

APPENDIX THREE: WORKFORCE DEVELOPMENT

1. Systemic Implications
2. College reports on student completion of occupational programs
3. College reports on collaboration

VIII. Systemic Implications

The Changing Workforce of Maricopa County and Arizona

There are several economic factors that have played major roles in the changing workforce of both Maricopa County and Arizona. The following information is intended to provide a summary of recent trends that have had both adverse and encouraging effects on Arizona's labor market, and as a result, signify systemic implications for the Maricopa Community Colleges as well.

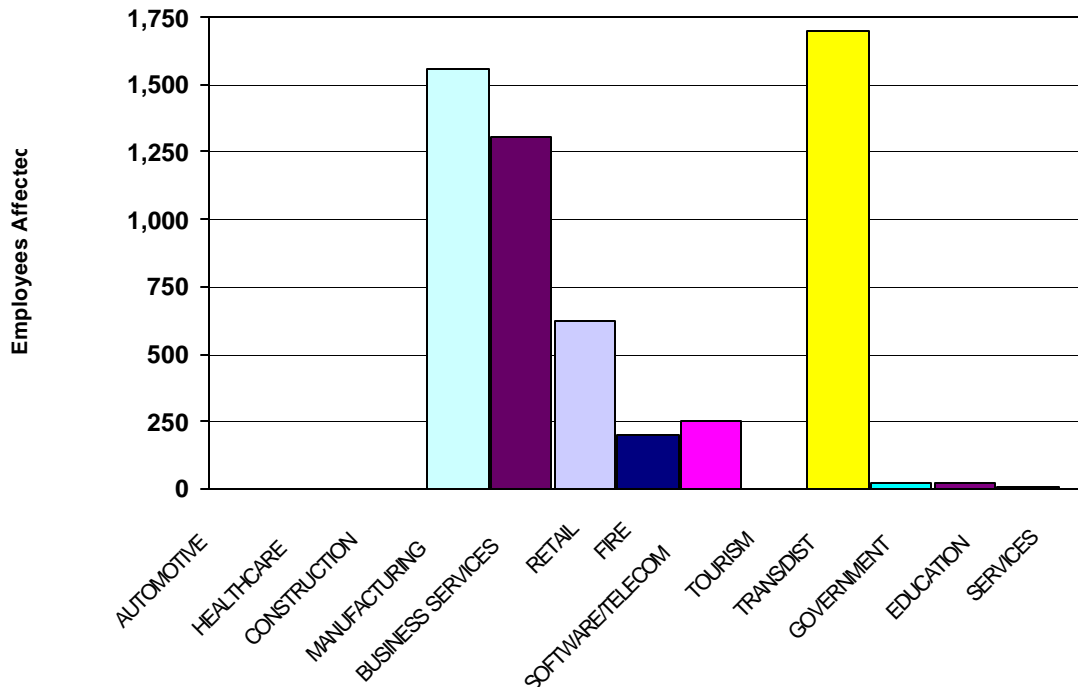
Unemployment Rate

Arizona experienced a significant reduction in its September unemployment rate, dropping to 5.6% from 6% in August. Similarly, Maricopa County realized a decline in September, falling to 5% from 5.4% in August. According to the Arizona Department of Economic Security (DES), the state added a total of 27,800 jobs among public and private industry clusters.

Plant Closures and Layoffs

To date, both the City of Phoenix and Maricopa County have announced a total of 5,685 layoffs and plant closures for 2003, including November and December totals for expected layoffs. A majority of this job loss occurred in the first quarter of 2003, and overall, the industries most considerably affected, as noted in the graph below, include Manufacturing, Transportation and Distribution, and Business Services.

**GREATER PHOENIX AREA
SITE CLOSURES AND LAYOFFS BY INDUSTRY**
For the Period Jan 2003-December 2003



Rapid Response

In response to these layoffs, the Career Center staff within each of the ten Maricopa Community Colleges, in addition to their responsibility of assisting students discover the aspects of career planning, work with both the City and County to assist dislocated workers in identifying transferable skills or provide guidance in retraining for possible new career pathways.

Similarly, staff members from the Center for Workforce Development are positioned in both the Maricopa and Phoenix Workforce Connection “one-stop” neighborhood career centers throughout the Greater Phoenix region and offer the following core employment services:

- Eligibility Determinations
- Outreach, intake and orientation
- Initial assessment
- Labor market information
- Program Information
- Job search and placement
- Access to financial assistance
- Support service information
- Advise customers on academic and occupational programs
- Admission and registration assistance

A Growing Threat

Unemployment in both Arizona and Maricopa County can be attributed to a number of reasons, but one noteworthy cause involves the transfer of labor, especially in the technology sector, to overseas employment, which is a direct result of the change in corporate and company structure to more streamlined operations.

Bloomberg News recently reported that “by the end of 2004, one out of every 10 jobs at computer-related companies based in the United States will move to emerging markets where costs are lower.” In fact, large companies such as Intel, Oracle Corp., Microsoft Corp. and IBM have plans to move thousands of jobs, including highly paid, highly skilled positions, to India, Russia, and China with the intent of reducing expenses.

Although Arizona has historically performed well in the Aerospace and Electronics industries, it is likely that the state’s existing high-technology cluster will experience the effects of overseas employment, as more companies continue the trend of rationalizing facility and operational structure.

In order to make certain that Arizona and the Greater Phoenix economy retain a dense high-tech base, it is critical that the Maricopa Community Colleges continue its work with the state university system in developing and enhancing transfer and articulation programs in math, science, and engineering.

Regional Priority Industry Clusters

The Greater Phoenix Economic Council (GPEC) has placed strategic focus on the following five industry clusters, positioning them as *Priority* in terms of a business attraction effort to bring high-skill, high-wage jobs to the Valley:

Aerospace - A sub-industry of High-Tech, this component includes products and systems for commercial aeronautics, space, and military markets. Industries include aerospace manufacturers, as well as materials and components suppliers. Firms in this cluster design, produce, and/or assemble helicopters, aircraft engines, ordinance, fuel systems, aircraft electronics, space vehicle launch systems and satellites, and aircraft parts designed to safeguard occupant safety and reduce the likelihood of crashes.

Bioindustry - In general, bioindustry includes businesses that manufacture products and provide services such as drugs and pharmaceuticals, medical devices and instruments, agriculture sciences, hospitals, medical laboratories, and research and testing.

Advanced Financial and Business Services - Combined, they encompass general office, corporate and regional headquarters, and businesses that involve any type of financial transactions including credit, lending, collections, investments, and brokerage services.

High-Tech - This emerging cluster includes products and systems for computer industries, semiconductors, electronic equipment, telecommunications, and related professional services.

Software - This industry includes businesses that develop, market, or distribute software products for business, scientific or personal use, products for a wide variety of platforms including consumer electronics, personal computers, workstations, mini-computers, and mainframe computers. The software cluster is primarily made up of small companies that serve specific niche markets.

In alignment with GPEC's efforts, the Maricopa Community Colleges also realize the significance of these Priority industry clusters, and their existing and potential impact on the Greater Phoenix economy and as such, have committed to developing the necessary and appropriate curriculum to support this emerging move toward quality growth.

In addition to these priority clusters, there are also infrastructure needs that the Maricopa Community Colleges have determined will continue to impact each college's respective communities. As the population of Maricopa County grows, so, too, will the need for occupations within Healthcare, Teacher Education, and Homeland Security. This is clearly an opportunity for the Maricopa Community Colleges to further strengthen and

develop industry partnerships, as well as retain and enhance existing recruitment efforts, making certain that we provide a well-trained workforce for these infrastructure programs.

To further enforce the workforce development vision of the Maricopa Community Colleges, which is, “To ensure that the Greater Phoenix economy has a skilled labor pool, which meets the existing and emerging workforce needs of the employer community,” the Center for Workforce Development, in collaboration with the Occupational Administrators Council, has created a living Occupational Program Master Plan and Workforce Development Forecast, to provide an objective, in-depth analysis of and recommendations on critical workforce development policy and program issues. This plan has served as an informative tool in assisting the colleges to make tactical, knowledgeable decisions for programmatic and instructional planning.

GOVERNING BOARD GOAL FOR WORKFORCE DEVELOPMENT

Chart 1. Students will complete occupational programs or courses with skills sought by themselves or employers.

CHANDLER-GILBERT COMMUNITY COLLEGE

<p>Chandler-Gilbert Community College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Computer-Related Training:</p>	<p>CGCC's computer courses are primarily contained within the Center for Computer Training and the Information and Technology Institute. Feedback is provided by student satisfaction surveys, the ITI Advisory Council, and the Microcomputer Applications Advisory Council.</p>
<p>Language/Communication:</p>	<p>The Continuing Education Department through a Proposition 301 grant has provided Workplace Spanish for employees of both Gilbert and Chandler. Students complete an evaluation at the conclusion of each class. The overall cumulative evaluation by students was 4.7 (Maximum possible 5). Based on the demand and overwhelming response from community partners, CGCC is actively looking for funding to hold additional Workplace Spanish classes.</p>
<p>Management/Administrative:</p>	<p>Feedback is provided by the Business Department's Advisory Council, graduate satisfaction surveys and customer satisfaction surveys of our business partners. According to the 2001 – 2002 graduate survey, the overall CGCC ratings were: Excellent – 55%, Good – 45%, Fair – 4%, and Needs Improvement – 1%.</p>
<p>Medical/Health Care:</p>	<p>CGCC's Wellness Division addresses Medical/healthcare. Feedback is received from the Dietetic Advisory Council and graduate satisfaction surveys. According to the 2001 – 2002 graduate survey, the overall CGCC ratings were: Excellent – 55%, Good – 45%, Fair – 4%, and Needs Improvement – 1%.</p>
<p>Technology/Workforce Training & Information Sharing: Technology/Workforce</p>	<p>Feedback in Technology/Workforce Training is received from several Advisory Councils including the Aviation Advisory Council, Automated Manufacturing Systems Advisory Council, and Electric Utility Technology Advisory Council. According to the 2001 – 2002 graduate survey, the</p>

<p>Training & Information Sharing (Continued):</p>	<p>overall CGCC ratings were: Excellent – 55%, Good – 45%, Fair – 4%, and Needs Improvement – 1%. Feedback from students and partners lead to the curriculum being changed for the Automated Manufacturing Systems program. Feedback from community partners has also caused CGCC to investigate offering aviation classes in the west valley.</p>
<p>Customized Partnerships, Certificates & Degrees:</p>	<p>The Continuing Education Department works closely with Business, Industry and governmental agencies to provide customized/contract training opportunities. Attendees are surveyed at the conclusion of each training session to receive feedback. Additionally, customer satisfaction surveys are mailed to the business/employers to determine their level of satisfaction.</p>

ESTRELLA-MOUNTAIN COMMUNITY COLLEGE

Estrella Mountain Community College	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Apprenticeship/ Internship:</p>	<p>The APS Palo Verde Nuclear Plant completed an Annual Partnership Survey. They reported that EMCC exceeded their expectations. The feedback also indicated that no improvements were needed.</p>
<p>Language/ Communication:</p>	<p>Partners completed surveys. They indicated that their expectations were met or exceeded. One partner suggested improving communication and receiving diplomas.</p>
<p>Management/ Administrative:</p>	<p>Partners completed an Annual Employer Survey. They indicated that their expectations were met or exceeded. Most reported no improvements were needed with exception of two partners that suggested improving communication and developing an improved system to distribute diplomas to students that completed the program. These partners suggested hiring additional support staff for these functional areas.</p>
<p>Medical/Health Care:</p>	<p>Through surveys, all but one partner indicated that their expectations were met or exceeded. Most respondents reported no improvements were needed. However, two partners suggested offering job seekers assistance, improving communication about student progress, and being consistent with price of the programs being offered.</p>
<p>Other:</p>	<p>Surveys and partner feedback showed overall satisfaction with programs being offered. Suggestions have been made to promote the available programs more to employees.</p>

GATEWAY COMMUNITY COLLEGE

<p>GateWay Community College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Apprenticeship:</p>	<p>Regular feedback regarding skills preparation of students from our apprenticeship programs is obtained from the Joint Apprenticeship and Training Committees associated with each trade specialty on the union side and from various trade association apprenticeship committees on the non-union side. Feedback has been varied and includes changing of class schedules, increasing or decreasing class time to teach the content, adding new technology, and providing additional support for non-English speaking students and instructors.</p>
<p>Computer-Related Training:</p>	<p>Feedback is received from students at end-of-course evaluations. Modifications to instructional delivery and content taught are made on the basis of this feedback. Feedback is also received from Advisory Committee members.</p> <p>Students enrolled in Cisco Networking courses complete Cisco standardized exams at the end of each course. Success rates identify changes where more time is needed on specific content. Students also take industry certification exams after completion of the Cisco programs.</p> <p>Students enrolled in Computer Maintenance I class take the A+ industry certification exam upon completion of the course. GateWay serves as a Prometric Testing Center offering a variety of IT certification exams. A record of the success rates of GateWay students on these certification exams is maintained and modifications to instruction are made as needed.</p>
<p>Language/ Communication:</p>	<p>Feedback instruments are designed specifically for ESL training and are available in both English and Spanish. The primary goal is to find out what strategies are most effective in helping ESL students to be successful.</p> <p>Spanish classes have been taught on campus and at several health care institutions as well as for Bashas' Markets Inc. Evaluations are collected at the end of each class and improvements made based upon the feedback received.</p>

<p>Medical/Health Care:</p>	<p>Student satisfaction surveys including the end-of-course, end-of-program, and graduate surveys are collected to monitor general preparation, job placement issues, and success after employment. Graduates completing the End of Program and Graduate surveys consistently respond favorably to questions about general satisfaction with the program and preparation for employment.</p> <p>Regular phone contact is made with coordinators of agency partnerships. Issues are addressed immediately and corrective action is implemented when issues are identified.</p> <p>Nursing and most health science programs require successful pass rates on certification and licensure exams. The programs receive results of the exams that provide feedback on the quality of the program and instruction. Results are evaluated and modifications are made where appropriate to instructional delivery and/or course content.</p> <p>The average pass rate for the Nursing Assisting level is 99 percent. The pass rate for the Practical Nursing level is 98 percent and the RN level is 92 percent. Of the RN nursing students who graduated in May of 2003, 100 percent of the 50 students taking the RN-NCLEX exam passed successfully.</p> <p>Feedback on student/graduate performance is received from employers and agency personnel each year at advisory committee meetings. In addition, each agency has the opportunity to evaluate the student clinical experience each semester of student placement. The method of program evaluation permits correction of problems that may occur on individual units in the clinical agency. The reports from agency staff consistently indicate satisfaction with the faculty and students of GateWay.</p>
<p>Technology/Workforce Training & Information Sharing:</p>	<p>Programs in the Industrial Technology areas conduct regular advisory committee meetings where the content, terminal competencies, and curriculum is reviewed and discussed. The Manufacturing Technology Program is NIMS (National Institute for Metalworking Skills) certified when the students successfully pass a written exam and a practical exam that is certified by an outside inspection group.</p> <p>The Air Conditioning/Refrigeration and Facilities Program receives regular feedback from advisory committee</p>

<p>Technology/Workforce Training & Information Sharing (Continued):</p>	<p>members. A number of students demonstrate their mastery of skills in the state VICA (Vocational Industrial Clubs of America) clubs. Students from the Air Conditioning Program placed 8th at the National VICA contest this past June.</p> <p>The Water Resources Program partners with the United States Geological Survey to offer Hydrologic Technician summer internships to students who have completed the first year of the GWCC Program. This past summer five students served as interns with the U.S.G.S. in five different states—Alabama, Arizona, Arkansas, Oklahoma, and Wyoming. Feedback on the adequacy of the preparation of these interns is shared by personnel from the U.S.G.S. Field Offices. That feedback includes comments such as GateWay students having a stronger foundation of knowledge, being more mature and motivated, having more broad-based experience, and being fast learners. Internships can lead directly to full-time employment with the U.S.G.S. upon completion of the degree.</p>
<p>Automotive Specific:</p>	<p>The Automotive Program incorporates guidelines from NATEF (National Automotive Technicians Education Foundation) for the minimum core competencies the program must address. These guidelines are the nationally accepted standards for program certification “ASE” (Automotive Service Excellence) to which GateWay subscribes.</p> <p>The Automotive Advisory Committee reviews the program curriculum on an annual basis and provides feedback on any modification needs on course content or instructional delivery.</p> <p>Industry partner satisfaction is obtained while students are participating in the internship program.</p>

GLENDALE COMMUNITY COLLEGE

Glendale Community College	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Apprenticeship:</p>	<p>Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas.</p>
<p>Computer-Related Training:</p>	<p>Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas.</p>
<p>Language/Communication:</p>	<p>Employers who comprise GCC advisory committees explain to the college that the most required skill in the workplace is communication/ problem solving abilities. ESL and Spanish classes are also taken by a number of students to improve their communication skills in the work place.</p>
<p>Management/Administrative:</p>	<p>Most of our students who take management classes are already employed and take management courses to prepare themselves for a management position in the workplace. Employers evaluating the marketing and management programs have requested business ethics to be added to the curriculum. This addition is being made to the management program.</p>
<p>Medical/Health Care:</p>	<p>GCC receives input on its nursing program from student</p>

Medical/Health Care (Continued):	evaluations and from advisory committees and partners in the healthcare industry. Input from the surveys completed by employers indicates a high satisfaction with GCC students' skills and abilities in the Nursing area.
Technology/Workforce Training & Information Sharing:	Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas.
Automotive Specific:	Automotive dealers that employ GCC students report on surveys that they are satisfied with the quality and effectiveness and cost of Instruction. GCC employers in automotive are the same as the list under partners.
Customized Partnerships, Certificates & Degrees:	Students evaluate GCC occupational faculty in the classroom. Some students have expressed how they appreciate practical experiences in their fields. As a result, GCC has added more lab time in some occupational program areas. GCC employer based advisory committees also provide feedback on all of the occupational program areas regarding curriculum updates and job opportunities. Feedback provided by all of GCC's advisory committees has been favorable regarding curriculum offerings and of the skills of GCC students. In addition, surveys are used to ask employers to evaluate students in the career/technical areas.
Other:	Employer feedback on surveys regarding Fire Science, EMT, Police Academy and Administration of Justice programs are all positive concerning the effectiveness and quality of skills obtained by GCC students.

MESA COMMUNITY COLLEGE

<p>Mesa Community College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Computer-Related Training:</p>	<p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p> <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness. Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p>

	<p>Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p>
<p>Medical/Health Care: Medical/Health Care (Continued):</p>	<p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p> <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness. Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p>
<p>Technology/Workforce Training & Information Sharing:</p>	<p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p>

<p>Technology/Workforce Training & Information Sharing (Continued):</p>	<p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness. Program review data results in currency of programs in response to workforce needs. Feedback from advisory boards also plays a critical role in program revisions.</p>
<p>Automotive Specific:</p>	<p>Through the MCC Student Outcomes Assessment Program, we have documented student learning in seven faculty developed workplace skills. More than 600 students across career and technical programs participate in the workplace skills assessments each spring. The assessment addresses ethics, interpersonal communication, organization, teamwork, technology literacy and personal and professional responsibility.</p> <p>In both 2002 and 2003 there were significant differences between beginning and completing students overall. Highest scores of completing students were found in ethics, interpersonal communication, personal and professional responsibility and technological literacy. Additional information about career and technical completers documented through a graduate exit survey shows that 94% of graduates from career and technical programs report they are prepared to enter the workforce.</p> <p>The college also relies upon annual external licensure and certification data to document student learning and program effectiveness. Overall, MCC students rank very high on external licensure examinations.</p> <p>The college conducts annual program reviews on a cyclical basis, thus providing documentation of effectiveness.</p>

PARADISE VALLEY COMMUNITY COLLEGE

Paradise Valley Community College	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Language/ Communication:</p>	<p>At the conclusion of training, employees were asked to evaluate courses based on the following:</p> <ul style="list-style-type: none"> • Instructor preparation • Instructor knowledge about the subject • Course materials effectively used • Instructor encouraging class participation • Course information provided • Course description compared to course content • Improvement of student's subject knowledge • Overall course rating • Would the student recommend the course to others <p>On a scale of 4.0 to 1.0 (4.0 = Highest) the overall rating was 3.67. The success of these programs has lead to PVCC to be the preferred training provider for some of its partners.</p>
<p>Management/ Administrative:</p>	<p>PVCC provided training for K-12 Administrators in Arizona for No Child Left Behind. Participants receiving training are asked to complete course evaluation forms. The overall course rating was 3.3 on a scale of 4.0 to 1.0 (4.0 = Highest).</p>
<p>Medical/Health Care:</p>	<p>Employees receiving training are asked to complete course evaluation forms. The overall course rating was 3.88 on a scale of 4.0 to 1.0 (4.0 = Highest).</p> <p>Training delivered at the Carl T Hayden VA Medical Center received an overall rating of 4.69 on a scale Veterans Administration scale of 5.0 to 1.0 (5.0 = Highest). PVCC's success in delivering training to this partner has resulted in the school being asked to continue proving non-credit training.</p>
<p>Technology/Workforce Training & Information Sharing:</p>	<p>Employees receiving training are asked to complete course evaluation forms. The overall course rating was 3.75 on a scale of 4.0 to 1.0 (4.0 = Highest).</p>

<p>Customized Partnerships, Certificates & Degrees:</p>	<p>Overall course ratings do not exist; however, students and partners have given verbal and written feedback on the training they have received.</p> <p>"The cadre of individuals trained through the EHST Program at PVCC is an invaluable resource at their respective sites for our municipality."</p> <p>"We have had workers attend mandatory refreshers that are truly "refreshed" with new ideas and current information."</p> <p>"Information in this course is delivered in a practical, user-friendly format. Things I learned today will be easily applied in the workplace tomorrow."</p> <p>"Difficult topics are presented with the "how to" tools to teach and apply in my workplace."</p>
<p>Other:</p>	<p>Employees participating in teambuilding events put on by PVCC were asked to complete course evaluation forms. The overall course rating for this series of events was 3.69 on a scale of 4.0 to 1.0 (4.0 = Highest).</p>

PHOENIX COLLEGE

<p>Phoenix College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Computer-Related Training:</p>	<p>In Media Arts, feedback is received from intern evaluation forms and advisory committees. The intern evaluation forms indicate overall satisfaction. The advisory committee recommends changes to the program to update the skills of students. Students also have the opportunity to develop portfolios of their work to demonstrate their skills. Other students evaluate the portfolios, and they are used during job interviews.</p>
<p>Language/Communication:</p>	<p>Feedback in the areas of Language and Communication are received from graduate surveys, advisory committees, and student course evaluation forms. Advisory Committees have recommended that the course “Sign to Voice” be required, add internships to the program, and establish distance learning for the program. The feedback has also shown that students have responded favorably to the program.</p>
<p>Management/Administrative:</p>	<p>Based on feedback from advisory committees curriculum changes have been made.</p>
<p>Medical/Health Care:</p>	<p>In the area of Allied Health, 100% of the returned graduate surveys indicated an “excellent” or “good” response. Advisory committees for Allied Health programs have made recommendations for curriculum changes.</p> <p>Dental programs received positive feedback from Clinical Competency evaluations, Didactic Competency evaluations, Course Competency evaluations, graduate surveys and employer surveys. It is important to note that the program has received a seven-year accreditation from the American Dental Association. Furthermore, 100% of PC students who took the Western Regional Clinical Examination Board and National Dental Hygiene Board Examination passed. The patient satisfaction survey yielded 88% favorable responses for the fall and 94% favorable responses for the spring.</p> <p>In the area of Emergency Medical Technician, 100% of the</p>

<p>Medical/Health Care (Continued):</p>	<p>students who took the National Boards passed the examination. Also, this program has received positive feedback from its advisory committee.</p> <p>The Nursing program at PC received an eight-year accreditation from the National League for Nursing and the Arizona State Board of Nursing. Program surveys indicated that 83% of the students were satisfied with the program. Also, 83% of the RN students and 100% of the PN students passed the NCLEX National Examination. In formative and summative clinical performance surveys, 90% of the participating students function at proficient to self directed levels. The Nursing program graduates 90% of its students in four semesters.</p>
<p>Other:</p>	<p>Feedback comes from course evaluation forms and advisory committee feedback. All survey responses were rated satisfactory or above. Advisory committees have made recommendations for curriculum changes.</p>

RIO SALADO COLLEGE

<p>Rio Salado College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Computer-Related Training:</p>	<p>A program advisory council links the occupational program to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry. Based on program data, the feedback received in the last year led us to concentrate on entry level computer usage and applications and less on advanced programs such as programming, networking, desktop publishing, and website management.</p>
<p>Language/ Communication:</p>	<p>Feedback from these credit and non-credit customized professional training classes is obtained at the end of class via an evaluation form. Results have consistently indicated above average to excellent responses from participants as well as a high level of the quality of teaching and learning experienced in the course. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p> <p>English as a Second Language classes are designed for those who do not speak English as their first language. Feedback is collected from each student in the program related to effectiveness of instruction, and assessments are given regarding skill improvement. Data consistently reveals an effective program in relation to meeting the English language development of the student.</p>
<p>Management/ Administrative:</p>	<p>Feedback from these credit and non-credit customized professional training classes is obtained at the end of class via an evaluation form. Results have consistently indicated above average to excellent responses from participants as well as a high level of the quality of teaching and learning experienced in the course. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p>
<p>Medical/Health Care:</p>	<p>Feedback from these credit and non-credit customized professional training classes is obtained at the end of class via an evaluation form. Results have consistently indicated above average to excellent responses from participants as well as a high level of the quality of teaching and learning experienced</p>

<p>Medical/Health Care (Continued):</p>	<p>in the course. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p> <p>A program advisory council link occupational programs to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry. Results from student feedback indicate that students favorably approve the quality of teaching and learning they experience in the courses.</p>
<p>On-Line Teacher Education:</p>	<p>Approved by the Arizona State Department of Education, the Teacher Endorsement program was created for teachers, by teachers and has experienced early success and growth. Each endorsement category has yielded positive feedback from students related to efficiency, professional growth and greater income potential after completion.</p> <p>The Teacher Preparation program was approved by the Arizona Department of Education and prepares post baccalaureate students for new career opportunities in teaching. Early program feedback from students has been extremely positive, and program enrollment has been strong.</p>
<p>Technology/Workforce Training & Information Sharing:</p>	<p>A program advisory council links the occupational programs to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry.</p> <p>Feedback from college credit courses is obtained at the end of classes via a student evaluation form. Results have consistently indicated that students favorably approve of the quality of teaching and learning they experienced in the courses. Employer satisfaction is further determined through Sales and Customer Service Team follow up.</p>
<p>Customized Partnerships, Certificates & Degrees:</p>	<p>A program advisory council links the occupational programs to the community by providing direction and feedback to insure that the instruction is consistent with the skill practices in the industry. Sales and Customer Service maintain ongoing client contact to ensure satisfaction. Sales and customer service team maintain ongoing client contact to ensure satisfaction.</p> <p>Feedback from these college credit courses is obtained via a student evaluation form. Results indicated that students favorably approve of the quality of teaching and learning they experienced in the courses. Sales and Customer Service Team follow up has also indicated satisfaction.</p>

SCOTTSDALE COMMUNITY COLLEGE

<p>Scottsdale Community College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Computer-Related Training:</p>	<p>SCC participates in preparing students for industry certifications in the computer industry. We measure our success from student surveys, advisory committee feedback, and professional development of faculty.</p>
<p>Language/Communication:</p>	<p>In 1999, SCC served 237 unduplicated headcount in ESL. The significant community need has caused SCC to offer more classes in this area. In 2003 there SCC had 741 unduplicated headcount in ESL. The classes were offered on the Main Campus, Airpark Campus, churches, and schools in Scottsdale. Feedback from these programs comes from student evaluation forms.</p>
<p>Management/Administrative:</p>	<p>The Business FASTTRACK program at SCC has continued to grow by offering courses online. The efforts of the program director and division to solicit feedback from participants and partners have been critical to the success of the program.</p>
<p>Medical/Health Care:</p>	<p>In Spring 2002, SCC received a Prop. 301 grant to develop and deliver a Paramedic program. This was a result of specific requests received from local paramedic units. On September 5, 2003, after 10 months of intense training, the first class of 17 students graduated. Feedback from these programs comes from student evaluation forms and advisory committees.</p>

SOUTH MOUNTAIN COMMUNITY COLLEGE

<p>South Mountain Community College</p>	<p>Question: How does the college get regular feedback on skills preparation of students and by what methods? What is the content of the feedback being received by the college (e.g., need to provide intensive training in X, provide less in area B; update program)?</p>
<p>Language/ Communication:</p>	<p>Program feedback is received by course evaluations and feedback from partners. Positive feedback from community and industry partners has resulted in additional English as a Second Language courses being offered.</p>
<p>Management/ Administrative:</p>	<p>A standard student evaluation tool is used to get course feedback. Additionally, program feedback is received from industry advisory boards. Feedback from an industry advisory board resulted in changing the Supermarket Management program to the Retail Management program. The new program now has a general focus that is applicable to all retail companies.</p>
<p>Technology/Workforce Training & Information Sharing:</p>	<p>Course evaluation forms and feedback from advisory committees generate program feedback. Direct feedback from the telecommunications advisory board resulted in adding a project management component to the existing curriculum.</p>
<p>Customized Partnerships, Certificates & Degrees:</p>	<p>SMCC evaluated, identified, and implemented customized courses to school district employees to address the Federal mandated No Child Left Behind Act.</p>
<p>Other:</p>	<p>Early Childhood education classes for Head Start and childcare center employees. Information provided on course evaluation forms drive changes to the courses.</p>

GOVERNING BOARD GOAL FOR WORKFORCE DEVELOPMENT

Chart 2. Maricopa Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training, and educational needs.

CHANDLER-GILBERT COMMUNITY COLLEGE

Chandler-Gilbert Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
<p>Computer-Related Training:</p> <p>Microsoft Regional Training Center MOUS Testing Center</p>	<p>Microsoft Regional Training Academy provides training opportunities for faculty and other community members.</p> <p>Provides community members with the opportunity become certified as a Microsoft Office specialist.</p>	46
<p>Language/Communication:</p> <p>City of Chandler City of Gilbert</p>	<p>Provides employees of Chandler and Gilbert with the language skills necessary to communicate with Spanish speaking citizens/customers. Enhances their ability to respond more effectively to a greater diversity in the community.</p>	116
<p>Customized Partnerships, Certificates & Degrees:</p> <p>Mesa Air America West Airlines Advanced Training Systems International Southwest Airlines Honeywell</p>	<p>Provides customized training for partner's employees and assists those individuals to remain current in their field.</p> <p>Provides customized certificate for law enforcement agency partners.</p> <p>Provides an intensive English language program for UAE pilots, which assists with their license.</p> <p>Provides customized training for partner's employees and assists those individuals to remain current in their field.</p> <p>Provides customized training in soldering for partner's employees, which assists them in remaining current in their field.</p>	184

<p>Other:</p> <p>Chandler School District Gilbert School District Tempe School District</p>	<p>Provides secondary students with the ability to earn college credit that can be applied to a program of study or a degree.</p> <p>The Continuing Education Department provides credit and non-credit courses in personal and professional development, foreign languages, arts and crafts and on-line classes.</p>	<p>2308</p>
---	---	-------------

ESTRELLA MOUNTAIN COMMUNITY COLLEGE

Estrella Mountain Community College	Question: How do these partnerships, programs or services support the personal growth and citizenship development of students?	No. of persons trained (for 2002-2003):
Apprenticeship/ Internship: Palo Verde Maintenance Internship	This partnership provides opportunities to local residents to be employed at Palo Verde and advance in their careers.	10
Language/ Communication: Landis Plastics Simmons	This partnership provides speakers of other languages with English instruction to help them maintain and obtain employment.	28
Management/ Administrative: City of Avondale City of Tolleson Western Container Landis Plastics Simmons Vanguard Maricopa Workforce Connection	This partnership provides training in Total Quality Management (TQM), customer service, supervision and team building and conflict resolution processes to employers in the West Valley.	104
Medical/Health Care: Dysart High School Maricopa Workforce Connection DES City of Phoenix	This partnership program provides an opportunity for students to be introduced into the health care field. The program at the high school provides preparation for students interested in taking the certified nursing exam.	30
Other: Southwest Valley Citizens Academy (Avondale, Buckeye,	The Academy helps to educate and inform the citizens about their local government. To provide corporate fitness program for employers which help to provide a healthier	579

<p>Goodyear, Litchfield Other (Continued):</p> <p>Park, and Tolleson) Fitness Center (APS, Lockheed Martin, Litchfield School District, Avondale Elementary, City of Phoenix) C-Tech (City of Tolleson)</p>	<p>workforce and reduced absenteeism. To provide copper-based fiber optics cabling training. The Partnership Survey had not been conducted yet.</p>	
---	---	--

GATEWAY COMMUNITY COLLEGE

GateWay Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
<p>Apprenticeship:</p> <p>APS/Palo Verde Arizona Builders Alliance Arizona Carpenters JATC Heat, Frost & Asbestos Workers JATC Arizona Ironworkers JACT Arizona Roofers JATC Phoenix Bricklayers Phoenix Electrical JATC Phoenix Glaziers JATC Phoenix Painters JATC Phoenix Pipe Fitting JATC Phoenix Sheet Metal JATC Phoenix Plasterers/ Cement Masons JATC Metro Phoenix PHCC TriCity Mechanical WYSR Academy Salt River Learning Center</p>	<p>GWCC collaborates with 17 apprenticeship programs to provide a unique and specialized educational experience. GWCC offers industry driven credit courses that are flexible for the working adult. Coursework is developed in collaboration with industry experts. Local construction companies continue to partner with the local unions and trade associations with whom GWCC partners and continue to come to GWCC for new training programs. In addition, the construction community continues to hire GWCC apprentices/students.</p>	<p style="text-align: center;">1,655</p>
<p>Computer-Related Training:</p> <p>Rogers Corporation National Council on Aging Arizona Department of Economic Security Bashas'</p>	<p>Companies partner with GWCC to offer training on current and updated software being used in their organizations. This training not only upgrades the computer skills of employees, but also encourages life-long learning and demonstrates an organization's investment in the development of their employees.</p>	<p style="text-align: center;">439</p>

<p>Language/ Communication:</p> <p>Bashas' City of Phoenix St. Joseph's Hospital</p>	<p>As the Spanish-speaking population increases in the Valley, organizations have determined that offering Spanish classes to employees is increasingly more important if they are to deliver quality service.</p> <p>GWCC offered Spanish classes to employees of a grocery store chain, police officers employed by the City, and health care professionals during the 02/03 academic year.</p>	<p>44</p>
<p>Management/ Administrative</p> <p>Arizona Department of Revenue Arizona Medical Education Consortium Bashas' Best Western City of Phoenix</p>	<p>The partnerships for Management/Administrative training respond to the needs to enhance business writing skills, build upon accounting skills, and develop supervision and management skills. The result is added value for the organization when its employees have developed higher level skills and knowledge and can perform more effectively and efficiently for the organization. The benefit to the employee is increased opportunity for upward mobility.</p> <p>Debt Management classes were offered through a partnership with AZMEC (Arizona Medical Education Consortium) to medical residents from Valley hospitals. The purpose of this training is to provide training on how to effectively manage large amounts of student loan debt, manage the accumulation of resources, and use Quicken to keep financial records.</p>	<p>819</p>
<p>Medical/Health Care:</p> <p>Arizona Heart Hospital Banner Health Care Boswell Memorial Hospital Capri Nursing Home Cigna Medical Group IASIS Health Care Job Corps John C. Lincoln Hospital Phoenix Baptist Hospital</p>	<p>In an effort to meet the educational needs of health care organizations, GWCC in conjunction with its health care partners organizes bi-yearly meetings to determine educational training needs. Needs assessments are done to identify new training opportunities and to coordinate class development. Customized classes are developed to meet the needs of health care partners.</p> <p>A partnership with CIGNA Health Care delivers a Nursing program to employees during non-work hours.</p>	<p>572</p>

<p>Medical/Health Care (Continued):</p> <p>St. Joseph’s Hospital Scottsdale Healthcare Sun Health Phoenix Baptist Hospital Vanguard Health Care Metro Tech – PUHSD</p>	<p>A partnership with Metro Tech (PUHSD) provides the opportunity for students during their senior year of high school to complete the Practical Nurse Program that helps to address the current nursing shortage as well as to give these students a career path. The majority of these students are Hispanic, first-generation college students.</p>	
<p>Technology/Workforce Training & Information Sharing:</p> <p>Army Corps of Engineers ASQ ATI City of Phoenix Electric League of Arizona Goodrich Turbo Machinery Honeywell Integrated Manufacturing Technology Interstate Mechanical Johnson Controls Owens-Illinois Progressive Roofing Quaker Oats Southwest Safety Training Alliance Super Radiator Coils</p>	<p>In response to industry standard certification, Manufacturing Technology at GWCC is now NIMS (National Institute for Metalworking Skills) certified.</p> <p>Students are required to pass a written and practical exam that is evaluated by an outside inspection group. NIMS certification is highly valued in the industry.</p> <p>The Automotive Technology Programs were developed in partnership with Toyota and Nissan and all classes and training are subject to their standards. Students participate in internships that enable employers to evaluate students for potential employment as well as give students the opportunity to secure employment.</p> <p>The Air Conditioning/Refrigeration & Facilities Technology Program will be conducting a self-study over the next year and applying for accreditation through PAHRA (Partnership for Air Conditioning, Heating, and Refrigeration) that is supported by seven national associations.</p> <p>Organizations for whom industry training is offered partner with GWCC because of the high quality of the training and responsiveness of the college to customizing and being flexible in delivery.</p>	<p>1,197</p>
<p>Automotive Specific:</p> <p>Toyota T-TEN Nissan ProCap</p>	<p>Both corporate partners supply materials and funding for the recruitment of students for the GWCC’s automotive programs. Both partners internally track the skill levels of their in-</p>	<p>871</p>

Automotive Specific (Continued):	service technicians and schedule training at GWCC to meet their workforce development needs.	
Other: City of Tempe	GWCC partners with the City of Tempe to offer the Associate in General Studies Degree Program to a cohort of City of Tempe employees. To be responsive to the need for these employees to complete the degree in no more than a 2-½ year time period, classes are offered in 5-week blocks. The program has proven to be highly successful and retention has been extremely high. The COT employees have completed 24 credits during the 02/03 academic year and will complete their degrees and the cohort program in May 2004.	21

GLENDALE COMMUNITY COLLEGE

Glendale Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
Apprenticeship:	GCC has partnerships with over 40 cities towns and organizations in the training and eventual employment of students in Administration of Justice, Police Academy, Fire Fighters, and EMT/ Paramedics programs.	2838
Computer-Related Training: Lin-Cun, Inc. Systems Solutions, Inc. Taylord Computers Corp. Charles Schwab Motorola City of Glendale	GCC has agreements with Cisco and Microsoft. Students in the Business and Personal Computer and Office Automation Systems are working for a variety of companies.	553
Language/ Communication:	GCC offers courses in ESL, Spanish and Communication all of which assist students in communicating more effectively in the world of work. The numbers at the right reflect the combined total of 200 level course enrollments in the above areas.	5015
Management/ Administrative:	Students enrolled in management classes enroll to prepare themselves for further opportunities in the workplace or promotion within their place of employment, and transfer to the university level including ASUW.	304
Medical/Health Care: Banner Healthcare T-Bird Samaritan John C. Lincoln Arrowhead Hospital Arizona State Hospital Phoenix Mountain Nursing Center Medical/Health Care	The GCC Nursing program preceptorship provides a 5-week full-time internship at the end of the program. A part time 12-month Nursing program is also available. GCC provides fitness training to seniors covered by the following insurance companies Intergroup and Pacific Care and HealthCare Dimensions.	2275

<p>(Continued):</p> <p>Phoenix Baptist Hospital Royal Oaks Life Center Paradise Valley Hospital Maryvale Medical Center Boswell Memorial Maricopa County Health Department Cook Healthcare Center Intergroup Pacific Care Health Care Dimensions</p>		
<p>Technology/Workforce Training & Information Sharing:</p> <p>Swift Knight Transportation Best Western Worldwide Hotels AC Delco Raytheon Deere</p>	<p>The Truck driving degree program provides students employment opportunities with Swift and Knight Transportation companies and other Trucking companies. GCC also works with Best Western Worldwide Hotels, AC Delco, Raytheon and Deere.</p>	<p>80</p>
<p>Automotive Specific:</p> <p>Raytheon General Motors AC Delco Ford Motor Company</p>	<p>GCC has 3 factory-sponsored programs including GM, Ford and Daimler Chrysler and a general automotive program. The 3 factory programs provide the college with partnerships with approximately 50 car dealerships statewide. GCC also has an on site partnership with Raytheon/GM and AC Delco and an off site partnership with Ford Motor Company to provide advanced automotive technician training. Students in these programs work at the dealerships as intern automotive technicians while they are attending school. Automotive students not only put into practice what they learn in the classroom, they learn workplace responsibility and appropriate work habits.</p>	<p>141</p>
<p>Other:</p> <p>Other (Continued):</p>	<p>GCC has worked with many companies to provide industry specific training, serve on advisory committees, and student employment.</p>	<p>1654</p>

<p> Arrow Animal Hospital Progressive Plants Inc. Peoria Sports Complex Desert Mountain Properties Arizona Landscape Contractors Association Habitat for Humanity Arizona Farm Bureau Arizona Nursery Association Arizona Department of Transportation Maxwell Productions K-Video Inc. Show and Tell Video SRP Skyline Productions Art in Motion BLM VAS Communications Brockman Productions Clear Channel Communications Inc. Spectrum Astro TRA Corporation Nexus Multimedia Innovative Graphics Concept Design Work Phoenix Magazine Central Graphics Lightspeed The CAD Store Campro Manufacturing Medtronic MicroElectronics Star Tech Professional Center City of Phoenix Z&H Engineering Maricopa County Headstart </p>		
---	--	--

<p>Other (Continued):</p> <p>Phoenix Unified School District</p> <p>Maricopa County Health Department</p> <p>YMCA</p> <p>La Petite Academy</p> <p>GESD</p> <p>Upward Foundation</p> <p>AT Teach and Play</p> <p>West Valley Child Crisis Center</p> <p>Lincoln Learning Center</p> <p>Pendergast Elementary School</p> <p>Creative Networks</p> <p>University of Arizona Northern Arizona University</p> <p>Physicians Healthcare Raising Special Kids Inc.</p> <p>AIRES Inc.</p> <p>Intel</p> <p>SRP</p> <p>Honeywell</p> <p>Cox Communications</p> <p>APS</p> <p>American Express</p> <p>Calence Inc.</p> <p>Jet Products</p> <p>General Dynamics</p> <p>Sun Microsystems</p>		
---	--	--

MESA COMMUNITY COLLEGE

Mesa Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
Computer-Related Training: EdTech	<p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p>	2804
Language/ Communication:	<p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p>	425
Management/ Administrative:	<p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are</p>	4235

Management/ Administrative (Continued):	regularly asked for feedback through numerous methods including advisory groups and surveys.	
Medical/Health Care: Boswell/Sun Health Banner Health East Valley Institute of Technology	MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area. Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.	2089
Education: Mesa Public Schools	MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area. Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.	1212
Technology/Workforce Training & Information Sharing:	MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area. Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.	1673

<p>Automotive Specific:</p> <p>Empire Machinery Cashman</p>	<p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p>	<p>63</p>
<p>Customized Partnerships:</p> <p>Intel Mesa Fire Department Chandler Fire Department Gilbert Fire Department Phoenix Fire Department Tempe Fire Department Arizona Department of Environmental Quality Arizona National Guard Arizona Department of Public Safety Phoenix Police Department Rural/Metro Fire Department Goodyear Fire Department Surprise Fire Department Sun Lakes Fire Department Gila River Fire Department Glendale Fire Department Peoria Fire Department</p>	<p>MCC is a major provider of workforce development programs in the East Valley and throughout the Phoenix Metropolitan area.</p> <p>Through a wide array of career and technical programs in fields as diverse as fire science, network administration, nursing and graphic arts, the college serves its diverse constituents. New programs are constantly under development in response to changes in workforce needs. Workforce partners are regularly asked for feedback through numerous methods including advisory groups and surveys.</p>	<p>3722</p>

Customized Partnerships (Continued): Apache Junction Fire Department Prescott Fire Department Amarillo, Texas Fire Department Avondale Fire Department		
---	--	--

PARADISE VALLEY COMMUNITY COLLEGE

Paradise Valley Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
Computer-Related Training: Dial Corporation	PVCC offered a course to an area employer to assist them in evaluating software that would potentially be used in their corporate facility.	2
Language/ Communication: Alhambra Elementary School District Arizona Adult Lifelong Learning Conference Phoenix College Holiday Park Elementary School Maricopa Skill Center Phoenix Job Corps ASU School of Social Work Desert Willow Elementary School Arizona School Counselors Association Carl T Hayden VA Medical Center Real Estate Professionals Yavapai College Youth Step Program Westwind Preparatory Academy	Stand-Up Comedy Performance Techniques for Teachers classes provided professional educators with continuing education credit and with ideas about renewing their passion for teaching. Spanish classes for Carl T Hayden VA Medical Center provided employees with the methods and means to communicate with patients, family members, and staff from the Hispanic community. Stand-Up Comedy Sales Techniques for Real Estate Professionals is a class approved for 3 hours applicable to real estate license renewal by the Arizona Board of Real Estate. Real estate licensees obtained information to help them become better salespersons.	787
Management/ Administrative: Arizona K-12 Administrators	PVCC offered a course to provide basic education on the mandates of the No Child Left Behind Act. Resource materials were given to the participants to assist them in fulfilling the requirements.	28

<p>Medical/Health Care:</p> <p>Mayo Clinic Scottsdale Carl T Hayden VA Medical Center</p>	<p>Medical Terminology classes for Mayo Clinic Scottsdale responded to the need for support staff to be able to communicate with medical personnel and patients.</p>	<p>124</p>
<p>Technology/Workforce Training & Information Sharing:</p> <p>Acme Electric Corporation, Aerospace Division</p>	<p>Training was provided at the employer's site. This was made possible based on the success and positive feedback of the company's employees who participated in the on-campus version of courses.</p>	<p>4</p>
<p>Customized Partnerships:</p> <p>Workplace Safety Specialists Indian Health Services</p>	<p>HAZWOPER training is provided to companies to satisfy employee hazardous material training. This training is critical to maintaining safe and healthy working environments.</p>	<p>46</p>
<p>Other:</p> <p>American Express United Way NAU Distributive Learning Services</p>	<p>Companies have requested PVCC's Murder Mystery Party as a teambuilding event. The customized events show employees in organizations how to work together more effectively.</p>	<p>174</p>

PHOENIX COLLEGE

Phoenix College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
<p>Language/ Communication:</p> <p>City of Phoenix Cigna Scottsdale Healthcare, Bashas Lou Grubb AZ Lottery The Alliance John C. Lincoln Hospital Intesy Juvenile Probation Department Wells Fargo Salt River Credit Union Arizona Credit Union Grimm Construction Phoenix Unified School District United Modular Paradise Valley High School</p>	<p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p>	749
<p>Management/ Administrative:</p> <p>Choice DMB Sports Clubs Holsum Bakery Intertribal Council</p>	<p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The seminars and courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p>	285
<p>Medical/Health Care:</p> <p>Cigna Sun Health-Sun City PS Medical</p>	<p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p>	130

<p>Technology/Workforce Training & Information Sharing:</p> <p>Phoenix Union High School District</p>	<p>PC supplements in house training programs by supplying expert instruction that is unique and job specific. The courses taught are customized to meet the requirements of the customer and the training is held at the customers' site.</p>	<p>300</p>
<p>Customized Partnerships:</p> <p>Desert Botanical Gardens City of Tempe Banner Health Isaac School District Osborn School District Madison School District Herrera Childtime East & West Children's World Southwest Human Development</p>	<p>Mutual Benefit and Shared Responsibility: Seven credit hours were taught at the Desert Botanical Garden's (DBG) facility. Instructors for the course were provided by DBG. PC's curriculum was matched with the existing DBG courses and material.</p> <p>Degree programs are held at the public or private entity for the convenience of employees. Education cohorts addressing No Child Left Behind and childcare facilities meet the federal mandates for Headstart funding.</p>	<p>308</p>
<p>Other:</p> <p>Isaac Quest for Kids Madison School District Osborn School District</p>	<p>These partnerships supported the Parent Education for Prevention program. Parenting classes were held at various schools in the PC service area. Some of the partners provided instructors who were certified by the PC Department Chairs.</p>	<p>272</p>

RIO SALADO COLLEGE

Rio Salado College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
<p>Language/ Communication:</p> <p>Department of Economic Security Cox Communications Mayo Clinic Target Bashas' Jack in the Box Safeway Auction Systems Honeywell Southwest Behavioral Fowler School District</p>	<p>Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.</p> <p>Conversational Spanish course are offered to employees to effectively interact and respond to the needs of Spanish speaking customers/clients.</p>	8355
<p>Management/ Administrative:</p> <p>Credit Counselors Maax Spas Desert Schools Sonora Quest Avnet Arizona Department of Education CB Richard Ellis AT&T Delta Dental Talley Defense City of Glendale Varian Ironco OrthoLogic American Express Arizona Water Company AHCCCS City of Peoria</p>	<p>Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.</p> <p>RSC partners with companies to offer training that is supplemental to new employee orientation classes. Companies have also requested and received training to increase their organizational effectiveness and efficiency.</p>	1773

Management/ Administrative (Continued): U-Haul International		
Medical/Health Care: Native American Connections	Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.	4037
On-Line Education:	Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.	2487
Technology/Workforce Training & Information Sharing: SRP	Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require.	432
Customized Partnerships, Certificates & Degrees: America West Airlines Southwest Airlines Technical Training Arizona Department of Corrections Maricopa County Sheriffs Office Mesa Fire Department Phoenix Police Department, Department of Public Safety APOST Maricopa County Sheriffs Office Mesa Police Department Department on	Each partnership in fundamentally designed to provide students/employees with the skills and knowledge that they need to succeed and employers with the skilled workforce that they require. With partnerships outlined here, RSC evaluates existing training material provided by the partner and equates it to college credit. This allows the employees to have a clearly defined training, education, and career path in the companies they work for.	10,238

<p>Customized Partnerships, Certificates & Degrees (Continued):</p> <p>Economic Security AHCCCS.</p> <p>Progressive Insurance Arizona Public Service</p> <p>Salt River Project.</p> <p>American Express</p> <p>Carlson Wagonlit</p> <p>AT&T</p> <p>Maricopa County Attourney’s Office</p> <p>USAA</p> <p>Take Charge America</p> <p>Arizona Department of Transportation</p> <p>Alaska Airlines</p> <p>AmeriCredit</p> <p>Arizona Department of Administration</p> <p>Bank First</p> <p>Bank One</p> <p>Blue Cross/Blue Shield</p> <p>Boeing</p> <p>Chandler Police Department</p> <p>Chase Manhattan Bank</p> <p>Club Med</p> <p>Cox Communications</p> <p>Arizona Department of Health Services</p> <p>Insight</p> <p>Arizona Women’s Education & Employment.</p>		
---	--	--

SCOTTSDALE COMMUNITY COLLEGE

Scottsdale Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
Computer-Related Training:	SCC continues to offer non-credit computer training via the Computer Training Institute. Individuals who enroll in courses offered improve their skills related to a specific software or computer function.	574
Language/ Communication: United Auto Landworks Fort McDowell Casino Sheraton Hotels Marriott Hotels City of Scottsdale Milgard Windows	SCC has partnered with public and private organizations to provide specific industry.	115
Customized Partnerships, Certificates & Degrees:	In 2003, SCC provided 138 hours of Business and Workforce Development training in 22 non-credit training sessions. The training included non-credit computer training (business specific), Customer Service Training, and Project Management Training.	366

SOUTH MOUNTAIN COMMUNITY COLLEGE

South Mountain Community College	Question: How do these partnerships with private, public, and community partners identify and respond to recruitment, training, and educational needs?	No. of persons trained (for 2002-03):
Computer-Related Training: Habitat for Humanity (Stardust House) City of Phoenix SMCC Guadalupe Learning Center	Series of short-term special interest computer courses are offered at the South Mountain Village community site and the SMCC Guadalupe Learning Center. Courses are also offered to residents living in public housing areas.	165
Language/Communication: Habitat for Humanity (Stardust House) Murphy Elementary School District Phoenix Elementary School District Phoenix Union High School District Tempe Union High School District	Parenting classes were offered to parents with children from infant stage to senior year in high school.	158
Management/Administrative Self Employment Loan Fund	Provide Small Business Development classes to small business owners on the SMCC campus and at community locations.	85
Other: Boys & Girls Club (Guadalupe) Horizon Community Learning Center Tempe Union High School District	Short-term special interest courses are offered at various locations.	250