State Board conducted a Study Session on Community College-University Articulation and Transfer. The objective for the study session was to specify the attributes that would be present in a desired

transfer articulation system; describe the status of the current transfer articulation from the community college point of view; identify approaches, strategies, solutions relating to transfer articulation.

A joint Legislative Retreat of the State Board, Arizona Community College Presidents Council, and the Association of Arizona District Governing Boards was held in June 1996 to begin the process in identifying issues for consideration by the Governor and Legislature in the 1997 legislative session.

(Continued on page 6)

## Arizona Community Colleges — Facts at a Glance: 1995-96

*The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning, and coordination of Arizona's community college system.*

Enrollment				Instructional Staff			
	Fall		Spring		Fall	Spring	
Annual Full-Time Student Equivalent	80,095				Full-Time Instructors	1,765	1,769
Fall Headcount (credit)	155,385				Part-Time Instructors	6,301	6,375
Spring Headcount (credit)	152,373				<b>District Sources of Funds</b>		
<b>By Full- or Part-Time</b>	<b>Fall</b>		<b>Spring</b>		District Tax Levy	\$258,493,932	
Full-Time	34,518	(22.2%)	30,955	(20.3%)	State Aid	\$95,161,000	
Part-Time	120,867	(77.8%)	121,418	(79.7%)	Equalization Aid	\$7,559,900	
<b>By Gender</b>	<b>Fall</b>		<b>Spring</b>		Tuition and Fees	\$73,095,854	
Female	88,940	(57.2%)	86,647	(56.9%)	Fund Balances	\$125,404,431	
Male	64,508	(41.5%)	63,913	(41.9%)	Others & Transfers	\$20,705,816	
Undeclared	1,937	(1.2%)	1,813	(1.2%)	Bond Proceeds	\$66,049,441	
<b>By Ethnic or Race Group</b>	<b>Fall</b>		<b>Spring</b>		Less Amount for Future Acquisitions	(\$119,882,430)	
African American	5,270	(3.4%)	5,316	(3.5%)	<b>Total</b>	<b>\$526,587,944</b>	
American Indian	5,979	(3.8%)	6,068	(4.0%)	<b>District Expenditures</b>		
Asian American	4,620	(3.0%)	4,413	(2.9%)	General Fund	\$368,725,788	
Caucasian	107,105	(68.9%)	105,580	(69.3%)	Capital Outlay Plant Fund	\$62,876,320	
Hispanic	25,947	(16.7%)	24,666	(16.2%)	Bond & Debt	\$6,616,499	
Other	6,464	(4.2%)	6,330	(4.2%)	Bond & Debt Interest	\$11,640,982	
					<b>Total</b>	<b>\$449,859,589</b>	

**Transfer Articulation Study Task Force:**

In response to a legislative mandate, jointly sponsored with the Arizona Board of Regents a Transfer Articulation Study Task Force charged with developing a seamless plan for transfer from a community college to the State's public universities. This task force is co-chaired by representatives from ABOR and the State Board. The task force is proceeding with its work and is expected to have a report for the two boards and the Joint Legislative Budget Committee prior to the December 15, 1996 target specified in the legislation.

**Committee on the Future of Arizona's Community Colleges:**

In conjunction with the Association of District Governing Boards and the Arizona Community College Presidents' Association, sponsored the Committee on the Future of Arizona's Community Colleges. The committee will address the manner in which Arizona's community colleges will need to adapt its programs, services, and organization to face the challenge of

serving the State and its citizens in the first decades of the 21st Century.

**Campus Site Visitations and Board Meetings:**

State Board members and office staff visited and conducted State Board meetings/study sessions at Coconino Community College, Phoenix College, Cochise College, Scottsdale Community College, and Chandler-Gilbert Community College.

Supported and attended an event honoring the three Arizona community college students (Central Arizona College, GateWay, and Yavapai) named to the 1996 All-USA Academic Team.

**State Board Rules:**

The State Board continued the process of review validation of its rules to insure currency and compliance with state requirements.

**Curriculum Approval:**

The State Board initiated a new rule on curriculum approval and process which includes a monthly "early alert" listing district intent to establish new curricula.

**Evaluations:**

Monitored and initiated performance-based evaluation of all district programs receiving federal vocational education funding.

Established teams to perform all major on-going functions of the State Office and initiated peer evaluation as part of a performance-based process to determine salary increases when funds are provided by the legislature.

**Collaboration and Cooperation:**

Jointly sponsored with the Arizona Community College Presidents Council and the District Governing Boards a legislative initiative which resulted in an appropriation of \$1.1 million for planning and implementing a major thrust to improve student learning and access via the latest technology.

State Board members participated in and/or hosted four joint meetings of the Arizona Board of Regents, State Board of Education, and Arizona Commission on Postsecondary Education for the purpose of coordination.

Restructured the schedule of activities at Board Meetings resulting in a savings of 50% of required meeting time.

### Upcoming Issues for 1996-1997

To develop, in collaboration with the community colleges, an equitable funding method for determining state aid to community colleges in support of academic and capital objectives.

To develop and implement a plan for the development and delivery of quality distance and technology-assisted learning that integrates the services of community colleges with those of public education and other segments of higher education.

To provide an improved articulated transfer for

community college students into the State's public universities and monitor results.

To develop and implement procedures for the systematic exchange of data in order to analyze and report community college institutional effectiveness measures.

To continue the priority of team building and defining of relationships between and among the Arizona Association of District Governing Boards, Arizona Community College Presidents Council, Arizona Board of Regents, and State Board. To complete the work and report of the Committee on the Future of Arizona Community Colleges to widen the horizon and elevate the vision of community college and community leaders.

To integrate district strategic planning into the State Board's annual strategic plan and prioritization of legislative funding initiatives.

To advocate the needs of the state system of community colleges by actively lobbying the Legislature and Governor, in cooperation with the districts.

To improve accessibility to educational opportunities for all citizens of Arizona's counties.

To determine how well the State Board and State Office are fulfilling their missions as perceived by their "customers."

To prepare for and actively participate in the Performance Audit (Sunset Review) and follow-up on findings identified in the report.

*Cochise County Community College District*

**COCHISE COLLEGE**

Dr. Walter S. Patton  
President

Introduction

Cochise College, the second community college in the State of Arizona established by the 24th State Legislature, is located in the southeastern corner of Arizona in Cochise County. The first campus, built 10 miles west of Douglas, serves a younger, chiefly Hispanic community. The city of Douglas and its "twin" city across the border, Agua Prieta, along with surrounding bedroom communities have a combined population of over 100,000.

Cochise College's Sierra Vista campus serves a diverse community. The campus was opened in 1978, but began serving from various locations, including Ft. Huachuca, as early as 1964. Nestled next to the Huachuca Mountains and the Fort, a high tech military installation and the major employer in southern Arizona, Sierra Vista is poised to become a major intersection on the information superhighway.

The third center for Cochise College is situated in the agricultural community of Willcox, which is becoming known for its ecotourism. Education needs in the Willcox area center around transfer credits and personal development.

Major Accomplishments in 1995-96

Accreditation: In April 1996, the North Central Association of Colleges and Schools visiting team, led by Dr. H. Victor Baldi, president of Fox Valley Technical College, made their visit to Cochise College. After a thorough review of the College's Self-Study Report and interviews with groups and individuals on both campuses, they completed their visit with the recommendation that Cochise College receive the *maximum accreditation term of 10 years*. The team also recommended that a North Central Association focus group return in four years to evaluate progress in implementing the College's Institutional Effectiveness model.

Facilities: In September 1995, Cochise College dedicated two new buildings and completed major renovations to a third. Library and science buildings were constructed and the 300 classroom building was doubled in size to accommodate a music rehearsal hall and practice rooms, additional classroom space, a multi-purpose classroom and meeting room and office space for instruction and staff.

Renovation and relocation of classrooms and labs have been ongoing construction projects for the 1995-96 year. Student Services and Student Development buildings have been remodeled with service to the students in mind.

An adult education building was erected on campus from sections assembled off-site to fill the need for a burgeoning enrollment.

Throughout the new and renovated construction, Cochise College has introduced energy-saving lighting systems. Mac Trahan, from the Sulphur Springs Valley Electric Cooperative, presented Dr. Walter Patton, College President, with the first of a series of award checks for energy conservation in December 1995.

Academic Programs:

A pilot *Academic Reorganization* was accomplished at the Douglas campus for study and review the first semester. The structure, which adds department heads, further encourages and supports continuous improvement in the classroom. The reorganization was implemented districtwide, effective July 1, 1996.

The *aviation program* has expanded its outreach by partnering with Arizona State University and offering flight training at Williams Airfield near Chandler.

Cochise College has developed a *Center for Economic Research* that is being hailed as a valuable community resource and at the same time provides students with "real world" experience.

**Events:**

Dr. Walter Patton and the College have had the privilege to host a number of important guests on campus. The first guests were the Arizona Association of District Governing Boards in conjunction with the Arizona State Board of Directors for Community Colleges November meeting. The College focused its host presentation on student outcomes.

Governor Fife Symington of Arizona made his first visit to Cochise College to present President Patton with a check for \$245,000 for the School-to-Work Initiative. Cochise College was the first community college to receive this funding.

A delegation of military dignitaries from the southwest African country of Namibia visited the Douglas campus to review the progress of their students in the Aviation Maintenance Technology program and to examine firsthand the facilities and faculty at Cochise College. The Namibian delegation returned home with a determination to continue and possibly expand the cooperative program.

**Issues for 1996-97**

The *academic structure* will be monitored to ensure that it

results in better instruction and measurable student achievement.

The College will continue to *implement technology across the curriculum* through computer training, distance learning, and state-of-the-art technology availability. Developing student and faculty abilities at conducting research on the Internet is one small example of technological advancement.

The College will continue to monitor the growing economy of Sierra Vista and Cochise County to ensure that *training needs for the community* are being met.

The College will maintain active partnerships with the educational and business communities in the development of the *School-to-Work Initiative*.

***Cochise College — Facts at a Glance: 1995-96***

*There is much to look forward to in Cochise College's future. The two major campuses, at Douglas and at Sierra Vista, are both poised at the threshold of major challenges and opportunities.*

Enrollment				Instructional Staff			
		Fall	Spring		Fall	Spring	
Annual Full-Time Student Equivalent		2,928		Full-Time Instructors	85	86	
Fall Headcount (credit)		4,413		Part-Time Instructors	234	239	
Spring Headcount (credit)		4,641		<b>District Sources of Funds</b>			
By Full- or Part-Time	Fall		Spring				
Full-Time	1,259 (28.5%)	1,229 (26.5%)			District Tax Levy	\$7,237,386	
Part-Time	3,154 (71.5%)	3,412 (73.5%)			State Aid	\$5,476,700	
<b>By Gender</b>						Equalization Aid	\$1,400,300
		Fall	Spring		Tuition and Fees	\$2,926,375	
Female	2,578 (58.4%)	2,661 (57.3%)			Fund Balances	\$3,034,703	
Male	1,820 (41.2%)	1,961 (42.3%)			Others & Transfers	\$316,774	
Undeclared	15 (0.3%)	19 (0.4%)			Bond Proceeds	\$0	
<b>By Ethnic or Race Group</b>						Less Amount for Future Acquisitions	\$0
		Fall	Spring		Total	\$20,392,238	
African American	299 (6.8%)	336 (7.2%)			<b>District Expenditures</b>		
American Indian	51 (1.2%)	46 (1.0%)			General Fund	\$15,687,004	
Asian American	180 (4.1%)	185 (4.0%)			Capital Outlay Plant Fund	\$2,098,837	
Caucasian	2,637 (59.8%)	2,825 (60.9%)			Bond & Debt	\$195,000	
Hispanic	1,097 (24.9%)	1,105 (23.8%)			Bond & Debt Interest	\$160,080	
Other	149 (3.4%)	144 (3.1%)			Total	\$18,140,921	

*Coconino County Community College District*

**COCONINO COMMUNITY COLLEGE**

Dr. Philip Tullar  
President

Introduction

As Arizona's newest community college celebrates its fifth anniversary, it continues to grow and is marked by continuing success. Its brief, but rich, history underscores the magnitude of the long pent-up demand for community college services in Coconino County. To a large extent its remarkable success can be attributed to its innovative and creative partnerships with other public agencies.

Major Accomplishments in 1995-96

After thorough work and preparation, the College underwent an evaluation visit from North Central Association of Colleges and Schools in November 1995. Following close scrutiny and evaluation, the team unanimously voted to recommend full accreditation. In February 1996 the Association granted a full, unprecedented accreditation to the new College.

In July 1995 the College implemented a reorganization. The

"organizational wheel," designed to enhance the efficiency and functions of the College, has been successful and has resulted in a flat organization, greater empowerment of personnel at all levels, and increased flexibility to expand and meet the needs of a dynamic and growing institution.

During 1995 Northern Arizona University offered a 40-acre parcel of land for use by the community college in an innovative and collaborative arrangement where the College could build a permanent campus in Flagstaff. The Arizona Board of Regents and the State Board of Directors for Community Colleges approved the concept.

The Flagstaff campus, currently located in a former strip-mall-shopping center, has been expanded through acquisition of additional space within the facility. However, it is dramatically apparent this facility can only be considered a temporary site for the Flagstaff campus and district administration. Educational specifications have been developed using a campus-wide process to define a future permanent

facility for the community college.

Construction of the Page Campus is underway and is expected to be completed for occupancy in late 1996. This will enable the beginning of an innovative tripartite partnership between Coconino Community College, the City of Page Municipal Library and Northern Arizona University. Completion of the project will provide enhanced higher educational opportunities to the place-bound citizens of the remote Arizona rural community.

The College completed and implemented a college-wide classification and compensation program. This new program ensures that positions are systematically classified and that compensation is internally equitable and externally competitive within the limited financial capability of the College.

A Public Relations Office was established to inform College constituents and maintain public support.

## Major Projects for 1996-97

A major Request for Proposals is to be issued for architectural services to develop a permanent master plan for the Flagstaff Campus. The proposal will call for a master plan and design for a future facility at the donated site. The architectural planning will be based upon the details expressed in the College educational specifications document.

A major change in services offered at Page will occur with the move into the new Page Campus facility. The district expects to occupy the facility and begin classes in January 1997. Enrollment at that location is expected to increase.

A major challenge will be to implement the innovative tripartite intergovernmental agreements between Coconino Community College, the City of Page and Northern Arizona University. The success of the project will be realized when delivery of educational services from all three entities is achieved.

The College continues its implementation of a major software conversion. The SCT BANNER software for Student Services and Financial Aid Modules is currently being introduced and will continue throughout the year.

## Upcoming Issues for 1996-97

Enrollment continues to grow and the College is constantly challenged to develop innovative ways to meet new challenges.

Although additional space has been added to the inventory at the temporary Fourth Street Campus, this facility has reached its maximum capacity. The College struggles to meet the classroom and parking needs of its students. As the plans for a permanent facility in Flagstaff materialize, the District must give serious consideration to a county-wide construction bond to underwrite any new facility.

### *Coconino Community College — Facts at a Glance: 1995-96*

*The Coconino County Community College District was created on July 1, 1991, and is charged with serving the community college needs of all the residents of Coconino County.*

<u>Enrollment</u>				<u>Instructional Staff</u>		
				<u>Fall</u>	<u>Spring</u>	
Annual Full-Time Student Equivalent		1,518		24	24	
Fall Headcount (credit)		3,768		181	172	
Spring Headcount (credit)		3,498				
<u>By Full- or Part-Time</u>				<u>District Sources of Funds</u>		
	<u>Fall</u>	<u>Spring</u>				
Full-Time	437 (11.6%)	488 (14.0%)		District Tax Levy		\$2,816,734
Part-Time	3,331 (88.4%)	3,010 (86.0%)		State Aid		\$2,204,700
				Equalization Aid*		\$0
<u>By Gender</u>				Tuition and Fees		\$1,505,021
	<u>Fall</u>	<u>Spring</u>		Fund Balances		\$0
Female	2,298 (61.0%)	2,054 (58.7%)		Others & Transfers		\$134,197
Male	1,470 (39.0%)	1,444 (41.3%)		Bond Proceeds		\$0
Undeclared	0 (0%)	0 (0%)		Less Amount for Future Acquisitions		(\$67,000)
<u>By Ethnic or Race Group</u>				Total		\$6,593,652
	<u>Fall</u>	<u>Spring</u>		<u>District Expenditures</u>		
African American	47 (1.2%)	42 (1.2%)		General Fund		\$5,934,856
American Indian	540 (14.3%)	520 (14.9%)		Capital Outlay Plant Fund		\$492,915
Asian American	72 (1.9%)	65 (1.9%)		Bond & Debt		\$140,000
Caucasian	2,703 (71.7%)	2,462 (70.4%)		Bond & Debt Interest		\$23,298
Hispanic	376 (10.0%)	370 (10.6%)		Total		\$6,591,069
Other	30 (0.8%)	39 (1.0%)				

*Graham County Community College District*

***EASTERN ARIZONA COLLEGE***

Mr. Gerald L. Hoopes, Jr.  
President

Introduction

Eastern Arizona College (EAC), founded in 1888, serves the 82,400 residents of three eastern Arizona counties: Graham, Greenlee and Gila. In addition to the main campus in Thatcher and a campus in Globe, the College delivers educational programs to 12 other primary locations.

During the 1995-96 school year, EAC enrolled 4,548 students in Graham County, 2,809 students in Gila County, 498 students in Greenlee County, and 454 students in prison programs, for a total of 8,309 students districtwide. EAC's students range in age from 12 to 92 with an average student age of 36.

EAC's 1995-96 operational cost per Full-Time Student Equivalent (FTSE) was \$4,301.

Major Accomplishments in 1995-96

EAC attained the highest ever enrollment in Graham County at 1,625 FTSE.

The College hosted a successful North Central Association of Colleges and Schools accreditation team visit, resulting in a maximum ten-year accreditation recommendation.

EAC completed a two-phase Math/Science Complex renovation/construction, resulting in 30,000 square feet of classroom, lab, lecture areas for math, science, and nursing instruction.

Curriculum Accomplishments:

EAC offered the initial year of its new Associate Degree Nursing program. It received approval for the second year Nursing curriculum from the State Board of Directors for Community Colleges of Arizona, the State Board of Nursing and the North Central Association of Colleges and Schools. EAC employed the necessary staff to operate the second year of the program.

The Mining/Industrial Technology AAS program was implemented in Gila

County in response to requests from the community and mining companies—Cyprus Miami, Magma Pinto Valley, Carlotta Copper Co.

EAC also initiated a new computer training program for the Arizona Department of Corrections.

Technological Accomplishments:

EAC completed a major network expansion project to bring full computer networking capabilities, including Internet connectivity, to the Gila Pueblo Campus and to the Payson and San Carlos Satellite Centers. *(Note: the San Carlos Apache tribe has yet to install necessary line to make it completely connected, but EAC's work is finished.)*

The College established a new computer lab in the Math/Science Complex. It updated computers in the Computer Science and Business Technology labs.

EAC improved the Gila Pueblo Campus welding lab and established EAC as the only recognized Arizona facility at which to take the American Welding Society certification test.

The College upgraded EAC's Internet link to the University of Arizona to a full T-1 data line to enhance transmission speeds.

It also created an extensive Home Page on the World Wide Web—<http://www.eac.cc.az.us>

EAC significantly enhanced the EAC computer lab at the Morenci Public Library.

**Major Issues & Resolutions in 1995-96**

The College completed a two-phase construction/renovation of Math-Science complex. It moved ahead with construction plans for a new 41,200 square foot, 144-student, residence hall complex scheduled for occupancy in Fall 1997.

**Issues for 1996-97**

The College is working towards the development of new instructional delivery methods utilizing emerging technologies.

It needs to complete the new residence hall complex.

EAC is also requesting legislative funding of an additional \$1 million for successful implementation of a new Payson campus site.

It is exploring expansion of Associate Degree Nursing program in Gila County. Maintaining a stable funding base, including equalization.

EAC is continuing ongoing efforts in support of a system-wide initiative to facilitate transfer of students attending Arizona's state-funded community colleges to Arizona's state-funded universities without loss of credit.

***Eastern Arizona College — Facts at a Glance: 1995-96***

*Eastern Arizona College, founded in 1888, serves 82,400 residents of Graham, Greenlee, and Gila Counties.*

<u>Enrollment</u>				<u>Instructional Staff</u>		
Annual Full-Time Student Equivalent	2,450				<u>Fall</u>	<u>Spring</u>
Fall Headcount (credit)	4,951			Full-Time Instructors	58	60
Spring Headcount (credit)	4,685			Part-Time Instructors	185	165
				<u>District Sources of Funds</u>		
<u>By Full- or Part-Time</u>	<u>Fall</u>	<u>Spring</u>		District Tax Levy	\$1,229,665	
Full-Time	1,363 (27.5%)	1,122	(23.9%)	State Aid	\$5,889,900	
Part-Time	3,588 (72.5%)	3,563	(76.1%)	Equalization Aid	\$6,081,800	
<u>By Gender</u>	<u>Fall</u>	<u>Spring</u>		Tuition and Fees	\$2,006,113	
Female	3,041 (61.4%)	2,796	(59.7%)	Fund Balances	\$14,836,008	
Male	1,910 (38.6%)	1,889	(40.3%)	Others & Transfers	(1,466,928)	
Undeclared	0 (0%)	0	(0%)	Bond Proceeds	\$0	
<u>By Ethnic or Race Group</u>	<u>Fall</u>	<u>Spring</u>		Less Amount for Future Acquisitions	(\$8,820,173)	
African American	60 (1.2%)	64	(1.4%)	Total	\$19,756,385	
American Indian	298 (6.0%)	262	(5.4%)	<u>District Expenditures</u>		
Asian American	43 (0.9%)	40	(0.9%)	General Fund	\$10,532,336	
Caucasian	3,618 (73.1%)	3,433	(73.3%)	Capital Outlay Plant Fund	\$4,562,122	
Hispanic	892 (18.0%)	848	(18.1%)	Bond & Debt	\$0	
Other	40 (0.8%)	38	(0.8%)	Bond & Debt Interest	\$0	
				Total	\$15,094,458	

# MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

## Maricopa Community Colleges

Dr. Paul A. Elsner  
Chancellor

### Introduction

Maricopa County Community College District is a complex, dynamic, fast-paced system of ten autonomous, energetic, creative, and decentralized colleges. Overlaid on this array of colleges, each quite different, are numerous education and training facilities and services, such as corporate training centers, literacy enrichment endeavors, radio stations, vast telecommunications networks and daily pop-up enterprises responding to the training needs of national cadres of leadership. This is in addition to globally-based training contracts, stretching from Europe to Chengdu, China.

Established in 1962, Maricopa employs a distinct vision: to strive to exceed the changing expectations of its many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. The Maricopa faculty and staff share a commitment to respecting diversity, continuous quality improvement, and the efficient use of resources.

Maricopa County Community College District is the second largest multi-college district in the nation, exceeded only by the Los Angeles community colleges. And, as a major resource for post-secondary education and job training, Maricopa constitutes the largest single provider of higher

education in Arizona. Customized workforce training has become an important asset for both local and relocating businesses and industries in the area it serves.

In all, Maricopa educates and trains more than 200,000 persons year-round. Approximately 160,000 students are served annually in credit courses, and an additional 30,000 students enroll in non-credit special interest courses. Students participating in 6,150 academic and occupational credit-course offerings range in age from 17 to 80-plus. Three degrees are offered: Associate of Arts (AA); Associate of Applied Science (AAS); and Associate of General Studies (AGS).

The continued mission of the Maricopa Community Colleges is to create and improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities served through:

- *University transfer education*
- *General education*
- *Developmental education*
- *Work force development*
- *Student development services*
- *Continuing education*
- *Community education*

### The Maricopa Community Colleges Today . . .

Maricopa is a living system, with self-direction and self-organizing capacities. As such, it is involved in continuous improvement and self-reform. If the current year were to be characterized, it would be described as one of midyear corrections and review of priorities.

Maricopa is concentrating on redefining itself as a learner-centered system by reasserting its commitment to becoming a *learning organization*. Maricopa must lead and manage huge cultural change. Systems thinking, policy governance, chaos theory, and quality processes, all play big roles in this change.

The Apollo Project is the major organizational force for change currently occurring throughout the Maricopa Community Colleges, and perhaps in any educational institution across the nation. Efforts such as organizational analysis and redevelopment of training are being emphasized. Greater emphasis is being placed on organizational renewal, organizational development, and changes in the organizational culture. An exciting design and planning process for renewal and currency of staff and faculty is underway.

In addition, network enhancements from bond proceeds and the upgrading of every professional work station to an agile web and other internet capacities, further enhance the organizational changes.

Maricopa continues to maintain financial health and stability. Under steady State funding conditions, creativity and innovation have become budgeting hallmarks. Because minimal revenue growth is assumed for this year and next, reallocation of existing resources rather than incremental increases in funding has become essential.

**The Maricopa Community Colleges Tomorrow . . .**

*Immense issues provide challenges for the future.*

Full review of articulation processes is necessary.

Maricopa as sender, Arizona State University as receiver, constitutes an incomplete model. Both institutions are actually teaching the same students. 44,000 transcript requests come in each year. Thousands of students jointly enrolled are moving back and forth. A one-system model is needed. Everything must be rethought now!

Redefining Maricopa in the face of the current milieu of a wide-based conservatism in America at every level presents a central challenge. How will Maricopa preserve its ideological premises as a movement such as open access to everyone, its social agenda, and its sense of equity?

Maricopa is compelled to recast centrally important programs like allied health in the face of wide-reaching changes in the health care industry.

Maricopa must review its marketing and enrollment management assumptions, and step up its efforts with assessment and accountability.

Maricopa must respond to the growing demand for international competence of its graduates by the business community.

Maricopa must become positioned to be a full partner in the School-to-Work initiative, the block grant movement of training and social service programs to the states. Redefinition of its youth-school connections is mandated in light of demographic shifts of poverty, race, and new crime statistics.

*How Maricopa meets these challenges will become its legacy to the future of its many communities.*

**Maricopa County Community College District — Facts at a Glance: 1995-96**

*The Maricopa County Community College District, the second largest multi-campus community college district in the nation, delivers effective teaching and learning through its 11 institutions.*

<u>Enrollment</u>			<u>Instructional Staff</u>		
	Fall	Spring	Fall	Spring	
Annual Full-Time Student Equivalent	44,911		Full-Time Instructors	974	970
Fall Headcount (credit)	89,637		Part-Time Instructors	3,248	3,269
Spring Headcount (credit)	85,306		<u>District Sources of Funds</u>		
<u>By Full- or Part-Time</u>			District Tax Levy		\$157,644,580
Full-Time	19,439 (21.7%)	17,731 (20.8%)	State Aid		\$40,982,300
Part-Time	70,198 (78.3%)	67,575 (79.2%)	Equalization Aid		\$0
<u>By Gender</u>			Tuition and Fees		\$40,343,891
Female	50,007 (55.8%)	47,180 (55.3%)	Fund Balances		\$78,735,742
Male	37,809 (42.0%)	36,415 (42.7%)	Others & Transfers		\$12,188,701
Undeclared	1,821 (2.0%)	1,711 (2.0%)	Bond Proceeds		\$20,246,206
<u>By Ethnic or Race Group</u>			Less Amount for Future Acquisitions		(\$72,791,149)
African American	3,496 (3.9%)	3,449 (4.0%)	Total		\$277,350,271
American Indian	2,305 (2.6%)	2,339 (2.7%)	<u>District Expenditures</u>		
Asian American	2,927 (3.3%)	2,721 (3.2%)	General Fund		\$200,553,078
Caucasian	64,063 (71.5%)	60,403 (70.8%)	Capital Outlay Plant Fund		\$43,723,204
Hispanic	11,462 (12.8%)	10,898 (12.8%)	Bond & Debt		\$1,886,913
Other	5,384 (6.0%)	5,496 (6.4%)	Bond & Debt Interest		\$7,544,007
			Total		\$253,707,202

*Maricopa County Community College District*

**CHANDLER-GILBERT COMMUNITY COLLEGE**

Arnette S. Ward  
President

Introduction

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District (MCCCD), was created in 1985 to serve the educational needs of the rapidly growing population in the Southeast Valley of the Metropolitan Phoenix Area. CGCC now has a main campus, as well as two extension sites, the Williams Education Center and the Sun Lakes Education Center.

Major Accomplishments in 1995-96

Arizona State University East selected CGCC as its community college partner in delivering general education courses to its baccalaureate students at the Williams Education Center (WEC). CGCC currently offers Aviation programs, the Semiconductor

Manufacturing Technology (SMT) program, and general education courses at WEC.

The Sun Lakes Education Center (SLEC), a college extension serving the retirement community of Sun Lakes, will be completed in the spring of 1997. The building, 5,000 square feet, will be one of three buildings located on a 9.5 acre parcel. The major occupant of land will be Chandler Regional Hospital, with which CGCC has developed a unique partnership to provide health and education services to the Sun Lakes community.

In the last four years, at the National Vocational Skills Olympics, CGCC aviation students have taken gold or silver medals every year.

CGCC's Service Learning program received the 1995 Innovation of the Year Award from the Maricopa County

Community College District, in conjunction with the League for Innovation.

In 1995-96, CGCC celebrated its tenth anniversary.

Major Issues & Resolutions in 1995-96

The successful 1994 capital bond election included funding for the building of several main campus buildings and the SLEC, and for the renovations of buildings at the WEC. The main campus building projects, now in the architectural planning phase, will add more than 100,000 square feet, and the additional classrooms will allow CGCC to serve an additional 4,000 students.

CGCC completed its Self-Study Report for the North Central Association of Colleges and Schools (NCA) accreditation process. The NCA

evaluation visit is scheduled for October, 1996.

The Student Outcomes Assessment Plan for instructional effectiveness, learning evaluation, and reporting received NCA approval and has been implemented.

Upcoming  
Issues  
for 1996-97

Preparation for the expansion of buildings, services and programs on the main campus will require careful planning and hard work. Passing an additional bond election in the not so distant future will be necessary in order to build the next phase of the main campus which will include an occupational classroom building, a performing arts center, library, physical plant and parking facilities.

CGCC's service area encompasses the fastest-growing area in the Valley of the Sun. Both Chandler and Gilbert are ranked among the fastest growing communities in the nation. It will remain a challenge to keep up with the ever-growing and changing needs of these dynamic and diverse communities.

*Maricopa County Community College District*  
**ESTRELLA MOUNTAIN COMMUNITY COLLEGE CENTER**

Dr. Homero Lopez  
Provost

Introduction

Estrella Mountain Community College Center, the tenth and newest member of the Maricopa Community College District, was established in 1990 as an educational center of Glendale Community College and opened the doors of its 105-acre site in the fall of 1992. Estrella Mountain is located in southwestern Maricopa County. It is positioned to serve a growing population, currently at approximately 125,000 residents and expected to increase by 100,000 residents in 20 years. Estrella Mountain's service area is comprised of seven west valley cities: Avondale, Buckeye, El Mirage, Goodyear, Litchfield Park, Surprise and Tolleson, as well as a portion of west Phoenix.

Major Accomplishments in 1995-96

Estrella Mountain Community College

Center continues to serve as a national model for the integration of technology into the curriculum. Estrella Hall houses the Information Commons, which integrates instructional support, library services and information access. This area is linked to all other facilities on campus and provides voice and data capability. In 1996, Estrella Mountain installed a new fully-switched fast ethernet local area network. This new state-of-the-art network provides 100 megabytes of bandwidth to every work area and allows a dedicated 10 megabytes of bandwidth to every work station. It also allows an easy upgrade path to asynchronous transfer mode (ATM) or other faster architectures in the future. Over 2,000 national and international visitors from business and industry as well as academic institutions have come to Estrella Mountain to learn

how to design, construct and use these types of facilities for their own institutions.

During the fall 1995 semester, Northern Arizona University officially dedicated the Interactive Instructional Television (IITV) site at the Estrella Mountain campus. This facility, which has allowed NAU to expand its operations in traditional and televised classes, supports the delivery of NAU courses and programs on the Estrella Mountain campus. Both bachelor's and master's level NAU degrees are now available to NAU students at the Estrella Mountain site.

Genesis West, a partnership with both Agua Fria and Tolleson High School Districts, offers an alternative to traditional high school. Students complete both their high school diplomas and earn college credits on the Estrella Mountain campus.

In partnership with Rio Salado Community College and the Literacy Volunteers of Maricopa County, Estrella Mountain has served over 6,500 clients in basic skills, ESL and GED programs.

Estrella Mountain is active in the Western Maricopa County Enterprise Zone, which supports economic development efforts in the West Valley. Estrella Mountain expanded quality service programs in the public and private sector, providing consulting and training to local cities and towns, as well as to newly established businesses.

### Major Issues and Resolutions in 1995-96

Estrella Mountain was selected by the Maricopa Community College District as the site for its Southwest Valley Skill Center. This new skill center, a branch of the current Maricopa Skill

Center in Phoenix, was made possible through a Public/Private Partnership between local government officials and a west valley developer. The partnership generated an estimated \$661,000 in resources as an incentive for the MCCD Governing Board to select the Avondale location. The Southwest Valley Skill Center, which will offer occupational and vocational training, is scheduled to open during the fall of 1999.

During the week of Nov. 18, 1996, Estrella Mountain will be visited by the North Central Association of Colleges and Schools (NCA) evaluation team. The college, which is seeking independent accreditation from the Commission on Institutions of Higher Education of NCA, has completed its Institutional Self-Study. The college is actively engaged in the planning process for Phase II of campus development.

This phase will involve the expansion of facilities, including the creation of new science laboratories, classrooms and faculty offices.

Estrella Mountain houses the Western Maricopa Consortium, a local partnership of educational institutions, business and trade associations, economic development groups, community-based organizations, labor organizations and local governments, collaborating to build a regional "School to Work" system. The goal of School to Work is to reshape curriculum and programs so that all students have a seamless transition from secondary education into meaningful, high quality careers and/or further education and training. The Consortium is a partnership in the Arizona School to Work system, funded by the federal School to Work Opportunities Act of 1994 and administered by the Governor's Division of School to Work.

*Maricopa County Community College District*

## **GATEWAY COMMUNITY COLLEGE**

Dr. Phil Randolph  
President

### Vision and Mission

As one of the Maricopa Community Colleges, GateWay Community College has served its communities since 1968. Faculty, staff, and students work together to seek and develop opportunities which are innovative and responsive to the diverse needs of our community. By demonstrating our commitment to excellence in teaching and learning, we exceed the expectations of those we serve. The mission of the college is to provide effective, accessible, and responsive educational services in a multicultural environment, resulting in student success and customer satisfaction.

### Major Accomplishments in 1995-1996

GateWay Community College awarded 207 associate degrees and 512 occupational certificates; enrolled

13,722 individuals; and generated 2,543 yearly FTSE.

New occupational programs developed were: Facilities Maintenance Technology, Occupational Safety and Health Technology, and Industrial Refrigeration.

GateWay Community High School, a charter school approved by the Arizona Department of Education, served 285 students in the Fall and 368 in the Spring. A total of 297 students received their high school diploma. GateWay Community High School provides courses for an accelerated, career-focused high school diploma program. Approximately one-third of the high school students enrolled in college courses, and many continued at the college after graduation.

During the second year of a Learn and Serve America High Education

grant, 429 students from all teaching divisions participated in numerous projects involving 28 community partners, generating over 3,400 community service hours. Seventeen full-time and seven part-time faculty incorporated service-learning into their courses. Third year funding from the Corporation for National Service was also approved.

Provision of educational offerings for business clients remains an important dynamic of the college. Almost 25% of the college's FTSE comes directly from business partnerships.

GateWay Community College completed the fourth year of instructional Program Reviews. It also implemented an institutional effectiveness plan assessing the degree to which the college is accomplishing its mission and goals.

### Major Issues and Resolutions for 1995-96

Faculty, staff, students, and community representatives developed educational specifications for a new Health/Nursing facility. Guiding concepts included addressing the education and training needs of the health care systems of the 21st century; inclusion of current and anticipated technologies for effective learning; and flexibility to incorporate new curricular offerings.

The GateWay Community High School was integrated into the daily routine and procedures of the college and the district.

The Ford Federal Direct Student Loan program was implemented. GateWay faculty are actively engaged with

health care professionals in addressing current and anticipated changes through membership on college, district, and industry commissions and committees. The Nursing and Health Science faculty have begun a dialog on basic health skills foundation courses leading to content specialization options.

Bond monies brought improvements in the form of new personal computers for students and faculty; new security monitors and emergency telephones; and equipment for occupational programs.

### Upcoming Issues for 1996-97

The College will be working on inclusion of computer and multimedia technology within the curriculum.

There is a need to remodel existing space to better accommodate student services and increase the number of classrooms to meet needs of business and industry. The college will begin construction for the expansion of child care center and a new central plant complex.

Interdependent relationships with health care agencies in order to respond to ongoing changes in the health care system must be strengthened.

The College has to continue to address community needs/issues through collaborative partnerships with K-12 schools and community-based organizations.

Review and revision of Plan to Assess Student Academic Achievement also need to be done.

*Maricopa County Community College District*

## **GLENDALE COMMUNITY COLLEGE**

Dr. Tessa Martinez-Pollack  
President

### Introduction

Celebrating its 30th year, Glendale Community College (GCC) continues to meet the needs of its community and students. In response to the three purposes articulated in the Mission, the college is pleased to report its major accomplishments of the past year and present new plans for 1996-97.

### Major Accomplishments, Issues, Resolutions in 1995-96

The passage of the bond enabled GCC to make significant improvements in technology across the learning programs of the college.

GCC submitted educational specifications for expansion of the Music building, for a new classroom building to

support general education courses, and a new faculty services building that will include faculty offices, the copy center and the bookstore as the first phase of the bond capital improvement projects.

In response to North Central Association of Schools and Colleges requirements, the Institutional Effectiveness Steering Team and its four subcommittees drafted a strategic planning model for implementation in 1996-97; compiled a list of core indicators of effectiveness for college-wide assessment; adopted an outline for "effectiveness review" for departments and student support units; identified student academic achievement assessment strategies at the department level; and piloted transfer data reports that track students' transfer and success at Arizona State University (ASU).

The Mathematics Department expanded the number of "Flex Format" courses, allowing students to use a variety of learning resources and assessment mechanisms.

The following new courses were added: 21 new courses in Drafting; 7 new courses in Automotive Maintenance; 4 new courses in using Windows applications; Home and Vehicle Personal Defense; and Orientation to Modern Business.

GCC initiated a program in the High Technology Semiconductor Manufacturing Industry. The program prepares students for technician level positions in the semiconductor manufacturing and related supplier industries. It also provides an opportunity for those currently working in the field to upgrade their skills and develop the necessary prerequisites for advancement. The program is a partnership by the Semiconductor

Workforce Consortium, whose members include Intel, Motorola, Johnson Controls, SGS-Thomson Microelectronics, Micro-Rel, Air Products and Chemicals Inc., Materials Research Corp., Microchip Technology, Three-Five Systems, VSLI, Inc., and Sixtix of Phoenix. The Phoenix-area companies are teaming up to host two educational open houses which will be co-sponsored by Maricopa Community Colleges, the Arizona Department of Commerce, and the Greater Phoenix Economic Council. The educational open houses will provide information to the community on future employments needs and job training. The Semiconductor Industry is one of the fastest growing industries in the world and is projected to create 120,000 new positions worldwide.

GCC piloted an "Early Warning and Retention Program" in the spring semester. The purpose of this early warning referral program is to identify students who are experiencing difficulties that may lead to student withdrawal. Services provided to students

include study programs, tutoring, and counseling referrals for personal assistance. In addition, a new student orientation program was piloted during the spring semester. New students attend a 4-hour orientation to familiarize themselves with the campus and available services. Students attend sessions dealing with time management, exam taking skills, proper study skills, and note taking. The program is designed to ease the college anxiety students experience in their first semester and retain those students who may drop out of college.

The International Students Program, a pilot program, increased the number of students served and diversified its services to students. An orientation specially designed for international students was implemented in the Fall 1995 semester and offered again in the spring semester. At the orientation, students were given a packet of information about GCC and the community, including a handbook developed exclusively for GCC international students. The International Students Program

facilitates student contact with the local Social Security Office, the Internal Revenue Service, and Immigration & Naturalization Service.

### Upcoming Issues for 1996-97

GCC continues to implement the capital development plan for physical plant improvements, facilities renovation, and classroom space additions.

The College will be developing a planning committee for the next phase of new building construction and existing building renovation.

A Strategic Planning Committee to solicit community input in preparation for an additional college center and to guide operational planning needs to be developed.

GCC will continue implementation of student development programs.

The Fire Science Academy Building will be constructed and a program of study implemented.

*Maricopa County Community College District*

**MESA COMMUNITY COLLEGE**

Dr. Larry K. Christiansen  
President

Introduction

Mesa Community College (MCC), with a fall 95-96 enrollment in excess of 22,000 students, is the largest of the Maricopa colleges. MCC prides itself on being "built on service, focused on excellence." The college's mission is to provide opportunities for lifelong learning to its diverse student population; to promote excellence in teaching, learning and service; and to encourage collaboration among its students, staff, faculty and community.

Major Accomplishments in 1995-1996

More than 1,200 MCC students received Associate degrees.

Mesa Independent Learning Option (MILO) courses were made available in 1995-1996. Students in these courses meet

and/or communicate electronically with their instructor on a regular basis, while completing individualized coursework independently.

MCC's Inter-Tribal Student Organization was chosen as the officially sanctioned Super Bowl Pow Wow organization. More than 300 Pow Wow dancers participated in the pre-game show in January.

MCC's Mortuary Science program, the only one available in Arizona, was granted candidacy status by the Committee on Accreditation of the American Board of Funeral Service Education. This program began offering classes at the Williams Education Center in the fall of 1996.

MCC's Center for Public Policy and Service received the "Collaboration with Business and Industry Award" from the Campus Compact

National Center for Community Colleges' in April, 1996.

*The Legend*, MCC's student newspaper, received the "Peacemaker" award, known as the "Pulitzer" for college newspapers, from the editors of *The Washington Post*.

MCC Men's Basketball Coach Tom Bennett was named "Conference Coach of the Year" by his peers in the Arizona Community College Athletic Conference (ACCAC). Coach Bennett had been honored in this way nine times during his 19 years as head coach.

MCC music students won 24 of the 35 available awards in the Maricopa Community College District's annual Outstanding Performers Music competition.

Motorola University West relocated from downtown Mesa to the Arizona State University

Research Park in Tempe, upon the completion of its new 100,000 square foot training facility. MCC staff continues to provide Motorola University with enrollment management and instructional support through its innovative Motorola University Partnership contract.

The City of Mesa and MCC entered into a unique joint use agreement for the downtown facility which had housed Motorola University. This building remains the home of the Business & Industry Institute which provides assessment and consulting services, and customized training options for local businesses. MCC also provided credit courses at the facility in the evenings.

### Major Issues and Resolutions in 1995-1996

The "Extended College," which includes MCC's activities at the Williams Education Center, the Business & Industry Institute facility in downtown Mesa, and the ASU

Research Park, continued to expand its offerings for both credit and non-credit courses.

MCC joined with two of its sister institutions, Rio Salado and South Mountain Community Colleges, to develop a Telecommunications Production facility. Planning is continuing to ensure that the facility will support the creation and distribution of courses through a variety of media to students who need them regardless of where they live.

### Upcoming Issues for 1996-1997

Preliminary work has been completed on the educational specifications for the major construction projects funded through the proceeds of the 1994 bond election.

Committees including college staff and community representatives will participate in planning these new facilities throughout 1996-1997. The largest of these projects, the Integrated Library/High Technology Center, will become the

centerpiece of the college, and will provide information access and support to members of the college and its larger community.

The College will continue to address enrollment growth issues in 1996-1997. The expansion of the Extended College will help alleviate some of the pressure created by the increasing demand for education and training. However, new and innovative solutions need to be developed. The search for such solutions will probably include finding ways to share facilities, technology and other resources with businesses and educational institutions.

A "one college/two campus" model, recently approved by the Governing Board, will be developed for a new MCC site at McKellips and Power Roads in northeast Mesa. As a result, the new campus will share administrative and support functions with the existing college. The choice of leadership for this second MCC campus will be made by January 1, 1997.

*Maricopa County Community College District*  
**PARADISE VALLEY COMMUNITY COLLEGE**

Dr. Raul Cardenas  
President

Introduction

Paradise Valley Community College (PVCC) has entered its second decade of service to the greater northeast Phoenix community after celebrating its 10th anniversary during the 1995-96 academic year. Today the College has an enrollment of more than 5,500 students. The mission of PVCC is to provide lifelong learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses and the community.

Major Accomplishments in 1995-96

PVCC joined with colleges in the United States, Canada, and Mexico in the first trilateral

exchange program undertaken by these three countries. This program is part of a three-year international studies grant from the U.S. Department of Education to facilitate the exchange of students among the member colleges and universities.

PVCC was officially inaugurated as a Regional Center for Asian Studies, a joint program of the East-West Center of Honolulu, Hawaii, and the University of Hawaii, during the College's three-day International Forum. The event featured programs and presentations emphasizing the global areas of Latin America and Asia.

PVCC launched the Workforce Education Center to provide business, government and industry with credit and non-credit custom instruction and educational services. Included in these services

is a Corporate College to meet the goals of a "learning institution" for large corporations and companies.

To broaden its comprehensiveness, PVCC initiated an athletic program, under the auspices of the Arizona Community College Athletic Conference. The program consists of cross country in the fall and tennis and golf in the spring, all of which proved to be competitive in its first year.

PVCC's non-credit fine arts offerings continued to expand. Enrollment for the previous year was up more than 65 percent.

PVCC continued to develop its ties with the Paradise Valley Unified School District, ASU East and NAU Phoenix with its partnership in Learning Connections, an educational consortium for the north Valley educational institutions.

PVCC, in cooperation with the Greater Paradise Valley Chamber of Commerce, presented Paradise Days, a community festival that showcased community volunteer, health, and business organizations and featured entertainment by area musicians.

### Major Issues and Resolutions in 1995-96

A collegewide planning effort was initiated and an architect was selected as part of an \$11 million construction and remodeling project (from

the Maricopa Capital Development Campaign). This will add as many as 35 classrooms to allow the college to expand its offerings.

### Upcoming Issues for 1996-97

PVCC plans to establish 13 new international studies courses and 30 interdisciplinary modules that will focus on Mexico and the Spanish language. These courses will be for the next two years with the aid of a \$150,000 Title VI-A grant from the U.S. Department of Education. Students will be able to expand their

literacy and fluency in Spanish with the development and implementation of three new advanced courses in Spanish and a Spanish language immersion program. Faculty will also benefit as the grant will enable PVCC to hold nine three-hour faculty seminars on Mexico each year.

PVCC is planning a campuswide Service Learning program that will give students an opportunity to become responsible citizens through organized community service experiences.

*Maricopa County Community College District*

***PHOENIX COLLEGE***

Dr. Marie Pepicello  
President

**Major  
Accomplishments  
for 1995-96**

After a national search, Dr. Jesse Mireles was appointed Associate Dean of Instruction.

After a national search, Normand Godin was appointed Dean of Administrative Services.

In April, 1996, the College received a full 10 year accreditation from the North Central Association of Colleges and Schools. Special recognition was extended to the Fannin Library and its staff with the library being specially commended as the "center of the campus."

Program reviews were completed for English, Foreign Language, Food Service Administration, Clinical Medical Assisting, Nursing, and Science and Technology.

Phoenix College co-sponsored with Mesa Community College a summer school session in Guanajuato, Mexico.

The Phoenix College Library was renamed the Fannin Library in recognition of Senator Fannin and his family's commitment to community colleges and specifically Phoenix College.

The Partnership between the Osborn School District, Xerox Palo Alto Research Center, the U.S. Department of Defense and Phoenix College for the purpose of maintaining the "Virtual School" or Pueblo continues. Pueblo has also infused senior citizens from the Gerontology program to serve as mentors. Purpose of the partnership is to develop the concept of a which will allow students to learn via computer and have access to teachers and experts worldwide.

The CAD program received a \$75,000.00 grant from the Autodesk Corporation in the form of Animation Software in order to develop new curriculum. Phoenix College was recognized for this award in part as being the first College in the state of Arizona to develop and implement new CAD curriculum in the discipline of Architectural CAD using specialized third party software.

**Major Issues  
and Resolutions  
for 1995-96**

Phoenix Collge developed two occupational certificate programs in the Food Services area (Professional Food and Beverage Service, Professional Cooking) as well as an occupational certificate program in Adolescence.

The College offered a collaborative police academy course through Community Education and the Phoenix Police Department.

The Legal Assisting program successfully hosted a breakfast and information session for prospective legal employers.

Faculty involvement increased in the use of technology in the classroom, WEB page development and use of the Internet for course delivery.

### Upcoming Issues for 1996-97

The following are issues that the College will be facing in the following year:

Continue program reviews.

Campuswide articulation and dissemination of assessment plan.

Begin strategic planning with department chairs.

Continual planning and initiation of remodeling and building projects

made possible with the passage of the 1994 Bond Issue.

Ground breaking for the addition to and remodeling of the Fannin Library.

Initiation, implementation and management of a consortium of four Maricopa Colleges known as the City Corridor Center. The purpose of the Center is to offer enrollment services, courses and facilitate collaborations with community-based organizations in downtown Phoenix.

*Maricopa County Community College District*

## *RIO SALADO COMMUNITY COLLEGE*

Dr. Linda M. Thor  
President

### Introduction

Founded in 1978, Rio Salado Community College is the only community college in Arizona designed solely to serve students who want or need an alternative to a traditional college environment.

Approximately 70 percent of Rio's nearly 22,000 students work full time. Rio offers affordable credit and non-credit courses at approximately 200 locations. These classes are provided via advanced technology and through a variety of convenient delivery options and schedules.

### Major Accomplishments in 1995-96

Rio Salado unveiled its official home page on the World Wide Web, providing students and the public at large with up-to-date information about Rio's mission, programs, faculty,

administration and also detailed class descriptions and course offerings.

In the summer of 1996, Rio Salado completed the consolidation of its administrative and student services offices. Rio Tempe, a six-story 120,000 square-foot state-of-the-art facility, is located at 14th Street. It is a one-stop center for registration, financial aid, tutoring, advising, testing, and other support services as well as classes.

Rio continued developing the Rio Institute for Senior Education (RISE). A Sun Cities-based program open to people ages 55 and older, RISE participants design and administer their own courses, programs and activities. In October 1996 Rio Salado will open the Sun Cities Lifelong Learning Center, which will include a computer lab and classrooms and

will be the permanent home for RISE.

In November 1996 Rio Salado will host the largest community college conference in the United States, the League for Innovation's Conference on Information Technology. This annual international conference brings together a variety of leaders and practitioners in the fields of information technology and computer applications. It also focuses on discovering how community colleges can harness and utilize the power of technology.

### Major Issues and Resolutions

Rio's Applied Programs department continues to respond to the needs of the community by offering a variety of programs including Quality Customer Service, Human Services, Airline Operations and Law Enforcement Technology.

It has recently renewed a longterm partnership with the Arizona Department of Administration. The department is also preparing to launch several new programs including Optical Dispensing, Performance Retail and Pharmacy Technology.

Rio has substantially expanded its Distance Learning program, increasing both the variety of classes offered

by distance and also the number of delivery options including courses via the Internet. Rio's Distance Learning department has continued to fine tune and expand its hugely successful Flex Start classes, which give students the freedom to choose the start dates for their classes and to work at their own pace.

### Upcoming Issues for 1996-97

In the future Rio will continue to expand its offerings to accommodate the changing needs and desires of its students. Rio will strive to lead the Maricopa Community College District in Distance Learning options, and will implement services for students living throughout the country and the world.

*Maricopa County Community College District*

**SCOTTSDALE COMMUNITY COLLEGE**

Dr. Arthur DeCabooter  
President

Introduction

Scottsdale Community College (SCC) is located on land leased from the Salt River Pima-Maricopa Indian Community. The College's mission is to create accessible, effective and affordable teaching and learning environments for the people of our communities so that they may grow personally and become productive citizens in a changing, multi-cultural world.

Major Accomplishments in 1995-96

The International Education Program has completed its first year of operation and has served as an immigration liaison. It has provided academic advisement to more than 100 international students on student visas attending SCC, as well as an additional 350 international students. The program also participated in the "Hands Across The Border" project, which is a student exchange between SCC students,

and students from Hermosillo and Sonora, Mexico.

The Fort McDowell Indian Community contributed \$7,000 to SCC to help build a much needed electronic scoreboard for the college athletic field. In exchange, the SCC Women's Basketball Coach and Baseball Coach will provide support to the tribe by holding clinics that will enhance the tribe's athletic programs.

A one-year business "Fastrack" Certificate Program was designed for working adults seeking to update, upgrade, or develop essential business skills. The program, developed by the SCC Business Division, is intended to prepare students for job advancement and career opportunities in today's business environment as defined by industry practitioners.

The Fall semester began with the reorganization of the SCC Associated Student Government. The new Student Leadership

Forum now provides students with an increased level of student participation and involvement at Scottsdale Community College.

The SCC Cooperative Education Advisory Committee was selected by the State Council on Vocational Education as the 1996 Outstanding Local Advisory Council in Arizona.

The Senior Adult Writing Project of Scottsdale Community College published its fifth book of anthologies titled "Star in the Window" - remembrances in prose and poetry of the years 1941-1945.

The SCC American Indian Programs took a new direction this year with the introduction of two new academic programs. The Institute for Tribal Development is geared for individuals whose interests and employment needs focus on Tribal organizations. The American Indian Studies Transfer Program emphasizes the study of American Indian cultures. The Counseling Division of

SCC designed a new outreach activity - "Coffee Talks" - for parents of high school students. These sessions provide general information to potential SCC students regarding the fine academic programs offered by the college.

Students at SCC now have an opportunity to earn their Bachelor of Science Degree in Hotel and Restaurant Management on campus through a partnership between SCC and Northern Arizona University.

The SCC Theatre production of Shakespeare's "As You Like It" was selected as a Regional Finalist in the Kennedy Center/American College Theatre Festival held in Flagstaff.

The SCC PSI Gamma chapter of Phi Theta Kappa was recognized as one of 25 outstanding chapters in the United States. The selection was made from a pool of 1,200 chapters.

SCC now has 23 endowed scholarships with the three recent ones being the \$20,000 Gene Davis Memorial Scholarship, the \$12,000 Fiesta Bowl Scholarship, and the \$6,000

Scottsdale Charros Scholarship. SCC had over 560 junior high school students attend 15th Annual Summer Youth Band Camp during the month of June.

Former SCC student, Ryneldi Becenti, was named to the American Indian Athletic Hall of Fame this past spring.

The SCC Student Scholarship Fund is supported by over 100 members of the faculty, staff and administration of SCC through automatic payroll deductions to the Maricopa Community College Foundation every pay period. This amounts to over \$20,000 annually for student scholarships.

### Major Issues and Resolutions in 1995 - 96

Bridge construction by ADOT has been completed. Removal of barriers now allow easy access for students to and from the college campus.

The College has hired a full-time permanent Student Activities Director who will assist with student leadership.

### Upcoming Issues for 1996-97

The North Central Association of Colleges and Schools site visit is scheduled for January 1997. SCC teams have worked throughout the spring compiling the first draft of the self-study.

The building program of five new facilities is well underway and will take much effort and time of all involved. The architects are finalizing the design of the Applied Sciences Building. The Educational Specifications for the Language & Communication/ Performance Arts building have been accepted. The design phase is scheduled in September.

There will be a continued effort to strengthen college marketing, recruitment, and retention initiatives.

Due to the change-over and implementation of software for districtwide financial records, training has been required for SCC personnel.

Funding will be a perennial issue to SCC and every college in existence until the end of time.

*Maricopa County Community College District*  
***SOUTH MOUNTAIN COMMUNITY COLLEGE***

Dr. John Cordova  
President

Introduction

Founded in 1979, South Mountain Community College (SMCC) serves more than 6,000 students each year. SMCC's service area, which surrounds South Mountain Park in Phoenix, includes South Phoenix, Ahwatukee-Foothills, Tempe, Guadalupe and Laveen. The 104-acre campus is located in an area that is a mix of rural, urban and suburban neighborhoods. SMCC offers a liberal arts education in a culturally diverse environment.

Major Accomplishments in 1995-96

*Dynamic Learning:*

This program was selected for the Innovator of the Year award for all MCCCDC colleges. Students enroll

for class "clusters" that are team-taught by instructors in disciplines such as reading, communication composition, and biology. Other subjects are offered in various class clusters. Students work on group projects and use multimedia presentations and Internet resources in the classroom. This year, the program was identified as a lower-division component for the elementary education program at Arizona State University through an articulated transfer partnership with ASU.

*Service Learning:*

Ten faculty members and 80 students participated in the college's service learning program, coordinated by the Office of Student Activities and Services, which combines classroom instruction with voluntary community service.

*Storytelling Award:*

The SMCC Storytelling Institute was honored as the National Storytelling Association's Service Award recipient for the Western region. The award is presented to individuals or organizations that have used storytelling to make a significant contribution to the community.

*New Occupational Programs:*

Four new certificate programs and a new Associate degree in Applied Science have been added to the curriculum this year. Call Center Customer Service Representative and Call Center Supervisor are two programs that prepare employees for teleservice call centers. Telecommunications Technology prepares entry-level workers to install and maintain communication systems. Early Childhood Development is offered as both a certificate of

completion program and an Applied Science degree, preparing students to work with young children.

Upcoming  
Issues  
for 1996-97

*Campus Renovation:*  
Construction begins in the Summer of 1996 to renovate the exterior surfaces of all college buildings.

*New Course Delivery Approaches:*  
The college is investigating delivery

approaches that depart from a traditional classroom-based, 16-week semester. Some of these will be developed to deliver courses through the satellite network, Hispanic Educational Technology System.

*Mohave County Community College District*

**MOHAVE COMMUNITY COLLEGE**

Dr. Charles Hall  
President

Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada, and Utah from its campuses in Bullhead City, Kingman and Lake Havasu City, and from the North Mohave Center in Colorado City. The unduplicated headcount for the 1995-96 academic year was 9,972. FTSE for the 1995-96 academic year was 2,136.

Major Accomplishments in 1995-96

The development of a School-To-Work system in the Mohave Workforce Development Partnership is rapidly becoming a reality. Partnerships have been established in each of the four geographic regions of the county and the local partnerships are represented by all levels of education, business, community organizations, and government/service entities. Goals have been developed to create systematic change in a student's total educational program.

The college's student outcomes assessment model is continuing to develop, expand, and

receive national recognition. The National Center of Postsecondary Teaching, Learning, and Assessment used the model as a showcase presentation. The model is tied directly and explicitly to the mission and purpose of the college. A variety of outcomes instruments have been developed and pilot tested. Implementation of the program is in progress.

The college's full-time student equivalency of 2,136 represented an increase of 4.7 percent compared to the previous academic year.

The college's fundraising campaign has generated more than \$1.1 in pledges as of June 30, 1996. Established as a three-year program, funds from the effort will be used for technology upgrades, scholarships for students and for costs associated with the college's building program. The total is nearing the base goal of \$1.3 million.

The partnership between MCC and Northern Arizona University was expanded with the addition of the NAU link to Lake Havasu City. Courses originating in Flagstaff utilize video and audio technology to include students in Mohave County.

The Small Business Development Center (SBDC) provided counseling services to 180 business and pre-venture clients. The SBDC-assisted clients in obtaining more than \$850,000 in start-up and expansion financing, which created more than 80 jobs. The SBDC was also instrumental in organizing and implementing business retention and expansion programs.

Major Issues and Resolutions in 1995-96

New program development has occurred during the 1995-96 academic year in the area of disability services. A disability services director was hired in 1996 to oversee Americans with Disabilities Act accommodations for the entire district. A free disabilities workshop has been created, special technology is being utilized and tracking outcomes is in progress.

Because of rapid growth in enrollment during the 90s, the college has added many new buildings to its campuses in Bullhead City, Kingman, Lake Havasu City, and at the North Mohave Center in Colorado City. During the 1995-96 academic year, each of the

areas made tremendous progress in landscaping the facilities, while making ADA improvements at the same time.

**Upcoming Issues for 1996-97**

The MCC-NAU partnership will continue with the expansion of the telecommunications link to the Mohave Valley Campus in Bullhead City. Expected to be operational in the fall of 1996, the link will enable residents of the Bullhead City area to take NAU classes in their own community.

The partnership between the two institutions will be further strengthened by the move toward an "NAU-Mohave" concept, which will result in a full-time director and

faculty from the university being located on site in Mohave County. Although the concept is similar to the "NAU-Yuma" model, the "Mohave" model will feature a multi-campus system.

The development of the Emerging Technologies (ET) program will continue to be a major priority. ET is a multi-year professional development program plan that will provide faculty with knowledge and skills in the use, development, and application of appropriate technologies in the classroom. This program will teach students the value of technology training in their chosen career field.

Mohave Community College is also developing a network of programs geared to training current, emerging

and transitional workforce. Through the partnership of the college and the American Management Association, the program will expand to include dual certificates. A new partnership with the Industry Network Corporation will be implemented within the county to provide consulting and training to small and medium-sized manufacturing firms. As part of "School-to-Work." The College will also develop a cooperative education program in which students acquire work experience as part of their learning process.

As the 1996-97 academic year began, the college started celebrating its 25th anniversary, using the theme of "Mohave Community College's Silver Bonanza."

<b><i>Mohave Community College — Facts at a Glance: 1995-96</i></b>				
<i>Mohave Community College serves the residents of its communities from campuses in Bullhead City, Kingman and Lake Havasu City, and from the North Mohave Center in Colorado City.</i>				
<b>Enrollment</b>			<b>Instructional Staff</b>	
Annual Full-Time Student Equivalent		2,136	<b>Fall</b>	<b>Spring</b>
Fall Headcount (credit)		5,209	Full-Time Instructors	49
Spring Headcount (credit)		5,514	Part-Time Instructors	199
				245
<b>By Full- or Part-Time</b>		<b>Fall</b>	<b>District Sources of Funds</b>	
Full-Time	676 (13.0%)	680 (12.3%)	District Tax Levy	\$6,927,363
Part-Time	4,533 (87.0%)	4,834 (87.7%)	State Aid	\$3,440,300
			Equalization Aid	\$0
<b>By Gender</b>	<b>Fall</b>	<b>Spring</b>	Tuition and Fees	\$1,345,435
			Fund Balances	\$1,673,754
Female	3,320 (63.7%)	3,473 (63.0%)	Others & Transfers	\$452,179
Male	1,882 (36.1%)	2,041 (37.0%)	Bond Proceeds	\$0
Undeclared	7 (0.1%)	0 (0%)	Less Amount for Future Acquisitions	\$0
<b>By Ethnic or Race Group</b>	<b>Fall</b>	<b>Spring</b>	<b>Total</b>	<b>\$13,839,031</b>
African American	24 (0.5%)	26 (0.5%)	<b>District Expenditures</b>	
American Indian	187 (3.6%)	192 (3.5%)	General Fund	\$10,347,543
Asian American	83 (1.6%)	84 (1.5%)	Capital Outlay Plant Fund	\$889,375
Caucasian	4,445 (85.3%)	4,769 (86.5%)	Bond & Debt	\$55,000
Hispanic	466 (8.9%)	443 (8.0%)	Bond & Debt Interest	\$354,583
Other	4 (0.1%)	0 (0.0%)	<b>Total</b>	<b>\$11,656,501</b>

*Navajo County Community College District*

***NORTHLAND PIONEER COLLEGE***

**Dr. John Anderson  
President**

**Introduction**

Northland Pioneer College (NPC) is a comprehensive, multicampus community college with four campuses, six centers and numerous other delivery sites throughout Navajo and Apache counties in northeastern Arizona. NPC was established in 1974 with primary funding from Navajo County. NPC provides classes in Apache County, which does not have an organized community college district, through an intergovernmental contract.

Nearly one fourth of NPC's service-area population is Native American, residing on one of three major Indian Reservations (Navajo, Hopi and Apache) making up nearly 40 percent of the District's 21,000-square-mile service area.

**Mission**

The mission of Northland Pioneer College is to provide quality educational programs, services and resources for the residents of Navajo and Apache counties. The curriculum will include a variety of academic, technical and enrichment courses to promote personal growth, develop individual skills, and prepare students for continuing educational and employment opportunities. The College also recognizes the importance of community involvement, environmental awareness, and open access for all who have the desire and ability to learn.

**Major Accomplishments in 1995-96**

Groundbreakings and actual construction has begun on four classroom/ laboratory/library complexes (one on each of the four campuses) funded by capital improvement bonds approved in May, 1995. Two facilities, on the Little Colorado Campus (Winslow) and the Painted Desert Campus (Holbrook), should be completed for spring 1997 classes. Buildings on the Silver Creek Campus (Snowflake/ Taylor) and the White Mountain Campus (Show Low) are scheduled for completion summer 1997.

President John Anderson received the National Council for Marketing and Public Relations (NCMPR) District VI Pacesetter Award, presented annually to the community college chief executive who has demonstrated special leadership, support and ability in college communications and marketing. Dr. Anderson was selected among nominations solicited from the 180 community colleges within NCMPR's District VI, which covers Arizona, California, Hawaii, Nevada, Utah, Micronesia, Northern Marianas, American Samoa, Australia, Guam, New Zealand, Wake Island and the Trust Territories. NCMPR is a professional organization of individuals involved in marketing, communications and public relations at community, junior and technical colleges.

Historically the two adjoining Apache County communities of Springerville and Eagar have found little to agree on. But this spring the two town councils agreed to purchase a former doctor's office and lease the building to NPC. The morning after the historic agreement, a sign appeared in front of the Main Street building declaring "New Home for Northland Pioneer College's Springerville/ Eagar Center." Remodeling is underway and some classes may be offered there this fall. NPC plans to use its existing modular building for interactive audio and video classes this fall until a new microwave tower can be installed and tested.

Over 230 business partners have signed up in just over two months to participate in the Northland School-to-Work consortium. NPC is the consortium's fiscal agent and works with area high and charter schools through a Governor's Office grant.

**Major Issues and Resolutions in 1995-96**

NPC has reached an agreement with the Navajo Nation for a long-term lease on property adjacent to Monument Valley High School. The site will become the permanent home for NPC's Kayenta Center. Preliminary drawings for a new building, paid for by capital improvement bonds, are now being reviewed by Tribal, school district and College personnel.

A similar agreement has been reached with the Hopi Tribe for a new NPC facility in Keams Canyon. Currently in the design phase, the expanded center will include telecommunications links to other NPC sites for instructional television courses. This project was also included in the District's first successful bond election in its 22-year history.

NPC secured a fourth \$200,000 legislative payment for capital improvements on the White Mountain Campus. The payments are used in a lease-purchase agreement with Sallie Mae for the Ponderosa Center.

Despite federal assurances of four-year funding, the Northeastern Arizona School, College and University Partnership (NA-SCUP) shut down in May after a very successful first year. Designed to encourage "at-risk" youth to stay and succeed in school, the \$350,000 federally-funded

technology and community resources project was cut from the Department of Education budget. Significant reductions occurred in the dropout rate in each of the initial school system partners, Alchessay High School and the Cibecue Community School. Over 70 percent of Navajo and Apache counties' high school students have been identified as "at-risk."

### Upcoming Issues for 1996-97

Finding a replacement for NPC President John Anderson, who will be retiring in January, 1997, will be a challenge. Dr. Anderson became NPC's third president in January, 1991.

Completing and furnishing the classroom/laboratory/library complexes on the four campuses and starting construction on facilities in Kayenta and Keams Canyon, are yet to be accomplished.

NPC needs installation of new administrative computer hardware and software, to provide districtwide access for registration, student billing and tracking. Implementation of five Local Area Networks (LANs) and a two-county Wide Area Network (WAN) to provide an Internet on-ramp are also necessary.

NPC has to continue updating telecommunications equipment for interactive instructional television, telephonic and data transmissions. Expansion of existing eight-site interactive video delivery system to communities north of Interstate 40 also has to be done.

There is also a need to look at student housing on the White Mountain Campus. Creative funding sources will continue to be examined. Construction costs still do not allow an affordable, revenue-based project.

## Northland Pioneer College — Facts at a Glance: 1995-96

*The mission of Northland Pioneer College is to provide quality educational programs, services, and resources for the residents of the Navajo County Community College District.*

<u>Enrollment</u>				<u>Instructional Staff</u>		
				<u>Fall</u>	<u>Spring</u>	
Annual Full-Time Student Equivalent		2,128		56		55
Fall Headcount (credit)		4,483		273		310
Spring Headcount (credit)		4,907				
<u>By Full- or Part-Time</u>	<u>Fall</u>	<u>Spring</u>		<u>District Sources of Funds</u>		
Full-Time	783 (17.5%)	780	(15.9%)	District Tax Levy		\$6,749,801
Part-Time	3,700 (82.5%)	4,127	(84.1%)	State Aid		\$4,305,700
				Equalization Aid		\$25,700
<u>By Gender</u>	<u>Fall</u>	<u>Spring</u>		Tuition and Fees		\$2,020,428
Female	2,944 (65.7%)	3,139	(64.0%)	Fund Balances		\$1,275,000
Male	1,539 (34.3%)	1,768	(36.0%)	Others & Transfers		\$991,507
Undeclared	0 (0%)	0	(0%)	Bond Proceeds		\$15,600,000
<u>By Ethnic or Race Group</u>	<u>Fall</u>	<u>Spring</u>		Less Amount for Future Acquisitions		\$0
African American	59 (1.3%)	71	(1.4%)	Total		\$39,968,136
American Indian	1,216 (27.1%)	1,407	(28.7%)	<u>District Expenditures</u>		
Asian American	31 (0.7%)	27	(0.6%)	General Fund		\$10,512,359
Caucasian	2,785 (62.1%)	2,946	(60.0%)	Capital Outlay Plant Fund		\$3,070,515
Hispanic	379 (8.5%)	441	(9.0%)	Bond & Debt		\$940,000
Other	13 (0.3%)	15	(0.3%)	Bond & Debt Interest		\$209,689
				Total		\$14,732,563

*Pima County Community College District*

**PIMA COMMUNITY COLLEGE**

Dr. Robert D. Jensen  
Chancellor

Introduction

Pima Community College (PCC), is the fifth largest multi-campus community college in the United States. This year, the College offered more than 2,000 active and pilot courses in 63 different programs leading to Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Arts, and Associate of Applied Science degrees and basic, advanced, and technical certificates. In 1995-96, the College served 53,049 students in credit and non-credit classes. Unduplicated headcount was 37,903 for credit courses and 15,146 for non-credit courses.

Major Accomplishments in 1995-96

The College set up a Citizens' Bond Oversight Committee to oversee expenditures under the \$139.98 million bond package passed in 1995 to modernize and complete campuses, construct education centers, upgrade the College's communications infrastructure, and renovate facilities to comply with the Americans with Disabilities Act.

More than one thousand employees and community members participated in a comprehensive review of the College's mission and values. A process which included a

values survey, six values forums, a mission charrette, and multiple feedback reviews led to a reformulated statement of Values, Mission, Purposes, and Indicators of Success.

In March 1996, the College began a one-year process of developing an Educational Master Plan. By combining the work of nine internal planning teams, a steering committee, and the assistance of the consulting firm Maas, Rao, Taylor and Associates, the College will produce a comprehensive plan to address programs and services, enrollment management, human resources, facilities, and technology.

In its ongoing curriculum development, the College consolidated its Office Education programs into Administrative Support, reinvigorated its Air Conditioning and other building trades skills into a new Construction Technician program, developed eleven summer workforce academies for high school students, and, with intensive industry involvement, developed a new Technology Cluster in support of high-tech industries.

Several initiatives were designed to assist students' ease-of-access to programs: aligning the College calendar with the University of Arizona and local school

districts, earlier distribution of course schedules, and a faster delivery system for federal financial aid.

The College developed a more integrated approach to institutional effectiveness activities, with stronger linkages between its planning, assessment, and budget functions.

Major Issues and Resolutions in 1995-96

A Basic Skills Assessment Committee initiated development of an implementation study for computerized, adaptive placement assessment of incoming students.

PCC and Northern Arizona University signed a 2+2 articulation agreement for a bachelors' degree in Hotel/Restaurant Management and Vocational-Technical Education.

The Pima/Santa Cruz County School-to-Work Partnership was one of a small group of partnerships from across the nation to receive both state and federal School-to-Work grants, winning more than \$1.33 million for school districts, the College, and southern Arizona businesses to initiate activities to positively impact education. The College began by working with school and business partners to establish a series of career Summer 1996

Workforce Academies for more than 200 high school students.

PCC's Office of Assessment Research piloted analyses of student outcomes using the College's longitudinal file of student data and the statewide student tracking system (ASSIS).

The Adjunct Faculty Task Force completed its evaluation of the implementation of the 3-year plan to improve recruitment, support, and compensation of part-time faculty. The task force also updated its 1992 recommendations.

The College evaluated the implementation of the 1994 department chair reorganization.

The College launched an international education initiative with two programs: international business development training with

the Universidad de Occidente (Mexico) and Mohawk College in Canada, and entrepreneur training for Ukrainian business people.

**Upcoming Issues for 1996-97**

The \$2.5 million Title III grant project will institutionalize activities designed to meet the needs of underserved and distance students through information kiosks, an online library system, a technology core curriculum, interactive instruction, and interactive video advising.

The Education Master Plan, to be completed in May 1997, will provide a comprehensive blueprint for the College programs and services, as well as a basis for identifying future strategic directions.

The College's Capital Development Project, under the review of the external

Bond Oversight Committee, will finalize plans for capital expenditures from the 1995 bond.

The College will open its 40,000 square foot Community Campus facility in the Downtown Commerce Park. It will house a teleconference hub for use by the College, Northern Arizona University, corporations, and community organizations.

In partnership with the University of Arizona and the public and private sectors, the College will develop instructional modules in Environmental Science under a \$330,000 grant from the National Science Foundation.

The College will participate in the Arizona Learning Systems (ALS) by developing a business plan and assessing network capacities vis a vis the needs of participating schools.

***Pima Community College — Facts at a Glance: 1995-96***

*Pima Community College is the fifth largest multicampus community college in the nation.*

<u>Enrollment</u>				<u>Instructional Staff</u>		<u>Fall</u>	<u>Spring</u>
Annual Full-Time Student Equivalent	15,050			Full-Time Instructors	258		260
Fall Headcount (credit)	26,659			Part-Time Instructors	1,204		1,150
Spring Headcount (credit)	25,726			<u>District Sources of Funds</u>			
<u>By Full- or Part-Time</u>	<u>Fall</u>	<u>Spring</u>		District Tax Levy	\$39,812,746		
Full-Time	6,499 (24.4%)	5,648	(22.0%)	State Aid	\$17,871,500		
Part-Time	20,160 (75.6%)	20,078	(78.0%)	Equalization Aid	\$0		
<u>By Gender</u>	<u>Fall</u>	<u>Spring</u>		Tuition and Fees	\$18,253,525		
Female	15,146 (56.8%)	14,537	(56.5%)	Fund Balances	\$13,589,167		
Male	11,513 (43.2%)	11,189	(43.5%)	Others & Transfers	\$5,933,088		
Undeclared	0 (0%)	0	(0%)	Bond Proceeds	\$30,203,235		
<u>By Ethnic or Race Group</u>	<u>Fall</u>	<u>Spring</u>		Less Amount for Future Acquisitions	(\$38,004,108)		
African American	932 (3.5%)	1,035	(4.0%)	Total	\$87,659,153		
American Indian	860 (3.2%)	817	(3.2%)	<u>District Expenditures</u>			
Asian American	1,094 (4.1%)	1,104	(4.3%)	General Fund	\$67,103,055		
Caucasian	16,540 (62.0%)	15,831	(61.5%)	Capital Outlay Plant Fund	\$3,982,828		
Hispanic	7,233 (27.1%)	6,939	(27.0%)	Bond & Debt	\$1,689,231		
Other	0 (0%)	0	(0%)	Bond & Debt Interest	\$1,421,605		
				Total	\$74,196,719		

*Pinal County Community College District*

**CENTRAL ARIZONA COLLEGE**

Dr. John J. Klein  
President

Introduction

The Pinal County Community College District was established in 1962. Central Arizona College (CAC) is a comprehensive multi-campus college which includes the Aravaipa Campus north of Tucson between Mammoth and Winkelman; the Signal Peak Campus, serving western central Pinal County between Casa Grande and Coolidge; Superstition Mountain in Apache Junction; and an education center at the Arizona State Prison Center in Florence. The college's mission is dedicated to the lifelong learning process and seeks to further the educational, social, economic and cultural development of its constituents in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, continuing education and community services and economic development.

Major Accomplishments in 1995-96

CAC increased enrollment by serving more than 14,111 unduplicated headcount

due to growth in Pinal County and business expansion, providing workforce development.

CAC developed strategic alliances with semiconductor giant Intel and Caterpillar Diesel. It implemented a Manufacturing Electronics program that trains students specifically for the expanding career field of computer chip manufacturing. It also developed a specialized training program for heavy equipment employees.

CAC students distinguished themselves academically by placing six members on the first-ever All-Arizona Academic Team. Signal Peak Campus student Janet Burges of Casa Grande was later named to USA Today's All-USA Academic Team.

CAC became one of 15 community colleges nationwide to be honored with the inaugural David Pierce Quality Organizational Leadership Award.

College President Dr. John J. Klein was honored for his innovative leadership by the Association of Community College Trustees, who

presented him with the Pacific Regional Chief Executive Officer Award at the Pacific/Western/Central Region Seminar held in Phoenix.

Men's Track & Field won its first national championship, and the Parliamentary Procedures Team won its third national title, the first since 1977.

Major Issues and Resolutions in 1995-96

The North Central Association of Colleges and Schools' two-day focus visit on the college assessment of student academic achievement, and leadership outcomes concluded with congratulations for implementing standards evaluators called "innovative achievements."

CAC and Northern Arizona University formalized an agreement to offer upper-division coursework to Pinal County citizens at the Signal Peak Campus. NAU has its own office, staff and classroom on campus, as well as distance learning classrooms. A Pinal County university foundation has been established and has

received more than \$600,000 in pledges to construct a building for NAU at Signal Peak.

The Governing Board streamlined its operations by adopting a customized version of the Policy Governance model.

A comprehensive university articulation policy inched closer to reality with college President John J. Klein being named to the statewide Articulation Task Force.

Master planning for the Signal Peak Campus calls for new buildings for a computer commons, central receiving, arts and student services, an addition to the Learning Resource Center, and a building for Northern Arizona University.

### Upcoming Issues for 1996-97

A condemnation process for land surrounding the Superstition Mountain Campus in Apache Junction is expected to be resolved, giving the CAC campus an additional 28 acres for expansion.

An expansion of the distance learning network will result in classroom conversion at each campus to meet the increasing demands of students for improved course availability offered by the multi-media teaching and learning system.

The articulation agreement with the state's public universities continues to place limits on community

college students transferring without loss of credits.

Arizona Revised Statutes 15-1463 provides for state matching funds for campus development. CAC is requesting \$1 million from the State Legislature to aid in completing development of the Superstition Mountain Campus in Apache Junction.

Capital funding for electronic transfer of data and information between colleges and universities; digital telephone system to transmit voices, video & data, and Distance Learning Systems to serve high schools and libraries within the county.

## Central Arizona College — Facts at a Glance: 1995-96

*Central Arizona College's mission is dedicated to the learning process and seeks to further the educational, social, economic and cultural development of its constituents.*

<u>Enrollment</u>				<u>Instructional Staff</u>		
Annual Full-Time Student Equivalent	3,260				<u>Fall</u>	<u>Spring</u>
Fall Headcount (credit)	4,427			Full-Time Instructors	91	93
Spring Headcount (credit)	4,634			Part-Time Instructors	292	321
				<u>District Sources of Funds</u>		
<u>By Full- or Part-Time</u>	<u>Fall</u>	<u>Spring</u>		District Tax Levy	\$10,547,332	
Full-Time	1,219 (27.5%)	1,069	(23.1%)	State Aid	\$5,758,200	
Part-Time	3,208 (72.5%)	3,565	(76.9%)	Equalization Aid	\$0	
<u>By Gender</u>	<u>Fall</u>	<u>Spring</u>		Tuition and Fees	\$1,765,426	
Female	2,390 (54.0%)	2,613	(56.4%)	Fund Balances	\$1,903,857	
Male	1,972 (44.5%)	1,958	(42.3%)	Others & Transfers	\$778,704	
Undeclared	65 (1.5%)	63	(1.4%)	Bond Proceeds	\$0	
<u>By Ethnic or Race Group</u>	<u>Fall</u>	<u>Spring</u>		Less Amount for Future Acquisitions	\$0	
African American	133 (3.0%)	118	(2.5%)	Total	\$20,753,519	
American Indian	232 (5.2%)	195	(4.2%)	<u>District Expenditures</u>		
Asian American	34 (0.8%)	28	(0.6%)	General Fund	\$16,020,616	
Caucasian	2,434 (55.0%)	3,407	(73.5%)	Capital Outlay Plant Fund	\$1,277,737	
Hispanic	1,253 (28.3%)	826	(17.8%)	Bond & Debt	\$320,000	
Other	341 (7.7%)	60	(1.3%)	Bond & Debt Interest	\$128,423	
				Total	\$17,746,776	

*Yavapai County Community College District*

**YAVAPAI COLLEGE**

Dr. Doreen Dailey  
President

Introduction

Campuses in Prescott and the Verde Valley, extension campuses in Chino Valley and Prescott Valley and numerous outreach sites, provide educational services to a rapidly growing population in an area of over 8,100 square miles.

Telecommunications technology provides interactive courses between Prescott and the Verde Valley and to outlying areas. The College offers professional-technical programs, university transfer courses and, as an active member of the community, pursues partnerships with business to offer specialized contract training. Collaborations allow the College to efficiently husband operating funds and provide additional learning opportunities for constituents.

The college hosts the largest Elderhostel in the United States and provides small business counseling through Small Business Development Centers in Prescott and the Verde Valley.

Major Accomplishments in 1995-96

The college has adopted four strategic initiatives to guide it into the 21st century.

*Initiative #1 —*

Accelerate the shift of Yavapai College from a teaching to a learning institution.

*Initiative #2 —*

Nurture an ethic of community service in all students, faculty, and staff.

*Initiative #3 —*

Develop lifelong learning options without barriers in partnership with other educational and community organizations.

*Initiative #4 —*

Build healthier communities by encouraging people to participate in government and design their own future with sustainable economic development and stewardship of resources.

All programs in 96-97 catalog have an experiential learning component to provide

"hands-on" experience to students.

Multi-media teaching techniques are being used in many courses to improve student learning.

Continuous assessment of student learning is undertaken at all levels of instruction.

A substantial increase in the number of new computers, registration by telephone, weekend and evening college courses, increased efforts to retain students and better enrollment management techniques have resulted in increased FTSE.

The creation of a Technology Center on the Prescott Campus will allow flexibility in program offerings, enhance support for existing programs, maintain an up-to-date curriculum and allow the college to expand into other technology based instruction.

Enrollment is strong in distance delivery course offerings. An Interactive Television classroom on the Prescott Campus has been dedicated to NAU and in

the first year has seen enrollment twice that projected.

The Prescott Valley Business and Career Center is open and will offer programming to prepare adults for job upgrades and changes.

The PEAK alternative high school on the Prescott Campus continues to experience high demand.

**Major Issues and Resolutions in 1996-97**

Stewardship and husbandry of resources continues to be a principal issue. Employees continue to work effectively to reduce costs and increase

FTSE. Finding creative ways of managing deteriorating facilities will be necessary.

The college continues to provide educational opportunities throughout the county with innovative teaching and learning methods. Mobile computer labs, short-term training, distance delivery by television and interactive video are challenging new ways of providing education to students.

**Upcoming Issues for 1996-97**

The development of new learning methods associated with the virtual university and related methods of distance

delivery will constitute a major effort in the immediate future.

In addition to developing a role in the virtual university, Yavapai College will continue to expand its role in economic and community development, cultivate educational collaboratives with secondary and middle schools and develop methods and procedures for governance in keeping with modern management practice.

<b><i>Yavapai College — Facts at a Glance: 1995-96</i></b>					
<i>Yavapai College provides educational services in a county nearly the size of Massachusetts. Two major campuses, along with other sites throughout the county, serve a rapidly growing county population.</i>					
<b>Enrollment</b>			<b>Instructional Staff</b>	<b>Fall</b>	<b>Spring</b>
Annual Full-Time Student Equivalent	2,718		Full-Time Instructors	78	80
Fall Headcount (credit)	6,082		Part-Time Instructors	275	294
Spring Headcount (credit)	6,131		<b>District Sources of Funds</b>		
<b>By Full- or Part-Time</b>	<b>Fall</b>	<b>Spring</b>	District Tax Levy	\$13,874,351	
Full-Time	1,155 (19.0%)	916 (14.9%)	State Aid	\$4,389,200	
Part-Time	4,927 (81.0%)	5,215 (85.1%)	Equalization Aid*	\$0	
<b>By Gender</b>	<b>Fall</b>	<b>Spring</b>	Tuition and Fees	\$1,498,144	
Female	3,837 (63.1%)	3,817 (62.3%)	Fund Balances	\$4,601,801	
Male	2,218 (36.5%)	2,297 (37.5%)	Others & Transfers	\$809,871	
Undeclared	27 (0.4%)	17 (0.3%)	Bond Proceeds	\$0	
<b>By Ethnic or Race Group</b>	<b>Fall</b>	<b>Spring</b>	Less Amount for Future Acquisitions	(\$200,000)	
African American	40 (0.7%)	35 (0.6%)	Total	\$24,973,367	
American Indian	161 (2.6%)	153 (2.5%)	<b>District Expenditures</b>		
Asian American	63 (1.0%)	73 (1.2%)	General Fund	\$16,868,079	
Caucasian	5,117 (84.1%)	5,170 (84.3%)	Capital Outlay Plant Fund	\$2,295,087	
Hispanic	281 (4.6%)	288 (4.7%)	Bond & Debt	\$540,355	
Other	420 (6.9%)	412 (6.7%)	Bond & Debt Interest	\$691,877	
			Total	\$20,395,398	

*Yuma and La Paz Counties Community College District*

**ARIZONA WESTERN COLLEGE**

Dr. James Carruthers  
President

Introduction

Arizona Western College (AWC), the first community college established under the Arizona Community College Law of 1960, opened its doors to students in the fall of 1963. AWC is committed to the Arizona community college system's "Statement of Philosophy" and provides comprehensive lifelong, quality learning opportunities through a broad range of curricula and support services which address the intellectual, social, and cultural needs of its constituents.

Major Accomplishments in 1995-96

The College Express program, a magnet program for gifted high school juniors and seniors, had a very successful first year. This articulation agreement aligns high school graduation

requirements with a Transfer General Education Core Curriculum (TGECC) and allows them to enroll concurrently in both high school and college classes.

AWC became the fiscal agent with local school districts, coordinating a School to Work Grant. The college implemented an alternative faculty contract that structures faculty contracts to run either summer/fall or spring/summer. This provides for full time faculty presence in selected program areas for our growing summer school.

Upcoming Issues for 1996-97

The 50,000 square foot Higher Education Academic Facility is scheduled to be ready for joint occupancy by AWC and Northern Arizona University in Yuma by January, 1997.

AWC is in the process of completing the North End development project, which will consist of a new amphitheater, the north tower, and landscaping. The project is being funded by a gift from the Margaret Page estate to the AWC Foundation, and from the Bob Davis and Dale Hopely Memorial Funds.

The college has begun the architectural plans for the remodeling and addition to the student services complex. AWC and NAU in Yuma have agreed to joint funding for this project. Construction is scheduled to begin in spring, 1997.

Ways to finance the construction of a new Yuma Education Center are being explored. The college is negotiating with the City of Yuma for a land exchange that would allow for the construction of a new downtown Yuma Center.

The college is currently searching for a software package that will meet administrative and instructional needs.

A middle school and a secondary elementary school will be constructed on the campus in the near future. There are also long-range plans for a high school, city/county

school district resource center, fire station, allied health center, driving track, possible police station, natatorium, performing arts center, athletic facility, and recreation areas.

AWC will continue to support state initiatives in realizing effective articulation among colleges and universities.

The college plans to continue to develop and expand its capabilities for distance learning throughout the district.

The college will continue to develop a comprehensive plan of management, student tracking, academic advising, financial aid processing, and compliance reporting.

<b>Arizona Western College — Facts at a Glance: 1995-96</b>					
<i>Arizona Western College provides comprehensive, lifelong, quality learning opportunities through a broad range of curricula and support services which address the needs of its constituencies.</i>					
<b>Enrollment</b>			<b>Instructional Staff</b>	<b>Fall</b>	<b>Spring</b>
Annual Full-Time Student Equivalent	2,996		Full-Time Instructors	92	91
Fall Headcount (credit)	5,756		Part-Time Instructors	210	210
Spring Headcount (credit)	7,331		<b>District Sources of Funds</b>		
<b>By Full- or Part-Time</b>	<b>Fall</b>	<b>Spring</b>	District Tax Levy	\$11,653,974	
Full-Time	1,688 (29.3 %)	1,292 (17.6 %)	State Aid	\$4,842,500	
Part-Time	4,068 (70.7 %)	6,039 (82.4 %)	Equalization Aid	\$52,100	
<b>By Gender</b>	<b>Fall</b>	<b>Spring</b>	Tuition and Fees	\$1,431,496	
Female	3,379 (58.7%)	4,377 (59.7%)	Fund Balances	\$5,754,399	
Male	2,375 (41.3%)	2,951 (40.3%)	Others & Transfers	\$567,723	
Undeclared	2 (0%)	3 (0%)	Bond Proceeds	\$0	
<b>By Ethnic or Race Group</b>	<b>Fall</b>	<b>Spring</b>	Less Amount for Future Acquisitions	\$0	
African American	180 (3.1%)	140 (1.9%)	<b>Total</b>	<b>\$24,302,192</b>	
American Indian	129 (2.2%)	137 (1.9%)	<b>District Expenditures</b>		
Asian American	93 (1.6%)	86 (1.2%)	General Fund	\$15,166,862	
Caucasian	2,763 (48.0%)	4,334 (59.1%)	Capital Outlay Plant Fund	\$473,700	
Hispanic	2,508 (43.6%)	2,508 (34.2%)	Bond & Debt	\$850,000	
Other	83 (1.4%)	126 (1.7%)	Bond & Debt Interest	\$1,107,420	
			<b>Total</b>	<b>\$17,597,982</b>	



Arizona Community College  
Student Enrollment Statistics and Trends  
1991-92 to 1995-96

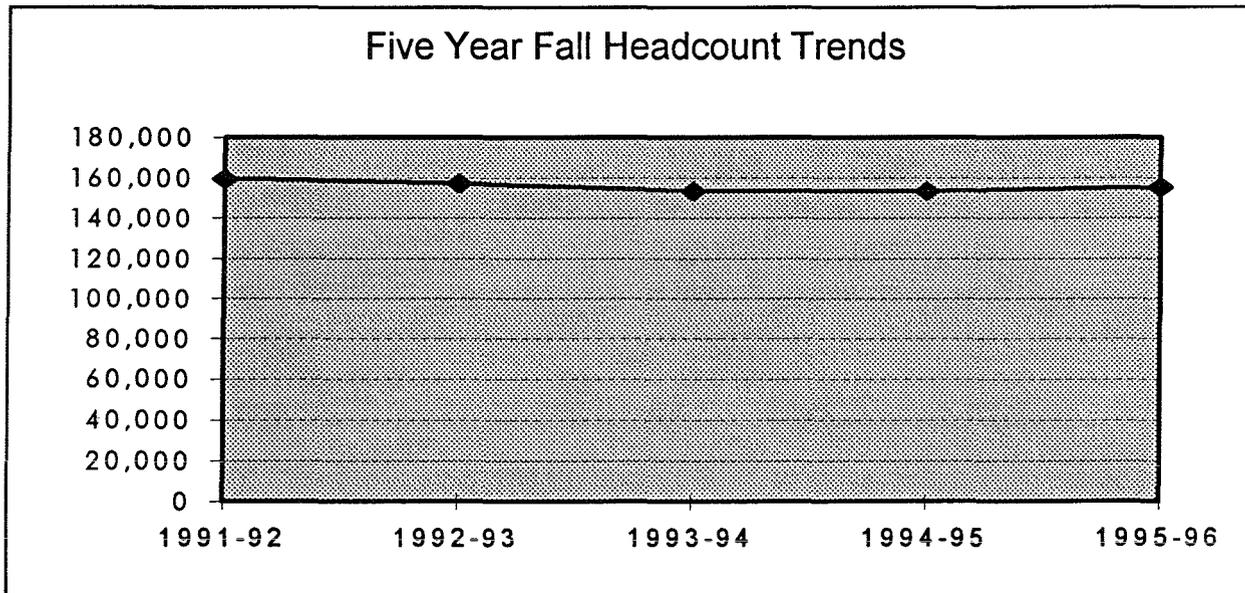
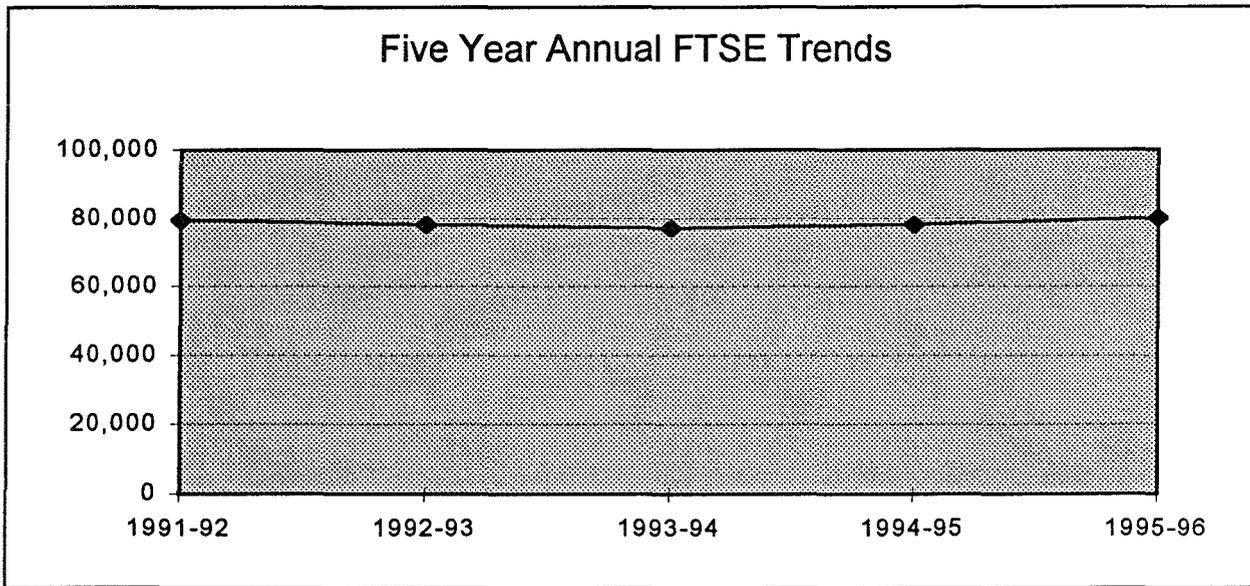
*(Data provided and found in the Enrollment Analysis Reports  
submitted by the ten community college districts)*

## Enrollment Trends

### Annual Audited FTSE and Fall Headcounts

Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
Annual FTSE	79,428	78,174	77,072	78,103	80,095
Fall Headcounts	159,800	157,592	153,484	153,512	155,385

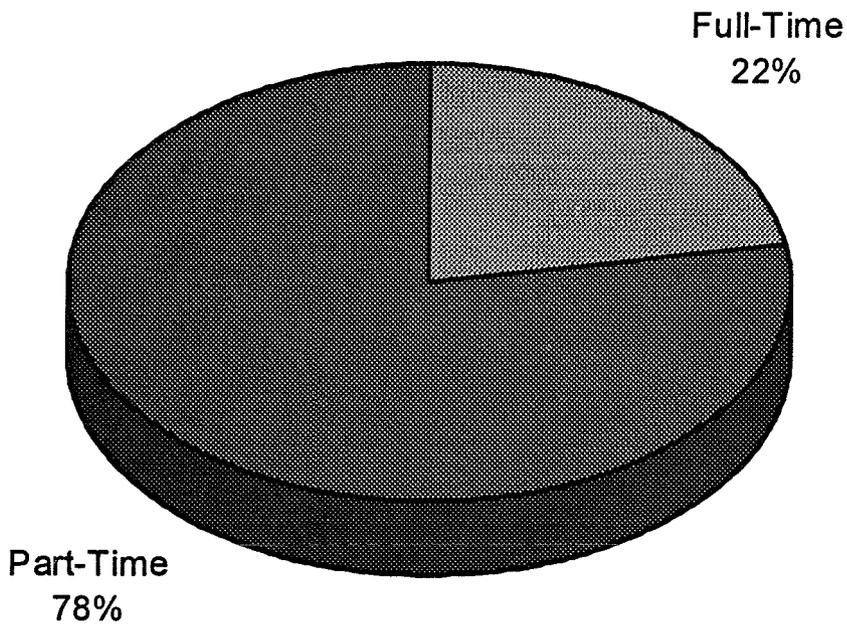


**Fall Full-Time or Part-Time Enrollment**

**Fiscal Years 1991-1992 to 1995-1996**

	1991-92	1992-93	1993-94	1994-95	1995-96
Full-Time	34,056	34,868	34,561	34,506	34,518
Part-Time	125,744	122,724	118,923	119,006	120,867
Arizona Total	159,800	157,592	153,484	153,512	155,385

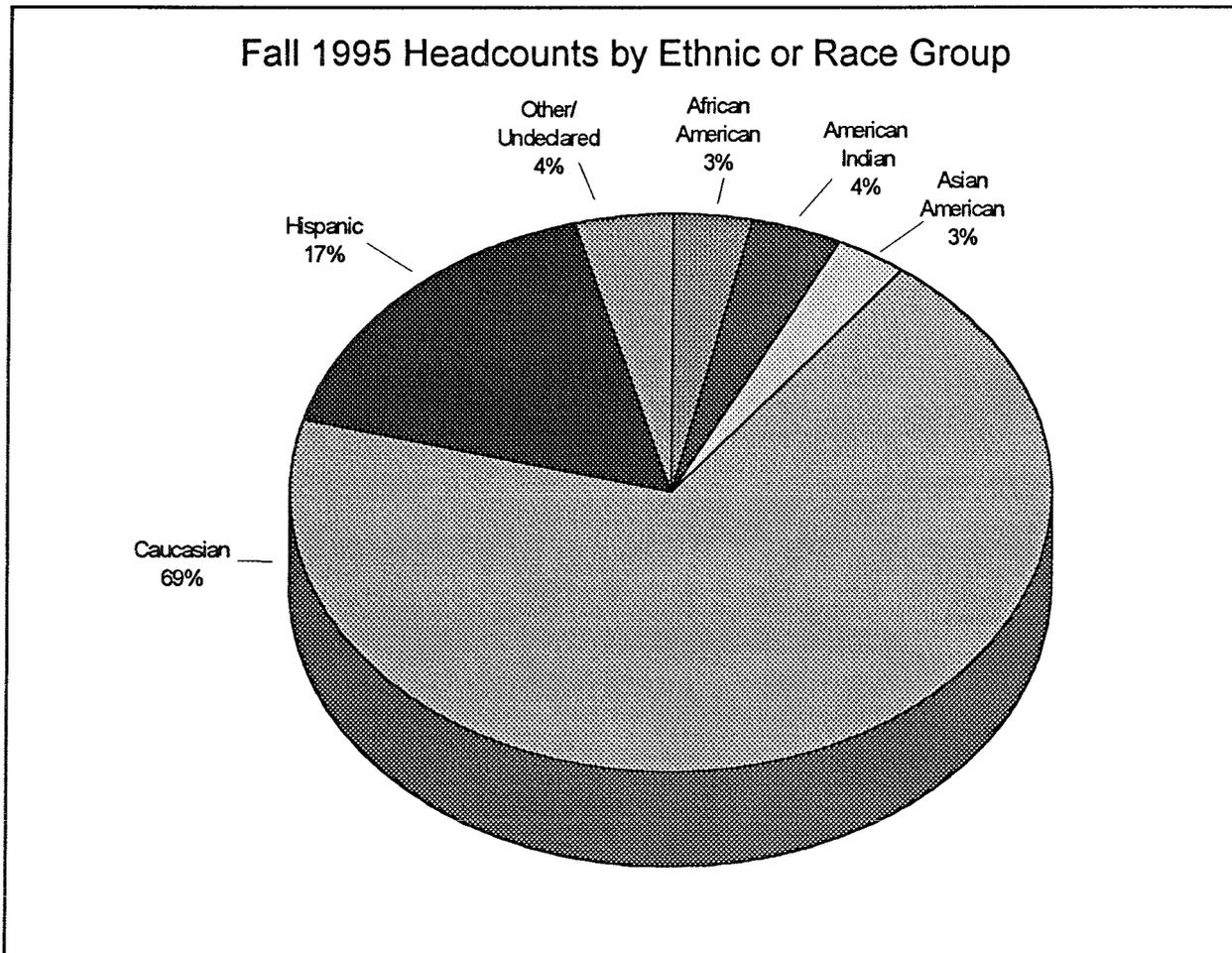
**Fall 1995 Full-Time or Part-Time Enrollment**



## Fall Headcounts by Ethnic or Race Group

Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
African American	5,162	5,121	4,920	5,219	5,270
American Indian	5,042	5,276	5,700	5,692	5,979
Asian American	3,454	3,704	4,003	4,306	4,620
Caucasian	117,293	113,981	109,358	107,318	107,105
Hispanic	22,646	24,007	24,267	24,996	25,947
Other/Undeclared	6,203	5,503	5,236	5,981	6,464
Arizona Total	159,800	157,592	153,484	153,512	155,385

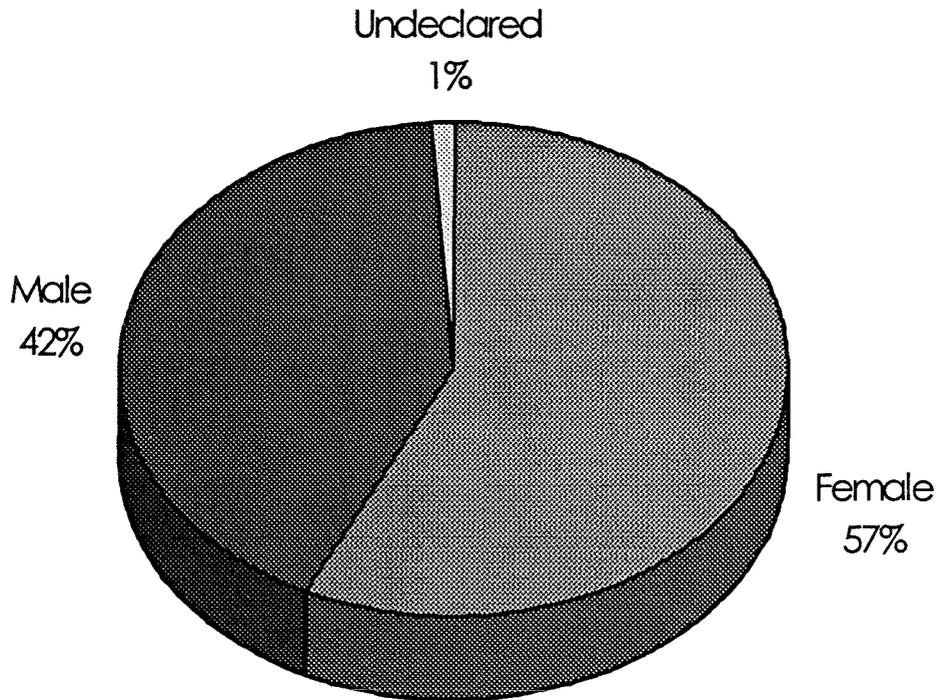


### Fall Headcounts by Gender

#### Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
Female	90,600	89,767	87,586	87,651	88,940
Male	67,110	66,024	64,300	63,761	64,508
Undeclared	2,090	1,801	1,598	2,100	1,937
Arizona Totals	159,800	157,592	153,484	153,512	155,385

#### Fall 1995 Headcounts by Gender

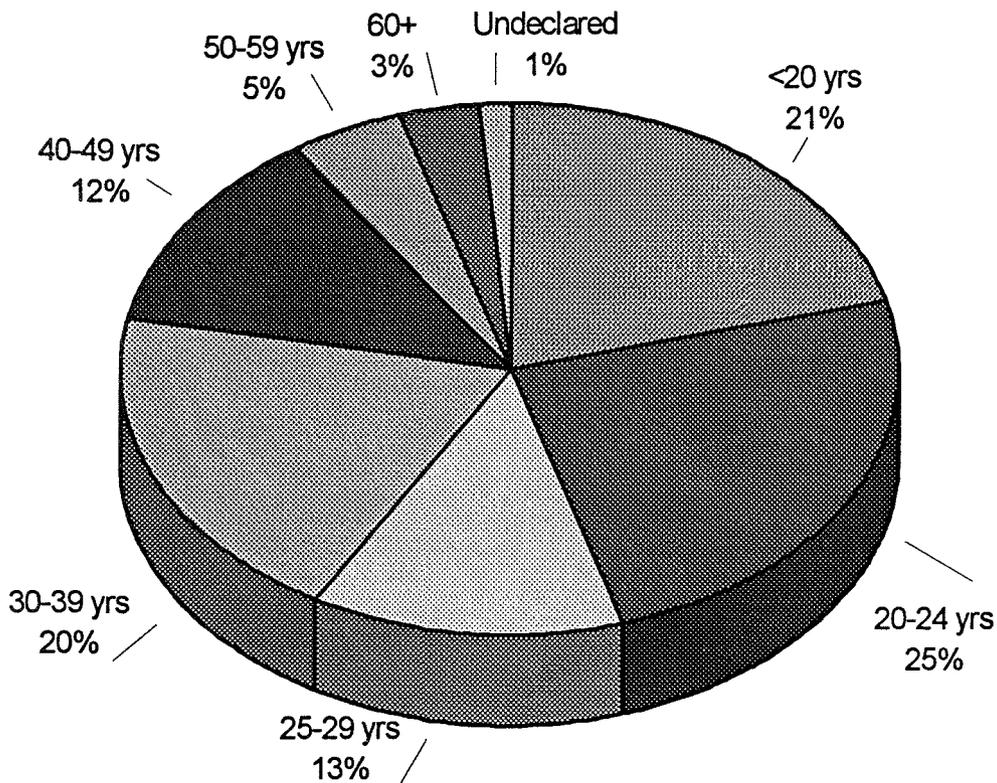


### Fall Headcounts by Age Cohort

Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
<20 yrs	28,625	29,767	30,282	31,276	32,467
20-24 yrs	37,640	38,820	38,046	37,612	37,691
25-29 yrs	22,418	21,427	20,371	20,115	20,473
30-39 yrs	35,110	33,916	32,095	30,916	30,543
40-49 yrs	20,369	19,666	18,924	19,188	19,334
50-59 yrs	7,682	7,211	7,238	7,442	7,568
60+	5,773	5,166	4,823	4,898	5,365
Undeclared	2,183	1,619	1,705	2,065	1,944
Arizona Total	159,800	157,592	153,484	153,512	155,385

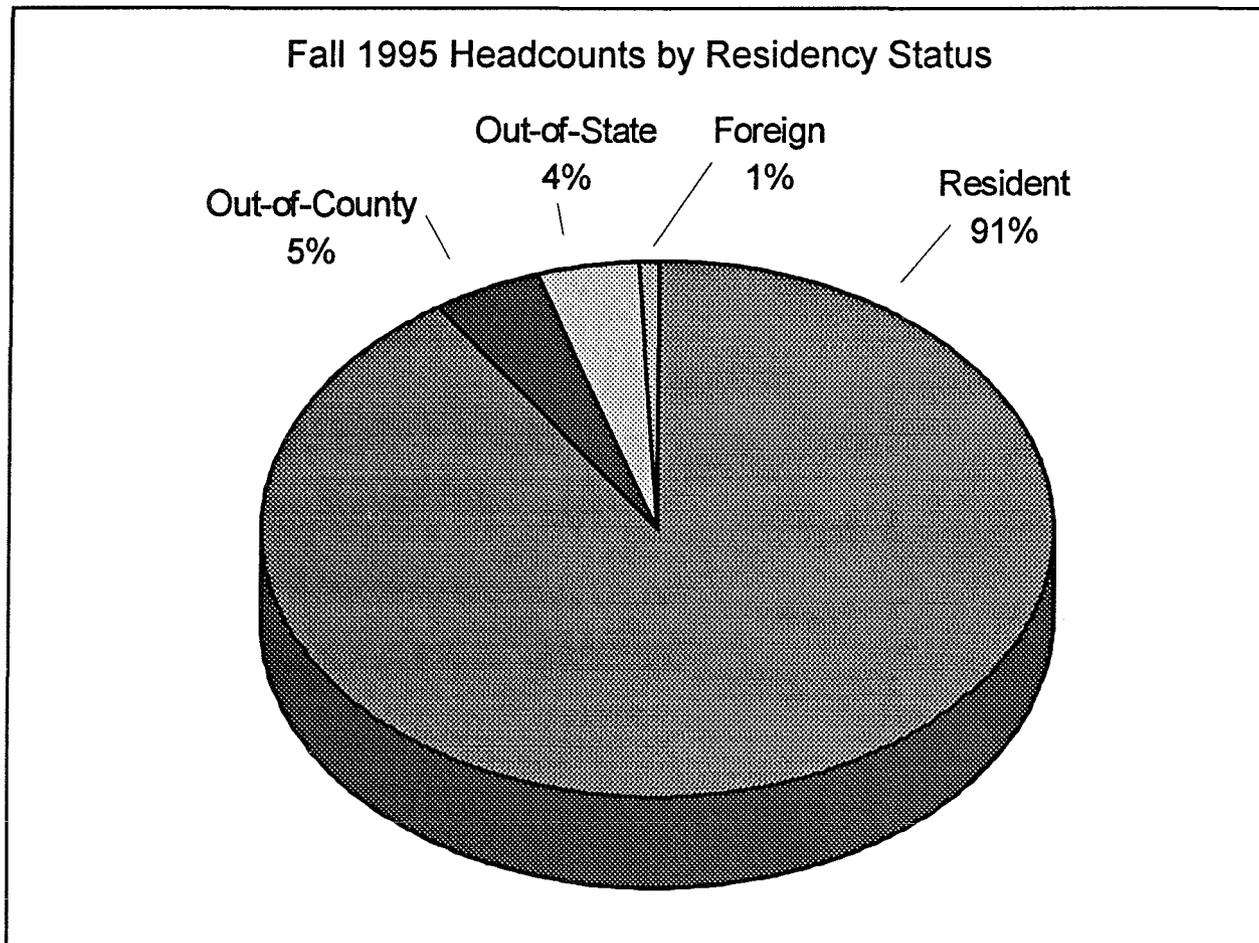
### Fall 1995 Headcounts by Age Cohort



## Fall Headcounts by Residency Status

Fiscal Years 1991-1992 to 1995-1996

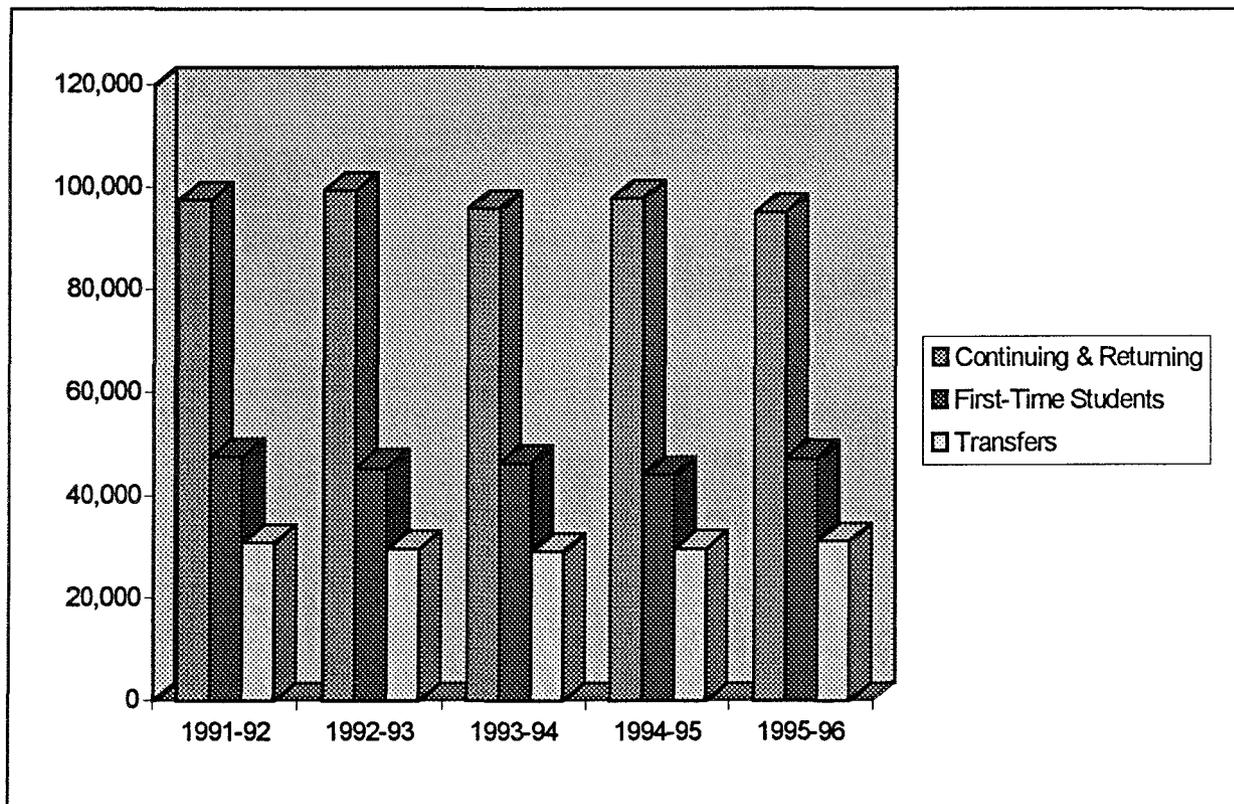
	1991-92	1992-93	1993-94	1994-95	1995-96
Resident	143,852	142,327	137,858	137,317	140,690
Out-of-County	8,161	8,278	8,510	8,691	7,099
Out-of-State	5,887	5,132	5,492	5,750	6,121
Foreign	1,900	1,855	1,624	1,754	1,462
Arizona Total	159,800	157,592	153,484	153,512	155,385



## Fall Headcounts by Continuation Status

Fiscal Years 1991-1992 to 1995-1996

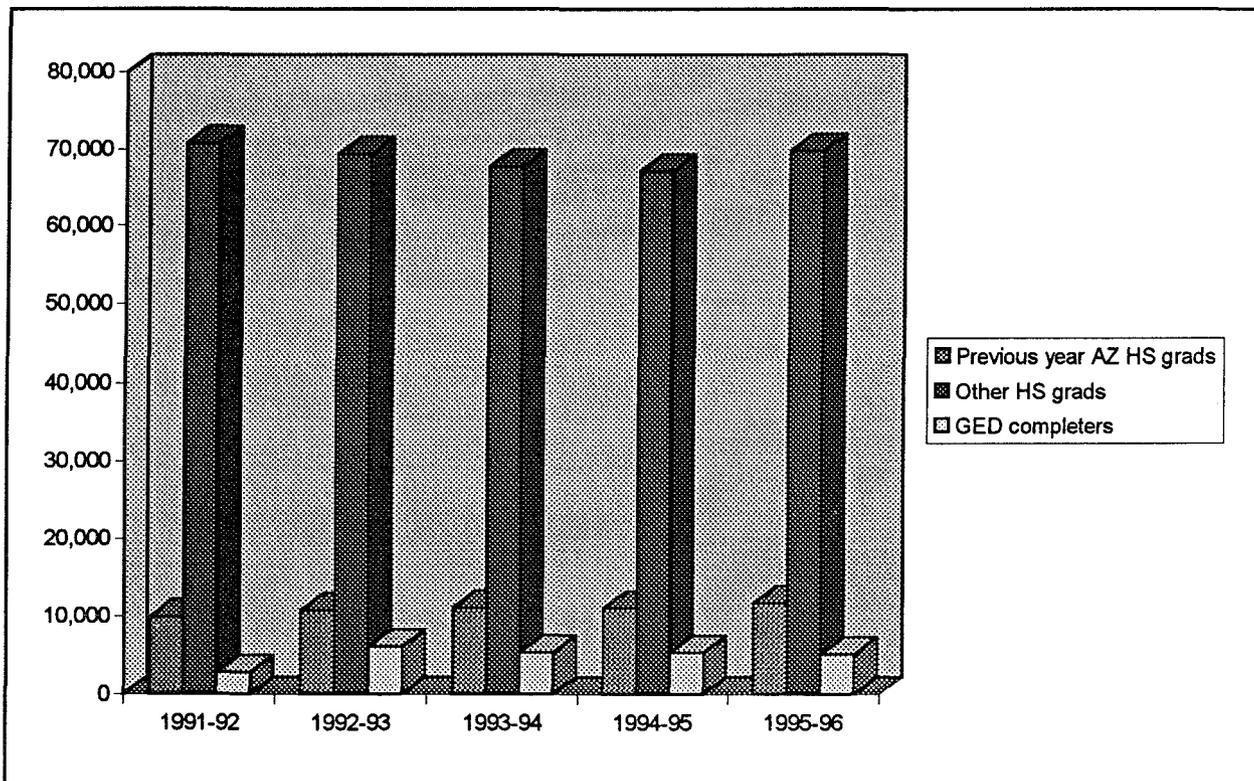
	1991-92	1992-93	1993-94	1994-95	1995-96
Continuing & Returning	97,542	99,434	95,992	97,829	95,126
First-Time Students	47,568	45,451	46,372	44,052	47,180
Transfers	30,907	29,626	29,070	29,688	31,212



## Fall Headcounts by High School Graduation Status

Fiscal Years 1991-1992 to 1995-1996

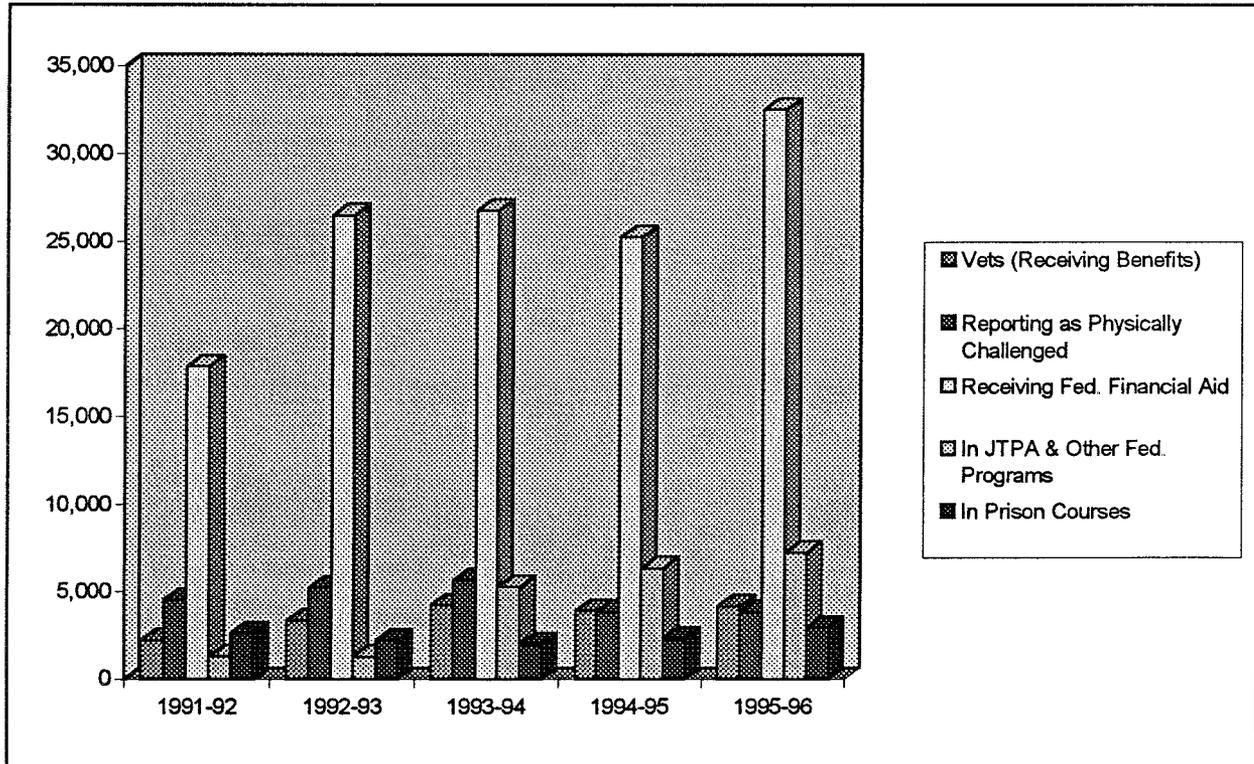
	1991-92	1992-93	1993-94	1994-95	1995-96
Previous year AZ HS grads	9,943	10,767	11,176	11,107	11,764
Other HS grads	70,777	69,401	67,732	67,108	69,768
GED completers	2,829	6,097	5,420	5,370	5,178



## Miscellaneous Headcount Information

Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
Vets (Receiving Benefits)	2,193	3,351	4,200	3,895	4,149
Reporting as Physically Challenged	4,555	5,244	5,636	3,849	3,843
Receiving Federal Financial Aid	17,852	26,490	26,734	25,219	32,512
In JTPA & Other Federal Programs	1,299	1,281	5,273	6,323	7,238
In Prison Courses	2,590	2,171	1,986	2,268	3,160



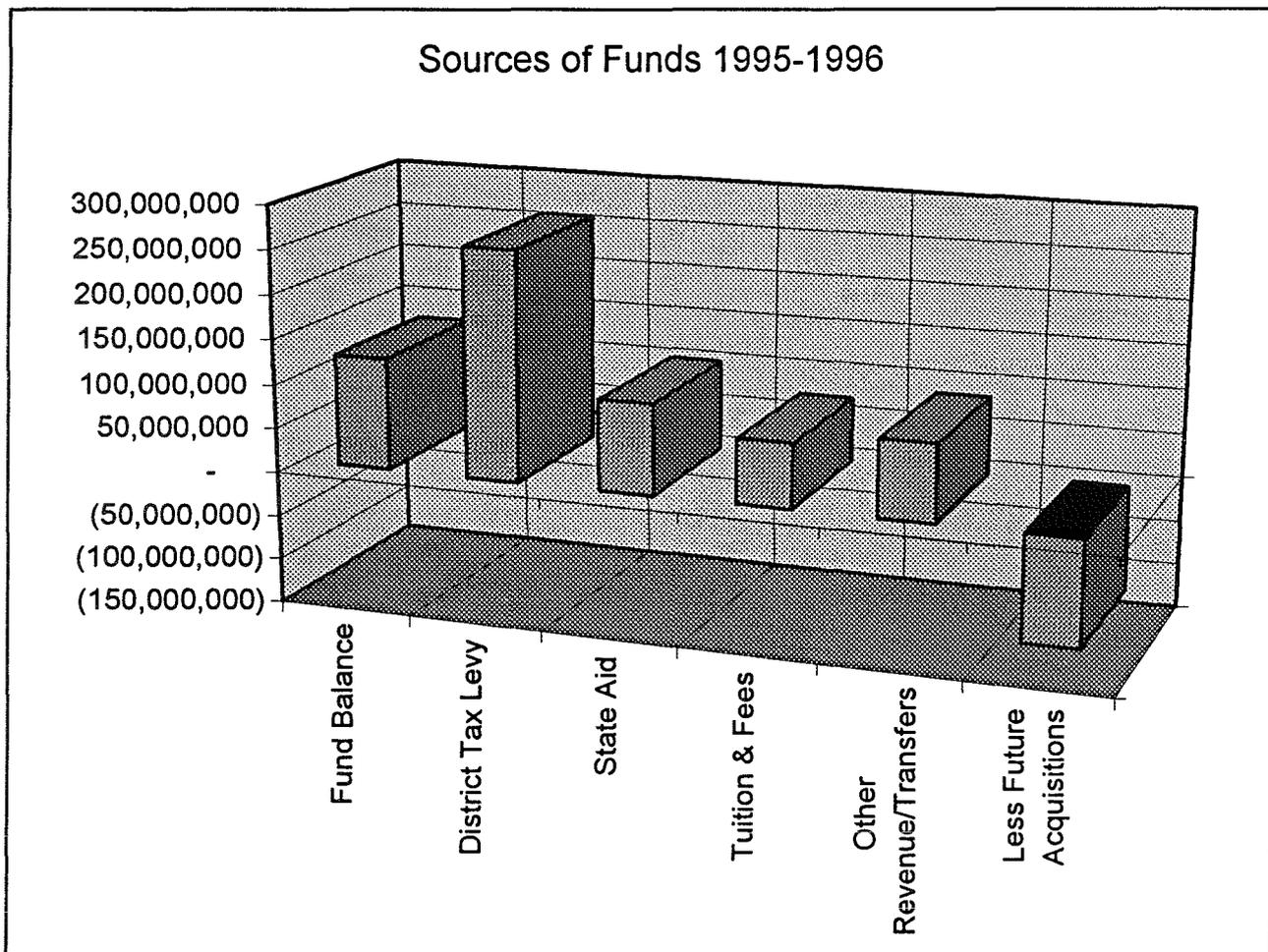
Arizona Community College  
Financial Information:  
Data and Trends, 1991-92 to 1995-96  
and State Board Budget, 1995-96

*(Data provided by the ten community college districts)*

**Sources of Funds**  
 (General and Plant Funds Combined)  
 Fiscal Years 1991-92 to 1995-96

	1991-92	1992-93	1993-94	1994-95	1995-96
Fund Balance	45,855,675	43,581,673	38,054,379	53,813,084	125,404,431
District Tax Levy	192,879,491	195,664,714	201,890,748	210,350,331	258,493,932
State Aid*	83,425,500	85,503,600	85,935,300	97,516,300	102,720,900
Tuition & Fees	52,956,914	62,208,761	68,345,270	69,642,502	73,095,854
Other Revenue/ Transfers	43,968,031	21,856,731	14,134,743	28,942,391	86,755,257
Less Future Acquisitions	(14,007,158)	(16,185,972)	(16,314,724)	(27,070,939)	(119,882,430)
<b>Total</b>	<b>405,078,453</b>	<b>392,629,507</b>	<b>392,045,716</b>	<b>433,193,669</b>	<b>526,587,944</b>

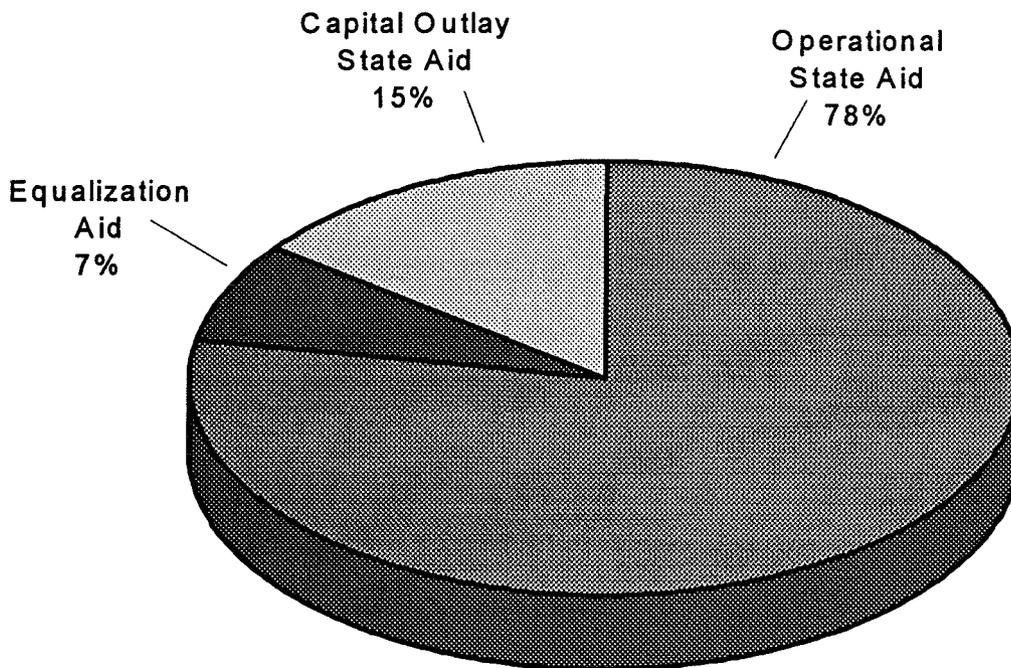
\*Includes Equalization



**Analysis of State Aid Income**  
**Fiscal Years 1991-92 to 1995-96**

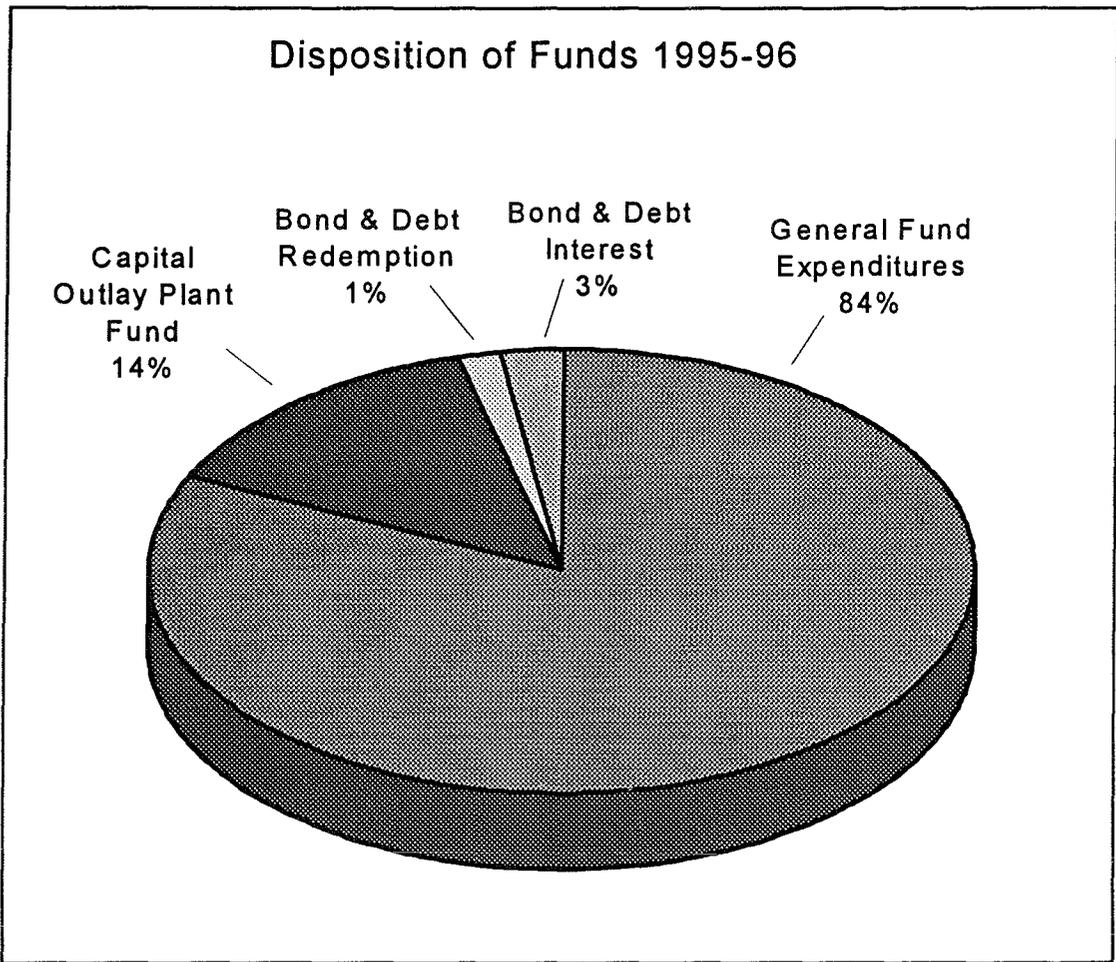
	1991-92	1992-93	1993-94	1994-95	1995-96
Operational State Aid	67,435,800	68,917,400	69,004,700	77,473,800	79,949,300
Equalization Aid	5,891,900	6,267,200	6,611,600	7,103,700	7,559,900
Capital Outlay State Aid	10,097,800	10,319,000	10,319,000	12,938,800	15,211,700
<b>Total</b>	<b>83,425,500</b>	<b>85,503,600</b>	<b>85,935,300</b>	<b>97,516,300</b>	<b>102,720,900</b>

**Analysis of State Aid Income 1995-1996**



**Disposition of Funds**  
**Fiscal Years 1991-92 to 1995-96**

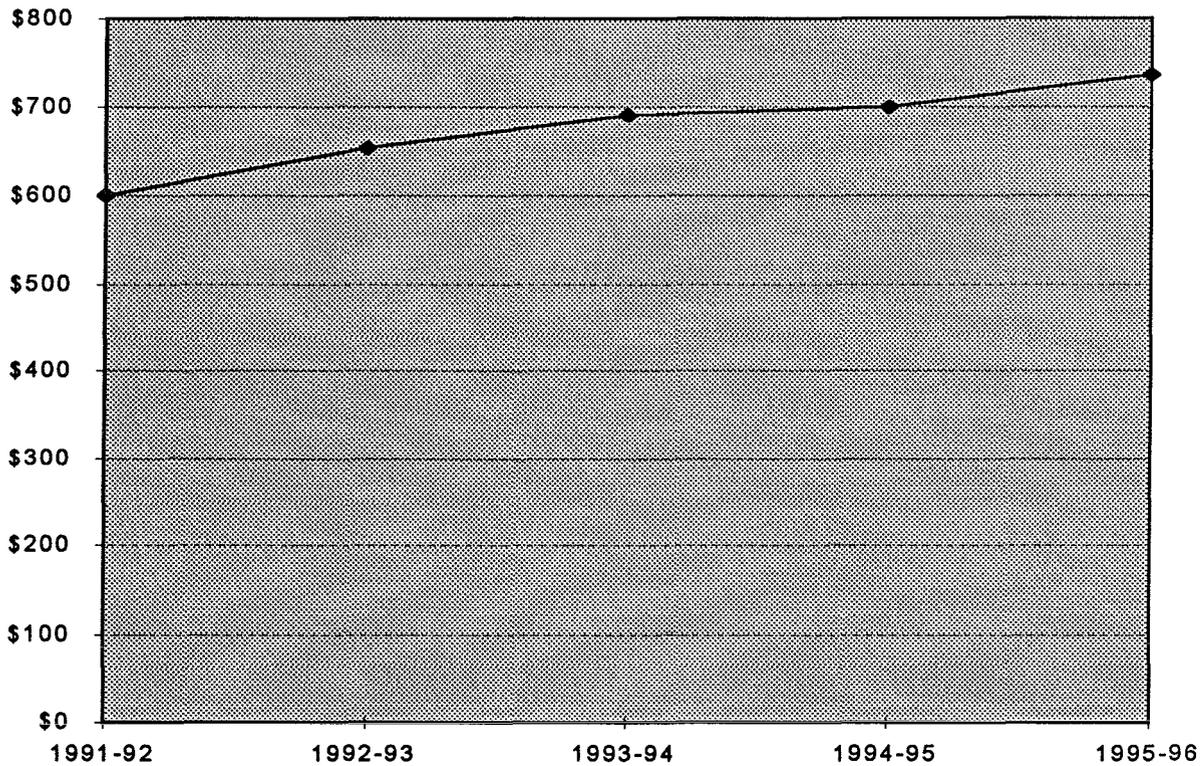
	1991-92	1992-93	1993-94	1994-95	1995-96
General Fund Expenditures	310,537,876	317,781,956	322,869,126	344,529,539	368,725,788
Capital Outlay Plant Fund	46,445,519	37,613,403	22,287,797	46,807,663	62,876,320
Bond & Debt Redemption	34,126,687	15,589,019	36,585,937	10,170,879	6,616,499
Bond & Debt Interest	5,606,241	8,719,963	4,046,719	7,995,231	11,640,982
<b>Total</b>	<b>396,716,323</b>	<b>379,704,341</b>	<b>385,789,579</b>	<b>409,503,312</b>	<b>449,859,589</b>



Arizona Tuition Rates  
For 30 Hours of Study  
(One Year of Full-Time Equivalent Credit)

County	1991-92	1992-93	1993-94	1994-95	1995-96
Cochise	\$690	\$690	\$750	\$750	\$780
Coconino	\$600	\$600	\$600	\$600	\$810
Graham	\$600	\$628	\$628	\$628	\$628
Maricopa	\$780	\$870	\$960	\$960	\$1,020
Mohave	\$510	\$520	\$520	\$580	\$580
Navajo	\$360	\$600	\$600	\$600	\$660
Pima	\$576	\$650	\$700	\$724	\$724
Pinal	\$570	\$594	\$690	\$700	\$700
Yavapai	\$620	\$652	\$666	\$666	\$666
Yuma-LaPaz	\$690	\$720	\$780	\$780	\$780
Arizona Average	\$600	\$652	\$689	\$699	\$735

Arizona Average Tuition 1991-92 to 1995-96



**State Office Administration**

**Combined Statement of Revenues, Expenditures and Changes in Fund Balances  
All Governmental Fund Types  
for the Fiscal Year Ended June 30, 1996**

	GENERAL	SPECIAL REVENUE	TOTAL
<b><u>Revenues</u></b>			
Legislative Appropriations	103,389,600		103,389,600
Fees for Teacher Certification		170,166	170,166
	103,389,600	170,166	103,559,766
Total Revenues	103,389,600	170,166	103,559,766
<b><u>Expenditures</u></b>			
Personal Services	450,546	74,608	525,154
Employer Related Expenditures	81,135	13,900	95,035
Professional Services	23,178	803	23,981
Travel In-State	34,255	70	34,325
Travel Out-of-State	2,785	0	2,785
Other Operating	76,455	50,793	127,248
Capital Expenditures	0	0	0
	668,354	140,174	808,528
Total Administrative Expenditures	668,354	140,174	808,528
State Aid to Community Colleges	102,720,900		102,720,900
	103,389,254	140,174	103,529,428
Total Expenditures	103,389,254	140,174	103,529,428
Excess of Revenues over Expenditures	346	29,992	30,338
Fund Balances, July 1, 1995	0	172,477	172,477
Fund Balances, June 30, 1996	346	202,469	202,815

NOTE: Percentage of Total General Funds Appropriated to Community Colleges Used by State Board: 0.6%
--

Program of Study Information:  
Curriculum Matrix,  
Skill Centers, and Tech Prep

CURRICULUM MATRIX FOR ARIZONA COMMUNITY COLLEGES	WESTERN ARIZONA	CENTRAL ARIZONA	GILBERT CHANDLER	COCHISE	COCONINO	EASTERN ARIZONA	ESTRELLA MOUNTAIN*	GATEWAY	GLENDALE	MESA	MOHAVE	NORTHLAND	PIONEER	VALLEY PARADISE	PHOENIX	PIMA	RIO SALADO	SCOTTSDALE	SOUTH MOUNTAIN	YAVAPAI
01. Agricultural Business & Production	CD	C		CD		D	D		D	CD		CD			CD					
02. Agricultural Sciences	D	D		C		D				CD							CD	CD		
03. Conservation & Renewable Natural Resources						D														
04. Architecture & Related Programs					C					C					CD	C				
05. Area, Ethnic & Cultural Studies		D														D				
08. Marketing Operations/ Marketing & Distribution	D				D	CD				CD	CD	C			CD	CD			D	
09. Communications	D	D		CD			D		D							CD		CD		
10. Communications Technologies							D		D		C									
11. Computer & Information Sciences	CD	CD	CD	CD	CD	CD	D		D	CD	CD	CD	C	D	CD	CD	CD	CD	CD	CD
12. Personal & Miscellaneous Services						CD	C		C		C	CD				CD	CD	CD		
13. Education		CD	CD	CD	D	D	CD		CD	D		CD	D			CD				
14. Engineering	CD	CD		D	D		D		D							D				
15. Engineering-Related Technologies	CD	CD	D	CD	C	CD	CD	CD	CD	CD	CD	CD			CD	CD	CD	CD		CD
16. Foreign Languages & Literatures	D	D		D		D														
19. Home Economics	CD																CD			
20. Vocational Home Economics	CD	CD				CD	CD		CD	CD	CD	CD			CD	CD	C	CD	C	
22. Law & Legal Studies				CD	C	D	D		D			D			CD	C		D		D
23. English Language & Literature	D	D		D		D	D		D		D				C	D				
24. Liberal Arts & Sciences, General Studies & Humanities	D	D	D	D	D	D	D		D		D	D				D	D		D	D

Classification of Instructional Programs (CIP) numbers and titles displayed are supplied by the U.S. Department of Education's National Center for Education Statistics (NCES).

C = Certificate program(s) offered    D = Degree program(s) offered    L = Preparation for licensure

\*Estrella Mountain Community College Center is under the auspices of Glendale Community College until separate accreditation is awarded.

<b>CURRICULUM MATRIX FOR ARIZONA COMMUNITY COLLEGES</b>	<b>A R I Z O N A</b>	<b>W E S T E R N</b>	<b>C E N T R A L</b>	<b>C H A N D L E R</b>	<b>G I L B E R T</b>	<b>C O C H I S E</b>	<b>C O C O N I N O</b>	<b>E A R I Z O N A</b>	<b>E S T R E L L A</b>	<b>M O U N T A I N</b>	<b>G A T E W A Y</b>	<b>G L E N D A L E</b>	<b>M E S A</b>	<b>M O H A V E</b>	<b>N O R T H L A N D</b>	<b>P I O N E R</b>	<b>V A L L E Y</b>	<b>P H O E N I X</b>	<b>P I M A</b>	<b>R I O S A L A D O</b>	<b>S C O T T S D A L E</b>	<b>S O U T H</b>	<b>M O U N T A I N</b>	<b>Y A V A P A I</b>	
25. Library Science													D		CD										
26. Biological Science/Life Sciences	D	D			D			D	D		D			D					D						
27. Mathematics	D	D						D	D		D			D					D						
30. Multi/Interdisciplinary Studies																			D						
31. Parks, Recreation, Leisure & Fitness Studies	D	D			D			D	C		C														
40. Physical Sciences	D	D			D			D	D		D								D						
41. Science Technologies	CD	CD					D							D											
42. Psychology		D			D			D	D		D			D		D									
43. Protective Services	CD	CD			CD	CD	CD	CD	CD		CD	CDL	CD	CDL	CDL			CD	D	CD	CD			CD	
44. Public Administration & Services	CD				CD							D	CD	CD	CD				CD	CD	C				
45. Social Sciences & History	D	D			D			D	D		D			D		D			CD						
46. Construction Trades		C			C	C	C	C		CD		C	CD	CD	CD			CD	D					CD	
47. Mechanics & Repairs	CD	CD	CD	CD	CD			CD	CD	CD	CD	CD	CD	CD	C				CD					CD	
48. Precision Production Trades	CD	CD			CD	CD	CD	CD	CD	CD	CD	CD	CD	C	CD			CD	CD		CD			CD	
49. Transportation & Materials Moving					CD					C				C							CD				
50. Visual & Performing Arts	D	D			D			D	CD		CD			CD	CD			CD	CD			D		CD	
51. Health Professions & Related Sciences	CDL	CD			CD	CD	CDL	D	CD	CD	D	CDL	CD	CDL	CDL	CD	CD	CD	CD	CD	CD	CD		DL	
52. Business Management & Administrative Studies	CD	CD	CD	CD	CD	CD	CD	CD	CD	C	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD

Classification of Instructional Programs (CIP) numbers and titles displayed are supplied by the U.S. Department of Education's National Center for Education Statistics (NCES).

C = Certificate program(s) offered    D = Degree program(s) offered    L = Preparation for licensure

\*Estrella Mountain Community College Center is under the auspices of Glendale Community College until separate accreditation is awarded.

## SKILL CENTERS

Another dimension of postsecondary education may be experienced at one of Arizona's Skill Centers. There are two centers which are located in Maricopa and Pima Counties. These centers are unique operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the

labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring

and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready."

Listed below are some of the training clusters offered at one or more of Arizona's Skill Centers:

Accounting and Payroll	Food Preparation/Service
Auto Body	Health Occupations
Business and Office Education	Hotel and Airline Reservations
Carpentry: Qualified Framers	Meatcutting
Computer Based Programs/Occupations	Printing
Computerized Office Procedures	Retail Skills
Facilities Maintenance	Retail Banking
Federal Correctional/Institutions	Safety Trades
	Welding Trades

### Skill Centers of Arizona Enrollment Data

<u>Skill Centers</u>	<u>FTSE*</u>	<u>Student Clock Hrs.</u>	<u>No. of Students</u>	<u>No. of Programs</u>	<u>Job** Placement</u>	<u>Certificates Awarded</u>
Maricopa	901	563,791	3,150	13	1,995	2,850
Pima	413	263,000	949	4	514	609
<b>Total</b>	<b>1,314</b>	<b>826,791</b>	<b>4,099</b>	<b>17</b>	<b>2,509+</b>	<b>3,459</b>

\* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.

\*\*Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%)

+ These are verifiable placements by the Skill Centers.

## HOW TECH PREP HAS MADE A DIFFERENCE

The impact which *Tech Prep* is having within Arizona is not reflected by numbers of students, programs, or teachers. Systemic change is evolving as result of people working together on *Tech Prep* issues and developing a level of trust.

Communication among and between high school and community college instructors is a significant achievement as shown by a willingness to share facilities, personnel, and resources, and eliminate turf for the benefit of students.

Articulation agreements are established for high school and community college programs to students can make a smooth transition from high school to community college. Program articulation is viewed as a complete program of study, not just a collection of individual courses.

Students are assisted in transitioning to community college while in high school through summer Early Start programs. This enables students to take college courses while still in high school. Students can participate in summer

academies on the campus of a community college with community college instructors. They can receive academic credit toward high school graduation for academic skills gained as a result of successful completion of a vocational course. These changes are occurring throughout the *Tech Prep* consortia.

New courses have been developed which integrate academic and occupational program areas. Examples are multimedia information technology and English, math and science with automotive technology and accounting with child development.

Instructors now teach many applied courses in math, science and communications technology. *Tech Prep* funding has provided training for both secondary and post secondary instructors, along with classroom materials and texts. Follow-up workshops and inservice is being provided by the trained instructors so that training will become consortiumwide. These integration efforts are making a difference

with students so they see practical applications of academic concepts in a real-world setting.

*Tech Prep* is the foundation for the School-To-Work movement and is providing the high school and community college part of the total system change for all students.

Partnerships with business and the community which have been established with *Tech Prep* are continuing into School-To-Work. Internships and work experience for teachers and students is taking place as students focus on the development of career pathways. The lessons learned over the past five years of *Tech Prep* are critical to establishing a successful School-To-Work system.

The essential concepts of *Tech Prep*: integration, articulation, work-based learning, partnerships, curriculum restructuring, expanded role for guidance counselors, and changed teaching/ learning styles are making an impact for students and teachers, and will remain as core concepts of educational reform.



Arizona Community College  
Directory  
October, 1996

**State Board of Directors for  
Community Colleges of Arizona**

3225 North Central Avenue, Suite 1220  
Phoenix, Arizona 85012

Phone: (602) 255-4037  
FAX: (602) 279-3464

**State Board Members  
1995-96**

Jessie A. Slade .....	Apache County
Theodore C. Fichtl .....	Cochise County
Michael G. Clifton.....	Coconino County
Byron K. Mills .....	Gila County
Lois W. Claridge .....	Graham County
Melba Ruth Senne .....	Greenlee County
Evangelina "Conkie" Hoover.....	La Paz County
James A. Ullman.....	Maricopa County
Patrick K. Carlin .....	Mohave County
Thava Freedman .....	Navajo County
Robert L. Gugino.....	Pima County
Jim Hartdegen.....	Pinal County
Lourdes Moreno-Jeong .....	Santa Cruz County
Karen F. Rizk.....	Yavapai County
T.O. Beach.....	Yuma County
Judith A. Gignac.....	Arizona Board of Regents
Charles Losh.....	Superintendent of Public Instruction Representative

## Executive Committee of the State Board 1995-96

Robert L. Gugino.....	Chairman
Thava Freedman .....	Vice Chairman
James A. Ullman .....	Immediate Past Chairman
Evangelina "Conkie" Hoover.....	Secretary
Patrick K. Carlin .....	Treasurer
Theodore C. Fichtl .....	Executive Committee Member-At-Large

## Directory of State Board Staff

Donald E. Puyear, Ph.D .....	Executive Director
Patricia R. Campbell.....	Receptionist
Barbara A. Collins .....	Certification Officer
Nancy F. Dillon .....	Tech Prep State Coordinator
Patricia R. Gelvin .....	Fiscal Services Specialist
Pete S. Gonzalez .....	Associate Executive Director for Community & Governmental Relations
Carol A. Gray.....	Teacher Certification Clerk
Gordon G. Hall.....	Associate Executive Director for Educational Services
Mary N. Harrison.....	Program and Project Support
Carol V. Nau .....	Assistant to the Executive Director
Virginia U. Payan .....	Teacher Certification Clerk
Thomas J. Saad.....	Associate Executive Director for Business & Financial Services
Mary Jo Saiz.....	Office Manager
Claudia L. Schreiner.....	Administrative Assistant
Carol M. Thompson.....	Administrative Assistant

## COLLEGE DIRECTORY

### COCHISE COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Walter Patton, President (520) 364-0209  
4190 West Highway 80 FAX (520) 364-0206  
Douglas, Arizona 85607

**Douglas Campus** (520) 364-7943  
4190 West Highway 80  
Douglas, Arizona 85607-9724

**Sierra Vista Campus** (520) 515-5413  
Dr. Karen Nicodemus, Provost FAX (520) 515-5406  
901 N. Colombo  
Sierra Vista, Arizona 85635

### COCONINO COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Phil Tullar, President (520) 527-9766  
FAX (520) 522-2235

**Coconino Community College** (520) 527-1222  
3000 N. Fourth Street, Suite 17  
P.O. Box 80000  
Flagstaff, Arizona 86003-8000

### GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT

Gherald L. Hoopes, Jr., President (520) 428-8231  
3714 West Church Street FAX (520) 428-8462  
Thatcher, Arizona 85552

**Eastern Arizona College** (520) 428-8233  
3714 West Church Street  
Thatcher, Arizona 85552-0917

**Gila Pueblo Campus**  
Donald Allen, Executive Dean  
Box 2820  
Globe, Arizona 85502

(520) 425-3151  
FAX (520) 425-0554

## **MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT**

**Dr. Paul A. Elsner, Chancellor**

(602) 731-8105  
FAX (602) 731-8120

**District Office**  
2411 West 14th Street  
Tempe, Arizona 85281-6941

(602) 731-8000

**Chandler-Gilbert Community College**  
Arnette Ward, President  
2626 E. Pecos Road  
Chandler, Arizona 85225-2499

(602) 732-7010  
FAX (602) 732-7090

**Estrella Mountain Community College Center**  
Dr. Homero Lopez, Provost  
3000 North Dysart Road  
Avondale, Arizona 85323

(602) 935-8015  
FAX (602) 935-8008

**GateWay Community College**  
Dr. Phil Randolph, President  
108 N. 40th Street  
Phoenix, Arizona 85034

(602) 392-5180  
FAX (602) 392-5329

**Glendale Community College**  
Dr. Tessa Martinez-Pollack  
6000 W. Olive Avenue  
Glendale, Arizona 85302

(602) 435-3000  
FAX (602) 435-3329

**Mesa Community College**  
Dr. Larry Christiansen, President  
1833 W. Southern  
Mesa, Arizona 85202

(602) 461-7300  
FAX (602) 461-7804

**Paradise Valley Community College**

Dr. Raul Cardenas, President  
18401 N. 32nd Street  
Phoenix, Arizona 85032

(602) 493-2727  
FAX (602) 493-2978

**Phoenix College**

Dr. Marie Pepicello, President  
1202 W. Thomas Road  
Phoenix, Arizona 85013

(602) 285-7433  
FAX (602) 285-7599

**Rio Salado Community College**

Dr. Linda Thor, President  
2323 W. 14th Street  
Tempe, Arizona 85281

(602) 517-8140  
FAX (602) 517-8149

**Scottsdale Community College**

Dr. Arthur DeCabooter, President  
9000 E. Chaparral Road  
Scottsdale, Arizona 85250-2699

(602) 423-6310  
FAX (602) 423-6063

**South Mountain Community College**

Dr. John Cordova, President  
7050 S. 24th Street  
Phoenix, Arizona 85040

(602) 243-8035  
FAX (602) 243-8108

**Maricopa Skill Center**

Stanley Grossman, Director  
1245 East Buckeye Road  
Phoenix, Arizona 85034-4101

(602) 238-4300  
FAX (602) 238-4307

**MOHAVE COUNTY COMMUNITY COLLEGE DISTRICT**

Dr. Charles W. Hall, President  
1971 Jagerson Avenue  
Kingman, Arizona 86401

(520) 757-0801  
FAX (520) 757-0836

**Kingman Campus**

Ingrid Lee, Dean  
1971 Jagerson Avenue  
Kingman, Arizona 86401

(520) 757-4331

**Lake Havasu Campus**  
Dr. Gary Isham, Dean  
1977 West Acoma Boulevard  
Lake Havasu City, Arizona 86403

(520) 855-7812  
FAX (520) 453-1830

**Mohave Valley Campus**  
Dr. James McDonnell, Dean  
3400 Highway 95  
Bullhead City, Arizona 86442

(520) 758-3926  
FAX (520) 758-4436

## NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Dr. John Anderson, President  
P.O. Box 610  
Holbrook, Arizona 86025

(520) 524-1993  
(520) 524-1997

Northland Pioneer College  
Painted Desert Campus  
993 East Hermosa Drive  
Holbrook, Arizona 86025-0610

(520) 524-6111  
FAX (520) 524-2772

**Send Mail to:**  
P.O. Box 610  
Holbrook, Arizona 86025-0610

**White Mountain Campus**  
Show Low, Arizona

(520) 537-2976  
FAX (520) 524-2227

**Silver Creek Campus**  
Snowflake, Arizona

(520) 536-7871  
FAX (520) 524-2313

**Little Colorado Campus**  
Winslow, Arizona

(520) 289-4633  
FAX (520) 524-2124

Please send mail for all campuses to the Painted Desert Campus.

## PIMA COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Robert D. Jensen, Chancellor

(520) 748-4747  
FAX (520) 748-4990

District Central Office  
4905 East Broadway  
Tucson, Arizona 85709-1005

**Community Campus**  
Jana B. Kooi, Campus President  
1901 North Stone Avenue  
Tucson, Arizona 85709-5000

(520) 884-6577  
FAX (520) 884-6539

**Desert Vista Campus**  
Edward B. Acuña, Campus President  
5901 South Calle Santa Cruz  
Tucson, Arizona 85709-6000

(520) 295-5001  
FAX (520) 295-5050

**Downtown Campus**  
Dr. Miguel A. Palacios, Campus President  
1255 North Stone Avenue  
Tucson, Arizona 85709-3005

(520) 884-6644  
FAX (520) 884-6250

**East Campus**  
Dr. Wesley E. Soderquist, Campus President  
8181 East Irvington Road  
Tucson, Arizona 85709-4000

(520) 722-7620  
FAX (520) 722-7809

**West Campus**  
J. Graham Smart, Campus President  
2202 West Anklam Road  
Tucson, Arizona 85709-0001

(520) 884-6752  
FAX (520) 884-6693

**Center for Training and Development**  
Dr. Johnson Bia, Director  
5901 South Calle Santa Cruz  
Tucson, Arizona 85709-6300

(520) 295-5100  
FAX (520) 295-5196

## PINAL COUNTY COMMUNITY COLLEGE DISTRICT

Dr. John J. Klein, President  
8470 N. Overfield Road  
Coolidge, Arizona 85228

(520) 426-4200  
FAX (520) 426-4575

**Superstition Mountain Campus**  
Dr. Joanna Michelich, Dean  
273 Old West Highway  
Apache Junction, Arizona 85219-5223

(602) 982-7261  
FAX (520) 426-4484

**Aravaipa Campus**  
Joseph Heal, Dean  
Aravaipa Road - Star Route Box 97  
Winkelman, Arizona 85292

(520) 357-7864  
FAX (520) 426-4494

Central Arizona College  
**Signal Peak Campus**  
Harold McLaughlin, Dean  
8470 N. Overfield Road  
Coolidge, Arizona 85228

(520) 426-4444  
FAX (520) 426-4234

## YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Doreen Dailey, President  
1100 E. Sheldon Street  
Prescott, Arizona 86301

(520) 776-2022  
FAX (520) 776-2019

**Yavapai College**  
1100 E. Sheldon Street  
Prescott, Arizona 86301

(520) 445-7300  
FAX (520) 776-2019

**Verde Valley Campus**  
Dr. Eula Dean, Dean  
601 Black Hills Drive  
Clarkdale, Arizona 86324

(520) 634-7501  
FAX (520) 634-6549

## YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT

Dr. James R. Carruthers, President

(520) 726-1000

Arizona Western College  
P.O. Box 929  
Yuma, Arizona 85366

(520) 726-1000  
FAX (520) 344-7730

*In Memory of*  
**JOSEPH F. RUSSO**  
*January 11, 1924 — June 18, 1996*  
*State Board Member Representative*  
*From Yavapai County*  
*January 1990 — March 20, 1996*