

## Executive Summary

### Report on the Maricopa Community Colleges Governing Board's Goals and Measures 2000-01

#### Purpose

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

#### Methodology

A number of groups assisted in this process through consultation and data collection, including the Deans of Instruction, Deans of Student Development Services, Deans of Occupational Education, Institutional Research Council, and the District Offices of Workforce Development and Student Services. Feedback from the Deans groups last year suggested a number of format changes: a report format easily read by constituents; more focus on hard data, less reliance on surveys, more clarification of measures and more meaningful measures, input and participation from the Deans and other groups. The work group made every effort to incorporate these considerations into the process for the 2000-01 report.

#### Major Findings: Are We Doing What We Say We Are Doing?

- ✓ Yes. The Maricopa Community Colleges individually and collectively provide a diverse range of opportunities for students, community members, K-12 schools, universities and public/private partners. Some programs and services are uniquely customized to meet specific student or community needs, while others provide more basic support to all students or the community at large.
- ✓ Yes. We strive to monitor whether we are doing what we say we are doing, and to find various ways to improve.

#### I. University Transfer Education/General Education

Early indications are that an increasing number of students will use the AGEC and transfer pathway (ATP) options to transfer to ASU, which is the primary university pipeline for Maricopa students. Approximately 50% or more of the ASU baccalaureate recipients each year have Maricopa credits. Also, over 50% of the ASU students in a given year have Maricopa transfer credits. Over 3,000 students with Maricopa credits are new freshmen/new transfers each year at ASU.

Student feedback on the transfer process was obtained from a transfer survey in Spring 2000. Over 800 students responded, yielding a 31% response rate. Most were enrolled at the ASU Main campus. This group was split in their reported experience with transfer: 45% reported that all Maricopa credits transferred, while 50% indicated that not all of their credits transferred. When asked why their courses did not transfer, about 25 - 30% took more courses than they were allowed to transfer, took courses they thought would transfer but these did not, took courses specific to a major but changed majors, and/or chose to take courses they knew would not transfer. A group (23%) reported they were misadvised about the courses (that did not transfer).

The Maricopa Colleges all provide programs and services to support student development needs. These range from the formal services of Admissions and Registration and all the related services (for e.g., enrollment services, transcripts, graduation check-out out), Advising, Career Counseling and Services, Counseling Center Services, Assessment Center (e.g., ASSET and other testing), Learning Center, Outreach, Recruitment and Retention programs, and Financial Aid, to more informal services of Student Government, Student Clubs, Refugee life skills program, programs where students engage in service learning and community volunteer opportunities (Habitat for Humanity).

Since September 1999, 15,974 students and 5,785 employers have utilized "The Maricopa Recruiter," a web-site tool to post over 10,000 jobs and seek jobs, respectively.

Developing multiple measures of student academic achievement of learning outcomes, as a result of student development services, is a very difficult and complex, even in the more structured classroom setting where faculty are addressing college-wide assessment of student academic achievement. This is an area that the Deans of Student Services may wish to collaborate at some level with the Deans of Instruction for the future.

#### **V. Continuing and Community Education**

Most colleges cited course evaluations, and the continued growth in the number of participants and the number of course offerings, as evidence of community member satisfaction with opportunities for personal interest/development. The colleges offer a variety of noncredit programs and classes in the areas of business & occupations, personal enrichment, professional development, home & family, fitness & wellness, youth, seniors, arts & crafts, recreation & sports, pastimes & hobbies, language, alternative health, music, dance and theater. The colleges cited course evaluations as the primary means of determining community member satisfaction with college offerings.

Maricopa Colleges continue to be very responsive to the continuing and community education needs of students and community, through personal interest and development opportunities, ranging from personal enrichment, professional development, fitness and wellness and senior programs, to language, music, dance and theatre. The colleges also offer diverse programs that serve to outreach and recruit students, such as dual enrollment, occupational programs, programs with a science focus, those aimed at under-represented and first generation college students, as well as test preparation courses.

Information on the college-going rates of high school graduates participating in an outreach program is very limited, yet illustrates from one college's report, approximately 14% of the high school graduates from the primary feeder schools enroll the following fall term at that college, a consistent rate for the past three years. However, some students may also attend other Maricopa colleges or other colleges.

District-wide, approximately 45% of Maricopa County's high school graduates attend the Maricopa colleges, a level that has remained constant over the past three years.

#### **VI. How is the Diversity goal being addressed?**

The goal of diversity was adopted for reporting in November 2002. Measures need to be developed and a status report provided in February 2002. The same applies for the goal of Teacher Education.

#### **VII. How is the Teacher Education goal being addressed?**

Maricopa has assumed a leadership role in Arizona by establishing the Teacher Education Partnership Commission to address the PreK-12 teacher shortage. Maricopa colleges have developed several teacher education programs within the district, as well as working in partnership with other colleges and

# TABLE OF CONTENTS

	PAGE
<b>PROGRESS ON GOALS AND OUTCOMES</b>	
I. University Transfer Education/ <i>General Education Goals</i>	2
II. <i>Developmental Education Goal</i>	6
III. <i>Workforce Development Goals</i>	10
IV. <i>Student Development Services Goals</i>	14
V. <i>Continuing and Community Education Goals</i>	22
VI. <i>Diversity Goal</i>	26
VII. <i>Teacher Education Goal</i>	26
<b>SUMMARY</b>	27
<b>APPENDICES</b>	29

## **Purpose**

This report reviews the performance of the Maricopa Community Colleges toward achievement of the Governing Board's goals, which reflect components of the district mission. These components are Transfer and General Education, Developmental Education, Workforce Development, Student Development Services and Continuing/Community Education.

As part of the Maricopa Governance model, the Maricopa Governing Board has directed that each of its goals be monitored on an annual basis. The goals serve as a Board policy that addresses the institutional products, impacts, benefits and outcomes that are delivered to its constituencies. Both the linking of the goals to financial planning, and the monitoring of the Chancellor's executive performance to the degree to which Board policies are fulfilled, serve as a foundation for achieving public accountability. The focus is on outcomes and implications for Maricopa's planning for the future. The measures are posed in question format and followed by key findings.

## **Methodology**

Various groups assisted with this report through consultation and data collection, including the Deans of Instruction, Student Development Services and Occupational Education, Institutional Research Council, and the offices of Workforce Development and Student Services. Feedback from the Deans' groups suggested a number of format changes: a report easily read by constituents; more focus on hard data, less reliance on surveys, more clarification of measures and more meaningful measures, input from the Deans and other groups. The work group made every effort to incorporate these considerations into the process for this report.

## **Maricopa Demographics**

Maricopa has one of the lowest tuition rates in the nation (\$43 per credit hour in AY2001-02) and an open admissions policy, relative to state universities and private colleges. Maricopa also provides geographical access in metropolitan areas, as well as distance learning access for urban and rural areas via its college beyond walls - Rio Salado, primary provider of Internet courses for the Maricopa district. A review of the demographics indicates the following:

- The ethnic diversity of the student population exceeds the diversity of Maricopa County (about 37% and 23% minority, respectively).
- The age profile of the student body is as diverse as the age profile of the County - with younger persons and mid-age persons attending the colleges.
- Females (54%) outnumber males (42%) at the colleges.
- Maricopa students attend college primarily on a part-time basis (80%), reflective of the County's educational enrollment pattern.
- The ratio of day-evening student headcount is approximately 57% to 43%.
- Maricopa Colleges enrolled over 12,000 students under the age of 18 in FY1999-2000; this represented over 60% of students under age 18 enrolled in community colleges in Arizona. Typically, students tend to come from the larger population centers with 5 of the top 10 feeder high schools being in Mesa, 2 in Gilbert, and 1 each from Scottsdale, Glendale and Phoenix.
- High school students who graduated high school in year 2000 and who enrolled in Maricopa Colleges in Fall 2000 are diverse, 3% American Indian, 3% Asian, 5% Black, 20% Hispanic, with 53% being female. About 72% of this group continues from fall to spring at Maricopa Colleges, a rate typical of Arizona high school students in general.

primary university pipeline. (This contrasts with roughly 10% of Northern Arizona University and about 35% of the University of Arizona student body, for the years for which data have been provided by NAU and U of A, 1996-97 through 1998-99).

MCCD Credits	1996 Fall	1997 Fall	1998 Fall	1999 Fall	2000 Fall
1-11 credits	3505	4017	4487	4418	4530
12-23	1948	2237	2542	2685	2750
24-31	1031	1175	1240	1277	1402
32-47	1933	2123	2248	2288	2320
48-63	3025	3210	3277	3458	3517
64+	3994	4090	3909	3664	3529
Total	15436	16852	17703	17790	18048

*d. What is the average GPA of transfer students by university college compared to the average GPA of native students at comparable credit levels who have completed 24 community college credits, a 35 credit AGEC, and an associate's degree?*

The GPA is not available in the ASU transfer database for years prior to 2000-01. GPA's for ASU degree recipients with Maricopa credits were obtained indicating that degree recipients with Maricopa credits recorded solid B averages -- a 3.2 GPA from ASU Main, 3.4 GPA from ASU West and 3.12 GPA from ASU East. Obtaining the GPA of native students at ASU is one of the goals for future collaboration with ASU. Work with the state universities on the transfer data warehouse will evolve over the next year or two. (Data from the University of Arizona and Northern Arizona University are not available for recent years.)

*e. What is the total number of new Maricopa students attending state universities annually?*

Over 3,000 students with Maricopa credits are new freshman/new transfers each year at ASU. The number of freshmen Maricopa students annually attending ASU has fluctuated from 3,220 students in 1996 to over 3,800 students in 2000-01.

ASU	1996-97	1997-98	1998-99	1999-00	2000-01
New Students to ASU With Maricopa Credits	3220	3723	3681	3981	3815

In addition, students with Maricopa College credits comprise over 50% of the ASU student body.

*f. How do these measures compare to Adelman's and other national statistics regarding community college transfers?*

As we obtain more information from the universities through ASSIST, we can begin to compare our results to those of other college transfer processes.

**• STUDENTS WILL DEMONSTRATE POST-SECONDARY COMPETENCIES IN COMMUNICATION (WRITING, SPEAKING, LISTENING), READING, THE HUMANITIES, SCIENCE, CRITICAL THINKING, PROBLEM SOLVING, COMPUTER AND INFORMATION LITERACY AND MATHEMATICS.**

The current monitoring cycle for this particular goal is scheduled for reporting in February 2002.

other). CAS brings together course applicability and curriculum information at one web location, for student ease of use. Student feedback has been favorable.

A total of 431 students responded to the Arizona CAS student survey as follows:

- o 63% are students currently enrolled at a community college, while 23% are at a Arizona university
- o 83% indicated their main goal in transferring was to complete a 4-year degree (vs. AGEC, 2-year or other award)
- o 41% wanted to match their community colleges courses to university courses, while 37% wanted information on how their courses apply to a university degree program
- o 84% indicated that CAS has useful information
- o 75% reported that CAS has clear directions, also 75% found CAS to be user-friendly.

These students (89%) would use CAS again.

**• STUDENTS WILL SUCCESSFULLY COMPLETE CERTIFICATE PROGRAMS AND ASSOCIATE DEGREE PROGRAMS.**

**a. What is the number of completed certificate or associate degrees in a given year?**

Over the past 5 years, the number of awards has doubled -- from 6,884 awards in FY1996-97 to over 14,000 awards in FY2000-01. Maricopa historically has awarded more degrees than certificates. In the recent 5 years, that pattern has been shifting. Certificates comprised 49% of all degree and certificate awards in FY 1996-97; in contrast, they comprised 71% of all awards in FY2000-01. Thus over 5 years, degrees increased by nearly 19% while certificates increased by over 200%.

	1996-97	1997-98	1998-99	1999-00	2000-01
<b>Total Awards</b>	6,884	10,856	9,759	10,773	14,250
<b>Certificates</b>	3,346	7,361	5,990	6,815	10,172
<b>Degrees</b>	3,538	3,495	3,769	3958	4078
<b>Certificates as % of Awards</b>	49%	68%	61%	63%	71%
<b>Degrees as % of Awards</b>	51%	32%	39%	37%	29%

Degrees	1996-97	1997-98	1998-99	1999-00	2000-01
AA	1425	1533	1780	1635	1312
AAS	1384	1297	1291	1447	1385
ABUS	0	0	0	8	35
AGS	659	647	682	781	1076
AS	70	18	15	16	15
ATP	0	0	1	71	255
<b>Total</b>	<b>3538</b>	<b>3495</b>	<b>3769</b>	<b>3958</b>	<b>4078</b>

Source: IR Data Warehouse, September 24, 2001. Awards reported by "Date Received."

(from 21% to 29% from Fall 1994 to Fall 2000). The overall course completion rate for Developmental Courses (below 100 level courses) is approximately 60%:

	Students Enrolled in Developmental Courses Below 100 (Reading, English, Math)	Completed With A,B,C,P	Completion Rate
Fall 1998	18,489	11,167	60%
Fall 1999	19,145	11,502	60%
Fall 2000	20,428	12,486	61%

### Demographic Profile of Fall Developmental Education Cohorts

The demographic profile of the entering fall term cohorts (1998) indicates some differences between these developmental cohorts and the overall student population in the district.

- o The overall district student population is predominantly female (54% in Fall 2000 45<sup>th</sup> day); However, the developmental courses/sequences reviewed suggest that males tend to be slightly over-represented in these courses, about 47% to 50% male, compared to their numbers at about 46% overall in district.
- o Students in these courses/sequences tend to be predominantly younger students, with roughly 40 -50% of the students being 15 - 19 years of age, and roughly 21 - 24% being 20 - 24 years of age. The figures vary somewhat by developmental sequence (Reading, English, Math). This compares to over 25% under 20 years of age and about 24% ages 20-24 years of age in the district in Fall 2000 45<sup>th</sup> day; thus younger students are over-represented in these developmental courses.
- o These students are predominantly enrolled on a part-time basis (over 70%), which is lower than the district part-time rate of 80%. These students also predominantly enroll in day classes - over 70%, as compared to 58% for the district for Fall 2000 45<sup>th</sup> day.
- o Finally, students who self-report themselves as Hispanic are over-represented in these Developmental courses/sequences at roughly 33 - 35% compared to their numbers in the district overall at roughly 17%.

Three key developmental sequences - Reading, English and Math - are the focus for this report. Typically over 50% of students successfully complete (A,B,C,P) the first developmental education course in a sequence. Rates vary from over 60% in the Developmental Reading sequence, to about 55-60% in English, and approximately 50% in the Math sequence. The sequences reviewed for this report are defined below. Students were tracked for two years through a given developmental sequence. Students enrolled for the first time in the course in the sequence were tracked. Based on discussions with the Deans of Instruction and Institutional Research Councils, in the future, students need to be tracked through an entire developmental course sequence. The groups also asked that multiple cohorts be tracked in order to identify any trends.

### Reading Sequence: RDG081 → RDG091

The majority of students enrolled in RDG081 for the first time successfully complete that course with a C or higher grade:

- o In Fall 1998, 744 students enrolled for the first time in RDG081.
- o Of that 744, 522 students (70%) successfully completed RDG081 (with a C or better).
- o Within 2 years, 345 students (46%) enrolled in subsequent course RDG091.
- o 203 students (27%) successfully completed RDG081 and RDG091 (with a C or better) within two years.

**English Sequence: ENG071 → ENG101**

In terms of ENG071, 60% of students enrolled in this course for the first time successfully complete that course with a C or higher grade:

- In Fall 1998, 2183 students enrolled for the first time in ENG071.
- Of that 2183, 1303 students (60%) successfully completed ENG071 (with a C or better).
- Within 2 years, 1091 students (50%) enrolled in subsequent course ENG101.
- 775 students (36%) successfully completed ENG071 and ENG101 (with a C or better) within two years.

	Cohort: Students Enrolled First Time in ENG071	Students Who Complete ENG071 with A,B,C,P	Students Who Complete ENG071 With A,B,C,P and Enroll in ENG101 Within 2 Years	Students Who Complete ENG071 and ENG101 With A,B,C,P Within 2 Years
Fall 1998	2183	1303	1091	775
		60%	50%	36%

A similar pattern of results was obtained from a review of the Fall 1996 and Fall 1997 cohorts.

**Math Sequence: MAT090,091,092 → MAT120,121,122**

In the math area, we look at sets of courses that are equivalent, as identified by a group of math faculty. Thus the course sets reviewed for this report are MAT090,091,092 and MAT120,121,122 and how students complete a course in the first set, and move on to a course in the second set:

- In Fall 1998, 5902 students enrolled in MAT090,091,092.
- Of that 5902, 2938 students (50%) successfully completed MAT090,091,092 (with a C or better).
- Within 2 years, 2231 students (38%) enrolled in subsequent course MAT120,121,122.
- 1508 students (26%) successfully completed MAT090,091,092 AND MAT120,121,122 (with a C or better) within two years.

	Cohort: Students Enrolled First Time in MAT090,091,092	Students Who Complete MAT090,091,092 with A,B,C,P	Students Who Complete MAT090,091,092 With A,B,C,P and Enroll in MAT120,121,122 Within 2 Years	Students Who Complete MAT090,091,092 and MAT120,121,122 With A,B,C,P Within 2 Years
Fall 1998	5902	2938	2231	1508
		50%	38%	26%

Similar results characterized the Fall 1997 and Fall 1996 cohorts.

**Math Sequence: MAT120,121,122 → MAT142,150,151,152**

A similar pattern of results was generated for this sequence.

- In Fall 1998, 5705 students enrolled in MAT120,121,122.
- Of that 5705, 3006 students (53%) successfully completed MAT120,121,122 (with a C or better).
- Within 2 years, 2374 students (42%) enrolled in subsequent course MAT142,150,151,152.
- 1829 students (32%) successfully completed MAT090,091,092 AND MAT120,121,122 (with a C or better) within two years.

**b. What is the number of completed certificates and/or AAS degrees in a given year?**

Certificates outnumber degree awards 9:1, with over 10,000 certificates (of varying credit hours) to roughly 1380 AAS degree awards in 2000-01. The top 10 listings for each category are provided to give a sense of what areas appear to be priorities for students. The top fields include: flight attendant, law enforcement and corrections, personal services, and health-related areas.

Certificates 1 - 30 hours			
Rank	CIP	Description	Awards
1	490106	Flight Attendant	1889
2	430102	Corrections/Correctional Administration	931
3	129999	Personal & Miscellaneous Services, Other	699
4	511614	Nurse Assistant/Aide	610
5	510904	Emergency Medical Technology/Technician	509
6	521204	Bus. Systems Networking & Telecommunications	264
7	130499	Education Administration and Supervision, Other	187
8	521201	Mgmt. Information Systems & Business Data Processing, Gen.	154
9	430203	Fire Science/Firefighting	86
10	430107	Law Enforcement/Police Science	76
Total for Top 10 Certificates:			5405

Certificates 30 or more hours			
Rank	CIP	Description	Awards
1	430107	Law Enforcement/Police Science	3517
2	511613	Practical Nurse (L.P.N. Training)	121
3	511614	Nurse Assistant/Aide	98
4	521201	Mgmt. Information Systems & Business Data Proc., Gen.	43
5	430203	Fire Science/Firefighting	43
6	460302	Electrician	35
7	200401	Institutional Food Workers & Administrators, Gen.	32
8	512399	Rehabilitation/Therapeutic Services, Other	32
9	510905	Nuclear Medical Technology/Technician	31
10	470607	Aircraft Mechanic/Tech., Airframe	29
Total for Top 10 Certificates:			3981

AAS Degrees			
Rank	CIP	Description	Awards
1	511601	Nursing (R.N. Training)	347
2	521201	Mgmt. Information Systems & Business Data Proc., Gen.	84
3	430107	Law Enforcement/Police Science	65
4	430203	Fire Science/Firefighting	63
5	510602	Dental Hygienist	57
6	220103	Paralegal/Legal Assistant	41
7	521204	Bus. Systems Networking & Telecommunications	41
8	040501	Interior Architecture	36
9	150303	Electrical, Electronic & Comm. Engineering Technology/Technician	34
10	100104	Radio & Television Broadcasting Technology/Technician	31
Total for Top 10 AAS Degrees:			799

Source: IR Data Warehouse, September 24, 2001. Awards reported by Date Received.

Thus completion of occupational programs seems positively correlated with increasing number of students employed full-time and with increasing average wages over time, regardless of group (gender, ethnicity). Future goals - as resources permit - are to look at employment and wage status over longer periods of time.

**• MARICOPA COLLEGES WILL COLLABORATE WITH PRIVATE, PUBLIC AND COMMUNITY PARTNERS TO IDENTIFY AND RESPOND TO RECRUITMENT, TRAINING AND EDUCATIONAL NEEDS.**

The colleges collaborate with a variety of partners in responding to recruitment, training and educational needs. Currently there are a variety of partnerships, private, public and community partners. Private sector organizations represent automotive, aircraft/airline, general business, hospitals and health care organizations, hotels, information technology, telecommunications industries, retail as well as trade and labor associations. District-wide, public sector organizations include municipal and tribal governments, service agencies and schools. Churches and youth organizations comprise the category of community partners. For this particular reporting cycle, non-credit courses were reviewed primarily in the section, "Continuing/Community Education," and thus resulted in a smaller identification of community partners under this particular section.

***a. What is the evidence of partners who indicate satisfaction with services that meet their employment needs, measured on an annual basis?***

Satisfaction was judged on a scale of 1-3, with 1 being dissatisfied and 3 being satisfied, for partners that are provided contract training. For the 2000-01 reporting period, private, community and public partners averaged a satisfaction rate of 2.99. (Source: Deans of Occupational Education)

***b. What is the number/names/purpose of organizations by college; number of persons trained; number of contract training hours generated?***

For the July 2000-June 2001 reporting period, partnerships with the largest concentration of persons trained included apprenticeships, computer related training, on-line teacher education, management/administrative, medical/health care, technology/workforce, language/communication, and automotive. The top partnerships are listed below.

Purpose of Partnership	Number of Persons Trained	Number of Training Opportunities
Apprenticeships	2543	12*
Computer Related Training	2417	21*
Management/Administrative	2200	17*
On-line Teacher Education	1714	2*
Medical/Healthcare	1403	29*
Technology/Workforce Training & Information Sharing	1032	5*
Language/Communication (workplace Spanish, ESL, Comm.)	818	25*
Automotive Specific	750	2*
Subtotal	12877	113*
Customized Partnerships/Certificates & Degrees	15854**	137,073**
Total	28731	137,186

Source: Deans of Occupational Education. \*The numbers in the third column represent the number of times a particular subject or topic was offered as a training opportunity and does not reflect an actual number of partnerships. The different training opportunities within a given category could have been presented to an individual partner in multiple ways. \*\*Numbers represent the reporting of two colleges.

Thus reporting via formal instrument will be provided in the next reporting cycle. The student services offices at each of the colleges also obtain feedback from students through various mechanisms - surveys, student forums, student government and clubs.

***b. What are the student services provided by colleges, which support student learning, educational and career goals?***

Various programs and services are established at each college within Maricopa that provide support and guidance to students during the course of their educational experience. Programs and services range from those that assist students on how to start college, advisement for the proper courses to take in seeking a degree or certificate, assessment for adequate placement in English math and reading, to leadership and cooperative learning opportunities, career placement and assistance with the university transfer process. Additional support areas within the colleges that enhance the overall learning environment for students include access to information technology, on-site food service, and campus safety/security.

The very nature of the organizational functions and responsibilities that fall within Student Services demonstrates the foundational support that presently exists for student learning and employment/career goals. On the forefront, Admissions, Records & Registration is an area that provides services to all students from enrollment to graduation. In a sample listing of other functional areas within Student Services, the reported volume of students served varied according to the size of the college and the vehicle used (i.e., on-line services/versus in-person contacts):

Academic Advisement	8664 - 25,220 students
Assessment & Testing	1700 - 16,270 students
Athletics	100- 500 students
Career & Placement Services	800 - 21006 students
Childcare Centers	75 - 480 (families)
Counseling	400 - 3800 students
Financial Aid	1450 - 8330 students
Disability Resources & Services	96 - 547 student contacts
Student Life & Leadership	1000 - 6218 students

**Functional Areas/Programs and Services:**

**Academic Advisement**

- Assistance and preparation of program of study
- Calls (inbound & outbound)
- Classroom visits by advisors
- Direct/one-on-one advisement
- E-Mail advisement
- Off-site advisement
- Student Orientations on campus (welcome new & potential students, college preview days)

**Admissions, Records & Registration**

- A/R Workshops
- Calls regarding enrollment issues
- College admissions (domestic and international)
- Credit and non-credit course registration
- E-mail advisement/registration

## Workshops

### Child Care/Development Centers

Childcare Services offered to students while in class

### Disability Resources & Special Services

Assistance and accommodations provided to students with documented disabilities:

Advising

Registration

Interpreters

Equipment

Referral Services

### Financial Aid

Financial Aid Process Assistance

Scholarships and Grants

Subsidized & Unsubsidized Loans

Work Study

### Learning Support Center

Instructional Support Services

Student Support Services Program

Disability Support Services

Special Services

Interpreting Services

Title V Instructional Support Services

### Recruitment and Retention

New Student Orientations

Potential Student Orientations

Campus Tours

Bridge Programs

Upward Bound

First Year Experience

Customer Service

Outreach Activities

Student Support Services

Student Success Office

POWER

### Student Life and Leadership

Student Government

Student Clubs & Organizations

Student Activities

Service Learning and Community Service

Student participation on campus committees

that the Deans of Student Services may wish to collaborate on at some level with the Deans of Instruction for the future.

**• STUDENTS WILL BE PROVIDED PROGRAMS AND SERVICES THAT SUPPORT THEIR PERSONAL GROWTH AND CITIZENSHIP DEVELOPMENT.**

***a. What is the evidence of student satisfaction with programs and services that support their growth and development?***

As previously indicated, student satisfaction feedback will be provided via a formal instrument during the next reporting cycle.

***b. Are students provided programs and services by colleges, which support their personal growth and citizenship development?***

Each college within the district offers programs and services that focus on the development of the total student beyond their learning goals. On-campus activities such as political forums and voter registration provide students with exposure to civic issues, while diversity training and multicultural affairs programs provide students with tools and guidance to develop awareness and to address needs that result from cultural, economic and other differences in background. Key programs and services include:

Admissions, Records & Registration (provide guidance to students on policies & procedures)

Adult Re-Entry Program

Adult Re-Entry Services

Advisement for co-curricular activities

Athletics

Bridge Program

Career & Placement Services

College Newspaper

Counseling

CPD Classes

Day of Dialogue

Disability Resources & Services

Diversity Awareness Training

Eagle Feather

Early Alert Services

Financial Aid Success Plan

Future Teachers of America

Honors Programs

International Students Program

Multicultural Affairs Program

Partners in Academic Learning

Party Representation

Political Forums

POWER

Recruitment workshops

Student employee tutors

Student Leadership/Government

### Student Clubs and Organizations

Administration of Justice Studies (A.J.S.)	LeCoin Francais
Adults Who Are Returning to Education	Leo Club
Adventures Club	Lesbian/Gay/Bisexual Academic Union
Alternative Lifestyle Student Organization	M.E.C.H.A. Club
American Association of Interior Design	Masque & Gavel Club
American Society of Interior Design	Mind/Body/Spirit Association
Animation Club	Muslim Student Association
Association Latina Estudiantil	NASSRRANN - Native American Student Services
Association of Student Nurses	Newman Club
Baptist Student Union	Partners in Art
Bent Cable/VPT	Performing Arts Student Organization
Black Student Union	Phi Theta Kappa
Campus Crusade for Christ	Pho Pi
Chess Club	Pre-Dental Student Association
Christian Student Association	Pre-Med Club
Christians in Action	Psi Beta
Club Ed	Recreational Outing Club
Clubs Carnival	River boarding Club
Computer Club	Russian Club
Dance Club	SADD
Delta	SEAIC
Environmental Action Club	Sigma Delta Mu
Environmental Club	Sigma-Phi-Sigma
Evening Students' Club	Society of Professional Journalists
Fencing Club	SPIRIT
Friends of Kids	Student American Dental Assistant Association
Future Teachers of America	Student American Dental Hygienist Association
Gay, Lesbian, open-minded, Bisexual, Associated League (G.L.O.B.A.L.)	Student Enthusiasts of Technology
Geology Club	Student Honors Organization
Hispanic Student Organization	Student Nurses Association
Interior Design Club	Students With a Cause (S.W.A.C.)
International Cultural Exchange Club	Vietnamese Student Association
International Students Association	Vocational and Industrial Clubs of America
Inter-Tribal Student Organization	Web Club
John Paul Theatre Troupe	Writers' Guild
Latter Day Saints Student Organization	Young Democratic Socialists
People with Alternative Lifestyles	

Source: Deans of Student Services.

### Volunteerism

"Into the Streets"	Homecoming
"Reading Across America"	Hunger Banquet/Food Drives
Adopt-a-Family Program	Jingle Books/Literacy Projects
America Reads	Make a Difference Day
Andre House	Peer Mentor Program
Blood Drives	Recycling Program
Boys and Girls Club Clinics	Ronald McDonald House
Camps and Clinics	Student Activities Events
Christmas Drives	Student athletes as camps counselors
Club Community Service Projects	Student Safety Officers

***b. What programs and services are provided by college?***

The programs and services reported for this goal reflect non-credit course offerings. The colleges offer a variety of programs and classes in the areas of business & occupations, personal enrichment (development), professional development, home & family, fitness & wellness, youth, seniors, arts & crafts, recreation & sports, pastimes & hobbies, language, alternative health, music, dance and theater. The number of persons served through personal interest and development opportunities during the 2000-2001 reporting cycle was over 410,000. This includes the listening population for KJZZ/KBAQ radio stations, which totals over 300,000.

- o In an effort to be responsive to the community, one college has developed a pilot system to track requests for courses and workshops from community organizations and businesses.
- o Another college reports a growing demand for "alternative" types of health and fitness classes such as Tai Chi, Reiki, Yoga, Reflexology, Herbal Medicine and Alternative Medicine. In addition, growing community demand was reported for classes on paranormal topics such as Psychic Phenomena, Developing Psychic Ability, Mysteries Around Us, and Tarot Card Reading
- o The colleges serve the community through a range of college-sponsored events and activities such as Water Safety Day to promote drowning prevention and awareness, access to voter registration information, the Southwest Valley Citizen Academy which helps to educate and inform citizens about their local government, and the Vibrant Arts Grants-Silent Film Series and Plays.
- o The colleges extend Outreach to kids and older adults via, such activities as Programs for Gifted Youth, Summer Musical Workshop for Kids, Kids College, Senior College, and Silver Sneakers Fitness for seniors and the Institute for Senior Education. (Source: Deans of Student Development Services, Deans of Instruction.)

In a survey distributed to facilities personnel in Spring 2001 for the purpose of reviewing the current MCCCDC rental rate structure, the types of groups and organizations cited as using the colleges' facilities most often were: Athletic and Sports Clubs, Car Dealers, Chambers of Commerce, church groups, dance troops, groups that have formal partnerships with a college (e.g., workforce development training & programs), homeowners' associations, local K-12 district and educational institutions (e.g., NAU), motorcycle training schools, municipal groups (city, state, county), Rotary and Kiwanis Clubs, special events groups, swap meet vendors, and volunteers organizations.

**• THE MARICOPA COMMUNITY COLLEGES WILL HAVE COLLABORATIVE PARTNERSHIPS AND PROGRAMS WITH ELEMENTARY SCHOOLS AND HIGH SCHOOLS AND OTHER HIGHER EDUCATION INSTITUTIONS TO INCREASE THE NUMBER OF STUDENTS THAT MATRICULATE TO THE COLLEGE LEVEL.**

***a. What percentage of recent high school graduates attends our colleges?***

Approximately 45% of Maricopa County's high school graduates attend the Maricopa colleges. This has remained constant for the past 3 years.

*c. What is the evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators and approved by the State Board of Directors for Community Colleges of Arizona?*

Maricopa's Dual enrollment courses, locations and total enrollment have increased somewhat from 1999-00 to 2000-01. Colleges report full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with high schools.

Year	No. of Locations	No. of Courses	Total Enrollment (Unduplicated Headcount)
1999-00	102	948	11,147
2000-01	108	981	11,390

Source: Report on Community Colleges Courses Offered in Conjunction with High Schools.

*d. What are the high school graduation and college-going rates within two years of high school graduation of students who participate in outreach programs compared to their class? (College-going rates will be limited to Arizona colleges and universities.)*

Information on the college-going rates of high school graduates participating in an outreach program is very limited. Yet it provides insight into high school students continuing on to a Maricopa college. To illustrate from one college's report, approximately 14% of the high school graduates from the primary feeder schools enroll the following fall term at that college, a consistent rate for the past three years. This involves some careful tracking on the part of the program as to its outreach participants and their feeder school. Some high school graduates may also be going on to other Maricopa Colleges in fall, since a portion of Maricopa students enroll at more than one college, and there are 10 Maricopa colleges and two Skills Centers. Additionally, some students may work rather than attend college, stop out for a semester, and then enroll.

Fall Term	No. Enrolled at Maricopa College "X"	Total H.S. Graduation Class	% Who Continue On To Maricopa College "X"
Fall 1998	585	4320	14%
Fall 1999	635	4454	14%
Fall 2000	680	4789	14%

Source: College Outreach Coordinator Report, Summer 2001.

Perhaps another view of the likely college-going rates - at a district wide level - can be gauged from Maricopa's Admission of Students Under the Age of Eighteen for Fall 2000-01. Of the 20,430 students under age 18 enrolled in a community college in Arizona in 1999-200, over 13,000 students were enrolled at Maricopa colleges, an over 60% market share.

**Summary/Implications: Continuing/Community Education.**

Maricopa Colleges continue to be very responsive to the continuing and community education needs of students and community, reporting during the 2000-01 reporting cycle. The community has been served through numerous personal interest and development opportunities - ranging from personal enrichment, professional development, fitness and wellness and senior programs, to language, music, dance and theatre. Additionally, groups and organizations for their events access college facilities. Maricopa also offers diverse programs that serve to outreach and recruit students, such as dual

developing strategies for the recruitment, preparation, and retention of teachers. The colleges have also developed several teacher education programs, which include:

- ✓ 2+2+2 partnerships with local school districts and universities (Chandler-Gilbert, Estrella Mountain, Mesa, Paradise Valley, and Phoenix Colleges)
- ✓ Post-baccalaureate certification and endorsement courses and programs (Rio Salado College)
- ✓ Partnership programs with local universities to offer university junior and senior level courses and programs for education majors on site at two Maricopa community colleges (discussions in progress at Glendale and South Mountain Community Colleges)
- ✓ Grow Your Own programs for teacher aides, cafeteria workers, and support staff (Chandler-Gilbert and Mesa Community Colleges)
- ✓ Faculty development opportunities for current teachers (all colleges, the Office of Public School Programs, and the Phoenix Think Tank)
- ✓ Teacher education track for charter secondary school students (GateWay Community High School)
- ✓ Flexible delivery of education courses and programs including on-line delivery via the Internet (Rio Salado College)
- ✓ Training courses for substitute teachers at the colleges (all colleges).

In addition, Maricopa is working in partnership with Cerritos College, the League for Innovation, the American Association of Community Colleges and several colleges to develop the National Association of Community College Teacher Education Programs. The mission of the National Association is to advance and promote the community college role in the preparation, retention, and renewal of PreK-12 teachers.

Monitoring efforts will be coordinated with the Education Instructional Council, Deans of Instruction, Deans of Student Services, Occupational Administrators, and the Education Coordinating Council (a new Council) that is being formed.

## **Summary: Lessons Learned - Outcomes, Process, Goals**

### ***Are We Doing What We Say We Are Doing?***

- ✓ Yes. The Maricopa Community Colleges individually and collectively provide a diverse range of opportunities for students, community members, K-12 schools, universities and public/private partners. Some programs and services are uniquely customized to meet specific student or community needs, while others provide more basic support to all students or community at large.
- ✓ Yes. The colleges strive to monitor whether they are doing what they say they are doing, and to find various ways to monitor and improve where needed individually as colleges and collectively as an organization.

### ***How Well Are We Doing?***

- ✓ As the monitoring process evolves into an institutionalized strategy, there is a need to clarify standards for outcome levels to be reached for outcome areas. This involves baseline snapshots of what Maricopa is doing collectively as some areas are relatively new (e.g., the AGEC and ATP transfer options) or require resources and alternative methods (e.g., tracking students for several years, given turnover from semester to semester), and how well Maricopa is doing collectively.

## **Appendices**

**A. The Governing Board's Goals and Measures**

**B. Workforce Development Information**

## Measures for Governing Board Monitoring Goals

### University Transfer Education/General Education

1. Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.

**Measures:**

- a. Number and percent of AGEC and transfer pathway completers who transfer within two years of completing the program.
- b. Percent of baccalaureate degree graduates with community college transfer credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+.
- c. Number of students who transfer community college credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+.
- d. Average GPA of transfer students by university college compared to the average GPA of native students at comparable credit levels who have completed:
  - 1) 24 community college credits;
  - 2) a 35-credit AGEC;
  - 3) an associate's degree.
- e. Total number of new MCCCCD students attending state universities annually.
- f. Measures will be compared to Adelman's and other national statistics regarding community college transfers. Source: Arizona State System for Information on Student Transfer (ASSIST).

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

**Measure:**

- \*a. Multiple measures of student achievement of general education outcomes conducted by college faculty and compiled and inventoried by the Office of Institutional Effectiveness in cooperation with the Deans of Instruction and District Student Academic Achievement Assessment Committee (DSAAAC).

3. Students will experience a seamless transfer to baccalaureate degree granting institutions.

**Measures:**

- a. Number of students who transfer with an AGEC or pathway degree without loss of credit. Source: ASSIST
- b. Evidence of student satisfaction with the transfer process. Source: District Survey conducted by the Office of Institutional Effectiveness in cooperation with the Deans of Instruction and the Deans of Student Services.
- c. An evaluative report of the MCCCCD Course Applicability System (CAS) Implementation Project, a project designed to improve the advisement and transfer articulation process. Source: Office of Institutional Effectiveness

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

**Measure:**

- a. Number of completed certificate or associate degrees in a given year. Source: IPEDS Completion Report.

\*Each college has individual evaluation parameters set by its own environment and faculty members. Therefore, the means and conditions used to document this goal will be applied relative to the Student Outcomes and Evaluation plans established by each college. This statement also applies to other measures in this document indicated by an asterisk.

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

**Measures:**

- a. Evidence of student satisfaction with programs and services in support of their growth and development. Source: Compiled data from satisfaction surveys.
- b. List of programs and services by college that supports students' personal growth and citizenship development. Source: College Deans
- c. Number and types of student leadership/student life, service learning and volunteer opportunities for students in a given year. Source: College Deans

**Continuing/Community Education**

1. Community members will be provided opportunities for personal interest and development to include:
  - a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training).
  - b. Forums, dialogs for balanced views of contemporary civic and public issues.

**Measures:**

- a. Evidence of community member satisfaction with opportunities for personal interest and development. (Data collection may require hiring an outside public opinion consultant at a cost range of \$15,000 to \$25,000).
  - b. List of programs and services by college. Source: College Deans
2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

**Measures:**

    - a. Percentage of recent high school graduates attending our colleges. Trend data are available. Source: 2040 Report
    - b. List of programs for outreach and recruitment. Source: College Deans
    - c. Evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators and approved by the State Board of Directors for Community Colleges of Arizona. These criteria include standards for credit, courses, student admission/placement, faculty certification/evaluation and textbook selection. Source: College Deans
    - d. High school graduation and college-going rates within two years of high school graduation of students who participate in outreach programs compared to their class. (College-going rates will be limited to Arizona colleges and universities). Source: Maricopa Data Warehouse and ASSIST

**July 2000 - June 2001**

**Training Partnerships**

<b>Name</b>	<b>Purpose of Partnership/Contract</b>	<b>No. of Persons</b>	<b>No. of Contact/Clock Training Hours</b>
Aircraft Maintenance Systems	AMS Basic Math, General Familiarization, Avionics	28	220 clock hrs
America West Airlines	AWA Commercial Aviation Composite	9	220 clock hrs
APS	Corporate Wellness	18	Not available
Arizona Departments of Transportation & Commerce	Highway Construction Training Program for women and minorities	22	210 Clock hours
Banner Health	Employee Career Training	30	Not available
Bombardier Aerospace	Metallurgy & Heat Treatments, Basic Wiring Harness Assembly	69	632 clock hrs
Chandler Unified School district	Spanish for Teachers & Support Staff, A.I.M.S., Financial Planning, English for Adult Learners	127	264 clock hrs
Choice Hotel	Leadership	36	Hours combined below:
Choice Hotel	Computer Training	51	552 contact hours
Cigna	EKG, Medication Application	35	700 contact hours
City of Chandler	Spanish, English as a Second Language	78	96 clock hrs
City of Phoenix	Spanish, Bosnian, Croation, Serbian, Korean, German, French, & Sign Language	101	192 contact hours
City of Phoenix	Corporate Wellness	10	Not available
Continental Airlines	Airbus Familiarization	161	1000 clock hrs
Curt Pippen, DDS	Cardiac Monitoring	15	150 contact hours
Department of Economic Security, Catholic & Lutheran Social Services, International Refugee Center, Maricopa County, Red Cross	Refugee Target Assistance Program Occupational Training	152	700 Clock hours
DMB Sports Clubs	Leadership, Mgt. Cust. Service	179	716 contact hours
Education to Go	Online Training	125	900 clock hrs
Ford Motor Company	Train Automotive fleet and dealer technicians on automotive industry updates	250	2000 Clock hrs
Gila River	English as Second Language	1	Not available
Gilbert Engineering	English as a Second language	97	120 Clock hrs
GM Motors/Raytheon	Automotive Industry Updates	774	2088 Clock hrs
Health Partners, Maricopa County, PV Hospital, TV School District, Phoenix Baptist Hospital, Samaritan Hospitals, Town of Gilbert	Corporate Wellness	3	Not available

**July 2000 - June 2001**

<b>Name</b>	<b>Purpose of Partnership/Contract</b>	<b>No. of Persons</b>	<b>No. of Credit/Training</b>
A.P.S. Palo Verde	Apprenticeship	31	6-8 Credit hours
Arizona Builders Alliance	Apprenticeship	1280	8-10 Credit hours
Arizona Department of Environmental Quality	Computer Training	600	.5-1 Credit hour
Arizona Department of Revenue	Accounting Courses	37	3-6 Credit hours
Arizona Department of Transportation	Internet Computer Training	172	1-4 Credit hours
Arizona Field Ironworkers JATC	Apprenticeship	89	8-10 Credits hours
Arizona Heart Hospital	Hemodynamics	92	4 Credits hours
Arizona Insulators JATC	Apprenticeship	24	10 Credit hours
Arizona Millwright JATC	Apprenticeship	14	16 Credit hours
Arizona Roofers JATC	Apprenticeship	20	10 Credit hours
Arrowhead Hospital	Telemetry Training	24	3 Credit hours
AZ Credit Union League	Spanish for Tellers	30	1 Credit Hour
AZ Department of Economic Security	Visual Basic Training	35	3 Credit hours
AZ State Hospital	Patient Communication	30	2 Credit Hours
Banner Health	Pediatric Advanced Life Support	88	2 Credit hours
Banner Health AZ	Pilot Coding Program	15	11.5 Credit Hours
Bashas	Computer/Mgmt. Training	205	.5-1 credit
Boswell Hospital	Phlebotomy Program	4	4 Credit Hours
Cartwright and Westside Headstart	English 101 and 102 classes to employees	36	60 Credit Hours
Central Arizona Carpenters JATC	Apprenticeship	505	10 Credit hours
Signa	Spanish for Healthcare	44	1 Credit Hour
City of Avondale	Total Quality Management & Customer Service Training and Education	35	2-3 Credit hours
City of Buckeye	Total Quality Management & Customer Service Training and Education	21	2-3 Credit hours
City of Goodyear	Total Quality Management & Customer Service Training and Education	16	2-3 Credit hours
City of Litchfield Park	Total Quality Management & Customer Service Training and Education	10	2-3 Credit hours
City of Phoenix	Supervision Training	192	.5 credit
City of Phoenix	ND170AA 16-hour Multi-Vehicle Operator Training	43	43 Credit Hours
City of Phoenix	IND170AG 8-hour Trenching & Excavation Safety	43	43 Credit Hours
City of Phoenix	HMT 102 AA 8-hour HAZWOPER Refresher	29	14.5 Credit Hours

**July 2000 - June 2001**

Lincoln Health Care	Critical Care	18	4 Credit Hours
Lockheed Martin	Corporate Fitness program	58	2 Credit hours
Maricopa County Department of Human Services	Client Training – Clerical Skills	47	128 Credit Hours
Maricopa County Head Start	Early Childhood Development Courses	72	100 Credits
Maricopa Integrated Health Systems	Attendant Care	103	10 Credit Hours
Maricops Co. Dept. of Transportation	Web Design Training	20	2 Credit Hours
Mesa Airlines	Management Training	9	1 Credit
Mesa Lutheran/Valley Lutheran/Lutheran Heart	Critical Care, EKG	108	.5 Credit
New World Education/Charter School	Spanish for Teachers and Staff	12	1 Credit Hour
Nissan	Technology/workforce training and information sharing	4	12 Credit hours
Omni Care IV Services	IV Therapy	72	1 Credit
Palo Verde Nuclear Generating Plant	Maintenance Intern Program	15	17 Credit hours
Pathway Learning Center/Chandler Unified School District	Spanish for Childcare Providers	13	1 Credit Hour
Peskind, Hymson & Goldstein	Word/Excel Training	28	.5 Credit
Phase II	Employee Professional Development in business Fastrack	128	393 Student Credit Hours
Phoenix Baptist Hospital	Patient Care Technician	20	4 Credit Hours
Phoenix Baptist Hospital	Spanish For Healthcare	12	1 Credit Hour
Phoenix Electrical JATC	Apprenticeship	268	8 Credit Hours
Phoenix Job Corps	Computer Training	47	8 Credit Hours
Phoenix Memorial	Critical Care	12	4 Credit Hours
Phoenix Opthamologists	Spanish for Physicians Office	18	1 Credit Hour
Phoenix Painters & Decorators JATC	Apprenticeship	32	8 Credit Hours
Phoenix Pipe Fitting Trades JATC	Apprenticeship	113	10 Credit Hours
Phoenix Sheet Metal JATC	Apprenticeship	158	10 Credit Hours
Progressive Roofing	Computer/Mgmt. Training	23	3-9 Credits Hours
Quaker Oats	Machine Maintenance (Tech Math)	0	4 Credit hours
QWEST	Cisco	16	4 Credit Hours
Roger's Corporation	Computer Training	270	1 Credit
Roosevelt School District	Medication Review	42	1 Credit
Rural Metro	Contract to provide paramedic	169	1266 Student Credit
Saguaro Children Surg.	Spanish for Physicians Office	13	1 Credit Hour
Salt River Pima Maricopa Indian Community	Delivery of math and English courses to employees of Human Services Department	12	36 Student Credit Hours
Scottsdale Healthcare	Emergency Room	16	4 Credit Hours
Sprint	Excel/Powerpoint Training	30	1.5 Credits

**July 2000 - June 2001**

<b>Rio Salado College</b>			
Individual Numbers Not Available. See Totals at Bottom			
Aid to Adoption of Special Kids			
Alaska Airlines			
America West Airlines			
American Express			
Americredit			
Arizona Public Service			
AT&T			
Avnet			
AZ Department of Corrections			
AZ Department of Economic Security			
AZ Department of Public Safety			
AZ Department of Transportation			
AZ Health Care Cost Containment System			
AZ Peace Officer Standards and Tr. Board			
Bank First			
Blue Cross/Blue Shield			
Carlson Wagonlit Travel			
Chase Manhattan Bank			
Club Med			
Discover Financial Services			
Excell			
First USA			
Honeywell			
Ikon Office Solutions			
Insight			
Maricopa County Dept. of Medical Eligibility			
Maricopa County Sheriffs Office			
McCord Consumer Direct			
Meadows			
Mesa Fire Department			
Mesa Police Department			
Phoenix Police Department			
Progressive Insurance			
<b>Total</b>		<b>15,854</b>	<b>136,818</b>

## July 2000 - June 2001

### Glendale Community College Cont.

#### Fire Academy and Fire Station:

Avondale  
Black Canyon City  
Buckeye  
Buckeye Rural  
Chandler  
Circle City  
Daisy Mountain  
El Mirage  
Fountain Hills  
Glendale  
Marque Hola Valley  
Laveen  
Montezuma  
Morris Town Fire Dept.  
Palo Verde Nuclear Generating Station  
Peoria  
Phoenix  
Rio Verde  
Rural Metro East and West Sumerton  
Sun City  
Sun City West  
Surprise  
Tolleson Fire Department  
Tonto Basin

#### Paramedic Program:

Avondale  
Central Yavapai Fire Dept.  
Daisy Mountain  
El Mirage  
Gila River  
Glendale  
Payson  
Peoria  
Prescott  
River Medical Inc.  
Surprise  
Ajo Ambulance  
Lifeline  
Maricopa County Sheriff's Office  
Phoenix Police Dept.  
Professional Medical Transport  
Rural Metro  
Southwest Terros  
Tolleson Fire Dept.  
Wickenburg

#### Police Academy:

Arizona Department of Corrections  
Buckeye Police Dept.  
El Mirage Police Dept.  
Goodyear Police Dept.  
Maricopa County Sheriff's Office  
Peoria Police Dept.  
Surprise Police Dept.  
Youngtown Police Dept.

### Mesa Community College

American Management Assoc.  
Banner Health  
Cisco  
ESRI  
General Motors  
Gila River Indian Community  
Intel  
Local Mortuaries

Mesa General Hospital  
Microsoft  
Novell  
Paramedic Training  
Sun Health Care  
Sun Microsystems  
Tempe Lukes Hospital  
TRW