

APPENDIX FIVE: CONTINUING/COMMUNITY EDUCATION

This appendix contains the reports of the Deans of Instruction of each of the colleges on Continuing/Community Education programs at their colleges. They are provided as submitted by each college, with the occasional exception of minor edits of duplicative tasking information, color of type and questions of fitting charts on standard size paper.

CHANDLER GILBERT COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: a) accessibility to college facilities and services as appropriate; and b) forums, dialogs for balanced views of contemporary civic and public issues.

<p>Chandler Gilbert Community College</p> <p>List an example for each area: e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p>	<p>Please estimate the number of community members served for this area (for 2002-2003)</p>
<p>Accessibility to college facilities and services as appropriate.</p>	<p>Continuing Education Schedule is mailed to over 50k homes in surrounding communities. Classes are offered on campus to introduce CGCC and encourage people to take credit classes.</p> <p>We partner with four companies to offer over 800 on line classes for students who have work commitments, child care responsibilities and physical disabilities.</p>	<p>1044</p> <p>135</p>
<p>Forums, Dialog for balanced views of contemporary civic and public issues</p>	<p>State Wide Grant Writing Workshop for Educators. The purpose was to assist teachers statewide in learning where to find grants and how to apply for grants to assist their schools budgets.</p>	<p>26</p>

CHANDLER GILBERT COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

Chandler Gilbert Community College	Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?	List the number of students served for (this area) for 2002-2003)
<p>With Elementary, Junior High, Home Schooled, Charter and Private Schools:</p> <p>Chandler, Gilbert, Queen Creek and Higley School Districts.</p>	<p>Our Center for Gifted Youth program, during the summer months, was originally created at our public schools request. We have extended our outreach to home schooled, charter and private schooled students.</p> <p>Students who attend this program are made to feel part of a college campus. Activities outside the classroom, using other campus facilities, are part of each class. We have a high percentage of returning students who we fill will participate in our dual enrollment courses in high school as well as enroll after graduating high school because of their experience in our program.</p>	79

ESTRELLA MOUNTAIN COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

Efforts are taking place to prepare the 2003 Monitoring Report of the Governing Board's Goals. Presently, there are two goal statements where feedback is sought from the Deans of Instruction about Continuing/Community Education. For your college, please fill out the requested information in the attached charts.

A. For each Governing Board Goal that has been identified for your area, please fill out the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

B. In addition, please provide a brief summary assessment of the impact of Continuing/Community Education in response to the following questions:

- 1) **How well are we doing regarding the goal of collaborative partnerships and programs with elementary, high schools and other higher education institutions and how do we know this?**

Avocational and Vocational Non-Credit Enrollment

In class evaluations are conducted to evaluate course satisfaction. The vast majority of students (fall 87% vs. spring 92%) were satisfied or very satisfied with the overall quality of classes. These data are similar to the previous years.

Dual Enrollment

Partner evaluations are conducted to evaluate satisfaction with the partnership. The most recent surveys indicate that overall we met or exceeded 100% of our partner expectations. In the fall of 2003, Estrella Mountain will conduct focus groups to confirm that our partners are still satisfied.

inspire.teach

Evaluations are conducted for the mentor teacher program and for the orientations and workshops that are conducted. Success of the program is also tracked with the number of students participating and number of graduates from ASU West College of Education. To date 39 inspire.teach program students have enrolled in a university and 5 have graduated from the university.

Genesis West

Partner evaluations are conducted to evaluate satisfaction with the partnership. Past surveys indicate that we met or exceeded partner expectations. Tracked by the number and percentage of students receiving high school diploma's and successful course completion. To date 157 students have received high school diploma's through the program.

NASA Center Summer Bridge Program

Students are tracked to determine success in math and science courses taken at the community college as well as their subsequent enrollment in university bachelor's programs that produce math and science graduates. Bridge students are also given evaluation surveys to determine their satisfaction and if the program helped to increase their desire to continue to pursue careers in math and sciences. The Bridge participants have reported increased interest in science and math and most are successfully completing their math and science requirements. All the program participants would recommend the Summer Bridge Program to a friend. More than 80% continue their college education in the fall semester.

America Reads and Service Learning

The success of America Reads is evaluated based on the number of participants that are enrolled in the school districts. On-site visits are conducted for each school and interviews with teachers. All the partners are satisfied. More than 60 schools were involved in the service learning program with 185 EMCC students participating each year.

- 2) How do we know that these Collaborative partnerships and programs with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

See the above evaluations. Growing participation rates and student evaluations documents the success in selected program areas.

- 3) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)**

The two primary focus areas that impact the greatest number of these programs:

- 1) EMCC will strengthen its partnerships with its dual enrollment partners to ensure continued access to higher education opportunities.
- 2) The college needs to ensure that all partnership programs have built in tracking and evaluation systems.

ESTRELLA MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

<p>Estrella Mountain Community College</p> <p>List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p>	<p>Please estimate the number of community members served for this area (for 2002-2003):</p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p>		
<p>Avocational Some examples include: Spanish for Kids, Dance, Golf, Yoga, Heart Safety, Money Management, Dogs Go to College, Computers Don't Byte</p>	<p>These avocational non-credit courses provide community members access to courses that provide unique and recreational opportunities that are not available in credit based formats. These courses can be offered to meet rapidly changing desires of the community.</p>	<p>2,376</p>
<p>Vocational Some examples include computer classes (Web design, Excel, Word, Powerpoint, Filemaker Pro for business) Citizens Academy, CPR, Medical Terminology</p>	<p>These vocational non-credit courses provide community members and local businesses quick and flexible access to courses that provide vocational educational opportunities. By using non-credit courses the college is able to respond more rapidly to the needs of the community as well as offer flexible time formats. These courses appeal to students that are not interested in earning college credit but need the work related skills.</p>	<p>213</p>
<p>West Valley Fine Arts Council</p>	<p>Gallery 37 is a West Valley Fine Arts Council educational program with high school students working with master artists to create a public art piece that becomes public art to be used in the community. EMCC donated the facilities and faculty that provided career training for the students.</p>	<p>28</p>
	<p>Marion Anderson String Quartet (a national string quartet, the first African American music ensemble to achieve prominence in the U.S. in the field of classical music) performed to a selected audience of students across the valley as part of Black History Month.</p>	<p>50</p>

ESTRELLA MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

Estrella Mountain Community College List partnerships/ programs:	Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____	List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100)
With Elementary Schools:		
America Reads	To provide an opportunity for students to gain classroom experience while obtaining college credit. Increase the reading levels of children in Western Maricopa County and increase their chances for future educational success.	24
NASA Awareness Day (Middle School)	Provide students with an opportunity to experience a community college setting and interact with professionals in science, technology, engineering and math fields.	179 (449 total participants)
NASA Center School Program	Students are recruited to participate in after school programs at EMCC that focus on science, technology, engineering and math.	127
NASA Center Summer Academy	Provide 6 th – 8 th grade students interested in technology, science and math in a four day academy that is enhanced with a team/group environment.	32
No Child Left Behind	Provide instruction for instructional aides with three elementary school districts (Avondale, Pendergast and Litchfield) in response to legislation.	157
Westside Impact Science Leadership Program (in collaboration with MCCD District Office for Public School Programs)	Provides training for middle school instructors in science so that they become better science teachers thereby improving retention in the science pipeline.	18

With High Schools: (Example: Dual)		
Dual Enrollment	<p>-Provide an extension of academic options for students. -Provides a seamless transition for students to attend college. -Encourages higher retention for high school students. -Provides a gateway for students to college level work</p>	1,125
Genesis West	Provide an alternative to high school for students who have dropped out. Students receive high school credit toward graduation while also receiving college credit.	70
inspire.teach	To increase the number of diverse professionals within Arizona's teaching force. Includes Agua Fria, Millennium, Tolleson, Trevor Browne and Westview high schools.	77
ACE Scholars Program	This program targets students entering their junior or senior year in high school with interest in pursuing a degree or career in science, technology, engineering and math fields.	38
NASA Center Summer Bridge Program	This program provides another recruitment opportunity for EMCC that attracts diverse students that are interested in math and science careers. By participating in the Summer Bridge program students are more likely to enroll in community college and to be successful in math and science courses.	18
NASA Awareness Day (High School)	Provide students with an opportunity to experience a community college setting and interact with professionals in science, technology, engineering and math fields.	120
NASA Center School Program	Students are recruited to participate in after school programs that focus on science, technology, engineering and math.	35
Avondale/Goodyear Hispanic Leadership Forum of the Southwest	This community partnership has resulted in an endowment of \$30,000 that supports scholarships for high school students pursuing a teaching degree. During 2002-2003 scholarships were awarded to 58 high school students.	58
Estrella Rotary Foundation	Estrella Mountain Community College and Estrella Rotary Foundation partner each year to raise money (via a car raffle) to support scholarships for West Valley high school students. During 2002-2003 scholarships were awarded to 27 high schools students	27
Teen Police Academy	The Avondale and Goodyear Police Departments select students from west valley high schools to participate on Estrella Mountain Campus.	54

Forums, Dialogues for balanced views of contemporary civic and public issues:		
<p>Southwest Citizens Academy EMCC and the cities of Avondale, Goodyear, Buckeye, Tolleson and Litchfield Park have joined efforts to offer the Southwest Valley Citizens Academy.</p>	<p>This Academy helps to educate and inform the citizens about their local government. This extends the capabilities of the college to partner with communities and increase the opportunities for those citizens to participate. This is the 5th year of the Academy.</p>	<p>24</p>
<p>Governing Board Community Listening Session</p>	<p>Estrella Mountain hosted a Governing Board Listening Session on June 12, 2003. A mixture of community residents, community leaders and business leaders attended.</p>	<p>112+</p>
<p>Community Meetings Held in the Estrella Mountain Community Room</p>	<p>Some examples of clubs and organizations that meet at EMCC include Kiwanis, Leadership West, Game and Fish Department, White Tanks Rotary, West Valley Fine Arts Council. Attendance is estimated.</p>	<p>2,430</p>
<p>Estrella Mountain/SunCor/ West Valley Fine Arts Council Land Exchange</p>	<p>This community partnership of leadership in the West Valley has enabled the 6 million dollar <i>West Valley Center for the Arts</i> to locate on the original northeast corner of Estrella Mountain Community College property, creating a regional destination for arts, education and culture in the West Valley.</p>	<p>75+</p>
<p>Interdisciplinary Fine Arts Task Force</p>	<p>The task force consisted of internal and external partners to determine a road map for fine arts development for the college within its West Valley environment. Member representatives were from community arts groups, higher education, local high schools, state organizations, sister colleges, MCCD district offices and members of the community.</p>	<p>30+</p>

With Other Higher Education Institutions:		
Rio Salado SouthWest Skill Center Learning Center	This partnership provides the community with Adult Basic Education and ESL courses.	992
ASU West inspire.teach	This partnership provides students attending EMCC the opportunity to transfer to ASU West to increase the number of professionals within Arizona's teaching force. There are 33 former students that are enrolled at ASU West and 89 students are still enrolled at EMCC, but are participating in ASU West partnership activities.	166
NASA Awareness Day	Provide students with an opportunity to experience a community college setting and interact with professionals in science, technology, engineering and math fields. Partners include South Mountain Community College, Scottsdale Community College, Pima Community College and Cochise Community Colleges.	150
Other:		
Service Learning	To provide students with learning experiences regarding community organizations and resources; and to have students participate in community volunteer activities. This partnerships benefits both the students by giving them real world experience and the agencies that are in need of volunteers.	185
NASA Center Workshop	Professional development workshop for K-12 teachers.	39

2002-2003 MONITORING REPORT OF GOVERNING BOARD GOALS GATEWAY COMMUNITY COLLEGE

Prepared by Jolyne L. Ghanatabadi, Ph.D., Dean of Instruction

CHART 1

QUESTION 1: How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

The offering of non-credit courses is something GateWay is currently exploring. We do have several opportunities for people in the community to come to campus. These include GateWay to the Arts, Silent Film Series, Day of Dialogue for Diagnostic Imaging, Career Days for middle and high school students, and occupational advisory meetings.

CHART 2

QUESTION 1: How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

DUAL ENROLLMENT

We know that it is working because our partners tell us that the dual enrollment partnerships keep the students in school and that they build enrollment in occupational-technical classes. We know, also, that many of the students move from high school to our MCCD community colleges to continue on their career pathway.

We know it is working because 143 students successfully completed the requirements to earn Nursing Assistant certificates and 88 students successfully completed the requirements to earn the Cisco Networking Technology certificates.

SERVICE LEARNING

Service Learning is an integral part of the Liberal Arts Division at GateWay. Partners include Creighton Elementary School District, Wilson Elementary School District, United Blood Services, 17 Neighborhood improvement organizations, Sojourner Center, Girl Scouts of America-Cactus Pine, Sage Charter School, ASU Building Great Communities, Joint Urban Design, Wilson Housing Committee, Welcome to America, and East Valley Think Tank. Each project benefits people in the community and provides an enrichment to the college curriculum for the students. The partnership with ASU's Building Great Communities program provided an opportunity for sociology students to work on web-based maps of the Van Buren neighborhood that will become part of the transit-based economic development zones around the light rail.

Service Learning is also a major component of the Nursing Program. Students are involved in giving sports physicals to 3,000 high school students who do not have insurance, health screenings to 950 elementary and secondary students, and helping with the Race for the Cure.

PARTNERSHIP WITH SOUTH MOUNTAIN COMMUNITY COLLEGE

The Bilingual Nursing Program between South Mountain and GateWay enrolled 27 students in January. When the students graduate they will help in meeting the nursing shortage in Maricopa County.

UPWARD BOUND, ACE, HOOPS OF LEARNING

This was the second year for Upward Bound at GateWay. We had 23 student graduate and all are enrolled in college.

The Ace Program began during the spring of 2003 in partnership with Phoenix, Mesa, and Tempe High Schools with 73 students enrolled in business and health classes. We had a 98% retention rate from spring to fall.

Hoops of Learning is in partnership with Phoenix Indian Hospital, Phoenix Union High School and GateWay. We had 26 students enrolled in health classes in the summer with a 100% retention rate.

QUESTION 2: What could we do better this coming school year with these collaborative partnerships and programs? List two key things.

- 1) Consideration needs to be given to do more programming in the lower grades versus high schools. In the ACE and Hoops of Learning Programs we need to expand programming into the Industrial Technology area.
- 2) Dual enrollment program would be enhanced if there was a more systematic process for faculty involvement in recruiting of dual enrollment students.

GATEWAY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility** to college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

<p>GateWay Community College</p> <p>List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p>	<p>Please estimate the number of community members served for this area (for 2002 -03):</p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p>	<p>Silent Film Series-This was the third year GateWay has hosted through the Humanities Division the popular Silent Film Series which is open to the public.</p> <p>Opera Singer-Isola Jones</p>	<p>95 community members attended each of the silent films</p> <p>90 community members attended</p>
<p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p>	<p>Day of Dialogue for Diagnostic Imaging Professionals — Hosted by GateWay and Arizona Hospital and Healthcare Association. Purpose was to talk about job market and needs in the workforce for imaging professionals and to begin drafting a plan of action.</p>	<p>66</p>

GATEWAY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

GateWay Community College List partnerships/ programs:	Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____	List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100)
With Elementary Schools: Crockett, Baltz, Orangedale, and Griffith Baltz and Crockett Creighton and Baltz	GateWay students were involved with the America Reads Program again this year with these schools. Nursing students conducted health screening for elementary students. Conducted a Career Day for 8 th graders It is anticipated that when students think about continuing their education after high school graduation they will think about GateWay.	Approximately 1,800 students 450 students 95
With High Schools: (Example: Dual) Dual Enrollment with 27 high schools representing 9 school districts: Chandler Phoenix Union Tempe Union EVIT Fountain Hills Paradise Valley Peoria Glendale Scottsdale Metro Tech North and Camelback	Through dual enrollment we offered 314 sections taught by 76 dual enrollment instructors. Courses were in automotive, building trades, accounting, computers, drafting, health core, nursing assistant, marketing, Cisco, math and biology. Students in dual enrollment classes either attend GateWay, another college of higher education, or go into the workforce upon completion from high school. This was the first year of a partnership with Metro Tech and Banner Health for the practical nursing program. Students plan to continue in the MCCD nursing program. The Upward Bound Program had 23 senior students who graduated and 100% are attending college this fall.	2,213 unduplicated 4,283 duplicated 17 students 60 students freshman through seniors

Phoenix Union, Mesa, and Tempe High Schools	ACE program began in January with a 98% retention rate for the fall semester. Areas of study included business and health careers.	73 students
Phoenix Union High School	Hoops of Learning program was a partnership between Phoenix Union, Phoenix Indian Hospital and GateWay in the area of nursing. A 100% retention rate was maintained.	26
Sunny Slope High School	As a service learning project, nursing students conducted sports physicals for students without insurance.	3,000 students
Pinnacle Peak High School	As a service learning project, nursing students provided health screenings	500 students
With Other Higher Education Institutions:		
South Mountain Community College	South Mountain and GateWay are partners in the offering of the Bilingual Nursing Program to help meet the demand for nurses. The program started in January with another group to be started next January.	27
Phoenix College and ASU	GateWay is a partner with the Urban Teacher Corp at Phoenix College in partnership with ASU to increase number of teachers.. GateWay promotes the many ATP's that are currently in place with the district along with articulation agreements with other institutions of higher education.	24
Other:		

GLENDALE COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

The following information is provided concerning Continuing/Community Education for the 2002-2003 Governing Board Report. In the event additional information or clarification is required, please contact me at charles.Jeffery@gcmail.maricopa.edu or 623 845-3698.

1) How well are we doing regarding the goal of collaborative partnerships and programs with elementary, high schools and other higher education institutions and how do we know this?

Glendale Community College (GCC) continues to partner with other educational institutions and community based organizations to facilitate educational gains for students within and outside the community. A summary of noteworthy programs follows.

K-20 Partnerships and Programs

The College continues to expand its Child and Family Studies/Early Childhood Education programs. Presently, GCC partners with 18 elementary/high schools/districts and community based organizations, employing service agreements and a variety of grants to prepare child care professionals to meet new certification requirements or continue individual education programs. In 2002-2003 GCC served 428 students.

GCC now has dual enrollment and articulation agreements with 22 high schools/districts, providing college level instruction to 768 students. The College is working closely with Western Maricopa Tech Prep Consortium and area high schools to update and promote articulation and dual enrollment in the occupational areas. The ACE Plus program (Best of the West Award winner in 2001) continues to attract over 525 students annually.

GCC also continues its partnership with the Arizona State University West. In 2002-2003, 1,076 students enrolled in 88 sections (16 disciplines) offered at the University College Center.

Special Partnerships and Programs-Teacher Prep, Nursing and Literacy

GCC's AZTEC Program continues to prepare teachers for elementary and secondary education programs. Since 1998, the program has experienced a 300 percent increase in enrollment. For 2002-2003, the College partnered with 13 elementary/high schools/districts and community based organizations, and served 226 students. Present enrollment has increased to 431 students, and the District's new AAEE degree is expected to generate even higher enrollment. An ASU West advisor now visits the campus each week to advise transfer students and conduct orientations.

The College has initiated a dialogue to develop a nursing partnership with Phoenix Baptist Hospital and continues existing partnerships with Banner Health

Thunderbird Samaritan to provide alternative programs (Essential Careers Pathway Program and Part Time) for health care professionals seeking an AA or BS in Nursing. These partnerships will significantly increase the number of RNs graduated and work toward reducing the state's nursing shortage and meeting the Legislature's recent mandate.

Lastly, the College continues to host elementary and high school visitations, Readfest, Chemistry Open House and the Arizona Science Olympiad, completing a holistic program to promote continuing education.

4) How do we know that these Collaborative partnerships and programs with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

Enrollment statistics, which are up over 8 percent this year, do not fully describe the positive impact of the College's partnerships. Letters of support from the community and partner educational institutions in support of the College's 2002 HCL/NCA Accreditation visit, for Proposition 301 Funding, for initiation of BioTech course offerings in the West Valley, as well as collaborative submissions for Best of the West awards, and participation in strategic and master planning for the College's future, all provide the subjective evaluative component that reinforces objective measures that the College is performing well, in touch with its constituency and visionary.

5) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

The most difficult part of establishing any partnership has been the development of legally sufficient documents and insuring full and proper accountability for the receipt and expenditure of funds. To that end, MCCD should:

- Increase the legal staff to efficiently process partnership documents.
- Continue to review the documentation and fund control process, establish/adopt best practices and **conduct regular training seminars**.

GLENDALE COMMUNITY COLLEGE
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<p>Glendale Community College</p> <p>List an example for each area: (e.g. 1 example for Accessibility, 1 example for Forums/Dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p>	<p>Please estimate the number of community members served for this area (for 2002 -03):</p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training).</p>	<p>Non-credit Offerings: Glendale Community College provided non-credit instruction in 11 areas: arts and crafts; business, employment and investing; Discover Your World (travel and leisure); “Junior College” (kids and teens); Personal and Professional Development; Productive Pastimes and Hobbies; Recreation, Health and Fitness (hiking, fishing, GPS, etc); The Great Outdoors; The Home, Inside and Out (gardening, etc.); and New Age/Paranormal. A total of 357 sections were offered.</p> <p>Technological Delivery Courses: includes OE/SP and FLEX courses in ACC, ART, BPC, CIS, DFT, LBS, NET and OAS.</p> <p>Fitness and Wellness: includes PED and WED offerings</p> <p>Other Services/Offerings: In addition to non-credit offerings, the College hosted or supported the following additional events:</p> <p>Athletic Competitions (includes college sports programs only) 22,250 Workshops (Rainbow, Re-careering, Diversity Training, other Training and Employee Development events) 1,700 Tours (Elementary, High School and VIP) 1,440 Lectures/Forums (Honors Forum, Speakers Forum) 1,650 Club Meetings/Events 4,600 Performing/Fine Arts (Jazz, Guitar, Percussion, Choral, Community Band, Opera and Theatre) 6,200 Special Events (Evening Student Government, Student Amnesty International Conference, DUI Awareness, Adapted PE, Chemistry Day, Science Olympiad, Readfest, Fire and Police Academy Graduations and Commencement...) 39,400</p>	<p>2,359</p> <p>4,375</p> <p>5,258</p> <p>77,240</p> <p>22,250</p> <p>1,700</p> <p>1,440</p> <p>1,650</p> <p>4,600</p> <p>6,200</p> <p>39,400</p>
<p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p>	<p>In support of the College’s civic responsibility to its community, GCC hosted a number of public forums and events. Four noteworthy forums/events were the GCC Annual Readfest (celebrating literacy K-4th grade), Water Safety Day (involving 12 fire and police departments and 500 volunteers), Master Planning forums and the Governing Board Listening Session.</p>	<p>7,000</p>

GLENDALE COMMUNITY COLLEGE
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Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

<p>Glendale Community College</p> <p>List partnerships/ programs:</p>	<p>Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?</p> <p>A Partnership is: A partnership/alliance is an active working relationship among business, industry, government and educational institutions to serve common customers or students.</p> <p>The partnership may have one or more of the following characteristics: mutual benefit (human, fiscal, material resources, educational credit), shared information, shared responsibility and/or common goal(s).</p> <p>Some value-added benefits of partnerships include the building of capacity, partnering skills, and resource leveraging.</p>	<p>List the number of students served for this area (for 2002 -03):</p> <p>If estimate, please indicate estimate (i.e., 100)</p>
<p>With Elementary Schools:</p>	<p>Cartwright Elementary SD (CFS) Peoria Elementary SD (CFS) Pendergast Elementary (CFS) Glendale Elementary School (CFS) Kyrene Elemaentary SD (CFS) Osborn Elementary SD</p> <p>Glendale Elementary (Teacher Prep) Pendergast Elementary SD (Teacher Prep) Peoria Elementary SD (Teacher Prep) Washington Elementary SD (Teacher Prep) Alhambra Elementary SD (Teacher Prep) Cartwright Elementary SD (Teacher Prep) Isaac Elementary SD (Teacher Prep) Creighton Elementary SD (Teacher Prep)</p>	<p>40 36 16 15 12 10</p> <p>18 1 1 10 - - 1 1</p> <p>Numbers used elsewhere in report</p>
<p>With High Schools: (Example: Dual)</p>	<p>Glendale Community College has dual enrollment agreements with 22 high schools (Apollo, Buckeye, Cactus, Centennial, Coronado, Cortez, Deer Valley, Desert Mountain, Glendale, Greenway, Independence, Ironside, Moon Valley, North Canyon, Paradise Valley, Peoria, Shadow Mountain, Sunrise Mountain, Sunnyslope, Thunderbird, Washington and Westview. Dual enrollment credit offerings are provided in the following course areas: ACC, AJS, ART, AUT, BPC, CFS, CHM, ECH, HCC, NUR and OAS.</p>	<p>768</p>

	<p>Glendale Community College has articulation agreements with two high schools/high school districts:(Deer Valley Unified (Northeast Education Center) and Glendale Union. Articulation credit is offered in the following course areas: BPC, CAD, CNT, DFT, and OAS.</p> <p>Glendale Community College supports an ACE Plus program with 8 high schools (Alhambra, Apollo, Dysart, Glendale, Independence, Maryvale, Peoria, Trevor Brown), and 4 middle schools (Dysart, El Mirage, Glendale and Surprise). ACE Plus also supports a summer program with Garcia Middle School.</p> <p>Glendale Community College is partnered with Deer Valley Unified High School #97 at its North campus location (NW Education Center). The College offered 570 undergraduate sections in 40 disciplinary fields at this site. This site served 2,935 students, 162 who concurrently attended Deer Valley High School.</p>	<p>7</p> <p>525</p> <p>162 (not incl. In Dual Enrollment statistic)</p> <p>1,462</p>
With Other Higher Education Institutions:	<p>Glendale Community College conducts articulation with all institutions with which MCCD has agreements.</p> <p>ASU-West - Glendale Community College has partnered with ASU-West with its University College Center. GCC offers over 110 undergraduate sections in 16 disciplinary fields at this site.</p> <p>Charter Oaks College, CN – leads to a BS in Early Childhood Leadership (Alhambra Cohort)</p>	<p>See MCCD database</p> <p>1,076</p> <p>18</p> <p>1,094</p>
Child/Family Studies/Early Childhood Development:	<p>GCC is partnered with 18 schools and organizations to provide Child and Family Studies/Early Childhood Development coursework to Child Care Workers, leading to a degree in Child and Family Studies or Early Childhood Leadership. These include:</p> <p>LaPetite Academy – 3 locations in Phoenix</p> <p>Pendergast Elementary SD</p> <p>Summa Family Childcare Center</p> <p>Lincoln Learning Center</p> <p>Golden Gate Head Start</p> <p>Glendale Elementary SD</p> <p>West Valley Child Crisis Center</p> <p>Tomorrow’s Future Child Care - DES Grant</p> <p>Learn and Play - DES Grant</p> <p>CFS Department GCC – DES Grant</p> <p>Maricopa County Headstart – Federal Grant</p> <p>Maricopa County Early Headstart – Federal Grant</p> <p>West Side Headstart – Federal Grant</p> <p>City of Phoenix Headstart – Federal Grant</p> <p>Chicanos Por La Cousa Migrant Headstart – Fed. Grant</p> <p>Osborn Elementary SD</p> <p>Arizona Early Childhood Block Consortium</p> <p>Deer Valley Regional Cooperative</p>	<p>58</p> <p>16</p> <p>-</p> <p>-</p> <p>13</p> <p>15</p> <p>10</p> <p>-</p> <p>-</p> <p>48</p> <p>102</p> <p>35</p> <p>55</p> <p>60</p> <p>-</p> <p>10</p> <p>6</p> <p>428</p>
Teacher Prep:	<p>Glendale Community College is partnered with 13 schools and organizations to provide coursework to prepare students for further education in elementary and</p>	

	<p>secondary education programs at the State's four-year universities. These include:</p> <p>GCC</p> <p>Glendale Union HS</p> <p>Glendale Elementary SD</p> <p>Phoenix Union HS</p> <p>Washington Elementary SD</p> <p>Alhambra Elementary SD</p> <p>Cartwright Elementary SD</p> <p>Isaac Elementary SD</p> <p>Creighton Elementary SD</p> <p>Westside Head Start</p> <p>Glendale Union HSD</p> <p>Peoria USD</p> <p>Pendergast Elementary SD</p>	<p>153</p> <p>25</p> <p>18</p> <p>1</p> <p>10</p> <p>-</p> <p>-</p> <p>1</p> <p>1</p> <p>1</p> <p>12</p> <p>3</p> <p>1</p> <p>226</p>
Nursing:	<p>Glendale Community College is partnered with Banner Health at Thunderbird Samaritan Hospital to provide prepatory training for health care professionals seeking an AA/BS in Nursing.</p>	<p>34</p>

MESA COMMUNITY COLLEGE CONTINUING/COMMUNITY EDUCATION

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

Mesa Community College has significantly expanded non-credit course offerings as well as access to those offerings through numerous locations. We currently offer over 220 courses through our Community Education Department at Southern & Dobson, Red Mountain, Downtown at Country Club and Brown, and the Mesa Multigenerational Center. The Community Education Department is partnering with the City of Mesa to better meet the needs of the Hispanic Community, by advertising library classes offered in Spanish and expanding our own Spanish-GED classes. The biggest challenge to programming is the availability of classroom space at convenient times. In addition to the “formal” community education program, many of MCC’s academic departments offer a wide range of personal interest, public dialogue, and public policy programs and activities which are open to the community. The public response to these types of programs has been extremely positive.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

- 1) How do we know that the college’s collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

Mesa Community College has numerous and constantly increasing partnerships with educational institutions throughout the East Valley. Programs involving elementary and middle school students have increased, providing these students with a wide range of opportunities to become familiar with college life and academics, come to the college campus, engage in college-level work, and/or meet MCC students who serve as role models. Specific examples are included on Chart 2. The demand for programs and services is exceeding the college’s capacity to serve students. In addition, individual

program evaluation activities show high levels of satisfaction with MCC's partnership programs.

- 2) What could we do better this coming school year with these collaborative partnerships and programs?** (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

At MCC, we specifically address increasing community outreach and partnerships in our Strategic Plan. Under our Access Goal (Expand access to college programs and services), we have two specific objectives.

- ✓ *Expand community outreach educational activities, programs, and services at the college and in community-based locations.*
- ✓ *Provide flexible and responsive educational and personal interest courses to meet community and continuing education needs.*

In addition, our Civic Responsibility goal states: Encourage active participation of faculty, staff, and students in democratic processes, public policy, and community service. The objectives are as follows:

- A. *Expand service learning and community service opportunities for students, faculty, and staff.*
- B. *Increase opportunities for students to participate in public policy related educational experiences.*
- C. *Respond to community needs through increased community outreach activities.*
- D. *Serve as a center for public forums on issues of importance to the community.*
- E. *Encourage all members of the community to become informed and participate in elections.*
- F. *Facilitate dialogue and provide analysis of public policy issues that flow from community partnerships.*

These strategic goals and objectives demonstrate the college's commitment to the importance of community partnerships and service. Departments create their departmental plans in support of the strategic goals and objectives and then report their accomplishments annually. We have found this process to be very effective.

MESA COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

<p>Mesa Community College</p> <p>List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p>	<p>Please estimate the number of community members served for this area (for 2002 -03):</p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p>	<p>Sponsored the Psychology Evening Lecture Series, a six-lecture series, which is open to professionals and community members.</p> <p>Provided over 220 course offerings through Community Education Department.</p>	<p>Average attendance of 150 to 300 at each lecture.</p> <p>4448</p>
<p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p>	<p>Hosted a presentation by Howard Dean, presidential candidate for the Democratic Party.</p> <p>Through the Center for Global Tolerance and Engagement, hosted or sponsored numerous lectures and discussions designed to promote understanding of diverse cultures and international issues.</p>	<p>150</p> <p>Several hundred.</p>

MESA COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

Mesa Community College List partnerships/ programs:	Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____	List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100)
With Elementary Schools:	Held the second annual Science Day for elementary school students from local Title I schools.	450 elementary school students.
With High Schools: (Example: Dual)	Implemented the REACHe (Raising Expectations for Achievement and Citizenship through Higher Education) program, a Maricopa ACE program, for high school students who may be at risk for dropping out.	60 high school students from 8 schools comprised first REACHe cohort.
With Other Higher Education Institutions:	MCC coordinates and administers the East Valley Think Tank, a consortium of education leaders representing pre-K through university level.	25 members
Other:	800 MCC students performed more than 35,000 hours of community service through independent service learning courses. Partnered with the Phoenix Fire Department to provide a wide range of continuing education offerings to its 1200 members.	800 students 1200 professional firefighters

**PARADISE VALLEY COMMUNITY COLLEGE
CONTINUING/COMMUNITY EDUCATION**

Efforts are taking place to prepare the **2003** Monitoring Report of the Governing Board's Goals. Presently, there are two goal statements where feedback is sought from the Deans of Instruction about Continuing/Community Education. For your college, please fill out the requested information in the attached charts.

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

The Division of Continuing Education provides community members with opportunities for personal interest/growth by offering over 400 courses per year for noncredit. Courses are developed and offered based upon input from the community through comments made on course evaluation forms, marketing surveys, through verbal requests and through course proposals from instructors.

We believe that we are doing well regarding this goal. We provide students with course evaluation forms that rate the course and the instructor. On a scale of 4.0 to 1.0 (4.0 = Excellent; 1.0 = Unsatisfactory) community members assigned an average score of 3.78 to courses provided by the Division of Continuing Education.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partners hip.** Then list the partnerships and programs in the chart.

PARADISE VALLEY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

<p>Paradise Valley Community College</p> <p>List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings: Over 300 non-credit courses in these categories are offered at PVCC: Aeronautics Arts & Crafts Body & Soul Career Skills and Professional Development Computers Environmental Health & Safety Technology Finance ISO 9000 Languages Music Online Learning Paradise Pumas Kids College Personal Enrichment Senior College Test Preparation Travelearn Writing/Publishing</p>	<p>Please estimate the number of community members served for this area (for 2002 - 03):</p> <p style="text-align: center;"><u>Total: 3825</u></p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p>	<p>Accessibility: Puma Jazz Band Estimated Concert Attendance</p> <p>Technological Delivery: Senior College Computer Basics Courses Paradise Pumas Kids College Computer Courses</p> <p>Wellness: Silver Sneakers (Secure Horizons) Silver Sneakers (HealthNet)</p>	<p style="text-align: center;">54 300 Est.</p> <p style="text-align: center;">398 38</p> <p style="text-align: center;">1977 472</p>
<p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p>	<p>In Our Own Voice. . . Living With Mental Illness presented by Arizona Alliance For The Mentally Ill.</p> <p>Understanding Your Social Security Benefits presented by the Social Security Administration.</p> <p>55 Alive Mature Driving presented by AARP.</p> <p>The Coming of Age Forum</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">57</p> <p style="text-align: center;">290</p> <p style="text-align: center;">16</p>

PARADISE VALLEY COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

<p>Paradise Valley Community College</p> <p>List partnerships/ programs:</p>	<p>Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?</p> <p>A Partnership is a relationship based collaborative agreement that provides valued-added to each of the participating institutional members and to their students and constituents.</p>	<p>List the number of students served for this area (for 2002 - 03):</p> <p>If estimate, please indicate estimate (i.e., 100)</p>
<p>With Elementary Schools:</p>	<p>Collaborate with elementary and middle schools to make parents and students aware of the Kids College program. The Kids College program provides an early opportunity for youth, ages 6-14 to experience unique learning opportunities on a college campus. Focus areas include reading, math, science, and fine arts. We believe that providing a positive experience for kids and parents, that experience will influence them to select PVCC as an educational provider in the future.</p>	<p>263</p>
<p>With High Schools: (Example: Dual)</p>	<p>Work with high school counselors to provide an alternative test prep program for high school students on a budget. This introduces sophomore, junior, and senior high school students to the PVCC campus. We also provide additional information to students about PVCC programs at the workshops.</p>	<p>67</p>
<p>With Other Higher Education Institutions:</p>	<p>Learning Connections, a P-20 education consortium serving the North Valley for ten years, includes PVCC, Paradise Valley Unified School District. Cave Creek Unified School District, Rio Salado College, ASU West and NAU. Learning Connections is structured to include ten Focus Teams and an Executive Committee comprised of President, Deans, Superintendents, Asst. Superintendents and University Representatives. In 2002-03 approximately 90 faculty, staff and administrators served as members of the Consortium. Focus Teams include Math Articulation, Fine Arts, Faculty and Staff Development, Service Learning, Careers in Education, Counseling and Advising, Science Opportunities, Honors and Cultural Diversity</p>	<p>Total Student Enrollment in LC member institutions--</p> <p>58,000</p>
<p>Other:</p>	<p>PVCC-ASU West Bridges to the Sciences Program. This program is focused on assisting minority students earn a BS degree in the Sciences. A PVCC faculty</p>	<p>20</p> <p>MCCCDStudents S</p>

	coordinator recruits students to participate in the Bridges Program and then serves as their mentor while at PVCC and upon their transfer to ASU West. MCCC Faculty collaborate with ASU West Faculty Colleagues to conduct science seminars and to provides the encouragement students often need to continue towards the BS degree.	
	The PVCC SUCCEED Program , a Maricopa ACE Program, assists at-risk ESL students from PVUSD high schools to complete high school and transition to PVCC and higher education.	45
	The PVCC is partnering with-Midwestern University two programs: Pre Pharmacology and Biomedical. This partnership prepares PVCC science students to transition to Midwestern's pharmacology or biomedical programs by providing an articulated rigorous academic program supplemented by substantial career development support	35

1) How do we know that the college’s collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

Learning Connections is currently celebrating ten years of service to the North Valley. During this time the P-20 Consortium has made tremendous progress relative to establishing positive and productive relationships between PVCC and the five other member institutions. These relationships now exist at the faculty, staff and administrative levels. Numerous "small victory projects" are conducted each year in an attempt to focus on shared needs and to leverage institutional resources. Participant evaluations, along with an impressive record of low focus team membership turnover, are compelling indicators of the success of the Consortium. Endorsements of Learning Connections at the PVCC's recent Governing Board Listening Session by the leadership of Paradise Valley Unified School District and Cave Creek Unified School District also indicate the positive difference that Learning Connections is making in the North Valley.

Regarding the Bridges Program and the PVCC SUCCEED Program, the success rates, i.e. those transitioning to PVCC and/or to ASU West, is extremely high. There is a high level of student retention and persistence in both of the programs.

The PVCC-Midwestern University Program is also making a very positive difference for students by facilitating the transfer of college credit, establishing a predetermined number of reserved admission slots exclusively for PVCC students and providing direct faculty support to PVCC applicants to the Midwestern program.

2) What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

The first strategy would be to expand the scope of each of our collaborative partnerships. In Learning Connections, this has been accomplished to some degree as a result of the recent inclusion of Rio Salado College as an institutional member. As communities in the North Valley expand and as new freeways provide higher levels of access to PVCC the College will focus on establishing a deeper relationship with the Deer Valley Unified School District. As such, the Learning Connections Executive Committee will invite DVUSD to become an institutional member of the Consortium. This will dramatically expand the potential value of Learning Connections, along with the number of students and constituents served.

The second strategy would be to increase and solidify the fiscal support necessary to sustain each of the College's partnerships. In the case of Learning Connections, the Executive Committee will consider grants and other special funding sources as supplements to the existing annual institutional member dues structure. Relative to the College's other partnerships, grant funding is also being explored as PVC attempts to serve more students.

PHOENIX COLLEGE
GOVERNING BOARD GOAL FOR CONTINUING/COMMUNITY EDUCATION

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

Phoenix College: List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)	Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings:	Please estimate the number of community members served for this area (for 2002 -03):
Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training); Library Fitness Center Sports & Activity Therapeutic Massage	Only Book borrowers Hours: Mon-Thurs: 7:30am-10:00pm Fri. 7:30am-4:30pm Sat 9:00am – 5:00pm. Exercise Sports & Activity Massages	523 622 650 750
Forums, Dialogues for balanced views of contemporary civic and public issues: Crime and Punishment Natural Medical Solutions Kundiman, Songs of Love and Longing Greek medicine: Science vs Superstition	Presentation and dialog Presentation and dialog Presentation and dialog Presentation and dialog	52 75 60 40

Cost of Healthcare, What it means to you	Presentation and dialog	50
Is it Time to Wash Our Hands of Antibacterial Soap	Presentation and dialog	70
PC model UN	Discussion and debate of global issue	100
Problem with landmines and impact on people	Discussion of current policy	50
Healing, Health & Health care policy	Presentation and Discussion	30
Senior public Issues	Several Presentations and Discussions	650
Senior Health Forums	Several Presentations and Discussions	250
Senior Leisure	Several Presentations and classes	250
Specialized Training for caring of elderly	Training	100
Theater	Plays	1200

PHOENIX COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

Phoenix College: List partnerships/ programs:	Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: _____	List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100)
With Elementary Schools: Issac Schools Madison Schools Osborn Schools Herrera school	Education cohorts addressing No Child Left	100
Childtime East and West Children’s World Southwest Human Development	Child care degree	40
Southwest Human Development	Child care facilities meet the federal mandates for headstart funding.	40
Issac schools, Quest for Kids Madison Schools Osborn schools	Supported the Parent Education for Prevention program. Parents are leaning the value of education and for their children to stay in school as well as learning to be a better parent.	
Balsz Elementary School District, Creighton Elementary School District, Isaac Elementary School District, Madison Elementary School District, Murphy Elementary School District, Osborn Elementary School District, Phoenix Elementary #1 School District, Phoenix Union High School District, and Roosevelt Elementary School District.	Urban Teacher Corp program	53 (36 at PC, 17 at ASU Main)

<p>With High Schools: (Example: Dual) Phoenix Union High Schools: Alhambra Carl Hayden Camelback Central Metro Tech North Tevor Browne</p> <p>Others: Career Success Peoria</p>		
<p>With Other Higher Education Institutions: Central Arizona College</p>	<p>Child Development Associate certification</p>	<p>130</p>
<p>Other:</p>		

**RIO SALADO COLLEGE
CONTINUING/COMMUNITY EDUCATION**

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

- 1) **How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

Rio Salado College has determined that the Dual Enrollment partnership with high schools is making a positive difference because students are, in fact, transferring their community college credits to universities (they are going to college); a large percentage of the dual enrollment credits are being accepted by four-year colleges and universities; and students are reporting that they are ready for college and generally able to accelerate their baccalaureate degree completion time.

Rio Salado College has determined that the Endorsement partnership with elementary and secondary schools is making a positive difference because having teachers with advanced skills in specific areas (endorsement areas) results in an improved classroom/educational experience for the students (the quality of the experience is enhanced).

Rio Salado College has determined that the Post Bacc Teacher Preparation partnership with elementary and secondary schools is making a positive difference because it is dealing directly with teacher shortage (the program is keeping the "pipeline" filled – short term and long term). Program graduates are being employed!

Rio Salado College has determined that the partnership with other institutions of higher education is making a positive difference because students are able to transition, seamlessly, from a two -year college experience to a four-year/baccalaureate experience. This transition is “seamless” because the delivery format (distance) at the other institutions of higher education is similar to what the students are experiencing at Rio Salado College.

- 2) **What could we do better this coming school year with these collaborative partnerships and programs?** (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

A continued and expanded (the two key things) collection of data would improve the positive impact these collaborative partnerships and programs have on the community and the students they serve --- when something is studied, it generally improves.

RIO SALADO COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

<p>Rio Salado College:</p> <p>List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>These opportunities reflect non-credit course offerings:</p>	<p>Please estimate the number of community members served for this area (for 2002 -03):</p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p>	<p>Rio Institute for Senior Education (RISE) is an example of the community having accessibility to college facilities. The RISE activities include leisure/special interest and technology-based non-credit course offerings and seminars.</p>	<p>1,000+</p>
<p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p>	<p>Civic Participation Steering Committee and access to Voter Registration Information.</p> <p>The civic-related activities include the availability of important information (opportunities for taking Constitution classes, free citizenship classes, locations to pick up voter registration information/forms, etc.) and space and set-up for public forums.</p> <p>KJZZ/KBAQ radio stations provide musical entertainment (jazz and classical) in addition to KJZZ being the Arizona affiliate of NPR – a forum for dialogue and discussion of contemporary civic and public issues.</p>	<p>11,000+</p> <p>KBAQ: 141,700 listeners with 1,034,410 hours of listening time</p> <p>KJZZ: 273,100 listeners with 1,638,600 hours of listening time</p>

RIO SALADO COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

<p>Rio Salado College:</p> <p>List partnerships/ programs:</p>	<p>Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?</p> <p>A Partnership is: having a shared vision and goals and understanding each other’s roles and responsibilities and combined resources. An effective partnership is the result of clear communication and understandings, as well as individual and collective accountability.</p>	<p>List the number of students served for this area (for 2002 -03):</p> <p>If estimate, please indicate estimate (i.e., 100)</p>
<p>With Elementary Schools:</p> <p>Professional Development Program</p> <p>Post Bacc Teacher Certification Program</p>	<p>Opportunities for elementary teachers to earn Arizona Department of Education Endorsements over the Internet.</p> <p>Opportunities for individuals who have an earned Bachelor’s degree to complete the coursework and practicum experience required for Arizona Department of Education certification to teach elementary school.</p>	<p>409 unduplicated HC</p> <p>519 unduplicated HC (elementary and special education)</p>
<p>With High Schools: (Example: Dual)</p> <p>Professional Development Program</p> <p>Post Bacc Teacher Certification Program</p> <p>Dual Enrollment</p>	<p>Opportunities for secondary teachers to earn Arizona Department of Education Endorsements over the Internet.</p> <p>Opportunities for individuals who have an earned Bachelor’s degree to complete the coursework and practicum experience required for Arizona Department of Education certification to teach secondary school.</p> <p>Students often think they will go directly to a university following their graduation from high school – however, their exposure to the community college system through dual enrollment often causes them to consider going to an MCCCDC college.</p>	<p>409 unduplicated HC</p> <p>357 unduplicated HC</p> <p>5,075 unduplicated HC</p>
<p>With Other Higher Education Institutions:</p>		

<p>Ottawa, Governors State, Western Governors University, eArmyU, Charter Oak State College, and Community College of the Air Force</p>	<p>Partnerships with these institutions provide pathways to baccalaureate and/or degree pathways for students – many of them utilizing Rio Salado courses as entrance and/or core courses for advanced degrees.</p>	<p>4,000+ unduplicated HC</p>
<p>Other:</p>		

**SCOTTSDALE COMMUNITY COLLEGE
CONTINUING/COMMUNITY EDUCATION**

For each Governing Board Goal that has been identified for your area, please complete the charts:

- **Chart 1.** Community members will be provided opportunities for personal interest/development to include: a) Accessibility to college facilities and services as appropriate; and b) Forums, dialogs for balanced views of contemporary civic and public issues.

In addition, please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

SCC has cordial relationships with area schools, which allow us to offer classes in the evening. The college has never been refused access to any of these schools

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

- 1) **How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?**

NAU enrollments at SCC continue to be strong in Interior Design and Hotel & Restaurant Management.

The Paiute Center remodel project is finished, and SCC has the exclusive use of a classroom. Meetings with City of Scottsdale staff are on-going regarding for use of the larger facility.

- 2) **What could we do better this coming school year with these collaborative partnerships and programs?** (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

- 1) The college could expand its dual enrollment offerings both with the public schools and with Notre Dame High School, as soon as the latter accepts a senior class. This would give more high school students the opportunity for getting a jump on a college education.
- 2) The college has begun to offer a vigorous program of training classes for the Salt River Pima Maricopa Indian Community through the CIS department.

SCOTTSDALE COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to college facilities and services** as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

Scottsdale Community College List an example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)	Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues? These opportunities reflect non-credit course offerings: 2002 – 03 Continuing Education	Please estimate the number of community members served for this area (for 2002 -03): 3,017
Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);	Library 1) Circulations 2) Gate count 3) Virtual Visits (hits on library web site) 4) Information Literacy & Class Presentations & Number of participants in presentations 5) Reference Questions 6) Interlibrary Loans Fitness /Wellness Center Access to facilities and instruction promote the development of a healthy lifestyle in a safe effective environment. SRPMIC members have free access. Athletic events Fine Arts events	34,202 129,654 **see note 130,156 200 3,196 N/A 1604 6,500 6,780 8,924
Forums, Dialogues for balanced views of contemporary civic and public issues:	Public Service/Forums Scottsdale Healthcare Fall Health Festival NACHC Living Well Traditionally Camp for urban Native American youth Team Diabetes - meeting and instruction on safe exercise with diabetes. Arizona Department of Health Services – Diabetes and Exercise for the Health Professional *In addition to the campus guest, this was a satellite telecast to 8 sights around Arizona.	2,870 400 100 40 40

NOTE ** Due to the age of the present gate and ADA considerations, the arm of the gate was removed. This number does not accurately reflect the number of individuals who visit the library. Many students exit through the left side of the gate, which has no recording or theft prevention capability.

SCOTTSDALE COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

Scottsdale Community College List partnerships/ programs:	Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa? A Partnership is: <u>a cooperative agreement between SCC and another agency.</u>	List the number of students served for this area (for 2002 -03): If estimate, please indicate estimate (i.e., 100)
With Elementary Schools:	Student Volunteers in EDU 221, EDU 222, and EDU 230 are required to participate in service learning experiences at schools. Cheyenne Traditional School St. Daniel's Elementary School	160 120 52
With High Schools: (Example: Dual)	Dual enrollment at area high schools (12 sections) extended campus – Desert Mountain High School	294 32
With Other Higher Education Institutions:	NAU – Interior Design program (articulation agreement) – Interactive classroom (HRM) bachelor's degree	25 283
Other:	Paiute Neighborhood Center	131

**SOUTH MOUNTAIN COMMUNITY COLLEGE
CONTINUING/COMMUNITY EDUCATION**

Please provide a brief (summary) assessment of the impact of Continuing/Community Education in response to the following question:

Q-How well are we doing regarding this goal (include current successes and current challenges) and how do we know how well we are doing?

South Mountain Community College has worked effectively with a number of community based partners (Stardust House, Habitat For Humanity), area business and industries (Bashas, Food City, Hensley District Co.), with area schools and school districts, with the Gila River Indian Community, and with local city (City of Phoenix Housing Department), county and state governments. These partnerships are designed to meet the training and educational needs of the various organizations. Some of these partnerships involve the deliver of unique programs leading to certificates or degrees. Others involve the delivery of a specific course to meet a very focused staff or employee need identified by the organization. The majority of the Continuing/Community Education programs are delivered in a credit format. When requested, or when more appropriate, programs are provided on a non-credit basis.

South Mountain Community College has an effective working relationship with the agencies and organizations within our community. A common challenge involves the payment of tuition costs. Some of the partner programs rely upon grant resources to cover tuition, or make use of tuition reimbursement programs, while others pass the costs on to the course participants. Our partners value the services provided by the college, many partnerships have been in place for multiple years.

- **Chart 2.** Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level. **Please indicate on the Chart, how the Deans of Instruction define partnership.** Then list the partnerships and programs in the chart.

In addition to this information, please provide a brief summary in response to the following questions:

Q1- How do we know that the college's collaborative partnerships and programs, including partnerships with elementary, high schools and other higher education institutions are making a positive difference for students and the community that you serve?

SMCC's effort to address the No Child Left Behind mandate continues to encourage local school districts to call on the College to provide training and classes to their staff. Dual Enrollment partnerships are expanding both in the number of partners being served and the number of classes being offered. The partnerships we have in place with our teacher education program have received very broad support. Arizona State University, and local schools, are most positive about the partnership. The Gila

River Indian Community has enthusiastically endorsed the Early Childhood Education partnership in place. These courses are offered at their facilities without charges being imposed. The partnerships with the Boys and Girls Club in Guadalupe result in the college using their classrooms without any rental fees. The YMCA in Ahwatukee, and Ottawa University in Ahwatukee have been most accommodating to welcome SMCC to their facilities to link with the community.

SMCC has collaborated with ASU and their Native American Teacher Prep. Program. This collaboration is producing elementary teachers who will find employment with the schools which serving native populations. Faculty and staff have effective working relationships with neighborhood schools and are invited to work with students as tutors and mentors. The partnership SMCC has in place with GateWay Community College and Banner Health to support the Bilingual Nursing Fellowship Program is most effective and meaningful. This partnership will have a valuable and needed impact on the community with the first cohort of RN graduates.

Q2-What could we do better this coming school year with these collaborative partnerships and programs? (List 2 key things that could be improved and what kind of positive impact we would expect for students and the community.)

A meaningful improvement would be to deliver more services and courses in languages other than English. Partnerships would be improved with better SMCC facilities on the main campus, in Guadalupe and in Ahwatukee. Many of the SMCC classrooms are outdated and in need of improvements. In Guadalupe Center the college relies heavily upon donated space provided by the city of Guadalupe and the Boys and Girls Club. In Ahwatukee Foothills Center, the college is making use of a number of distributed locations and many have limited parking.

SOUTH MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 1. Community members will be provided opportunities for personal interest/development to include: **a) accessibility to** college facilities and services as appropriate; and **b) forums, dialogs** for balanced views of contemporary civic and public issues.

<p>South Mountain Community College</p> <p>List <u>an</u> example for each area: (e.g., 1 example for Accessibility, 1 example for Forums/dialogs)</p>	<p>Question: How do these opportunities for personal interest/development contribute to accessibility to the college or promote wide perspectives on issues?</p> <p>Below are examples of accessibility to the facilities and services at SMCC. Access to campus resources contributes to the bond between the college and the larger community. This lets the community know the SMCC is “their” college and that it is here to support broad community needs. The forums provided at SMCC help the college to be identified as a resource to support community needs and to facilitate discussions regarding important civic issues.</p>	<p>Please estimate the number of community members served for this area (for 2002 -03):</p>
<p>Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/ Technological delivery; courses of a vocational nature to include leisure, wellness and specialized training);</p>	<p>-Two retreats were held on the SMCC campus for the leadership team from Mountain Point High School. These were staff retreats, and they helped to build bridges between SMCC and MPHS.</p> <p>-SMCC hosted a community appreciation meeting for U.S. Representative Ed Pastor on campus. This event allowed community members and SMCC employees an opportunity to express appreciation for the efforts of Representative Pastor. This event brought community and college members together under a common agenda.</p> <p>-The Black Chamber of Commerce and Hispanic Chamber of Commerce hold breakfast meetings on campus. The college serves as a community meeting location.</p> <p>-Library and Computer Commons are widely used by community members. SMCC provides community access to both the Computer Commons and the campus Library on a space available basis.</p> <p>SMCC with the South Mountain and Laveen Chambers presented the ASU “Five Shoes Waiting to Drop” presentation to the community.</p> <p>The Boys and Girls Club of Guadalupe are active partners</p>	<p>Approximately 30 employees from Mountain Point High School Participated</p> <p>Approximately 100 SMCC employees and community members participated.</p> <p>Approximately 75 Chamber members participate in these meetings.</p> <p>This number is impossible to document, as community members are not counted as they use the facilities.</p> <p>Approximately 50 community members attended the presentation</p> <p>Boys and Girls</p>

	<p>with the Guadalupe Center. There is frequent use of facilities to support both College and Boys and Girls Club programs.</p> <p>SMCC Career Fair 2003 gave an opportunity to various business and academic institutions in presenting themselves and offering opportunities to SMCC students and community members.</p> <p>Naturalization Ceremony 2003 (Fiesta of Independence) is an event that allows the community to welcome the new US citizens.</p> <p>American Cancer Society – Climb The Mountain to Conquer Cancer activity has used SMCC’s parking lots for Park and Ride for their event.</p> <p>AZ Department of Juvenile Corrections Conference was held at SMCC campus. They use SMCC for this meeting during last two years.</p>	<p>Club used the Guadalupe Center for meeting and partnership activities. Involves over a 100 total people each semester.</p> <p>Approximately 600 students and community members.</p> <p>Approximately 2000 community members.</p> <p>Approximately 2000 community members</p> <p>200 Conference attendees.</p>
<p>Forums, Dialogues for balanced views of contemporary civic and public issues:</p>	<p>-SMCC hosted a Governing Board Community Listening session. This forum provided the board with feedback about the college from the community’s perspective.</p> <p>-At the Ahwatukee Site, SMCC presented an opportunity for State Senator Slade Meed to hold a community forum. In this meeting community members met and interacted with their elected State Senator.</p> <p>-The college was the site for a community discussion focusing on support and retention efforts for African American Students. This activity involved the Community Alliance of Black Support and Arizona Statue University staff members.</p> <p>-Dr. Atwater has hosted several of his Presidential Advisory Council meetings focusing upon civic issues impacting the community.</p> <p>SMCC has been involved with several forums involving parents and staff from Desert Vista High School and Mountain Point High School to address “Quality Issues”. These forums were requested by the parents’ councils and were intended to better link SMCC with these two high schools.</p>	<p>Approximately 200 MCCC employees and community members attending the Listening Session.</p> <p>Approximately 50 community members attended.</p> <p>Over 40 community members were present.</p> <p>30 – 40 members of the Advisory Council participated</p> <p>Approximately 50 members were in attendance.</p>

SOUTH MOUNTAIN COMMUNITY COLLEGE
Governing Board Goal for Continuing/Community Education

Chart 2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools, and other higher education institutions to increase the number of students that matriculate to the college level.

<p>South Mountain Community College</p> <p>List partnerships/ programs:</p>	<p>Question: How do these partnerships and programs contribute to the outreach and recruitment of students from other educational institutions to Maricopa?</p> <p>A Partnership is: a collaborative working relationship of groups or organizations bound together by a formal or informal agreement focused upon the achievement of a common goal or objective.</p> <hr/>	<p>List the number of students served for this area (for 2002 -03):</p> <p>If estimate, please indicate estimate (i.e., 100)</p>
<p>With Elementary Schools:</p>	<p>Awakening Seed, Kyrene de los Ninos, Valley View Elementary, Ed Pastor Elementary, Frank Elementary, William T. Machan Elementary, Martin Luther King Elementary - - these schools provide the internship locations for students in the Dynamic Learning Teacher Education program.</p> <p>CSEMS (Computer Science, Engineering, and Math Scholarship) students and Honors students in Physics and Math classes volunteer and tutor at T.G. Barr School.</p>	<p>Approximately 90 students are involved with the program on a yearly basis.</p> <p>Approximately 30 students are involved.</p>
<p>With High Schools: (Example: Dual)</p>	<p>South Mountain High School, Cesar Chavez High School, Corona Del Sol Horizon Community Learning Center, Arizona Agribusiness and Equine Science—all of these are schools currently participating in the dual enrollment program.</p> <p>SMCC has an effective working relationship with the Arizona Agribusiness and Equine Science High School. This partnership provides for dual and concurrent enrollment options.</p> <p>Teacher Preparation High School is a partnership involving Phoenix College and South Mountain Community College. This charter school prepares high school students for transfer to community college or university teacher preparation programs.</p> <p>The ACE program has a working partnership with various high schools from the Phoenix Union High School District and the Tempe Union High School District. The program provides concurrent enrollment for college credit and has a positive impact upon high school</p>	<p>Approximately 400 students are involved in Dual Enrollment each Semester from all the partnership schools.</p> <p>Approximately 150 Charter High School Students participate in some concurrent enrollment courses during their high school career.</p> <p>Approximately 25 students are involved this first year.</p> <p>Approximately 325 students are involved with the ACE program each year.</p>

	<p>graduation rates.</p> <p>Cesar Chavez High School, Tempe Union High School, Centennial High School, - - these schools provide the internship locations for students in the Dynamic Learning Teacher Education program.</p>	<p>Approximately 90 students are involved with the program on a yearly basis.</p>
<p>With Other Higher Education Institutions:</p>	<p>The most formal Arizona State University partnership involves the SMCC Dynamic Learning teacher preparation program. This partnership provides for an articulated curriculum and an effective transfer from the AA program to the BA curriculum at the university.</p> <p>GateWay Community College, South Mountain Community College and Banner Health have a partnership program to prepare Registered Nurses who have bilingual skills in Spanish and English.</p> <p>In planning for the new South Mountain Community College Performing Arts Center the college received significant input and support from faculty and staff at Chandler Gilbert and Scottsdale Community College.</p>	<p>Approximately 90 students are involved with the program on a yearly basis.</p> <p>Twenty-Eight students are involved in the initial cohort of this program. An additional 20 students will be selected for the second cohort.</p> <p>No students were involved in this partnership activity.</p>
<p>Other:</p>	<p>SMCC works very closely with the Boys and Girls Club of Guadalupe. A SMCC employee serves as a board member and facilities are shared between both organizations.</p> <p>SMCC has a partnership with the Ahwatukee YMCA. Computer courses are delivered at this location.</p> <p>South Mountain is in a partnership with the Gila River Indian Community. SMCC provides Early Childhood Education courses, and is planning additional telecommunications and computer courses. The college and the Gila River Indian Community are discussing possible facilities partnerships for the future.</p> <p>Initial discussion has taken place with the City of Phoenix Library department. A joint library facility is under initial discussion..</p> <p>South Mountain Community College and the Ahwatukee Foothills Village Planning Council has had initial discussion regarding college facilities needs in that community.</p>	<p>Approximately 100 SMCC students take college classes in the Boys and Girls Club facilities.</p> <p>50 students each semester take computer classes at the YMCA location</p> <p>Approximately 100 students each semester are involved in this partnership.</p> <p>This is an idea under discussion and no students are impacted.</p> <p>No students are impacted as this discussion is focusing on future facilities.</p>