



PHOENIX COLLEGE
2006 Self-Study
Appendix



PHOENIX
COLLEGE

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2006 Self-Study
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PHOENIX
COLLEGE

1202 West Thomas Road
Phoenix, AZ 85013
www.phoenixcollege.edu

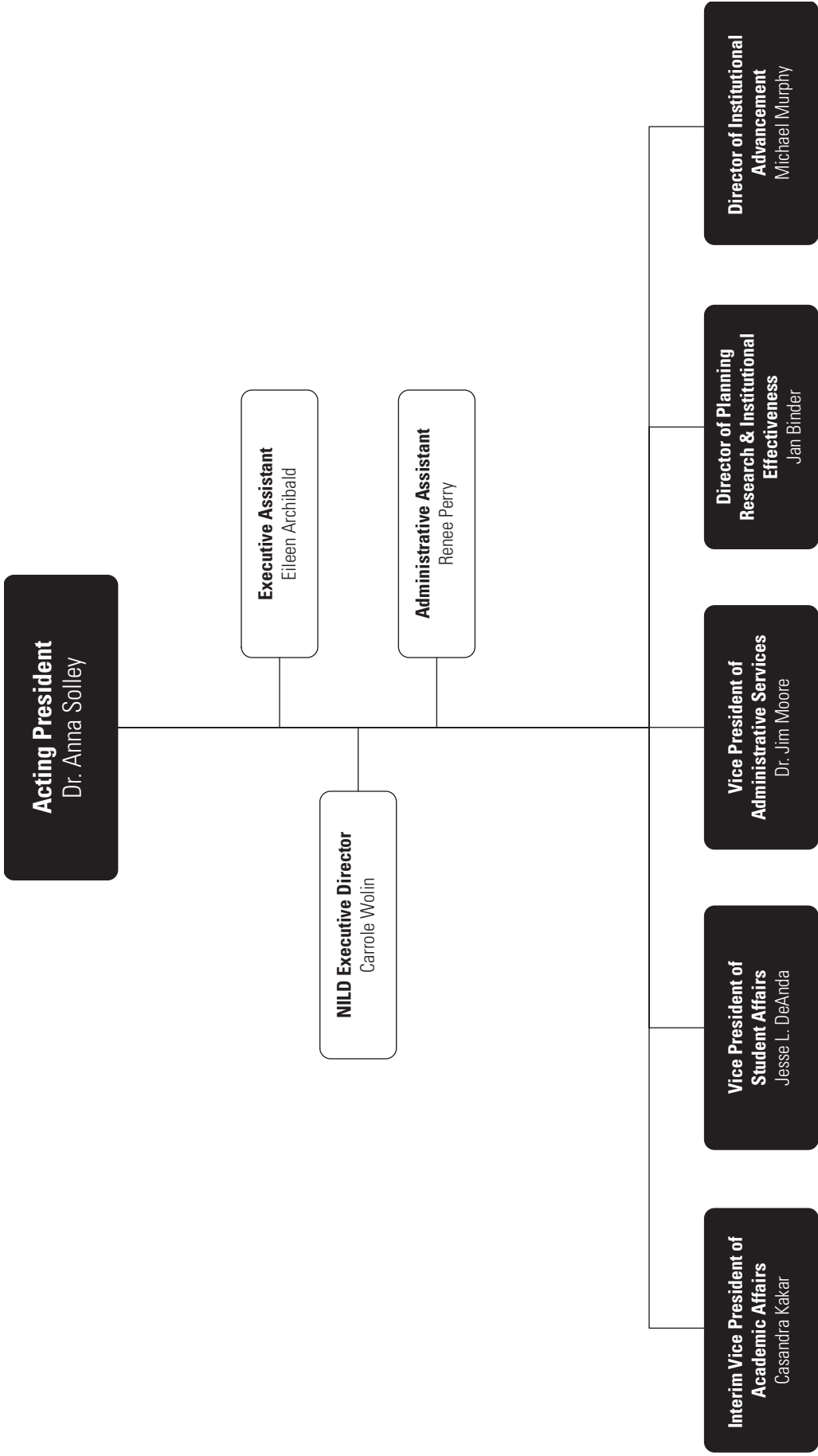


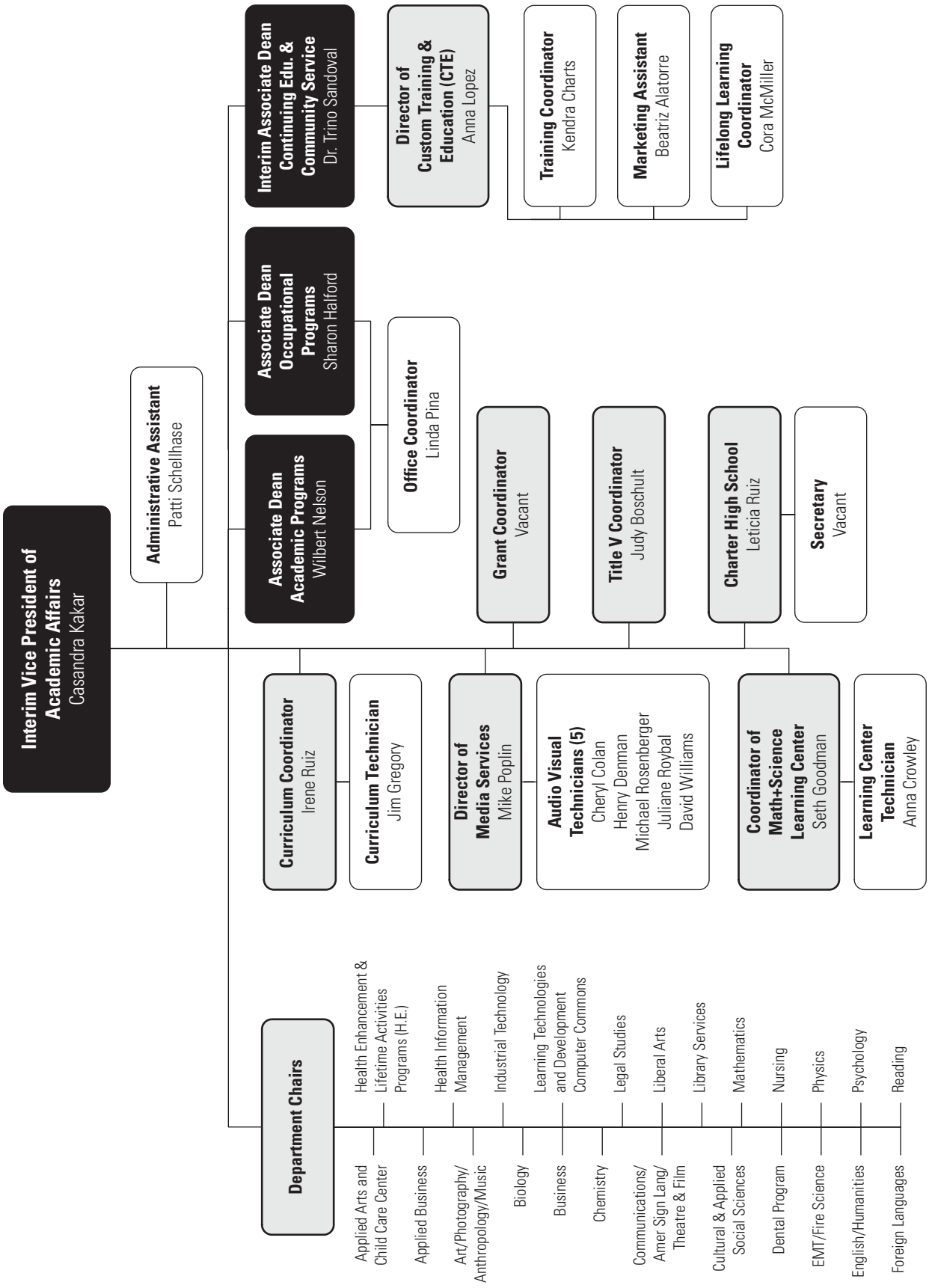
MARICOPA
COMMUNITY
COLLEGES

Phoenix College and the Maricopa
County Community College District
are EEO/AA Institutions.

Appendix A

Organizational Charts





Vice President of Student Affairs
Jesse L. De Anda

Administrative Assistant
Lynn K. Mary

Dean of Student Affairs
Dr. Debbie Kushibab

Admin. Assistant
Yvonne Tapia

Director Admissions and Records
Mary Blackwell

- Student Services Coordinator
- Administrative Secretary II
- A&R Technicians I (5)
- A&R Technicians II (3)
- Info. Ctr. Info. Clerks (2)
- Info. Ctr. PBX Operators (2)

Director International Student Center
Annette Duran

- Coordinator Student Services

Director Student Life and Leadership
Kelly Loucy

- Program Advisor

Coordinator Disability Resources
Gene Heppard

- Program Advisor
- Office Coordinator
- American Sign Lang. Interpreter Coordinator
- American Sign Lang. Interpreter

Director Instructional Support Services & Student Development
Diana Mitchell

- Learning Center Tech.
- Computer Lab Tech.
- Administrative Sec. II
- REACH (TRIO) Advisors (2)

Coordinator Re-Entry Center
Rene Delgado

Coordinator Enrollment Services
Rebecca Valenzuela

- Coordinator Recruitment Programs
- Office Coordinator
- Student Services Specialists (2)

Director Advisement, Transfer, Testing
Cheryl Axtell

- Coordinator Transfer Services
- Office Coordinators (3)
- Academic Advisors (11)
- Testing Coordinator
- Testing Technicians (2)
- Office Coordinator

Director Financial Aid
Genevieve Watson

- Assistant Director
- Administrative Sec. I
- Financial Aid Technician III
- Financial Aid Technician II (1)
- Financial Aid Technician (1)

Director Counseling
Queta Chavez

- Counseling Faculty (9)
- Office Coordinator
- Coordinator (ACE) Program
- Coordinator HSIAC Grant & Career Services
- Career Services Office Coordinator

Director Athletics (Men & Women)
Scott Geddis

- Office Coordinator
- Head Athletic Trainer
- Associate Athletic Director - Academic
- Associate Athletic Director - Administration
- Associate Athletic Director - Operations

**Vice President of
Administrative Services**
Dr. James D. Moore

**Associate Dean of
Administrative Services**
Paul J. Golisch

Administrative Assistant
Donna Cole

**Administrative
Secretary**
Sandra Villaverde

**Director of
College Technology**
Darren Everingham

Programmer Analyst
Symeon Larson

Office Coordinator
Margie Gonzalez

Help Desk Analyst
Linda Ackerman

Network Technicians
Ben Taylor
Ken Yee

Computer Technicians
Albert Sockel
Brad Olsen
Bruce Knaphus
Davin Traylor
Frank Tristan
Jonathan Massey
Todd Johnson

**Director of
Business Services**
Ronnie Elliott

**Facilities Technician
Transportation
Services**
B.G. Bowley

Facilities Technician
Priscilla Gonzales

**Property Control
Technician Inventory
and Receiving**
Ginny Cummins

**Director of
Buildings & Grounds**
Doug McCarthy

**Supervisor of Grounds
& Maintenance**
Tom Arnold

Admin. Secretary
Anita Batt

Grounds Supervisor
Gary Lown

Grounds (8)

Crafts (5)

Maint. Assistants (5)

Utility Workers (2)

Building Main. Tech.

**Custodial Unit
Lead Custodians**
Richard Hegge
Charles Morris
Ronnie Gammage

Custodians (23)

**Manager College
Fiscal Services**
Paul DeRose

Accounting Assistant
Janet Walesby

Bursar
Vacant

Cashiers (4)

**Manager of
Employee Services**
Mary Helen Escalante

**Sr. Human
Resource Analyst**
Marlene Strickland

Human Res. Analyst
Bobby Villa

Human Res. Asst.
Vacant

**Admin. Assistant
Schedule Builder**
Mardy Coronado

**Facilities Technician
Room Book Scheduler**
Jacque Cline

49% Employee
Karen Gilbert

**Director of
PC Downtown
(Active Retiree)**
Bruce Stevens

Computer Main. Tech.
Lee Perciful

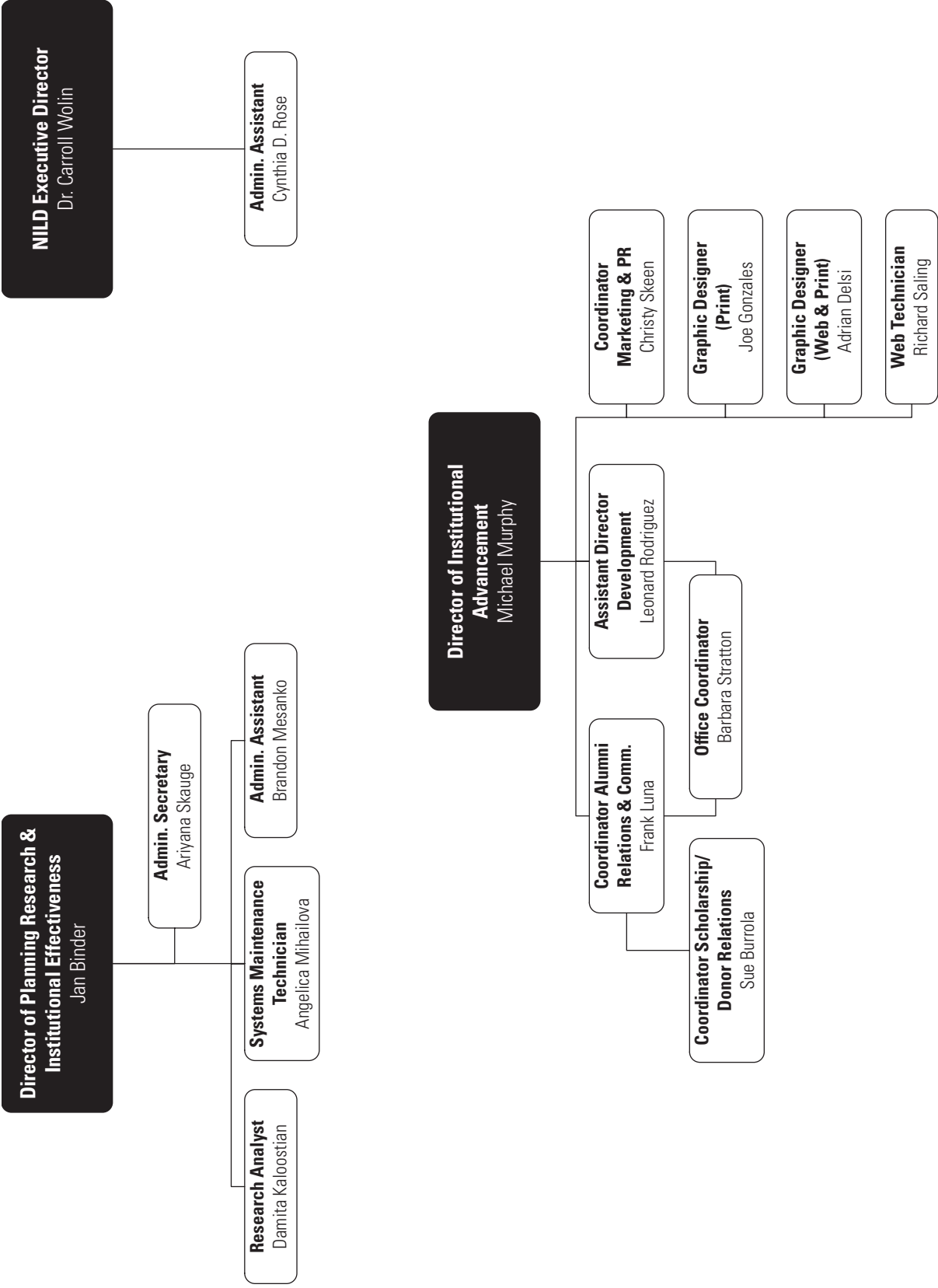
Building Maint. Tech.
Darrel Brown

Clerk Typist
Frances Ibarra

**Director of
Campus Safety**
Will McFadden

Security Officers (5)

Office Coordinator I



Appendix B

Self-Study Timeline

HLC/NCA Accreditation Self-Study Timeline

Mar. 2003	President & DI	Appoint Self-Study Co-Chairs & Steering Committee
Apr. 2003	Steering Committee	Attends Annual Meeting in Chicago
Sep. 2003	DI & Nancy Matte	Select writers & editor
Sep. 25, 2003	Steering Committee	Meeting
Sep. 2003	Criterion Chairs	Organize & select principal subcommittees
Oct. 2003	Higher Learning Commission	Sends two-year reminder letter of scheduled evaluation to President
Oct. 2003	President	Notifies Commission of Self-Study Co-Chairs, its preferred site visit dates, & any proposed changes in Statement of Affiliation Status
Oct. 23, 2003	Steering Committee	Meeting
Nov. 19, 2003	Steering Committee	Meeting
Sep. 2003 – Feb. 2004	Steering Committee	Develops Self-Study Plan and submits to commission
Oct. 2003 – May 2004	Subcommittee Chairs	Subcommittees identify & gather data, interview, analyze, & develop draft reports for submission to Steering Committee
Mar. 27 – 30, 2004	Steering Committee	Attends HLC/NCA Annual Meeting
Apr. 14, 2004	Steering Committee	Meeting
Apr. 2004	All	HLC/NCA campus-wide awareness event
Apr. 2004	Higher Learning Commission	Notifies Phoenix College of site visit in 2006 in letter dated April 26, 2004.
May 2004	Self-Study Co-Chairs	1st Self-Study Newsletter distributed
Jun. 11, 2004	Criterion Chairs, Executive Group	Conduct Retreat
Jun. 11, 2004		Ann Roselle replaces D. Carnahan as Criterion 2 Chair.
Jul. 1, 2004		Marian Tadano retires as Dean of Instruction and is replaced by Casandra Kakar
Jul. 15, 2004		Marian Gibney replaces Marian Tadano as self-study co-chair.
Aug. 2004	President	College-wide meetings for full-time FAC (Aug.17) and adjuncts (Aug 19) include info on HLC/NCA self-study.
Aug. 16, 2004	Executive Group	Monthly Meeting
Sept. 2004	Criterion Committees	Committees resume regular meetings
Sept. 9, 2004	Executive Group	Monthly Meeting
Sept. 20, 2004	Co-Chair Gibney	Presented HLC/NCA overview at President's Roundtable meeting.
Oct. 2004	Co-Chairs	2nd Self-Study Newsletter distributed
Oct. 2004	Steering Committee	Criterion Committee composition is reviewed and reconstituted if needed. Assign administrative liaison if needed. Site team competencies identified.
Oct. 7, 2004	Executive Group	Begins discussion of team competencies for 12/04 submittal.
Oct. 13, 2004	Steering Committee	Meeting
Oct. 20, 2004	Steering Committee	Holds campus-wide awareness event
Nov. 2004	Commission	Sends one-year reminder letter to PC President, confirms dates of visit
Nov. 2, 2004	Executive Group	Finalizes team competencies to submit by November 15 deadline.
Nov. 8, 2004	President	Sends Commission information suggesting team competencies
Nov. 24, 2004	Steering Committee	Meeting
Nov. 2004	Co-Chairs	3rd Self-Study Newsletter distributed with contributions from Criterion Chairs.
Dec. 9, 2004	Executive Group	Monthly Meeting
Jan. 10, 2005		Acting President arrives
Jan. 19, 2005	Writers, Criterion Chairs, Executive group	Conduct Retreat
Jan. 2005	Commission	Confirms dates of visit & other institutional information
Jan. 31, 2005	Members of Steering Committee	Attend NCA workshop on new criteria in Minnesota
Feb. 3, 2005	Executive Group	Monthly Meeting

HLC/NCA Accreditation Self-Study Timeline, Cont.

Feb. 9	Members of Steering Committee	Minnesota debriefing
Feb. 9, 2005	Steering Committee	Meeting
Feb. 2005	Co-Chairs	4th Self-Study newsletter distributed.
Mar. 3, 2005	Executive Group	Monthly Meeting
Mar. 23, 2005	Steering Committee	Meeting.
Mar. 24 2005	Karen Solomon	HLC/NCA Staff Liaison visits PC
Apr. 9 – 12, 2005	Steering Committee	Attends HLC/NCA Annual Meeting in Chicago
Apr. 7, 2005	Executive Group	Monthly Meeting
Apr. 2005	Editors	Begin analyzing working papers from criterion committees.
Apr. 2005	Co-chairs	5th Self-Study newsletter distributed
Apr. 20, 2005	Steering Committee	All-employee meeting, 2:00p.m. – 3:00 p.m.
April 21, 2005	Steering Committee	Adjunct meeting, 5:30p.m. – 6:30 p.m.
Apr./May 2005	Co-chairs	Collect feedback related to draft of self-study report
May 4, 2005	Steering Committee	Meeting
May 5, 2005	Executive Group	Monthly Meeting
May 2005	Commission	Sends a list of proposed team members & an Evaluation Visit Summary Sheet to PC
May 2005	President	Sends comments on proposed team members to Commission
Jun./Jul. '05	Commission	Formally invites team members to participate
Jul. 2005	Executive Group	Monthly Meeting
Aug. '05	Steering Committee	Circulates & receive reactions to draft report. Teams conduct open forum. Include community leaders.
Aug. 2005	Writers/Chairs	Accountability Week Meeting with Writers and Chairs
Aug. 2005	Executive Group	Monthly Meeting
Sept. 2005	Executive Group	Monthly Meeting
Sept. '05	Co-Chairs	6th Self-Study newsletter distributed
Oct. '05	Commission	Notifies PC and team that team is complete
Oct. 2005	Executive Group	Monthly Meeting
Oct. – Dec. 2005	Site Visit Team	Chair contacts PC to make arrangements for evaluation visit
Nov. 2005	Co-Chairs	7th Self-Study newsletter distributed
Dec. 2005	Steering Committee	Hold Campus-wide awareness event
Jan. 2006	Co-Chairs	Issue press release – media, business journals, newsletters
Jan. 2005	Co-Chairs	Send announcement and letter inviting 3rd party comment to local and county municipal entities; service area state reps; PC community partners.
Jan. 2006	Co-Chairs	Complete duplication of Self-Study Report, etc. & prepares for visit
Jan. 2006	Co-Chairs	Continue preparations for site visit
Jan. 2006	Steering Committee	Hold Campus-Wide awareness event
Jan. 2006	Executive Group	Monthly Meeting
Feb. 2006	Co-Chairs	Send one complete set of evaluation materials to each member of the Evaluation Team and to the Commission staff liaison
Feb. 2006	Commission	Sends materials for visit, including Worksheet for the Statement of Affiliation Status to team and PC
Feb. 2006	Executive Group	Monthly Meeting
Feb. 2006	Co-Chairs	8th Self-Study newsletter distributed
Mar. 2006	Executive Group	Monthly Meeting
Apr. 10 – 12, '06	All	Evaluation visit takes place
Apr. 2006	EVERYONE	Post-Visit Celebration!

Appendix C

Committee Blueprint

Phoenix College Committee Blueprint

Vision: Phoenix College will be the premier provider of learning opportunities for our community to go far close to home.

Mission: Phoenix College delivers teaching and learning experiences that inspire the lifelong pursuit of educational, professional, and personal goals for our diverse urban community.



PHOENIX
COLLEGE

Mission Goals: We support our mission through a rich tradition of:

- University Transfer Education
- General Education
- Workforce Development
- Developmental Education
- English as a Second Language
- Continuing and Community Education
- Community Partnerships
- Student Support Services
- Global Engagement

College Committee Name:

Committee Chair:

Secretary:

Strategic Goal Link(s):

HLC Criterion Link(s):

Committee's work begins ____/____/____ **and ends** ____/____/____

(Committee's Annual Report deadline: (End of Committee's work for 2005–06.)

Committee Charge:

Scope of Committee's Work:

Expected Outcomes:

Phoenix College Committee Blueprint

Measures of Success (Data):

Resources (People/Financial):

Committee Membership:

Printed Name

Signature

Anna Solley, Acting President

Date

Casandra Kakar, Interim VP of Academic Affairs

Date

Jesse DeAnda, VP of Student Affairs

Date

Jim Moore, VP of Administrative Services

Date

Appendix D

Technology Additions
and Planning Highlights

Phoenix College Technology Additions and Planning Highlights

The chart below includes:

- Evidence of developing and implementing new technology
- Evidence of upgrading and maintaining infrastructure and systems
- Evidence of growth in academic computing with new or expanded computer labs

Funding for technology has been consistent. Technology has been supported by Bond money, some Fund 1 monies for desktop computing, the Carl Perkins Grant, monies from a District one-time technology fee, Fund 2 monies, and Title V. Title V monies were to “improve student success by integrating technology into learning assistance and classroom instruction.”

Year	Technology Accomplishments and Resources	Technology Planning Highlights
1998–1999	<ul style="list-style-type: none"> • New telephone & voice mail system • New Automatic Call Distribution System (ACD) • Remodel of Fanin Library included installation of over 250 new computers • New academic LAN • Upgrade WAN • Migration to new fiber-optic ATM infrastructure 	<ul style="list-style-type: none"> • Lab Group formed to establish standards for campus labs, while allowing for necessary flexibility. • Campus Technology Forum (April 1998) • Draft PC Technology Plan (Matte, Saeed, Walters), Summer 1998 • Co-chair structure (Faculty member and IT director) for Campus Technology Committee (CTC).
1999–2000	<ul style="list-style-type: none"> • Online help desk system • 150 new work stations and 20 new printer installed across campus 	<ul style="list-style-type: none"> • Department name changes to Technology Support Group to emphasize customer service • PC Technology Plan 1999-2001 • Annual Technology Action Plans created to prioritize operational plans. Plans reviewed by President’s Executive Group for approval.
2000–2001	<ul style="list-style-type: none"> • Work Order System • New administrative LAN • New FTP server • New Help Desk Tracking System • Upgrading of various servers • 165 new workstations and 16 printers installed throughout campus • Math Lab – 25 new computers • CAD Lab – 22 computers replaced • Design Lab – 19 new computers • Computer Commons – 39 new computers • Biology Mobile Laptop Lab – 31 new laptops and 1 projector (Title V) • Learning Center – 10 new desktops (Title V) 	<ul style="list-style-type: none"> • Annual Technology Action Plans continue . . . • Increased effectiveness of purchasing procedures for hardware and software • “Walters Plan” for reviewing BRC technology requests.

Year	Technology Accomplishments and Resources	Technology Planning Highlights
2001–2002	<ul style="list-style-type: none"> • Upgrade financial system (OGF to CFS) • Upgrade VAX • Computer Commons – upgrade consisting of 130 new computers, 3 new printers • New wireless notebook classroom (J-138) • New lower library lab (12 desktops) (Title V) • LTD – New projector, SmartBoard (Title V) • English – SmartBoard rear projector (Title V) • A214 (Math Electronic Classroom) – 30 laptops, 1 printer, and 1 projector (Title V) • TSG – Server and server console (Title V) 	<ul style="list-style-type: none"> • Hired a designated Web Manager • Restructured tech committees (CTC, Web Corp, Ocotillo) to prevent too much overlap. • Combined into one committee with subgroups that would meet on ad hoc basis.
2002–2003	<ul style="list-style-type: none"> • New student LAN • A214 – Projector, StarPanel, and ELMO (Title V) • B122 (English Electronic Classroom) – 26 new desktops, 1 projector (Title V) • A232 (Math Zone) – 5 new desktops, 2 printers (Title V) • LTD – Projector (Title V) • IR – 1 new desktop (Title V) 	<ul style="list-style-type: none"> • CTC Position Paper calling for permanent funding for online learning.
2003–2004	<ul style="list-style-type: none"> • New WebCT server • New Library Information System (DRA to Dynix) • Two new computer labs at City Colleges Center • Expansion of Testing Center computer lab • Replacement of 44 Library computers and 43 Applied Business Lab computers • HIT Lab – 8 new student computers and an instructor station. • Updated Dental, CAD and Interior Design Labs • Art Graphics Design Lab – 15 new Macs. • Music Lab – Updated existing Macs and added 3 new ones. • 19 new instruction stations across campus • New Math/Science Center – 1 new instructor station, 10 wireless laptops, and 1 projector (Title V) • Chemistry Mobile Laptop Lab for C Building – 20 laptops, 1 projector (Title V) • Physics Mobile Laptop Lab for E Building – 10 laptops, 1 projector (Title V) • B121 (English Electronic Classroom) – 26 new desktops, instructor (Title V) station, printer, projector, StarPanel • B122 – Instructor station, StarPanel (Title V) • A214 – ELMO, instructor station (Title V) • LTD – New projector (Title V) 	<ul style="list-style-type: none"> • CTC drafting technology plan aligned with strategic directions. • Hired Associate Dean of Information Technology. • Distributed campus-wide technology survey. • Committee formed to develop a Technology Plan to maximize educational delivery and college infrastructure. Technology Action Plan (draft) was completed in November 2005.
2004–2005	<ul style="list-style-type: none"> • New Student Information System (coming soon ...) • Pay-For-Print System implemented • Student Cub Card (multipurpose ID card) • IR color printer (Title V) 	<ul style="list-style-type: none"> • CTC drafting technology plan aligned with strategic directions. • Hired Associate Dean of Information Technology. • Distributed campus-wide technology survey. • Committee formed to develop a Technology Plan to maximize educational delivery and college infrastructure. Technology Action Plan (draft) was completed in November 2005.

Appendix E

Summary of Assessment Activities

Summary of Assessment Activities

		1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
ESL (January 1998)	Create mission & goals	D (ESL 020 & 030)	C & S (ESL 020, 030)	C & S (ESL 040) A & I (ESL 020, 030)	D (ESL 040) A & I (ESL 020, 030)	C & S (ESL 040)	E & I (ESL 020, 030, 040)	A & I (ESL 020, 030, 040) D (ESL 067) R (ESL 040)	R, C, S & A (ESL 040) D, C & A (ESL 067)
Workforce Development (January 1998)	E	E,D,C,A	E,D,C,A,I,R	E,D,C,A,I,R	E,D,C,A,I,R	E,D,C,A,I,R	E,D,C,A,I,R	E,D,C,A,I	E,D,C,A,I
Numeracy (September 1998)	D	C,S,A,I	C,S,A	C,S,A,E	C,S,A,E	C,S,A,E	C,S,A,E	C,S,A,E	C,S,A,E
Writing (September 1998)	E	E, D	C, S, A	R, C, S, A, I	C, S, A, I	C, S, A, I	C, S, A, I	C, S, A, I	A, I
Developmental Education (September 2000)				E, D	E, D	E, D	D, C, S, A, I, R	D, C, S, A, I, R	E, D, A, I
Oral Presentation (September 2000)			E, D	D, R, C	C, S, I	C, S, I	C, S, A	S, A,	A, C, S
Critical Thinking (September 2001)			D, E	D, E, R	E, R	C, R, A	I	I	I
Information Literacy (September 2003)					E	E	D, C	D, C	A, I

E = Evaluates tools/processes
D = Develop Rubrics/Surveys
C = Collect Samples

S = Rate Samples
A = Analyze
I = Implement actions

R = Revise Rubrics/Surveys

All outcome areas submit an annual report of results and recommendations to campus.

Appendix F

Institutional Snapshot

Phoenix College Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels (Freshmen-Senior)

	Fall 2005 (45th Day)	Fall 2004 (45th Day)
Freshman	12,108	12,146
Sophomore	219	349
Undeclared	222	225
*Students not required to transfer in credits		

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

	Fall 2004			Fall 2005		
	Degree Seeking	Non Degree Seeking	Total	Degree Seeking	Non Degree Seeking	Total
American Indian/Alaska Native	244	216	460	233	235	468
Asian or Pacific Islander	131	171	302	79	209	288
Black, Non Hispanic	581	430	1,011	551	485	1,036
Hispanic	1,511	2,375	3,886	1,402	2,651	4,053
White, Non Hispanic	1,505	2,947	4,452	1,265	3,154	4,419
Other	92	154	246	88	171	259
Not Specified	904	1,459	2,363	650	1,376	2,026
Total	4,968	7,752	12,720	4,268	8,281	12,549

	Fall 2004			Fall 2005		
	Degree Seeking	Non Degree Seeking	Total	Degree Seeking	Non Degree Seeking	Total
Female	3,027	4,275	7,302	2,697	4,656	7,353
Male	1,622	2,903	4,525	1,320	3,174	4,494
Unknown	319	574	893	251	451	702
Total	4,968	7,752	12,720	4,268	8,281	12,549

C. Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Not Applicable

D. Age Range of Undergraduate Students (24 and under; 25 and older)

	Fall 2005 (45th Day)	Fall 2004 (45th Day)
24 and Under	5,803	5,868
25 and Older	6,599	6,685
Other	147	167
*Other represents ages less than 14 and greater than 85		

- E. Number of Students by Residency Status of Credit Seeking Students who Come to a Campus or Site for Instruction

	Fall 2005 (45th Day)	Fall 2004 (45th Day)
In State Resident	12,168	12,341
Out of State Resident	250	234
Non-US Resident	131	145

2. Student Recruitment and Admissions

- A. Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students

	Fall 2005 (45th Day)	Fall 2004 (45th Day)
Undergraduate/Transfer	1,835	1,853
*Students who declared intent to transfer to university.		

- B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

Not Applicable

3. Student Recruitment and Admissions

- A. What percentage of your undergraduate and of your graduate students applied for any type of financial assistance?

Total Aid Applicants Received (12,200) for Academic Year 2004-2005

- B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories (loans, work study, scholarships/grants, and academic based merit based scholarships)?

	2004-2005 Academic Year
Number of students receiving any type of financial assistance	5,592
Percentage of total enrollment receiving financial assistance	24.7%
Loans	13.3%
Work Study	1.0%
Scholarships/Grants (Excludes Pell Grants)	10.3%
Pell Grants	15.1%
Academic Based/Merit Based Scholarships	Not Available

- C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

Total Financial Aid Funds Paid to Students \$18,836,75

Phoenix College Institutional Snapshot, Cont.

4. Student Retention and Program Productivity

- A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

Number Entering	738
Number Returning	513
Percentage	69.5%
*Based on first time, full time entering undergraduates (Fall 2004)	

- B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

Not Applicable

- C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

	2005–2006	2004–2005
<i>Classification</i>	<i>Graduates</i>	<i>Graduates</i>
Agriculture/Natural Resources	1	19
Architecture/Engineering/Engineering Technology	21	6
Biological & Physical Science	14	11
Business	93	94
Communications/Communication Technology/Fine Arts	45	34
Education/Library Science	12	14
Health	771	726
Humanities/Interdisciplinary	418	352
Law	95	115
Mathematics/Computer Science	3	2
Military Technology/Protective Services	299	335
Personal Services/Consumer Services/Fitness	167	250
Psychology/Social Sciences & Services	1	5
Trades/Production/Transportation Health	7	16
IPEDS Award Degree Conferred Grand Totals		

Phoenix College Institutional Snapshot, Cont.

- D. List by Discipline and by name of test, the separate pass rates of undergraduates, and graduate/professional students sitting for licensure examinations as appropriate.

2005	# Grads	#Grads Taken Exam	# Grads Passed Exam	% Passed (Taken/ Passed)
National Board Dental Hygiene Exam	22	22	22	100%
WREB Local Anesthesia Exam	22	22	22	100%
WREB Dental Hygiene Exam	22	22	22	100%
ASBDE Dental Jurisprudence Exam	22	22	22	100%
NCLEX RN	21	21	18	86%
NCLEX PN	48	10	10	100%

2004	# Grads	#Grads Taken Exam	# Grads Passed Exam	% Passed (Taken/ Passed)
National Board Dental Hygiene Exam	23	23	23	100%
WREB Local Anesthesia Exam	23	23	23	100%
WREB Dental Hygiene Exam	23	23	23	100%
ASBDE Dental Jurisprudence Exam	23	23	23	100%
NCLEX RN	58	57	49	86%
NCLEX PN	57	18	17	94%

*Core Indicators of Effectiveness 2005

5. Faculty Demography

- A. Indicate the headcount of faculty in full-time and part-time categories according to highest degree earned.

	Residential	Adjunct
Doctorate	50	49
First Professional	--	--
Master's	110	299
Bachelor's	15	131
Associate's	2	23
Some College	3	57
High School	1	12
Total	181	571

- B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.

	Residential	Adjunct
Male	69	262
Female	112	309
White	129	164
Black	8	9
Hispanic	32	32
Asian/Pacific Islander	6	10
Native American/Alaska Native	6	1
Other	0	0

*Ethnicity is incomplete for Adjunct Faculty

Phoenix College Institutional Snapshot, Cont.

- C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

CIP Classification	# Residential Faculty	# Adjunct Faculty
Agriculture/Natural Resources	0	0
Architecture/Engineering/Engineering Technology	0	6
Biological & Physical Science	16	29
Business	18	53
Communications/Communication Technology/Fine Arts	23.5	89
Education/Library Science	7	16
Health	19	83
Humanities/Interdisciplinary	37.5	86
Law	3	46
Mathematics/Computer Science	22	39
Military Technology/Protective Services	0	12
Personal Services/Consumer Services/Fitness	0	44
Psychology/Social Sciences & Services	28	43
Trades/Production/Transportation Health	19	30

*Data may represent duplicate headcounts due to faculty teaching multiple prefixes.

6. Availability of Instructional Resources and Information Technology

- A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

Lab #	Bldg.	Room	Department(s)	Qty.	Notes	Tool Used to Study Usage
21	DB	136	Applied Arts	20	Design Lab.	SUAT
4	B	225	Applied Business	21		SUAT
53	OSBW	201	Applied Business	25	A+ repair lab	SUAT
31	F	201	Art	20	Apple Macintosh	SUAT
32	F	209	Art	19	Apple Macintosh	SUAT
10	B	206	Business	22		SUAT
12	B	307	Business	31		SUAT
13	B	323	Business	30		SUAT
33	H	240	COM, ASL	13	IPP Lab, custom video system	SUAT
14	B	121	English	26	Title-V Funded	SUAT
15	B	122	English	26	Title-V Funded	SUAT
27	E	224	Health Info Mgt	17	Medical Records Lab	SUAT
28	E	220	Industrial Tech	22	CAD Lab	SUAT
1	A	214	Math	30	Wireless Laptop Lab, Title-V Funded	SUAT
29	E	221	Math	31	SciMat Lab	SUAT
52	M	126	Music	20	Electronic Music Lab. Apple Macintosh	SUAT
5	B	226	Applied Business	19	Speed: 9@600, 5@1800, 5@3000	LabStats-OK
6	B	228	Applied Business	23	Speed: 17@3000, 3@1800, 3@600	LabStats-OK
7	B	229	Applied Business	21		LabStats-OK

Phoenix College Institutional Snapshot, Cont.

Lab #	Bldg.	Room	Department(s)	Qty.	Notes	Tool Used to Study Usage
22	DB	107	Biology	25	Wireless Laptop Lab (two classrooms), Prop 301 Funded	LabStats-OK
24	DB	Mobile	Biology	30	Mobile Wireless Laptop Lab, Title-V Funded	LabStats-OK
11	B	301	Business	40	Business Open Lab	LabStats-OK
38	L	L-122	Library	30	Laptop Lab	LabStats-OK
39	L	Main Level	Library	67	Patron research systems	LabStats-OK
40	L	Lower	LTD	100	Computer Commons	LabStats-OK
41	L	Lower-Catalina	LTD	29		LabStats-OK
42	L	Lower-Coronado	LTD	29		LabStats-OK
34	H	205	Reading	29	Reading Lab	LabStats-OK
45	L	Lower-Encanto	Title-V & LTD	41	Title-V Funded, 10@2500	LabStats-OK
50	LC	Testing Center	Advisement	25	Compass/ESL Assessment	LabStats-need to ask
17	C	Mobile	Chemistry	20	Mobile Wireless Laptop Lab, Title-V Funded	LabStats-need to ask
48	LC	LC Lab	Learning Center	10	Wireless Laptop Lab, Title-V Funded	LabStats-need to ask
49	LC	LC Trio Lab	Learning Center	10	Wireless Laptop Lab, Title-V Funded	LabStats-need to ask
18	C	122	Nursing	27	Nursing Lab, Carl Perkins Funded	LabStats-need to ask
30	E	Mobile	Physics	10	Mobile Wireless Laptop Lab, Title-V Funded	LabStats-need to ask
44	L	Math/Science Ctr	Title-V	15	Wireless Laptop Lab, Title-V Funded	LabStats-need to ask
3	A&R	Lobby	Admissions	4	Student Self-Registration	Not included in Phase I
51	LC	Testing Center	Advisement	8	ACT Testing Center	Not included in Phase I
46	LC	Transfer Center	Advisement	5	Wireless Laptops for student self-service	Not included in Phase I
8	B	230	Applied Business	30		Not included in Phase I
9	B	Cisco Lab	Applied Business	11	Cisco Lab (terminal access)	Not included in Phase I
23	DB	Biology Lab	Biology	13	Biology Lab. Apple Macintosh	Not included in Phase I
16	C	Chemistry Lab	Chemistry	8	4 PC's, 4 Mac G3's	Not included in Phase I
35	HC	Career Center	Counseling	7	Career Lab (1@3400)	Not included in Phase I
54	R	Multiple Locations	Dental Professions	7	Dental Lab- Student Stations, Operatory	Not included in Phase I
36	HC	Financial Aid	Financial Aid	3	Student Self-Service	Not included in Phase I
37	L	Lower-FLL	Foreign Language	5	Foreign Language Lab	Not included in Phase I
47	LC	DRC	Learning Center	6	Adaptive/Special Needs Lab	Not included in Phase I
43	L	LTD-Training	LTD	8	LTD Training Lab	Not included in Phase I
2	A	Math Zone	Math	3	Title-V Funded	Not included in Phase I
25	DB	323	Psychology	6	Psychology Tutor Lab	Not included in Phase I
26	DB	328	Psychology	8	Psychology Classroom Lab	Not included in Phase I
19	CCC	Teacher Prep Lab	Teacher Prep	25	Teacher Prep Primary Lab	Not included in Phase I
20	CCC	Teacher Prep Office	Teacher Prep	8	Teacher Prep Mini-Lab	Not included in Phase I
Total number of computers in these labs				1138		

Note: Currently use SUAT to analyze classroom usage. In Spring 2006, LabStats will be implemented in phases.

Phoenix College Institutional Snapshot, Cont.

7. Financial Data

A. Please provide the following information for the past two completed fiscal years.

	FY02-03	FY03-04
Operating Revenues:		
Tuition & Fees, net of scholarship allowance	\$ 7,423,594.00	\$ 8,084,801.00
Government grants & Contracts	\$ 8,785,959.00	\$ 9,841,481.00
Private grants & contracts	\$ 19,081.00	\$ 4,215.00
Other	\$ 480,541.00	\$ 541,291.00
Total operating revenues	\$ 16,709,175.00	\$ 18,471,788.00
Operating Expenses:		
Educational & General:		
Instruction	\$ 22,069,540.00	\$ 23,561,375.00
Public service	\$ 940,453.00	\$ 767,722.00
Academic support	\$ 4,156,073.00	\$ 4,886,638.00
Student services	\$ 7,245,324.00	\$ 8,447,279.00
Institutional support	\$ 5,209,703.00	\$ 5,906,609.00
Operation & maintenance of plant	\$ 3,875,728.00	\$ 3,933,695.00
Scholarships	\$ 357,598.00	\$ 575,070.00
Auxiliary enterprises	\$ 3,546,741.00	\$ 3,341,371.00
Depreciation	\$ 218,088.00	\$ 1,320,662.00
Other	\$ 230,205.00	\$ 291,963.00
Total operating revenues	\$ 47,849,453.00	\$ 53,032,384.00
Operating Loss	\$(31,140,278.00)	\$(34,560,596.00)
Non-operating revenues (expenses):		
Property taxes	\$ 25,231,033.00	\$ 28,905,023.00
State appropriations	\$ 4,861,481.00	\$ 4,693,844.00
State-shared sales tax	\$ -	\$ 7,756.00
Private gifts	\$ 1,043,786.00	\$ 1,102,979.00
Investment income, net of investment expense	\$ 2,157.00	\$ 15,582.00
Gain (loss) on sale/disposal of capital assets	\$ 1,821.00	\$ (164,588.00)
Total non-operating revenues and expenses	\$ 31,140,278.00	\$ 34,560,596.00

Appendix G

College Surveys

Climate Survey

Spring 2004

This summary highlights the results of the Phoenix College Climate Survey conducted in Spring 2004. Through an assessment of the college's climate, the purpose of this survey was to identify the strengths and opportunities for change in the following areas: (1) Morale and Trust, (2) Management Support, (3) Performance Feedback/Performance Management and (4) Communication and Empowerment. Scores were based on a scale (1 = strongly agree and 5 = strongly disagree) where numbers greater than 3 represent disagreement.

The results of the survey were generally neutral to positive. Overall, Phoenix College employees are proud to work for the institution. Employees also indicated satisfaction with their jobs and their contribution to the students and the college. Of the positive comments noted by employees, some of the most frequent statements identified supportive, approachable and friendly coworkers on campus. Employees younger in age and those with fewer years of service averaged more positive responses. Faculty also averaged more positive scores than the average of non-faculty and the College on all factors assessed.

The items listed below are questions that had an overall score of 2.0 or less, reflecting a positive response.

#	Item	Score
11	I support the mission and vision.	1.9
14	What I do contributes to students' well-being.	1.5
15	Knowing this job now, I would take it all over again.	1.9
19	I am proud to be a Phoenix College employee.	2.0
22	I do not experience harassment in the work place.	2.0
40	I understand what is expected of me as it relates to my performance on the job.	2.0
52	I am willing to communicate how the work process can be improved.	2.0

In addition to recognizing the strengths of Phoenix College, the climate survey also identified opportunities for change. This focus serves as a platform to improve the college practices and decision-making.

The areas where scores were greater than neutral, reflecting more negativity and opportunities for change are leadership, decision making, communication and collaboration. The items below are those that had a score greater than 3.0.

#	Item	Score
12	I trust the leadership.	3.1
13	I have confidence in the leadership.	3.1
20	The hiring process is fair and equitable.	3.1
32	Employee input is considered before decisions are made.	3.2
36	All jobs are equally respected.	3.1
53	I believe that the results of this climate survey will influence decisions to improve the department/college.	3.1
55	There is too much change right now.	3.6
59	Decision-making usually involves employees who are most knowledgeable about the issue.	3.1
60	Collaborative decision making exists among administration and employees.	3.3
63	Work groups cooperate to minimize duplications of effort.	3.3

The results of the climate survey demonstrated that the college needs to establish a strong leadership presence, develop college-wide priorities and goals, and review existing initiatives to determine how they will support the college's direction.

Climate Survey Focus Group Report

Fall 2005

In Spring 2004, the Climate Survey was administered to all Phoenix College employees. The purpose of this survey was to gain employee insight on ways to improve the campus climate, the working environment, and the overall perception of Phoenix College. The results of the Climate Survey identified both strengths and opportunities of the college.

As a follow-up to these findings, two focus sessions were held for each employee group between Summer and Fall 2005. There were approximately 120 faculty and staff members, with an additional 70 adjunct faculty, that provided feedback. Focus sessions were not held for adjunct faculty due to scheduling conflicts. In an effort to obtain adjunct faculty feedback a paper survey was administered. Each focus session included a presentation of strengths and opportunities identified by the Climate Survey. Employees were asked to assess college changes, the impact of these changes as a result of the Climate Survey, and additional opportunities for change. Below is a list of actions taken in response to the findings of the Climate Survey and served as a platform for discussion during each focus session.

- Appointed a new College President
- Aligned PC's Strategic Plan with the District Initiatives
- Defined the role and responsibilities of the Leadership Council (PCLC)
- Established President's Ten Goals for PC
- Officially established the Office of Institutional Advancement
- Established employee meetings with the President (Breakfast with the President)
- Established Education and Partnership Commission
- Formalized bond planning.
- Re-established Employee Recognition Programs
- Filled key administrative positions
- Leadership became more visible
- Implemented Community Building (i.e., Campus Cleanup)
- Hired a Director of Building and Grounds
- Further developed Office of Alumni
- Made course schedule available sooner

The following information highlights the employee group responses. This information has been summarized based on the opportunities initially identified from the Climate Survey (communication, leadership, collaboration, and decision-making). While many of the comments relate to these opportunities, it should be noted that several other themes emerged from the focus sessions. This information has been compiled and attached as recommendations to this report.

At the college level, employees feel that communication has improved. Employees also indicated their satisfaction with the "Bear Essentials" newsletter as a way of communicating important information. A recurring theme among employee groups indicated that more emphasis be placed on communication at the department level. Specifically, many responses from the focus group sessions indicated that the lack of access to computers contributed to inability to communicate and receive information about college activities. Suggestions to further improve communication include:

- Using the PC web site as a centralized location for information
- Standardizing communication of committee actions
- Establishing a document that defines College/MCCD acronyms
- Developing outlets for distributing information to students and to new employees

In general, employees indicated that the current leadership is stable and strong. The Acting President has established a clear direction for the college. Employees expressed satisfaction in the increased visibility of administration and the Acting President's ability to lead and make improvements. A common concern across employee groups is the lack of permanent status in key administrative positions.

Climate Survey Focus Group Report

Fall 2005

Employees believe that collaboration at the college level has improved. This improvement is evidenced by the process established and implemented to review the college's vision and mission statements. Similar to communication, employees indicated a greater need for collaboration at the department level. Employees would also like to see increased collaboration between employees and management.

Decision making at the college level has become more transparent and a greater effort has been made to encourage employees to give their input. The planning process has also been positively impacted. The timely availability of data has helped with decision making. Although decision making is better, the process could be further improved by involving individuals and departments directly related to the decisions being made. Although there has been some improvement in the hiring process, it should also be noted that all employee groups expressed the need for additional improvement.

Overall, all employee groups indicated that the campus climate has improved. Many positive changes have been implemented including collaborative efforts, leadership, and an awareness of the direction that the college is headed. Based on the responses of the focus sessions, the college has an opportunity to further improve communication, leadership, collaboration, and decision making at the department level.

Recommendations

1. Ensure that all employees have access to a computer with internet capability.
2. Include all individuals or departments impacted by new development or remodeling projects in the planning process. (e.g., safety and building operations)
3. Develop and educate employees concerning the Emergency Response Plan (e.g., fire, bomb, bio-terrorism).
4. Evaluate the safety resources (e.g., call boxes, security cameras) and develop policies and procedures regarding all safety issues, to include a procedure to notify the Safety Office when employees are working after hours.
5. Regularly provide CPR/AED training to employees.
6. Enforce the food and beverage classroom policy.
7. Inspect buildings for ADA compliance and fire code regulations.
8. Develop and implement a key regulations policy.
9. Develop a quality assurance process for cleaning (internal/external) and building maintenance.
10. Conduct a thorough inspection of campus flooring (e.g., cafeteria tiles, financial aid carpet).
11. Repair and increase signage on campus and off campus.
12. Streamline the hiring process and ensure that the hiring committee is representative of the department and position. Provide training modeling the district workshop that is tailored to PC.
13. Improve PC spirit by having more activities and encourage employee participation.
14. Identify and promote common areas for students to socialize.

Faculty Practices Survey

Fall 2004

As part of institutional effectiveness, it is necessary to ascertain general knowledge of faculty practices in the classroom. This survey was designed to gather information about what the faculty are doing in the classroom, what they know about assessment practices, and the amount of assessment at the classroom level.

In the development of this survey, faculty input was solicited regarding the content and format. A series of objective questions were developed based on this input. There were questions in four general categories: classroom policies and procedures, community based activities, classroom assessment activities, professional growth activities. This survey was administered through the department chairs to all faculty members including residential and adjunct. The research office tabulated the results and reported findings. The findings were disseminated directly to the department chairs, HLC Steering Committee and subcommittees. A summary of the findings was also reported in the HLC newsletter that is sent to the campus community.

There were 266 responses to the survey, approximately a 50% return rate. In general, the responses between residential and adjunct faculty were similar.

With respect to policy and procedures respondents reported having a written syllabus (99%) and have stated learning objectives (95%) and stated grading policy (98%). On the other hand, only 44% of the respondents indicated that they make reference to the student complaint policy.

Faculty reported using a variety of community based learning activities in their classes. Among these were outside speakers (48%) and field trips (32%). Internships, volunteer work and service learning activities were also mentioned.

Classroom assessment activity has become part of the college culture. Faculty report assessment activities for critical thinking (89%), course competencies (89%), writing (81%), information literacy (73%), oral presentation (68%), and social responsibility (44%), and numeracy (40%). Five of these competencies have been identified by the college as general education outcomes.

Phoenix College faculty members participate in professional growth activities. In the last five years 90% belonged to a professional organization, 89% attended a conference or professional growth activity, 65% presented at a conference, workshop or meeting, and 27% were published.

No. of Responses 266

1. Please indicate whether or not you use any of the following policies or procedures in your classes.

Number			Percent			
Yes	No	NA	Yes	No	NA	
250	9	4	95%	3%	2%	Stated learning objectives
260	0	3	99%	0%	1%	Written syllabus
202	50	5	79%	19%	2%	Student code of conduct
168	55	28	67%	22%	11%	Plagiarism policy
185	57	10	73%	23%	4%	Cheating/academic dishonesty policy
258	1	3	98%	0%	1%	Stated grading policy
106	117	19	44%	48%	8%	Reference to student complaint policy
246	12	4	94%	5%	2%	Attendance policy

2. On the average, how many instances of plagiarism or academic dishonesty do you deal with in any one class per semester?

113 Number of instructors indicating that plagiarism occurred

Faculty Practices Survey
Fall 2004

3. Please indicate whether or not you include any of these community-based learning activities in your classes.

Number			Percent			
Yes	No	NA	Yes	No	NA	
36	146	53	15%	62%	23%	Internship
38	148	55	16%	61%	23%	Volunteer work
31	148	55	13%	63%	24%	Service learning
119	105	23	48%	43%	9%	Outside speakers
77	127	40	32%	52%	16%	Field trips
12	163	59	5%	70%	25%	Summer learning tours
63	130	47	26%	54%	20%	Social responsibility activities

4. Please indicate whether or not you include any of the following assessment activities in your classes.

Number			Percent			
Yes	No	NA	Yes	No	NA	
201	34	12	81%	14%	5%	Writing
89	96	40	40%	43%	18%	Numeracy
217	19	7	89%	8%	3%	Critical thinking
170	48	15	73%	21%	6%	Information literacy
162	63	15	68%	26%	6%	Oral presentation
213	24	3	89%	10%	1%	Course competencies
100	89	38	44%	39%	17%	Social responsibility

5. Please indicate whether or not you participated in any of the following in the last five years.

Number			Percent			
Yes	No	NA	Yes	No	NA	
228	22	2	90%	9%	1%	Belonged to a professional organization
65	166	6	27%	70%	3%	Published
226	28	0	89%	11%	0%	Attended conference or professional growth activity
161	86	2	65%	35%	1%	Presented at a conference, workshop or meeting

6. Which of the following best describes your employment status?

Number	Percent	
91	36%	Residential Faculty (service or academic)
10	4%	OYO or OSO Faculty
6	2%	49% Faculty
148	58%	Adjunct Faculty
11		Missing

7. What is your primary teaching area?

Number	Percent	
142	57%	Academic
91	37%	Occupational
14	6%	Service
19		Missing

Community Leaders Survey

Fall 2005

The Community Leaders Survey was administered in Fall 2005 to multiple groups consisting of community leaders, the President's Advisory Council, the Education and Partnership Commission, Alumni Boards, Custom Training and Education Partners, and Workforce Development Program Advisory Council members. The purpose of this survey was to assess the community's perceptions of the college as it relates to accreditation standards. In addition, this survey assisted in determining the degree to which Phoenix Colleges meets the needs of the community it serves.

There were 123 responses to the survey. Overall, the results of the survey were positive. In response to the open ended questions, many community leaders indicated a high satisfaction with Phoenix College's affordability, 'on site' facilities, diversity of programs and events, quality preparation of students, "cutting edge" faculty, and the rapid response to changing workforce needs. Opportunities included ongoing meetings with diverse community groups and administrators, greater collaboration between the college and the business community, continuous evaluation of community needs, and more continuing education programs for licensed healthcare personnel.

The items listed below are items that had an overall mean score of 4.50 or higher and had 90% or more positive responses.

#	Item	Score
1	College sponsored community service and volunteer activities are an asset to the community.	4.69
2	The college provides life-long learning opportunities.	4.69
14	Phoenix College is a valuable asset to the community.	4.65
16	The college enables students to improve skills for career change or advancement.	4.50

The items listed below are items that had an overall mean score of 3.75 or lower and more than 20% of the responses were negative.

#	Item	Score
4	The college enriches the community through athletic facilities and events.	3.68
6	The college meets the needs for continuing education for licensed professionals.	3.68
8	Phoenix College effectively communicates with the community about college directions, initiatives and activities.	3.52

Community Leaders Survey
Fall 2005

	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Don't Know	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Don't Know	No. of Responses
90	29	3	1	0	0	0	73%	24%	2%	1%	0%	0%	123
92	22	2	4	3	0	0	75%	18%	2%	3%	2%	0%	123
49	50	8	14	2	0	0	40%	41%	7%	11%	2%	0%	123
33	51	7	28	3	0	0	27%	42%	6%	23%	2%	0%	122
64	47	1	10	0	0	0	52%	39%	1%	8%	0%	0%	122
38	44	11	25	4	1	1	31%	36%	9%	20%	3%	1%	123
39	63	6	12	2	0	0	32%	52%	5%	10%	2%	0%	122
31	42	19	22	9	0	0	25%	34%	15%	18%	7%	0%	123
37	50	9	22	3	1	1	30%	41%	7%	18%	2%	1%	122
55	49	5	12	1	1	1	45%	40%	4%	10%	1%	1%	123
58	46	6	8	4	1	1	47%	37%	5%	7%	3%	1%	123
43	47	12	17	4	0	0	35%	38%	10%	14%	3%	0%	123
47	53	4	13	6	0	0	38%	43%	3%	11%	5%	0%	123
88	31	0	4	0	0	0	72%	25%	0%	3%	0%	0%	123
62	45	7	7	1	1	1	50%	37%	6%	6%	1%	1%	123
74	41	3	5	0	0	0	60%	33%	2%	4%	0%	0%	123
72	36	4	8	1	1	1	59%	30%	3%	7%	1%	1%	122
45	51	6	19	2	0	0	37%	41%	5%	15%	2%	0%	123

Community Leaders Survey

Fall 2005

Comments Received

1. Appreciate that Phoenix college is willing to go 'on site' at facilities. This removes time constraints for many.
2. As an office manager in a very busy family practice office, Phoenix College nursing program has provided externs for our office. This has resulted in the hiring of students once their externs are finished. This is because Phoenix College has provided a well rounded, educationally sound environment.
3. Assessment doesn't necessarily reflect campus image; unknown as to how PC responds. Questions appear to be couched in campus-wide terms and not in area-specific targets. Campus is mostly on the plus side
4. Diversity community groups should meet with college administrators on a continuous basis.
5. I am impressed with Phoenix College - I participated in the strategic planning process several years ago. An important aspect is the affordability of the education and outreach programs.
6. I am thrilled that PHX College is bringing the MLT program back.
7. I have found the faculty at Phoenix College to be much more cutting edge than those at the university level. I speak from the experience of having my children attend both NAU and ASU West, and of having the privilege of working at Phoenix College as adjunct faculty.
8. I have worked very closely with the campus for over twenty years with the different administration and have found them to be very helpful in making my community events happen. I applaud your efforts to create more business partners it is very much need for the economic development of this community with out the businesses in the area being active for information and referral and support the college mission to educate. I look forward to many more years of activities as long as you are able to sponsor community events at little or no costs. My events have no budget which makes your efforts and location ideas to continue to work with. Any bonds for expansion and parking is very much needed. Keeping reaching out to all the community not just on race. We here in phoenix now have a very diverse population and ALL efforts should be made to address that on you campus as the mother ship for Maricopa Community college district. Good luck
9. I think that Phoenix College is a very valuable asset to the Phoenix community. It has a great reputation and does a good job of preparing its students for their careers.
10. It is always a pleasure working with Phoenix College on community wide projects. They frequently volunteer to help develop programs that are identified as necessary for an improving workforce.
11. It would be nice if PC worked on collaboration between the campus and the business community. It would also be nice if it had more facilities to host community events.
12. It's a real privilege to be involved with the college!
13. Outstanding college.
14. PC offers many opportunities for learning - it is important to evaluate and make certain we are serving the continuing needs of those in the community.
15. People in Maricopa County are very fortunate to have such a wonderful community college system, and certainly my experiences with Phoenix Community College have been positive and I have enjoyed attending and later being on an Advisory Committee.
16. Phoenix College has been valuable to the community in that they provide programs which help students toward employment. We have Phlebotomy students who rotate through our facility. Phoenix College has taught the students well before entering our facility.
17. Phoenix College is a definite asset to the community and has allowed many individuals the opportunity for an education

Community Leaders Survey

Fall 2005

that might not have had that opportunity. Also, Phoenix College, has several diverse programs and works with the community to allow education for all that wish to pursue their dreams.

18. Phoenix College is a valuable asset to our community. It provides an opportunity for individual advancement at an affordable cost, responds quickly to meet the workforce training needs of the business community, and is a valuable resource to many organizations in our Valley.
19. Phoenix College provides an excellent educational and community opportunity for students, alumni, and businesses.
20. Phoenix College responds to group visitation requests with engaging, high-quality programs.
21. Phoenix College should re-assess its curriculum to reflect career training and professional advancement.
22. Please keep up the good work. we are proud to be partners with Phoenix College.
23. Reach to all communities as you have to the Hispanic, African American etc.. but have not seen in the GLBT community.
24. Several community colleges in the area are doing great work and respond well to the needs of the community. Phoenix College has made spectacular head-way in the criminal justice field during the past 5 years. The staff is responsive to the needs of the community and strives to proactively meet the needs of the public safety providers in our State. Please commend the leaders who oversee the criminal justice program at P.C.C. It is because of their (PCC's) foresight and professionalism that I frequently recommend future law enforcement personnel to their program of study.
25. Thank you for all your support of community needs. We recently contracted with CTE to provide Spanish classes for our staff at TERROS and all that participated raved about the positive experience. We're looking to do it again. Gracias ~ Gustavo Mc Grew, VP of Diversity
26. Thanks for asking!
27. Thanks for the opportunity!
28. The college develops career and technical programs in response to the changing needs of the workforce. Needs to improve L.D. opportunities for adult students. However, Phoenix College is innovative and adaptable.
29. The college's message is good however individual departments are not as receptive.
30. The college's Police Admin and forensic programs have improved significantly during the past five years...keep up the good work.
31. The new social services aide certificate program will be helpful to my staff and organization.
32. Working with Dr. Trino Sandoval was a pleasure, I appreciated the opportunity to support the CTE initiative.
33. Would like to see more continuing education programs for licensed healthcare personnel. Have worked with PC to provide customized courses for our employees...have found that they are always willing to adapt and change to meet community needs.

Graduate Survey

Spring 2005

The Graduate Survey is conducted once each year at the end of the spring semester. It surveys the graduates from the immediate past year and is administered through the bookstore at the time when the students pick up the graduation regalia. The focus of the graduate survey is student satisfaction with courses and services, and future educational plans.

There were 362 responses, approximately 1/3 of the degree graduates for 2004-2005. 60% of the students reported that their primary objective was to transfer to another college or university. 34% of the students indicated that their primary goal was to prepare for the job market. Overall, 90% of the students indicated that their goal was met. 85% of the respondents indicated that they plan to attend another college or university within the next year. Further, 94% indicated that they believed Phoenix College prepared them for success to continue their education.

Students were generally satisfied with their education and services at Phoenix College. Using a scale of one to five, where five is very satisfied and one is very dissatisfied, students rated overall experience at Phoenix College (4.4), quality of instruction (4.3), highest. Students were least satisfied with career placement services (3.5) and financial aid (3.8).

In response to open ended questions, students indicated that academic advisement, career center/counseling, financial aid, and campus safety/parking could be improved. Suggestions included increasing the availability of advisors, having more information about services provided by the career center/counseling department, having more assistance with scholarships and other funding, and increasing the amount of parking and securing the existing parking lots.

When asked what they liked best about Phoenix College, several themes emerged including instructors, location, limited class size, and diversity. Themes related to what students liked least included parking, advisement, financial aid, and cost of books.

1. What was your primary educational objective for obtaining a degree or certificate from Phoenix College? (Select only one response)

No. of Responses: 341

Number	Percent		Number	Percent	
69	20%	Preparation to enter the job market	204	60%	Transfer to college or university
35	10%	Preparation to change careers	13	4%	Personal interest/development
14	4%	Improvement of job skills for present job	6	2%	Other

2. Did you meet your primary goal?

No. of Responses: 358

Number	Percent	
321	90%	Yes
3	1%	No
34	9%	Partially

3. For which of the following are you applying? (Check all that apply)

No. of Responses: 310

Number	Percent		Number	Percent	
125	40%	AA	25	8%	ABUS
14	5%	AGS	2	1%	AAEE
4	1%	AGEC	138	45%	AAS
0	0%	ABD	2	1%	Certificate

Graduate Survey
Spring 2005

4. Do you plan to enroll at one or more of the following within the next year? (Mark all that apply)

No. of Responses: 310

Number	Percent		Number	Percent	
245	79%	University or College	1	0%	Technical College
19	6%	Community College	72	23%	No plans to enroll at this time

5. If so, which university, college or technical school do you plan to attend?

No. of Responses: 273

Number	Percent		Number	Percent	
81	30%	ASU Main	18	7%	NAU
90	33%	ASU West	7	3%	U of A
4	1%	ASU East	73	27%	Other

6. How well do you believe Phoenix College prepared you for success at the university or college you plan to attend?

No. of Responses: 318

Number	Percent		Number	Percent	
165	52%	Fully prepared	17	5%	Somewhat prepared
134	42%	Mostly prepared	2	1%	Unprepared

7. If you do not plan to continue your education, what is the reason? (If you are continuing skip to question #8)

No. of Responses: 100

Number	Percent		Number	Percent	
5	5%	Family Obligations	38	38%	Plan to continue at a later date
20	20%	Money/financial challenges	10	10%	Other
27	27%	Completed my education goals			

8. Which of the following best describes your current employment status?

No. of Responses: 348

Number	Percent		Number	Percent	
140	40%	Full time (40 hours or more per week)	12	3%	Self Employed
133	38%	Part time (less than 40 hours per week)	11	3%	Between jobs
0	0%	Military	52	15%	Not employed

9. Is your job related to your Phoenix College program of study? If you are not employed skip to the next question.

No. of Responses: 309

Number	Percent	
102	33%	Directly related
70	23%	Somewhat related
137	44%	Not related

Graduate Survey
Spring 2005

**10. How much has your course of study at Phoenix College helped or will help you do the following?
Using a scale of 1-5 where 5 is 'Very Much' and 1 is 'None'**

Very Much	Enough	Neutral	Not Enough	None	Very Much	Enough	Neutral	Not Enough	None		Score	No. of Responses
134	69	55	22	5	41%	21%	17%	7%	2%	Obtain employment	3.5	330
79	65	73	25	71	25%	21%	23%	8%	23%	Obtain a promotion	3.2	313
108	75	62	19	55	34%	24%	19%	6%	17%	Obtain higher pay	3.5	319
130	97	53	15	27	40%	30%	16%	5%	8%	Improve job performance	3.9	322
189	81	46	8	10	57%	24%	14%	2%	3%	Develop personally	4.3	334

11. Please indicate your level of satisfaction with each of the following services, using a scale of 1-5 where 5 is 'Very Satisfied' and 1 is 'Very Dissatisfied'. If you have not used the service please leave it blank.

Very Much	Enough	Neutral	Not Enough	None	Very Much	Enough	Neutral	Not Enough	None		Score	No. of Responses
164	119	41	14	11	47%	34%	12%	4%	3%	Registration Process	4.2	349
147	82	60	29	26	43%	24%	17%	8%	8%	Academic Advisement	3.9	344
123	67	64	27	21	41%	22%	21%	9%	7%	Financial Aid Office	3.8	302
150	82	68	16	13	46%	25%	21%	5%	4%	Campus Safety	4.0	329
84	50	81	22	34	31%	18%	30%	8%	13%	Career Placement Services	3.5	271
176	105	43	9	8	52%	31%	13%	3%	2%	Quality of instruction	4.3	341
175	96	46	18	7	51%	28%	13%	5%	2%	Convenience of courses	4.2	342
105	78	75	9	14	37%	28%	27%	3%	5%	Student Life & Leadership	3.9	281
133	105	63	8	7	42%	33%	20%	3%	2%	Facilities and equipment	4.1	316
207	92	35	3	7	60%	27%	10%	1%	2%	Overall experience at PC	4.4	344

12. What suggestions do you have for improving the items in #11 that you scored the lowest?

Academic Advisement: The staff needs to be trained in all areas of academic advisement so they will be able to provide complete, accurate and uniformed advisement regarding degree requirements, pre-requisites for programs, general information about universities, and the transfer process. Other opportunities for improvement included increasing the availability of advisors, attitude (friendlier) and communication.

Career Center/Counseling: Students would like to have more information available regarding the services provided by the Career Center and the Counseling Department.

Financial Aid: Improve the customer service and knowledge of staff. Students would also like more information and assistance regarding existing scholarships as well as additional funding opportunities.

Campus Safety/Parking: Students indicated a need for increased parking and enhanced safety in the existing parking lots (e.g. more cameras and security staff).

Graduate Survey

Spring 2005

13. What did you like best about Phoenix College?

Students identified a variety of items that they liked “best” about the college. However, several themes were reoccurring and included: instructors, location, limited class size and diversity.

14. What did you like least about Phoenix College?

The themes relating to the issues students liked least included: Parking, advisement, financial aid, select instructors, and the cost of books.

15. Have your parents (guardians) ever graduated from college?

No. of Responses: 340

Number	Percent	
97	29%	Yes
243	71%	No

Note: Students were asked an additional open-ended question (#16) on the graduate survey. The responses for this question were similar to the other open-ended questions and are included in the analysis above.

Gender

No. of Responses: 347

Number	Percent	
85	24%	Male
262	76%	Female

Ethnic Background

No. of Responses: 335

Number	Percent	
16	5%	Amer Ind/Alaskan
7	2%	Asian/Pacific Islander
32	10%	Black
137	41%	Hispanic
131	39%	White
12	4%	Other

Age

No. of Responses: 340

Number	Percent	
15	4%	19 or younger
166	49%	20-24
42	12%	25-29
44	13%	30-34
41	12%	35-44
28	8%	45-54
4	1%	55-64
0	0%	65 or older

Employee Survey

Fall 2005

The Employee Survey was administered during Fall 2005 to assist the college in conducting the required self study for continued accreditation. The goal is to attain data that can be interpreted and evaluated in relation to the Phoenix College mission.

This survey was developed in line with the five criteria being addressed in the Self Study: Mission and Integrity; Preparing for the Future; Teaching and Learning; Acquisition, Discovery, and Application of Knowledge; Engagement and Service. This survey was administered through the department chairs and managers to all faculty and staff, including Adjunct Faculty.

There were 432 responses to this survey, an estimated 45% return rate. The results of the survey include reports by employee group and tenure. Overall, the results of the survey were positive. The two groups that averaged more positive responses were those with fewer years of service and Adjunct Faculty. The professional support staff recorded lower scores on all factors. Crafts, Safety, and Maintenance & Operations (M&O) were not reported separately due to the low number of responses. Although, there was a low response rate for Crafts and Safety, the response rate was almost 100%.

Overall, 88% of the employees reported participating in at least one professional growth opportunity in the past two years, with PC "Day of Learning" the most attended.

An average score was calculated using a scale of one through five (1-5), where five (5) is strongly agree and one (1) is strongly disagree. Overall percentages were calculated by the number of responses in each category (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The percentage rate in the summary reports, as well as this cover letter, was calculated by adding the percent of responses for strongly agree with the percent of responses for agree. Both measures were used to determine strengths and opportunities. A strength was determined by those items that met both an overall rating of 4.25 or more and 85% strongly-agree/agree. An opportunity was determined by those items that met both an overall rating of 3.8 or less and 65% or less strongly-agree/agree.

The items listed below had an overall rating of 4.25 or higher and were 85% or more with strongly agree and agree responses.

#	Item	Percent	Score
1	I am familiar with the college vision, mission, and values.	94%	4.36
3	My department's plans and goals support the college vision, mission, and values.	90%	4.39
4	I understand how my work supports the college vision, mission, and values.	94%	4.45
12	The college supports innovation in teaching and learning.	86%	4.25
17	Curriculum offerings at the college allow students to develop a breadth of knowledge and skills.	88%	4.27

The items listed below had an overall rating of 3.8 or lower and were 65% or less with strongly agree and agree responses.

#	Item	Percent	Score
7	I have been appropriately involved in my department's planning activities.	62%	3.79
10	The college has adequate financial resources.	32%	3.15
19	Programs for under prepared students are effective in preparing students for college level work.	52%	3.72
20	Services for under prepared students are effective in preparing students for college level work.	51%	3.73

Employee Survey
Fall 2005

		Acquisition, Discovery, and Application of Knowledge										No. of Responses	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Don't Know	Disagree	Strongly Agree	Don't Know			
154	174	51	25	14	10	36%	41%	12%	6%	3%	2%	22. I have adequate opportunities to continue my professional development.	428
112	187	68	18	7	33	26%	44%	16%	4%	2%	8%	23. Participation in community activities is encouraged at the college.	425
115	182	68	33	14	14	27%	43%	16%	8%	3%	3%	24. The open exchange of thoughts and ideas is encouraged at the college.	426
126	224	48	12	5	11	30%	53%	11%	3%	1%	3%	25. I'm aware of the various learning resources available on campus.	426
127	193	70	15	7	13	30%	45%	16%	4%	2%	3%	26. I share strategies on improving student learning informally with my colleagues.	425
Engagement and Service													
93	149	62	17	6	98	22%	35%	15%	4%	1%	23%	27. The college meets the need for continuing education for licensed professionals.	425
103	199	57	10	3	52	24%	47%	13%	2%	1%	12%	28. The college develops programs in accordance with community needs.	424
95	180	67	17	4	63	22%	42%	16%	4%	1%	15%	29. The college develops services in accordance with community needs.	426
95	167	70	27	6	62	22%	39%	16%	6%	1%	15%	30. The college offers a good variety of non-credit personal interest classes.	427
158	179	42	5	5	37	37%	42%	10%	1%	1%	9%	31. The college enhances the quality of life in the local community.	426

Employee Survey

Fall 2005

32. In the past two years, I have participated in the following professional development activities (check all that apply):

No. of Responses: 380

Number	Percent	
83	22%	Course(s) toward meeting degree requirements
187	49%	Course(s) to stay current in my field
244	64%	PC 'Day of Learning'
190	50%	Department workshops/retreat
169	44%	District sponsored workshop or activity
172	45%	Professional organization
192	51%	Professional conference
117	31%	Other college sponsored professional development activity
35	9%	Other: <ul style="list-style-type: none"> • Spanish classes • General courses • Not much when you're not given the opportunity. • District learning community • Writing textbook • EDU 250 • Accounting Advisory Committee • New employee NFO • PC Cubed • Computer camps! Need more! They are great! One book Arizona • PLC degree in progress. • Community professional events • Training services • Hispanic Women's Conference • Busy lifestyle would like to attend workshop if possible. • None, we can't leave the office. • Staff meetings • Earned an MA degree I already have an M.ED and Ph.D. • Professional writing and publication. • Home study • Volunteerism in occupational field community service. • District training • New York Study Tour taught. • Reading relevant books on the subject matter. • PC Stinks • N/A employed less than a year. • Nothing, as I just started. • Classes for personal development. • Writing conferences • Represent constituency

Employee Survey

Fall 2005

33. Employee Groups

No. of Responses: 408

Number	Percent	
185	45%	Adjunct Faculty
5	1%	Crafts
112	27%	Faculty
2	0%	M & O
22	73%	MAT
76	6%	PSA
6	1%	Safety

34. Job Tenure at PC

No. of Responses: 401

Number	Percent	
200	50%	Less than 5 years
126	31%	6-15 years
75	19%	16 or more years

Faculty/Course Evaluation

Fall 2005

Attached are the results of the Faculty/Course evaluation for Fall 2005. Instructors that teach in more than one discipline will have a separate report for each prefix. There is only one set of comments per instructor.

There are four levels of summarization; Class, Instructor, Prefix and Institution. There are two parts to the questionnaire; items that are common to all courses (1-20) and optional discipline specific items (21-30). Common items 1-20 are subdivided into six factors. Discipline specific items were developed by the respective department. The factors are divided in the following manner:

FACTOR 1: Course Assignments (Q. 1, 8, 18)

FACTOR 2: Course Objectives (Q. 13,14)

FACTOR 3: Instructor Commitment to Student Learning (Q 4, 5, 11, 12, 15, 16)

FACTOR 4: Instructor/Student Interaction (Q. 6, 9, 10, 17, 20)

FACTOR 5: Testing (Q. 7, 19)

FACTOR 6: Preparation/Organization (Q. 2, 3)

A sufficient number of students, per class, are necessary for reliability. Data from classes with responses less than 10 may not be reliable.

Of those surveyed, there were:

30 Prefixes

507 Sections

6459 Student Responses

Notes: Page 3: There will be only one line on the graph for Instructor and Prefix when only one instructor has been evaluated in a given discipline.

Department	Prefix	Number of Sections	Number of Evaluations	Percent of Evaluations
Reading	CRE	10	155	2.4%
Reading	RDG	47	690	10.7%
Communication/Sign Language/Theatre/Film	COM/STO	39	517	8.0%
Communication/Sign Language/Theatre/Film	IPP	5	40	0.6%
Communication/Sign Language/Theatre/Film	SLG	25	269	4.2%
Health Enhancement, Health Information Management	HCC	24	408	6.3%
Health Enhancement	HES	8	142	2.2%
Health Enhancement	HCE	16	306	4.7%
Health Enhancement	PED	45	449	7.0%
Health Enhancement	WED	15	141	2.2%
Health Enhancement	REC	5	101	1.6%
Industrial Technology	BLT	3	25	0.4%
Industrial Technology	CET	7	104	1.6%
Industrial Technology	DFT	16	203	3.1%
Industrial Technology	GTC	1	8	0.1%
Industrial Technology	WLD	4	26	0.4%
Business	GBS	27	350	5.4%
Business	ACC	19	235	3.6%
Business	CIS	41	454	7.0%
Business	REA	2	30	0.5%
Business	SBU	5	37	0.6%

Faculty/Course Evaluation
Fall 2005

Department	Prefix	Number of Sections	Number of Evaluations	Percent of Evaluations
English/Humanities	CRW	9	65	1.0%
English/Humanities, Communication/Sign Language/Theatre/Film	HUM/THE	13	144	2.2%
Communication/Sign Language/Theatre/Film	THE	1	16	0.2%
English/Humanities	ENG/ENH	102	1339	20.7%
English/Humanities	ESL	3	37	0.6%
Communication/Sign Language/Theatre/Film	THP	3	24	0.4%
Health Information Management	HIT	10	107	1.7%
Business	IBS	1	4	0.1%
Business	HIP	1	33	0.5%
	Total	507	6459	

Appendix H

Memorandum of Understanding

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

MEMORANDUM OF UNDERSTANDING

This document represents an updated Memorandum of Understanding (MOU) between the Maricopa County Community College District (the District or MCCCCD), on behalf of each college and center currently established (see Appendix A) or that may be established in the future and the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools (NCA). The original MOU was developed in response to the Commission's need for: an (institution) external financial audit by a certified public accountant or a public agency at least every two years and that an institution's financial practices, records, and reports demonstrate fiscal viability to meet General Institutional Requirements (GIR's) that were in effect at the time (GIR's 19 and 21, respectively).

The Board of Trustees of HLC adopted new Criteria for Accreditation and therefore this MOU has been updated. As a multi-college district (institution), the Governmental Accounting Standards Board's (GASB) current Generally Accepted Accounting Principles do not permit the State of Arizona's Auditor General's Office to issue individual audit reports for the Maricopa Colleges. Therefore, this MOU outlines an appropriate pattern of evidence to be made available by MCCCCD for purposes of addressing Criterion One, Core Component-1E and Criterion Two, Core Component – 2B and Operational Indicators for Financial Strength required by the annual report, all of which are necessary and required for meeting the Criteria for Accreditation. This document focuses on criteria related to financial resources/uses and assurances that MCCCCD colleges and centers have accurately reported their financial position and provided records that demonstrate efficient management of individual expenditure budgets consistent with maintaining the fiscal viability of the District.

HISTORY

The Maricopa County Community College District was established in 1962 under the provisions of legislation enacted by the Arizona State Legislature in 1960. This legislation created the Arizona State Junior College System and provided for the formation of junior college districts on a county basis throughout the State. At that time, there was one college in the system, Phoenix (Junior) College, founded in 1920. Today, the District consists of ten colleges that are accredited by the HLC or its predecessor, NCA, two skill centers, several education centers, and a support services center. MCCCCD comprises the largest single provider of higher education in Arizona, and is among the nation's largest community college districts.

FINANCIAL REPORTING ENTITY

The highest authoritative source for financial accounting and reporting standards applicable to the District is pronouncements of the Governmental Accounting Standards Board (GASB).

GASB Statement 14, "The Financial Reporting Entity," applies to all state and local governments and special-purpose governments.

Maricopa County Community College District meets the definition of a special-purpose government because it:

- is a legal entity separate from other entities,
- was established under the statutory authority of the State of Arizona as a political subdivision of the state,
- has a separately elected governing board, and
- is fiscally independent of other state and local government entities. An entity is fiscally independent if it has the authority to:
 - ◊ determine its own budget without another government having the authority to approve or modify that budget,
 - ◊ levy taxes or set rates or charges without approval by another government, and
 - ◊ issue bonded debt without approval by another government.

NOTE: Arizona's community college districts were subject to general oversight by the Arizona Community College Board until Fiscal Year 2002-2003. This oversight was ministerial or procedural as opposed to substantive and did not diminish the fiscal independence of the District. The college board and funding for the board have been eliminated by the State legislature and Governor and governance authority for community colleges now rests with locally elected governing boards for each district.

GASB 14 also establishes criteria for determining what financial activities or organizations should be included in a governmental financial reporting entity that consists of the primary government and its component units. Under the definitions and criteria of GASB 14, Maricopa Colleges is a primary government and is NOT a component unit of any other government. Also, the colleges and centers within Maricopa Colleges are NOT component units of the District but are “part of” the District.

Therefore, the financial reporting entity having financial accountability is the District and its Governing Board, not the separate colleges or centers. The colleges and centers have no separate legal standing and have no separate financial accountability for property tax revenues, state appropriation revenues, cash and investments, or liabilities including bonded debt. Legal authority, responsibility, and financial accountability for such revenues, assets, and liabilities rest with the District on behalf of and for the benefit of all colleges and centers. The colleges and centers are allocated portions of the District’s expenditure budget for operational purposes. All accounting of actual financial activity is performed at the district wide level by the District Support Services Center.

The District has an annual audit performed by the Arizona Auditor General’s Office and issues a Comprehensive Annual Financial Report (CAFR) using the reporting model promulgated by GASB 34/35 for colleges and universities. The Financial Section of the CAFR includes the audit opinion, the financial statements of the District, and notes to the financial statements. The Introductory Section and Statistical Section of the CAFR contain additional valuable information that is beyond the scope of the audit. The CAFR also contains a Statement of Revenues, Expenses, and Changes in Net Assets by College/Center, subject to auditing procedures applied in the audit of the basic financial statements. This schedule is not a required part of the financial statements but such data and other evidence is required by HLC in order to determine that criteria related to finances have been met by the individual institution under accreditation review.

Accordingly, the District makes the assurances stated herein in a good faith effort to provide all required financial evidence to HLC.

ASSURANCES

1. The District will provide evidence that it upholds and protects its integrity. One example of evidence is that the District has exercised its responsibility to the public to ensure that the organization operates legally, responsibly and with fiscal honesty (Criterion One: Core Component 1E).

According to GASB Concepts Statement No. 1, Objectives of Financial Reporting – “financial reporting plays a major role in fulfilling government’s duty to be publicly accountable in a democratic society.” Therefore, evidence will be in the form of the most recently issued CAFR, audited by a certified public accountant or a public audit agency (Attachment A). The CAFR will include an audit opinion, financial statements of the District as a whole, and notes to the financial statements, prepared in accordance with generally accepted accounting principles. Additionally, the CAFR will have a supplemental schedule of revenues and expenses by college.

2. The District will provide evidence that its resource base supports the educational programs of its institutions and its plans for maintaining and strengthening their quality in the future (Criterion Two – Core Component 2B).

Evidence will include, at a minimum:

- a) The District continues to budget using the American Institute of Certified Public Accountants (AICPA) model although the financial statements are prepared using the new GASB 34/35 reporting model. The Adopted Budget book for the current and prior year includes district wide budgeted revenues and expenditures by fund. Also included are expenditure budget allocations by college and supplemental expenditure allocations available for growth and contingencies as needed. (Attachment B)
- b) A budget-to-actual Expenditure Analysis by college comparing the current and prior years (Attachment C, example for Paradise Valley Community College).
- c) The District’s most recently issued Multi-Year Financial Plan including projected revenues and expen-

ditures by fund and underlying assumptions. While detail by college is not specified, expenditure allocations would be consistent with those in the Adopted Budget given the effect of stated assumptions Attachment D.

- d) Any additional narrative necessary to explain programs or fiscal priorities unique to the individual institution and in relation to the District as a whole.
3. The District will provide the operational indicators for financial strength that are required by HLC on a district wide basis (Attachment E).

Each college within the District is responsible for sound fiscal management of programs and operations within allocated expenditure budgets that are driven by available resources. The colleges are dependent on the District as a whole for major revenues (property taxes and state aid) that are determined and received on a district- wide basis for the benefit of each college and center.

Traditionally, reporting has been limited to revenues, expenses and changes in net assets. There has been a change with the operational indicators for the annual report. The operational indicators now require information from both the Statement of Revenues, Expenses and Changes in Net Assets and the Statement of Net Assets. With the addition of the Statement of Net Assets information (assets, liabilities and net assets), the calculation became impossible for each individual college in the District. While the preparation of a schedule by college using revenues and expenses (transactional-type detail) is achievable, calculations requiring assets, liabilities and net assets (Statement of Net Assets) are not possible.

As stated previously, the financial reporting entity having financial accountability is the District. The Statement of Net Assets is designed to display the financial position at a point in time for the financial reporting entity. Assets, such as Cash and Investments, are held in the name of the District and managed as a centralized function for the benefit of all colleges. Debt is also issued on a District level and not by individual college. Thus, the most meaningful and reliable demonstration of fiscal viability is provided by evidence from a district wide perspective.

Evidence will be in the form of:

- a) Calculations of the District's financial strength operational indicators for the most recently completed fiscal year (as required by HLC, Attachment E). These indicators provide several measures of an institution's financial viability.
- b) Current listings of bond ratings for debt issues of the District (Financial Strength (Attachment F)

Debt is issued in the name of the District and is administered as a centralized function for the benefit of all colleges. Individual colleges are responsible for debt service of capital lease obligations for some equipment. This represents less than 1% of all District debt. All other debt service is managed and budgeted on a district wide basis from district wide resources. The strength of the District's credit worthiness stems from its financial stability and provides a foundation of fiscal viability to each college and center.

- c) A Current Unrestricted General Operations Budget Analysis/Financial Stability Report for the most recent fiscal year and current period in the current fiscal year (Attachment G). The District's Governing Board has developed a Fiscal Management Policy for Financial Stability that is the cornerstone upon which each fiscal year budget is developed and adopted. Goals for financial stability enable the District to manage revenue shortfalls and cash flows to ensure continued operations, and to provide for unforeseen contingencies without impairing the level of quality service needed to respond to our customers. To this end, the financial stability policy guides the District's budgeting process and requires the following:

- Assurance that current general operating budget balances remain at least eight percent (8%) of Current Unrestricted General Operations Budget revenues. This ratio is monitored by the Governing Board each month but final compliance is measured by the actual June 30 Current Unrestricted

General Fund Balance, as a percentage of Current Unrestricted General Operations budget Revenues The financial stability of MCCCCD will be maintained in perpetuity.

- Only the Governing Board and the Chancellor may authorize a different first priority for budget development and adoption.

d) Other relevant policies to ensure financial integrity include requirements for:

- Sufficient information to enable an understanding of planning assumptions, accurate projection of revenues and expenses and separation of both capital and operational revenues and expenses. The Adopted Budget includes such information and will be provided.
- Avoidance of expenses in any fiscal year of more resources than is conservatively projected to be received or carried forward in that period. The Adopted Budget and Current Unrestricted General Operations budget analysis/financial stability report provides such documentation and will be provided.
- A proposed budget that reflects stated Board priority goals within the parameters of conservatively projected available revenues and a balanced budget. The Adopted Budget includes such information and will be provided.
- The CAFR contains a Statement of Cash Flows that provides additional detail on the use of cash balances throughout the year as well as beginning and ending balances.

SUMMARY

This document is intended to provide assurances to HLC that necessary and relevant evidence related to financial criteria will be made available on a consistent basis for any institution of the District under accreditation review. Such assurances and consistency facilitate the accreditation process by enhancing the view of the District as a whole and the understanding of the roles of the colleges and centers as part of a system.

DATED THIS _____ DAY OF _____, 2004.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Rufus Glasper, PhD, CPA
Chancellor

Debra Thompson, MPA
Acting Vice Chancellor for Business Services

DATED THIS _____ DAY OF _____, 2004.

Dr. Steven Crow
Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools

APPENDIX A
Colleges and Centers* of the Maricopa Community Colleges

Phoenix College (main campus; center listed below)
City Colleges Center

Glendale Community College (main campus; centers listed below)
Glendale Community College North
University College Center at ASU West

GateWay Community College (main campus; skill center listed below)
Maricopa Skill Center

Mesa Community College (campuses and centers listed below)
Mesa Community College
Mesa Community College at Red Mountain
Mesa Community College at the Williams Campus
MCC Downtown Centennial Way
MCC Downtown Country Club and Brown
ASU Research Park
Business and Industry Institute

Scottsdale Community College

Rio Salado College (main campus at Tempe; centers listed below)
Rio East Valley
Rio Paradise Valley Mall
Rio 7th Ave. Adult Learning Center
Rio Salado School of Dental Hygiene
Rio Luke
Rio Sun Cities LifeLong Learning Center

South Mountain Community College (main campus; centers listed below)
Ahwatukee Foothills Center
Guadalupe Center

Paradise Valley Community College

Chandler Gilbert Community College (main campus and centers listed below)
Chandler Gilbert Pecos Campus
Chandler Gilbert Williams Campus
Sun Lakes Education Center

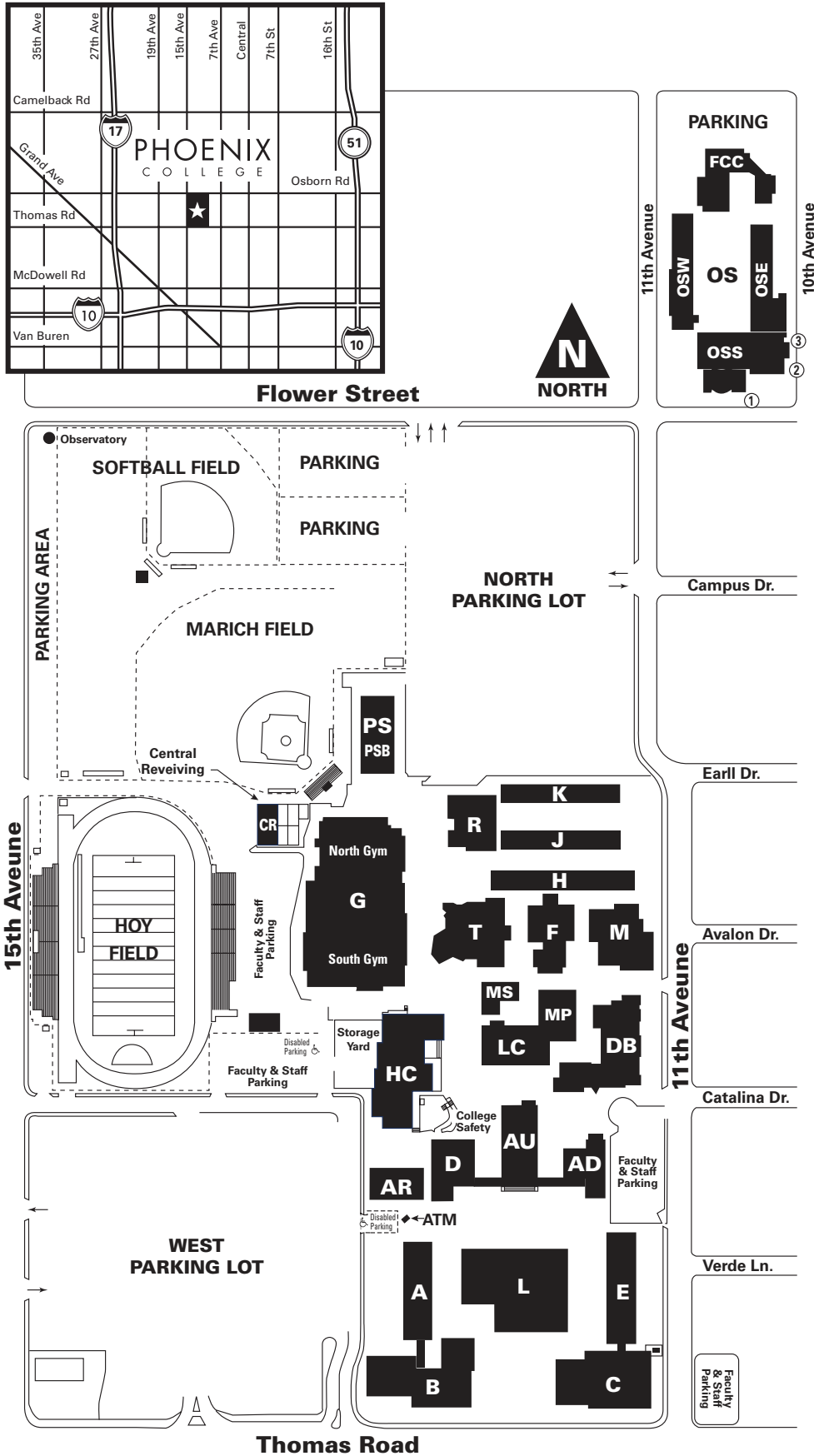
Estrella Mountain Community College (main campus; skill center listed below)
Southwest Skill Center

* as of May 2004; centers vary in course and program offerings and colleges may offer courses at other locations such as high schools

Appendix I

Campus Maps

Main Campus



PHOENIX
COLLEGE

1202 West Thomas Road
Phoenix, Arizona 85013
www.phoenixcollege.edu

LEGEND

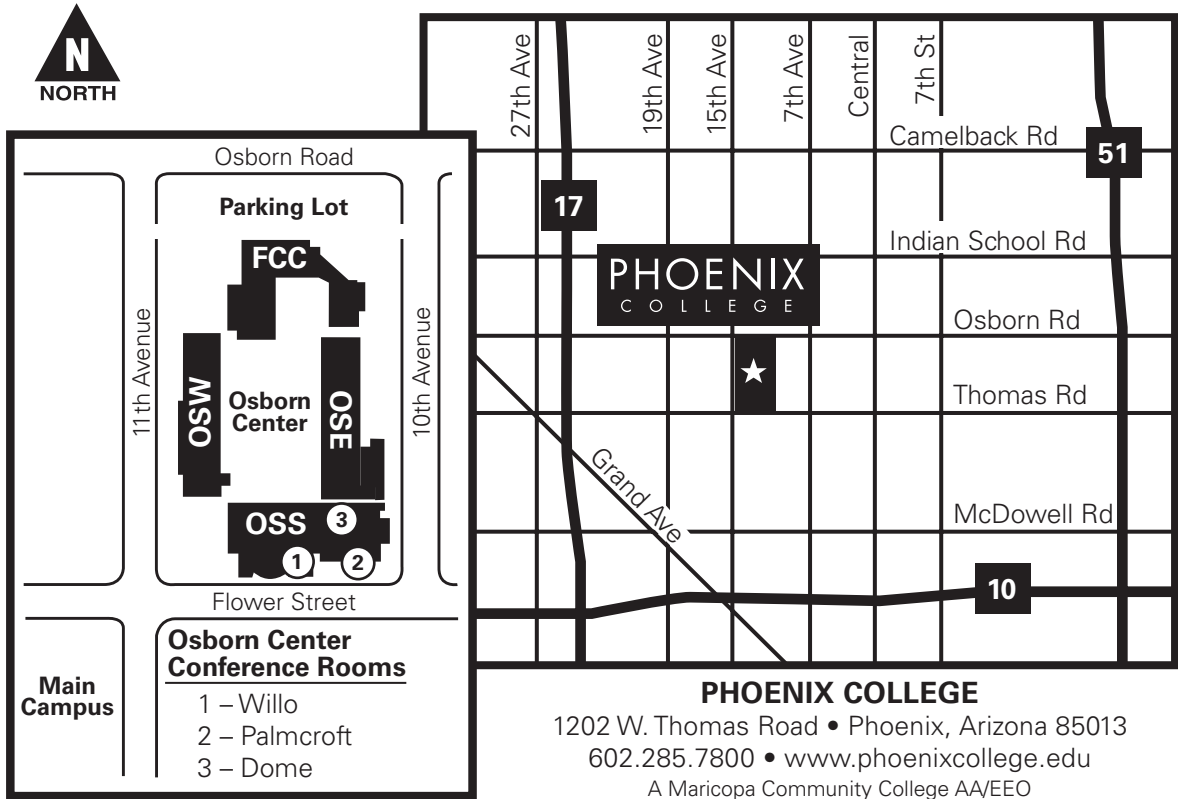
Administrative Offices and Centers

- AD Administration Building
- AR Admissions and Records
- AU Bulpitt Auditorium
- CR Central Receiving
- D Computer Services Building
- HC Hannelly Center, upper & lower
- LC Learning Center Building
- OS Osborn Center, 11 th Ave. & Flower
 - 1 = Willo Conference Room
 - 2 = Palmcroft Conference Room
 - 3 = Dome Conference Room
- FCC Family Care & Head Start Center

Classrooms, Buildings & Departments

- A Liberal Arts Building
- B Business/English Building
- C Science Building
- DB Dalby Building
- E Noble Engineering Sciences Building
- F Fine Arts Building
- G Gymnasium, north & south
- H Reading, Communications, Theatre/Film and American Sign Language
- J Classrooms
- K Classrooms and Services
- L Fannin Library
- M Music Building
- PS Public Service Building (PSB)
- R Dental Programs Building
- T John Paul Theatre

Osborn Center





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COLLEGE

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MARICOPA
COMMUNITY
COLLEGES

Phoenix College and the Maricopa
County Community College District
are EEO/AA Institutions.