

**APPENDIX FOUR**  
**COLLEGE REPORTS ON STUDENT DEVELOPMENT SERVICES**

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

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

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

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

## GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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





## GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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

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

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

**ESTRELLA MOUNTAIN COMMUNITY COLLEGE**  
2002-2003

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

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

## GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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

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

### GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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

|                                   |  |  |
|-----------------------------------|--|--|
| Disability Services               | The Disability Resources and Services division provided the resources, services and reasonable accommodations necessary to allow each qualified student with a disability to achieve success in his or her educational and personal goals.   | <b>152</b>   |
| Deans of Student Services/Offices | Services by the Dean of Students Office are supported and included within the services listed in functional areas listed in this chart.  |  |
| Financial Aid                     | Assisted in College Goal Sunday which provided information for prospective students and parents regarding Financial Aid Opportunities and the Financial Aid Process. Assisted students and parents with a line-by-line explanation of the FAFSA.<br><br>High School nights provided information for prospective students and parents regarding Financial Aid and scholarship opportunities. Assisted students with a line-by-line explanation of the FAFSA.<br><br>Worked with specific groups within the college to alert them as to Financial Aid and scholarship opportunities.<br><br>Updated Financial Aid web page to provide detailed information and applications for scholarships. This is available to students and the community.   | <b>200</b><br><br><b>150</b>                                   |
| Recruitment/Minority Services     | Outreach: Partnering with local middle schools to provide information on the benefits of education beyond the high school level. Interaction with these students emphasizes educational and/or career goal setting and focuses on the availability of financial aid at Maricopa.<br><br>Offering three free credits to graduating high school seniors has been a great motivator for them to register early, earn college credits and experience the transition into college during the summer. The free course is an excellent recruitment tool. Many students will decide to enroll in additional classes after their summer experience<br><br>NASA Center Summer Bridge Program   | <b>149</b><br><br><b>175</b><br><br><b>17</b>                  |
| Service Learning                  | Through the service learning program with our Education students have volunteered thousands of hours into their communities and schools. Our Education majors are tutoring in over twenty different schools and our America Reads students are tutoring in ten different schools. Through these activities we have seen much personal growth of our students. The difference of our long term America Reads program has been remarkable; one of our students places and trains all of the other volunteers we sent to her site.<br><br>Communications, English, and English Humanities students reflect on the difference they feel they have made in their community and how they will continue to be involved in their community. Many of our students volunteered at the Mac Breakfast that is held on Thanksgiving morning for area Avondale residents | <b>335 – Service Learning</b><br><br><b>30 – America Reads</b> |

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

**GATEWAY COMMUNITY COLLEGE  
2002-2003**

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

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

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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|  | enrichment students helped with the cleanup efforts in the area of the Rodeo/Chedeski fire. |  |
|--|---|--|

**GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION**

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

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

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

**GLENDALE COMMUNITY COLLEGE  
2002-2003**

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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

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

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

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

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

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

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

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

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

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|                                 | <p>(dedicated scanner, OCR (converts printed text to electronic format) and screen reader)</p> <p>Consultation and collaboration with community agencies and professional services such as:</p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Services</li> <li>• Value Options (mental health services)</li> <li>• Psychologists and psychiatrists</li> </ul>  |  |
| <b>Financial Aid</b>            | <ul style="list-style-type: none"> <li>• Assist students in funding their education.</li> <li>• Students must declare a major in order to get financial aid.</li> <li>• Scholarships are available for certain majors and careers.</li> <li>• Partnership with other educational institutions.</li> <li>• Increase FTSE.</li> </ul>  | <b>Approx. 15,000 students served</b><br><b>Avg. 100 call/day Internet?</b>  |
| <b>Multi-Cultural Services</b>  | <p>Students are holistically worked with, including but not limited to, advisement, registration, setting personal and career goals, retention programming, leadership and mentoring services. Ethnic clubs are advised and supported.</p>   | <p><b>A) In person 3,513</b><br/><b>B) Phone 11,100</b><br/><b>C) Spanish Speaking Line 3,700</b><br/><b>D) Events/Activities 2,300</b></p>  |
| <b>Records And Registration</b> | <p>By providing registration assistance to students, both in person and via the call center, students are educated in the enrollment process. They are learning life skills that prepare them for their future as students and members of the community.</p> <p>Transcript requests/Enrollment verification: This service provides student employers, lenders, and prospective transfer schools with educational information to support and enhance educational and career goals.</p> <p>Records retention: By maintaining an accurate database of students records, both hardcopy and microfilm, we have the ability to access that information for the student, in the future, to assist with career/educational pursuits.</p> <p>Graduation: By providing degrees</p> | <p><b>Students served: Fall Semester High Point: 26,089</b><br/><b>Spring Semester High Point: 24,982</b></p> <p><b>The call center processed 98,189 calls during this time period</b></p> <p><b>Students served: No statistics available</b></p> <p><b>Students served: No statistics available</b></p> |

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

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

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

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

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

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



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**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

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

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

## PHOENIX COLLEGE

2002-2003

### GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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

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

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

|  |   |  |
|--|---|--|
|  | <p>made, refunds accounted for, and expenditures reported.</p> <ul style="list-style-type: none"> <li>▪ Authorize payment of Title IV funds to student accounts.</li> <li>▪ Authorize refunds to students and ensure the school collects any required repayments.</li> <li>▪ Assist with submission of the Fiscal Operations Report and Application to Participate.</li> <li>▪ Manage and report on activities that involve financial aid funds.</li> <li>▪ Develop written policies and procedures about the way the school administers Title IV programs.</li> <li>▪ Advise and counsel students and parents about financial aid.</li> <li>▪ Provide students with consumer information, as required by federal regulations.</li> <li>▪ Make financial aid awards.</li> <li>▪ Assist in reporting Pell Grant costs.</li> <li>▪ Assist in reconciling loan records.</li> <li>▪ Adhere to the principle of separation of functions (no single office or individual may authorize payments and disburse Title IV funds).</li> <li>▪ Provide entrance and exit counseling for loan borrowers as part of the award and delivery process.</li> <li>▪ Authorize return of funds to Title IV program accounts.</li> </ul> | <p><b>1017</b> Private Scholarships</p> <p><b>224</b> Federal Work Study</p> <p><b>2,493</b> Loans</p> |
|--|---|--|

| <p><b>Phoenix College</b></p> <p><b>Function:</b></p> | <p><b>Question:</b> How does this functional area increase retention and support learning, educational and career goals for students?</p>  | <p><b>List the number of students served for this area (2002-03):</b></p>   |
|---|--|---|
| <p>Learning Center/Special Services</p>               | <p>Learning Center/Special Services is responsible for providing quality support services to students at Phoenix College. These support services include:</p> <ul style="list-style-type: none"> <li>▪ Tutoring Services</li> <li>▪ Study Skills Workshop and Sessions</li> <li>▪ Individualized Advisement and Ongoing Personal Support</li> <li>▪ Educational Planning and Referral</li> <li>▪ Financial Aid assistance</li> <li>▪ Career Development Workshops and Sessions</li> <li>▪ Transfer Assistance including University tours</li> <li>▪ Cultural Enrichment Activities</li> <li>▪ Computer Aided Instruction</li> <li>▪ Services to Individuals with Disabilities</li> <li>▪ Adaptive/Assistive Technology</li> <li>▪ Services to at-risk and/or disadvantaged students</li> <li>▪ Other Services as Needed</li> </ul> <p>Every semester over 3,000 individual students are served through one or more of the various programs offered in the Learning Center and Special Services Department. Through surveys, discussions, and personal conversations, students often indicate that the Center has contributed tremendously to their ability to both remain in college and to succeed from an academic perspective. The programs and services offered are designed to meet the individualized needs of each student. In addition to promoting awareness and access to our diverse services, the Learning Center and Special Services Departments continue to make a coordinated effort to improve and expand the variety and quantity of the</p> | <p><b>27,000</b></p> <p><b>2,800</b> received tutoring services</p> <p><b>3,300</b> received Advisement, Accommodation and other support services</p> |

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

### GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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

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

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

### GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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

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

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

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

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

**PARADISE VALLEY COMMUNITY COLLEGE**

**2002-2003**

**Board Goal for Student Development Services**

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

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

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|  |  | <ol style="list-style-type: none"> <li>5. Communicate effectively with instructors, classmates, employers, and others and to enhance their oral and written communication skills.</li> <li>6. Weigh all aspects of a challenging situation and to make informed choices.</li> <li>7. Search for internships and employment opportunities, both on and off campus.</li> <li>8. Evaluate their personal skills and interests when making career choices.</li> <li>9. Manage time so that personal, family, workplace and academic obligations may be met.</li> <li>10. Recognize educational funding as an investment in his/her future.</li> </ol>                                   |
| New Student Orientation  | 531  | Activities related to preparing students for the college experience are provided.   |
| Counseling<br>CPD Classes  | 1800   | <p>Personal and career counseling is provided assisting students with educational and career goals.</p> <ol style="list-style-type: none"> <li>1. Understand and accept my emotions.</li> <li>2. Manage and/or change stress.</li> <li>3. Manage time and priorities.</li> <li>4. Make decisions and choices.</li> <li>5. Develop goals.</li> <li>6. Achieve goals.</li> <li>7. Solve problems.</li> <li>8. Have confidence.</li> <li>9. Take personal responsibility.</li> <li>10. Assume leadership roles.</li> <li>11. Get along with and respect others.</li> <li>12. Navigate the college bureaucracy.</li> <li>13. Identify other sources of help and information.</li> </ol> |
| Recruitment Services   | 4,122<br>prospective<br>students             | Pre-college decision-making, provision of higher education information.   |
| Learning Support Center  | 30,921 student<br>contacts<br>3,075 students | <p>Learning support programs and services for students include: tutoring for most PVCC courses, The Writing Center, ESL software and conversation groups, and the Math Lab for students in developmental math courses.</p> <p>LSC Learning Outcomes: As a result of receiving tutoring in the LSC, will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify opportunities for improvement</li> <li>2. Select strategies for improvement</li> <li>3. Implement strategies for improvement.</li> </ol> <p>These outcomes have been measured in The Writing Center for two semesters.</p>   |
| Athletics<br>(Intercollegiate men & women)<br>Cross Country<br>Golf<br>Soccer<br>Track<br>Tennis | 106 students                                 | <p>Students develop skills in team building, goal setting, and communication.</p> <p>As a result of participating as an athlete at PVCC, the student-athlete will learn:</p> <ol style="list-style-type: none"> <li>1. To set and accomplish individual and team athletic performance goals.</li> <li>2. To set and accomplish realistic educational and life goals.</li> <li>3. To make decisions that support stated athletic, educational, and life goals.</li> <li>4. To communicate effectively with teammates, peers, coaches, officials, and instructors.</li> <li>5. To express positive and negative emotions appropriately and constructively during athletic</li> </ol>  |

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|                                |  | <p>competitions.</p> <ol style="list-style-type: none"> <li>6. To exhibit the following guiding values during athletic practices, competitions, and in daily behavior: respect, integrity, courage, vision, excellence.</li> <li>7. To manage time so that academic, athletic, family, and work commitments can be met.</li> <li>8. To resolve conflicts effectively with teammates and coaches.</li> <li>9. To demonstrate responsible academic behavior (attend class consistently, complete assignments and homework, prepare for exams, request tutoring when necessary).</li> <li>10. To demonstrate responsible health behavior relative to drug/alcohol/tobacco usage, diet, exercise, and stress.</li> <li>11. To develop lasting friendships with teammates and peers.</li> <li>12. To contribute positively as a team member to team/group success.</li> <li>13. To express gratitude for the opportunities received as a member of a PVCC athletic team.</li> </ol> |
| Child Development Center       | 75   | <p>Provision of Child Care services for parents while student attend classes.</p> <p>Student/Staff will have the opportunity to:</p> <ul style="list-style-type: none"> <li>▪ Increase their knowledge of child care and child development theory and practices.</li> <li>▪ Learn leadership skills while serving as a team leader.</li> <li>▪ Learn to appreciate, experience and work with children and adults with diverse cultural backgrounds and physical differences.</li> <li>▪ Enhance communication and customer service skills.</li> <li>▪ Develop an understanding of parental role in child development.</li> <li>▪ Learn basic job management skills in preparation for future careers.</li> <li>▪ Learn about computer applications for children.</li> </ul>  |
| College Safety                 | 4,995 ID Cards<br>4,326 Parking Permits<br>222 Escorts | <ol style="list-style-type: none"> <li>1. Provide a safe and secure learning environment.</li> <li>2. Assist students in learning to resolve conflicts in an appropriate and reasonable manner.</li> <li>3. Encourage students to become more actively involved in their community by reporting crimes to college safety and other community agencies.</li> <li>4. Assist students while they learn to take responsibility for their actions and behaviors.</li> <li>5. Assist students by teaching them to protect themselves from becoming a victim of a crime.</li> <li>6. Provide instruction in van driving, bicycle, and fire safety.</li> </ol>   |
| Associate Dean of Students     | 65   | Students are counseled towards appropriate behavior in line with Student Rights and Responsibilities.  |
| Information/New Student Center | 21,687 in person & phone and<br>6,377 mailings         | Serves as a clearing house and provides college information and a starting point for all new students.   |
| Assessment Center              | 18,246   | Assists students identify and develop academic goals   |

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

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|  |  | <p>10.How to apply for admissions.</p> <p>11.How to change their demographic information.</p> <p>12.How to change their residency status.</p> <p>13.How to read the refund policy and understand it.</p> <p>14.How to read and understand the schedule of classes.</p> <p>14.How to read and follow the college catalog.</p> <p>15.How to navigate the WEB to obtain information during closed business hours.</p> |
|--|--|--|

**BOARD GOAL FOR STUDENT DEVELOPMENT SERVICES: PVCC**

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

| <b>Please list the programs and services at your college that support the personal growth and citizenship development of students:</b> | <b>Number of Persons Served:</b> | <b>How do these programs and services support personal growth and citizenship development of students?</b>  |
|--|----------------------------------|---|
| Honors   | 116                              | Students are engaged in academically enhanced curricular and co-curricular activities focused on honors study topics.   |
| Adult Re-Entry   | 50                               | Returning adults learn student success skills. (Also see counseling description above)  |
| Bridge Program   | 45                               | ESL high school juniors enroll in two college courses in preparation for future enrollment.   |
| Puma Press College Newspaper   | 30                               | Students develop journalism and production skills.  |
| Service Learning   | 289                              | Integration of discipline knowledge with community service experiences. (See description above)   |
| Emerging Leaders Program   | 52                               | Leadership development utilizing the social change model.   |
| Student Leadership Council   | 20                               | Official student government responsible for numerous service projects.  |
| Phi Theta Kappa  | 40                               | By completion of numerous service projects in the context of scholarship, fellowship, service and leadership.   |
| First Year Experience (FYE)  | 50                               | <p>Innovatively integrated academic and co-curricular learning to assist new students transition to college life. Students enroll in 3 or more courses and remain as a cohort throughout the first two semesters.</p> <ul style="list-style-type: none"> <li>* Complete AZ General Education Curriculum (AGEC)</li> <li>* Increase student retention</li> <li>* Build relationships and community, and engage in campus life</li> <li>* Identify connections between college coursework and future plans and goals</li> </ul> |
| Wellness Week  | 2,300                            | Participation in various wellness related activities.   |
| Peer Mentor Program  | 20                               | Students develop skills in peer mentoring.  |
| Mind/Body/Spirit Association<br>Partners in Art  |                                  | Discipline, social and cultural student clubs enhance students' developmental communication and   |

|   |  |                      |
|---|--|----------------------|
| Club Ed<br>Computer Club<br>Black Student Union<br>Business Club<br>Environmental Club<br>Geology Club<br>Human Services Club<br>International Students Association<br>Razazs Unidas/M.E.Ch. A.<br>Recreational Outing Club<br>Student Christian Association<br>Writers Guild |  | socialization skills |
|---|--|----------------------|

### GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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

### RIO SALADO COLLEGE 2002-2003

### GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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

## GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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



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

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

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

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

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

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

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| <p>Athletics Cont.</p> <p>Women</p>  | <p>Football<br/>Golf<br/>Soccer<br/>Tennis<br/>Track</p> <p>Participation in athletics enhances the motivational drive to succeed academically by being fulltime students who must maintain a minimum GPA.</p> <p>Grade and attendance checks by the coaches ensure academic progress and open communication with instructors.</p> <p>Many students seek an athletic career and gain direct experience through college sports.</p> <p>Life skills developed through sports include sense of responsibility, team work, dependability, discipline, perseverance, respect, self esteem, etc.</p> <p>Students interested in athletic training and rehabilitation can serve as interns and student trainers under the guidance of the athletic trainer.</p> <p>Volleyball<br/>Soccer<br/>Cross Country<br/>Basketball<br/>Softball<br/>Tennis<br/>Golf<br/>Track</p> | <p>95<br/>12<br/>25<br/>7<br/>15</p> <p>85 Total Women Athletes</p> <p>26</p> <p>15<br/>20<br/>10<br/>15<br/>15<br/>10<br/>5<br/>7</p> |
| <p>Career Services/Job Placement</p> | <p>Access to career technology that includes: assessment, job search, Maricopa Recruiter, Discover, and job placement web sites.</p> <p>Programs offered:<br/>Career workshops, Class presentations, Job Fair<br/>Solutions for the New World of Work, Conference<br/>Career Technology Workshops, High School Career day</p> <p>Teach job presentation skills such as: interviewing skills, job search, and resume writing.</p> <p>Hosted job fairs with local employers. Provides hiring opportunities for students.</p>   | <p>1351 Total Students Served</p>  |
| <p>Child Enrichment Center</p>       | <p>Provided childcare for 93 children while parents attend college.</p> <p>Scholarship fundraiser for parents with financial need.</p> <p>Hosted a career exploration day for high school students interested in pursuing careers in Early Childhood.</p>  | <p>93</p>  |

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

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

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

## GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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

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

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

### GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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



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

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

**SOUTH MOUNTAIN COMMUNITY COLLEGE  
2002-2003**

**GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES**

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

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

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

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

## GOVERNING BOARD GOALS FOR STUDENT DEVELOPMENT SERVICES

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

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

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

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

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

### GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

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

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

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