



In Fall 2004, the Maricopa Community Colleges Office of Institutional Effectiveness & Outcomes Assessment introduced the [2004 Environmental Scan Summary](#). The purpose of the report was to provide information about the social, legal, economic, and technological trends that may affect the planning in which college and district employees participate.

Changing times require updates in information. This **2005 Challenges & Opportunities** report is intended to provide new highlights on trends that have been documented by multiple sources and have high potential to have an impact on the Maricopa Community Colleges in the coming years.

Throughout the document, questions are included to assist the reader in thinking about the trends. We encourage you to review these questions as well as consider other potential implications the trend may pose to your college and department that have not been included in the report. We also encourage you to ask what opportunities may arise from the challenges that the Maricopa Community Colleges are likely to face. These are the substance of the important conversations that need to happen during the planning process.

Many of the data sources of the trends discussed are hyper-linked so readers who want to delve deeper into the data can easily access them when reviewing the report on-line. Also, a list of environmental scanning resources is provided for you at the end of this report.

Our thanks go to the many internal partners who helped in the production of this report including the Maricopa Community Colleges Strategic Planning Support Team, Maricopa Community Colleges Health Care Integrated Education System, Maricopa Community Colleges Center for Workforce Development, and the Maricopa Community Colleges Marketing & Communications Department.

We encourage a continued review and integration of environmental information in your planning efforts. We welcome your comments and interest in future themes.



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## Generational Impact

Two generations, each with different values, attitudes and beliefs, are likely to have a major impact on community colleges in the coming years. The Baby Boomers are just starting to enter retirement age, and research shows that their needs and expectations for retirement are quite different from generations before them. Their children, termed the ‘Baby Boomlet’ by Jay Jamrog of the Human Resources Institute, will be entering the age of the traditional college student.

### Baby Boomers

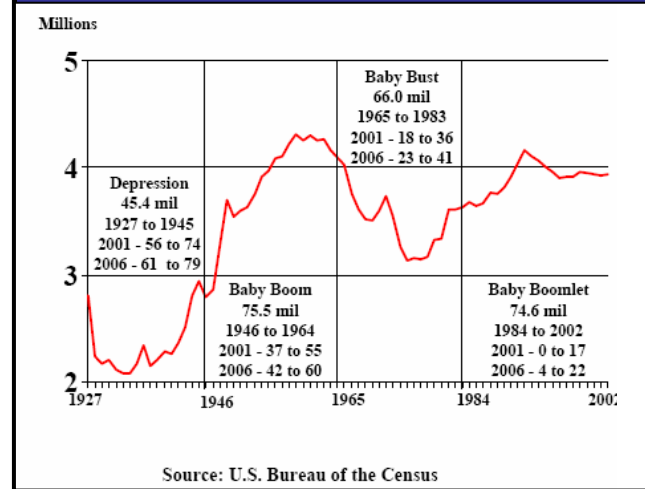
Baby Boomers are entering a stage of life where they have finished child-rearing and are reaching the end of their primary careers. They are the most highly educated generation, thanks to the college-or-draft policy that was in effect when many of them graduated from high school. As they leave their full-time career positions, they are likely to return to education to prepare themselves for new ventures.

A [survey of Boomers](#) by the Human Resources Institute (HRI) revealed that many Boomers in the workforce feel they have “plateaued” in their careers as opportunities for advancement have diminished due to downsizing and increased competition. Many have become disillusioned as they find that “paying their dues” by working hard in their youth hasn’t paid off. They are working just as hard and just as much, and they’re burning out. Most aren’t ready to go into a traditional retirement, but they want to find more fulfilling ways to work and contribute. The result may be increases in Boomer enrollment as they retrain for subsequent careers. This is likely to have an impact on the curriculum as colleges create courses and formats to meet the needs of this segment of the community.

### Baby Boomlet

Just as more Boomers enter the classroom, they will be joined by the echo-boom, or the Baby Boomlet. HRI research suggests that the pedagogical and student service needs of this

**Chart 1: Actual Number of Births per Year in the U.S.**



generation are very different from the Baby Boom generation. For instance, these young students are very comfortable with technology, but they also have a need for personal attention and validation. They are looking for coaches, teachers and mentors to help them succeed.

Additionally, the Boomlet has grown up in a more culturally diverse environment than the Boomer generation. Their interests are also more diverse. They had more opportunities to become involved in a wider variety of sports and hobbies than the Boomers did when they were growing up. The Boomlet generation has embraced the “work to live” as opposed to “live to work” philosophy that the burnt-out Boomers adopted in their youth.

As these two generations mix on campus, there will be many opportunities to capitalize on their strengths and differences.

### Possible Implications to Consider:

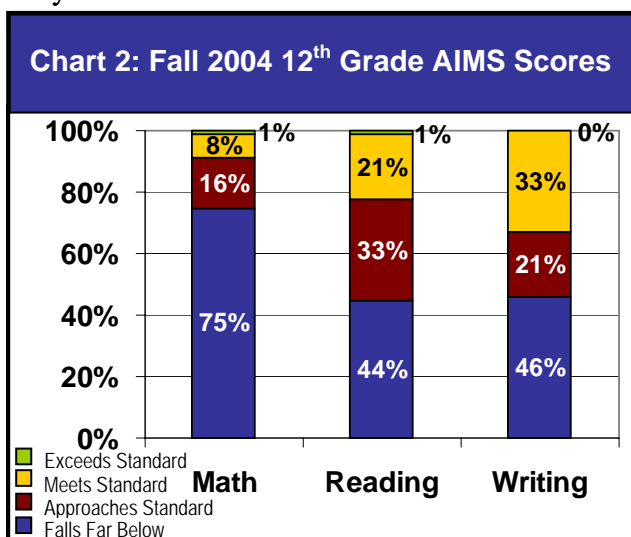
- How can the colleges best capitalize on the skills and experiences of the Baby Boom generation as students, as faculty and resource experts, and as staff?
- How do we provide a more inclusive college environment to accommodate the “generations”?

## K-12: Achievement, Accountability & AIMS

Arizona is in the midst of a debate on accountability with the Arizona Instrument to Measure Standards (AIMS) test. Should the AIMS be a high-stakes test required for high school graduation?

The Class of 2006 will be the first group required to pass all three tests (Math, Reading and Writing) in order to receive a high school diploma. Since 57% have yet to meet the standards, questions have arisen about the validity, purpose and impact of the test. Thus far:

- 43% of the Class of 2006 has already passed all three sections of the AIMS test.
- 37,000 juniors (57%) of the Class of 2006 still haven't passed all 3 sections of the test.
- An estimated 10% or more of current high school seniors may not pass the test this year.



Source: Arizona Department of Education

The Arizona State Board of Education has not made a final determination about the passing scores required for high school graduation. Exam results from this year's graduates are expected to be available in June 2005, so that schools may be able to use the data for improvements as soon as this fall.

There has been ongoing discussion about whether the passing threshold should be set higher, to promote high academic standards, or lower, to enable more students to obtain high school diploma. This debate has overshadowed the larger question, "What do we expect our

students to know by the time they graduate from high school?"

- What skills should someone graduating from high school have in order to receive a diploma?
- How do we hold our graduates and schools to those skills?
- What will happen to those students who cannot master those skills?
- How do we help all students to succeed?

Arizona K-8 students faced a new test called the AIMS Dual Purpose Assessment in April 2005. Arizona Superintendent of Education Tom Horne has indicated that this test will replace both the national Stanford 9 (traditionally given to students in grades 2- 9) and the state AIMS (given primarily to students in grades 3, 5, 8). The exam was designed to measure how well Arizona students have mastered Math, Reading and Writing skills based on grade-by-grade learning goals known as the Arizona Academic Standards.

Beginning in 2005-06, the No Child Left Behind (NCLB) Act will require testing of students in grades 3-8. The AIMS Dual Purpose Assessment puts Arizona a step ahead of NCLB. Additionally, Arizona students in grades 2 and 9 will take a new version of the Stanford 9 called the TerraNova test.

### Possible Implications to Consider:

- How do we more closely align high schools' curricula and graduation requirements with college standards?
- How do we facilitate access to higher education when a significant number of high school students may not be able to obtain a high school diploma?
- What should students know by the time they complete an associate degree, whether they transfer to a 4-year institution or enter the workforce?

### Calls for School Reform

In June 2000, the U.S. Department of Education, the Carnegie Corporation, the Charles Stewart Mott Foundation, and the Woodrow Wilson National Fellowship Foundation established a partnership to sponsor the National Commission on the High School Senior Year. The sponsors asked the Commission to closely examine students' experiences in the last year of high school and recommend ways to improve them. The Commission's findings included the following:

- "High schools are not adequately preparing nearly enough young people for college."
- "70% of today's high school graduates go on to enroll in some form of postsecondary education, but only half of those who enroll at four-year institutions leave with a degree. Although 90% of freshmen say they expect to complete college...only 44% have taken a college-preparatory curriculum in high school that positions them to do so successfully. The others [56%] are being prepared for a future that has already vanished, in courses of study that lack rigor or coherence."

-- [National Commission on the High-School Senior Year Report, 2001](#)

At the federal level, President Bush and U.S. Education Secretary Margaret Spellings are pushing two key reforms:

#### 1) Strengthen K-12 No Child Left Behind

The current version of NCLB requires students in grades 3-8 to be tested each year, beginning in 2005-06.

#### 2) Apply a federal accountability system similar to NCLB to higher education.

### Redesigning the American High School

As part of an initiative called *Redesigning the American High School*, the National Governors' Association is calling for state government to hold high schools "accountable for graduating students with the skills needed to succeed in college or the workplace...." They

recommend: 1) raising educational standards in high school; and 2) setting Math, Science and Language requirements to enable students to transition smoothly into college or the workforce.

Others suggest the state of education is not as bad as the supporters of the accountability movement claim. Amrein & Berliner (2002) analyzed student learning indicators, including scores on nationally-standardized tests such as the National Assessment of Educational Progress (NAEP) and participation rates in Advanced Placement courses. They found that NAEP scores and advanced placement participation has increased over the past decade.

Their analysis at the state-level suggests that implementing high-stakes tests into the educational process does not improve student learning. Even if scores on the state-administered test go up over time, they found that the performance of students in the state on nationally standardized tests decreases, indicating that test preparation, and not improved learning, may account for rising state-administered test scores.

### Local Initiatives

The East Valley Think Tank is a consortium of elementary, secondary and postsecondary educational institutions serving over 250,000 students. The Think Tank strongly supports mastery of high academic standards and their assessment using the AIMS test. However, the Think Tank also raises some questions about the AIMS test. It is likely that the AIMS will continue to remain central to the school reform dialogue, as both students who pass and those who do not, show up at MCCC's doorstep.

#### Possible Implications to Consider:

- How can the education community establish a 'rigorous corrective action pathway' that allows students to persist until they graduate from high school, while maintaining high academic standards?
- How do we prepare students for a knowledge-based economy before it leaves them behind?

## The Cost of a College Education

### Some Recent and Proposed Changes

The high cost of a college education has been a hot topic nationally, and the federal government is taking on the issue. The biggest news is the president's proposed 2006 budget, which increases the maximum Pell grant award by \$100 per year for the next 5 years, but cuts Carl D. Perkins vocational education funding, Trio programs, Perkins Loans, and several other long-standing [student support programs](#). Also in the president's budget is an overhaul of federally guaranteed student loans.

In July 2006, the interest rate that students pay on federally-funded Stafford loans will switch from a variable to a fixed rate of 6.8%. Congressional Budget Office analysts project that this will result in higher profits for student loan providers. The president is counting on changes in the administration of federally-guaranteed student loans, including reductions in the subsidies that lenders are paid, to help finance the proposed Pell grant increases in his budget proposal. Student loan providers are a well-resourced lobby, so passage of these changes through Congress may be difficult.



In December the U.S. Department of Education implemented a change relating to state-tax tables that in most states will result in an increase in estimated family contribution (EFC) toward college tuition. Analysis published in the *Chronicle of Higher Education* (March 7, 2005) indicates Pell grants will be eliminated for 2,722 Arizona students, for a total state-wide Pell reduction of \$7,492,448 in the 2005-06 year. This puts Arizona 9<sup>th</sup> on the list of states most affected by the change.

Because the federal EFC is often used to determine need for state and institutional aid,

the [impact on students](#) will be compounded. American Council on Education (ACE) senior vice president for government and public affairs Terry Hartle reported to the *Chronicle of Higher Education* (January 7, 2005) that the change may not cause many students to drop out of college, but will likely cause some students to work more hours, borrow more money, or reduce their course load.

### Student Debt - Educational Value

The 2002 National Student Loan Survey

(NASLS) reports that 72% of student borrowers believe that the benefits they received from a college education were worth the cost of student loans.

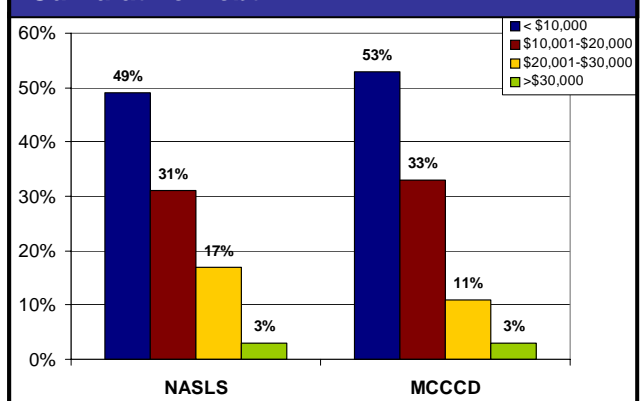
According to the Integrated Postsecondary Education Data System (IPEDS), 67% of full-time, degree-seeking Arizona community college students who were in college for the first time in 2001-02 received some type of financial aid, and 11% received student loan aid. At the Maricopa Community Colleges, 60% of the students meeting these criteria in the same year received financial aid, and 14% received student loans.

Many experts expect that the changes to the financial aid system and the continued increase in college tuition will cause some students to fund more of their education through loans. MCCCCD student debt compares favorably with

*"The best-case scenario is that families will have to dig deeper to pay for college, perhaps by working more hours or taking out more loans."*

- Terry Hartle, senior vice president at ACE, commenting in the *Chronicle of Higher Education*, November 23, 2004, on the change in the EFC formula.

Chart 3: Associate Degree Holder Cumulative Debt



Source: 2002 National Student Loan Survey, MCCCCD IRDW

national data for associate degree holders. It will be important to continue to monitor student debt levels as the financial aid changes are implemented.

It is critical that we continue to find ways to educate our youth so that they will succeed in the workforce and community. Data from the Bureau of Labor Statistics consistently show that higher degree attainment equals higher income and a lower unemployment rate.

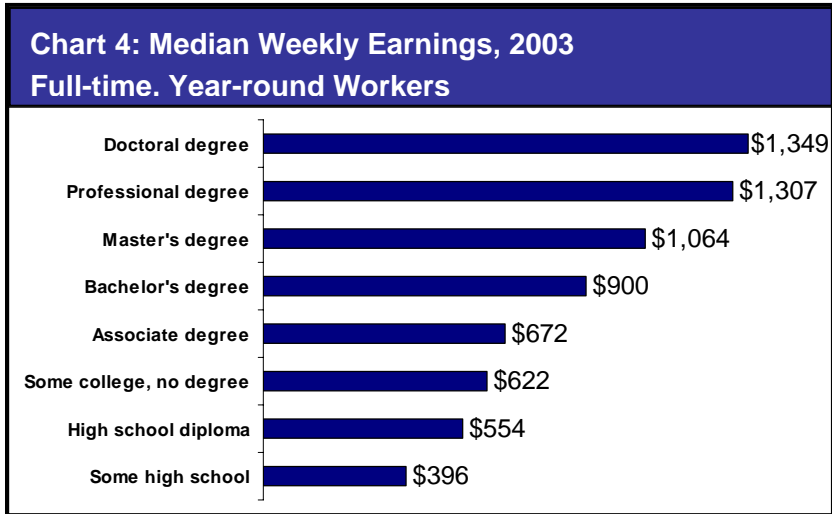
Students who complete an associate degree are likely to earn \$6,000 more annually than a student with a high school diploma and no college. However, students who earn a bachelor's degree will earn nearly \$12,000 more annually than a student with an associate degree.

**Community College Baccalaureate Role**

Facilitating access to the 4-year degree will undoubtedly benefit student potential future earnings. The [Maricopa Community Colleges Department of University and College Relations](#) (UCR) is the district contact for articulation and transfer of courses and programs with postsecondary institutions. UCR directs, coordinates and manages projects and programs for the district in support of seamless student transfer.

There have been fierce deliberations in the Arizona legislature on allowing community colleges to confer 4-year degrees under limited circumstances. House Bill (HB) 2079, which

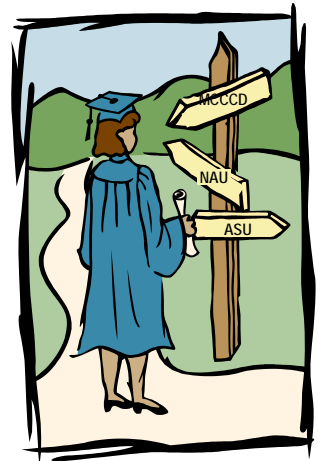
would have enabled some Arizona community colleges, including MCCCd, to introduce baccalaureate programs in teacher education, fire science, law enforcement, and health services, has been voted down for the current



Source: Bureau of Labor Statistics

legislative session. However, the attention it received implies that Arizona government leaders are serious about developing creative strategies to improve access to baccalaureate education for more Arizona students. A reincarnation of the bill is expected to be introduced in future legislative sessions.

Passage of such a bill is expected to reduce the stop-outs and drop-outs that sometimes occur during the transfer process. Such a bill also will enable students to get a 4-year degree with less cumulative debt.



**Possible Implications to Consider:**

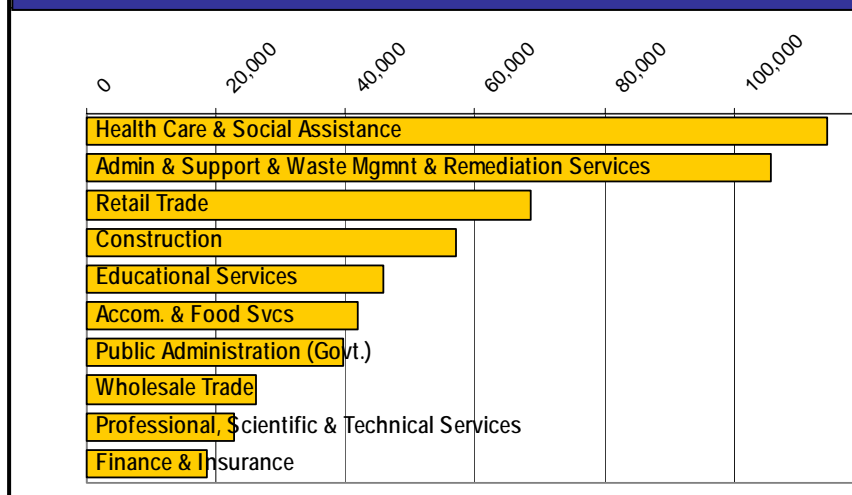
- How can MCCCd support students who may have their Pell grants reduced or eliminated?
- Are there ways MCCCd can support student success through alternative financial aid initiatives or other cost-sharing methods?
- What other ways can we encourage students to take advantage of educational opportunities to move them into prosperous career paths rather than low-wage jobs post-graduation?
- If a baccalaureate bill is passed sometime in the future, how do we maintain our focus on our mission?

### Jobs for the 21<sup>st</sup> Century

There has been recent discussion at the federal level about how best to meet the workforce needs of targeted industries – those seen as taking the nation toward a successful economic future. President George Bush’s [Job Training Reform Proposal](#) includes several provisions that involve community colleges in this effort. Although in its infancy, the plan proposes to restructure Workforce Investment Act (WIA) funding to give more power to state government and businesses leaders in fund allocation. Here are some examples:

- *Community-Based Job Training Grants* would provide federal funds for partnerships between community colleges, workforce agencies, and employers. This approach will draw funds away from long-standing federal workforce programs, such as Carl D. Perkins Vocational & Applied Technology, in an attempt to enable states to target workforce development in industries they see as driving the state’s future.

**Chart 5: Arizona Industry Projected Employment Change, 2003-2013**



Source: Arizona DES Research in cooperation with the U.S. Dept. of Labor, Bureau of Labor Statistics

- *Community College Access Grants* would provide federal funding to support dual enrollment programs, enabling high school students to earn college credit, and creating short-term education loans for students in certificate programs.

### Training Tomorrow’s Workers

President Bush’s intention may be to drive the demand for career education, but an [Issue Brief](#) released by the U.S. Department of Education (February 2004) indicates that the demand is already there. About two-thirds of degree-seeking undergraduates at both two- and four-year colleges were majoring in career-related fields in 1999-2000.

At two-year institutions nationwide, 71% of students were pursuing career programs. The top three career programs by enrollment were business/marketing (21.7%), healthcare (20.3%) and computer science (14.6%). At four-year schools, business/marketing was the predominant program, with 18.9% of baccalaureate students enrolling.

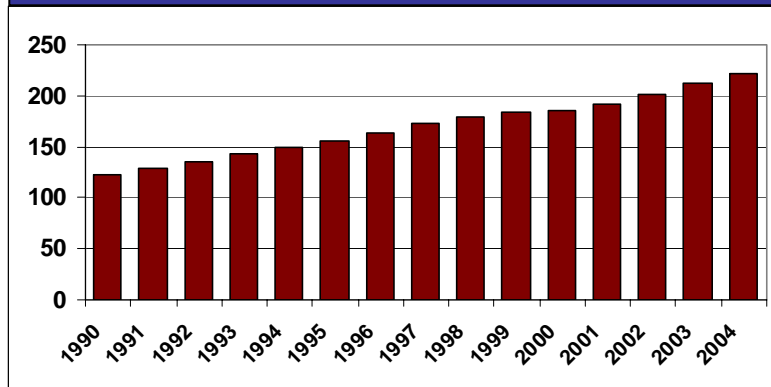
At MCCCDC, occupational certificates are awarded in much greater number than associate degrees, which may be either career or academically oriented. Certificates generally take between 12 and 30 credit hours to complete, while degrees generally take more than 60 hours to complete. In 2003-04, 63% of all awards conferred were certificates.

The most popular associate degree awarded at MCCCDC colleges is the Associate of Applied Science degree (AAS). The AAS enables a broader and deeper knowledge of an occupational area than a certificate. The number of AAS degrees awarded has increased by more than 10% per year for the past 3 years. In 2003-04, 38% of all associate degrees awarded were AAS degrees.



## Health Careers

**Chart 6: Arizona Health Employment Trend, 1990-2004**



Source: Arizona DES Research in cooperation with the U.S. Dept. of Labor, Bureau of Labor Statistics

According to the Arizona Department of Economic Security, Arizona's projected top 10 [fastest growing occupations \(2003-2013\)](#) are all in health-related fields. The Arizona 'Governor's Task Force on Nursing' concluded that healthcare employment has grown 20% faster than total Arizona jobs, and the healthcare industry is responsible for 8.6% of jobs in Arizona and 10% of wages. Some of the factors driving demand include Arizona's growing and aging population and anticipation of increased demand for health services by the Baby Boom generation.

### High-Tech Projections

Maricopa Community Colleges Center for Workforce Development is partnering with Salt River Project's (SRP) Strategic Economic Services to sponsor an analysis of projected growth in the high-tech manufacturing industry of Greater Phoenix.

The Battelle Memorial Institute, which was instrumental in mapping the future of the valley's bio-tech industry, has been commissioned to do the study.

High-tech manufacturing is one of five industry clusters targeted by the Greater Phoenix Economic Council (GPEC) as critical to Phoenix's continued economic viability. The other industry sectors are aerospace, bioindustry, advanced business services, and software.

Battelle will conduct focus groups, interviews and surveys to collect information on workforce trends and ideas about how to best develop a high-tech workforce in Greater Phoenix.

Look for the report to be released in Fall 2005 on the Center for Workforce Development website.

### Maricopa Community Colleges Center for Workforce Development

The Center for Workforce Development serves as the central resource for the most current labor market information, as well as regional and national data on economic and workforce trends and issues. The Center also serves as a hub, bringing together industry and education for discussions on curriculum and faculty training.

One way the center fulfills its mission is by partnering with other visionary organizations to sponsor industry dialogue and research. Examples of partnerships include the High Tech Manufacturing study, the annual Maricopa County Labor Market Survey, the 2004 Workforce Development Forecast, and the 2003 Arizona Bioscience Workforce Strategy.

The Center's website includes links to publications and web resources relating to the Arizona workforce, priority industries, and occupational programs at the Maricopa Community Colleges.

For more information see the Center's website.

[www.dist.maricopa.edu/workforce](http://www.dist.maricopa.edu/workforce)

### Possible Implications to Consider:

- How can MCCCDC better orient students and workers to anticipate and prepare for a knowledge-based economy?
- How can the knowledge and resources of the MCCCDC Center for Workforce Development be used in college planning processes?

## Supply-side Workforce Solutions

### Nursing Education in Arizona

Nationally, the average number of registered nurses (RN) is 3.3 for every 1,000 acute-care patients. In Arizona, the ratio is 1.9 RNs per 1,000 people ([Arizona Governor's Task Force on the Nursing Shortage Statewide Strategic Plan, 2004](#)). This fact, along with the anticipation of aging Baby Boomers, moved the Arizona state legislature to get involved with nursing education. Since 2002, Arizona colleges and universities have been working to comply with Senate Bill (SB) 1260, which calls for each institution to develop a plan to double their nursing program capacity by 2007.

Statewide, enrollment in nursing programs increased 19% between 2002 and 2003. MCCCDC nursing program enrollment grew 13% between Fall 2002 and Fall 2003 and 10% between Fall 2003 and Fall 2004.

There are several challenges related to increasing program capacity. The state is counting on hospitals and higher education institutions to financially support the additional faculty and infrastructure costs, including facilities, equipment and clinical placements, to accommodate the enrollment growth. Additionally, along with the shortage of nurses, there is a shortage of qualified nursing faculty ([Arizona State Board of Nursing White Paper](#)).

### Programs in Maricopa

County with high registered nursing (RN) enrollments include MCCCDC, Arizona State University (ASU), the University of Phoenix, and Grand Canyon University. MCCCDC has the largest share of nursing enrollments, followed by ASU, but Grand Canyon has entered into a new partnership with St. Joseph's Hospital that is

expected to quickly grow. In addition to these traditional programs, Grand Canyon University has a program that enables students with bachelor's degrees in other fields to get a 2<sup>nd</sup> bachelor's degree in nursing in less than two years. Grand Canyon and University of Phoenix offer 'RN to Bachelor of Science in Nursing (BSN)' programs to provide junior and senior year nursing education to nurses with associate degrees in Nursing.

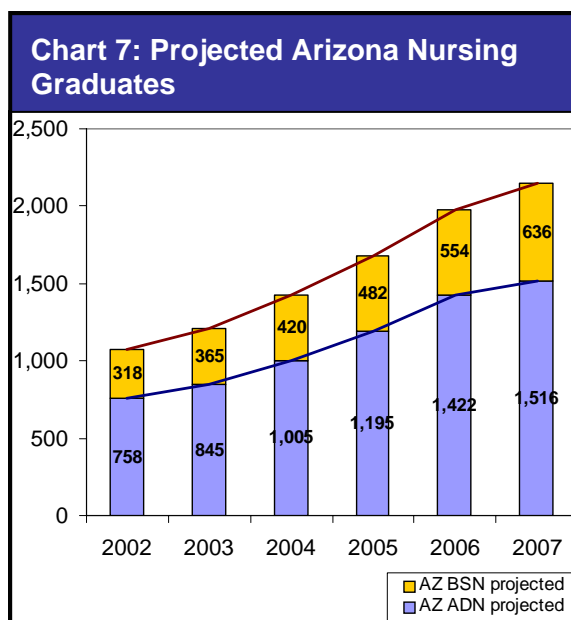
### Teacher Education

A 2003 Morrison Institute study concluded that the supply of Arizona teachers in the pipeline is sufficient to meet the expected demand. Researchers looked at enrollments in Arizona teacher education programs; attitudes of inactive, certified teachers; and expected migrations of teachers from other states.

The researchers report, however, that policy changes or other environmental factors may disrupt the supply and demand balance and cause a shortage. They also concede that there are definite shortages in certain fields, such as special education, mathematics and sciences; and in specific geographic regions, especially western Arizona.

There are 14 higher education institutions in Arizona that have teacher education programs approved by the State Board of Education. The programs offered at these institutions vary from post-baccalaureate programs, offered by Rio Salado College and Scottsdale Community College, to programs leading toward a Masters in Education. Annual test

results on the Arizona Educator Proficiency show that MCCCDC colleges are producing quality students who are likely to succeed in the teaching profession. However, during the 2002-03 year, these MCCCDC students represented less than 4% of the total Arizona students tested.



Source: HCIES Annual Report, 2002-03

Chart 8: Arizona Educator Proficiency Assessments. 2002-03				
Institution	Number Tested	Number Passed	Pass Rate	Quartile
ASU – East	91	88	97%	II
ASU – Main	556	533	96%	II
ASU – West	354	345	97%	II
AZ Teachers Institute	18	16	89%	IV
Grand Canyon	75	71	95%	III
NAU	630	593	94%	III
Ottawa	261	244	93%	IV
Pima Comm. College	*	*	*	*
Prescott College	77	72	94%	III
Rio Salado College	99	97	98%	I
Scottsdale C.C.	24	24	100%	I
Southwestern Coll.	*	*	*	*
Univ. of Arizona	445	415	93%	IV
Univ. of Phoenix	544	538	99%	I
<b>Arizona Summary</b>	<b>3,187</b>	<b>3,049</b>	<b>96%</b>	
Quartile I – Range, Mean			98 – 100, 99	
Quartile II – Range, Mean			96 – 97, 96.7	
Quartile III – Range, Mean			94 – 95, 94.3	
Quartile IV – Range, Mean			89 – 93, 91.7	

\* fewer than 10 students tested

Source: Teacher Preparation Program Performance: State Report 2004 Arizona

### Vision for Arizona

The Center for the Future of Arizona, under the leadership of former ASU president Lattie Coor, has developed a [one-page strategic vision](#) based on hundreds of recommendations published in over 50 reports produced by state committees and other Arizona organizations. They found that the recommendations fell naturally into the following five interrelated goals:

- 1) Opportunities for All
- 2) Quality of Life
- 3) Knowledge based Economy
- 4) Leadership
- 5) Investment

The Center is currently working with organizations in the state to encourage them to integrate this state-wide vision into their planning processes. They are also promoting putting into action bold initiatives that could move the state from “good to great.” Some examples of goals that will need bold actions to achieve are:

- Improve Arizona public education to the point that we will rank among the top 10 states in the nation by 2020.
- Improve Arizona’s innovation and technology transfer process to enable its metropolitan areas to rank among the top five regions in the nation in innovation and entrepreneurship by 2020.

For more information on the Vision for Arizona, see the Center’s website.

[www.ArizonaFuture.org](http://www.ArizonaFuture.org)



### Possible Implications to Consider:

- The state’s charge to the colleges and universities is to double the nursing enrollments. What is the ability to double the clinical placements?
- How can Maricopa recruit diverse teachers in fields such as special education, mathematics and sciences? For areas such as the downtown urban centers?
- What can we learn from our own post-baccalaureate programs (Rio Salado College and Scottsdale Community College) that could help us recruit more of our “degreed” citizens into the teaching field?
- How might the *strategic vision* documented by the Center for the Future of Arizona facilitate new collaborations between MCCC and other organizations pursuing these common goals?

### Unfair Competition?

The U.S. Congress will consider this fall whether to create a single definition for higher education institutions to include not only public institutions but also for-profit education companies. This would allow for-profit institutions to compete for millions of dollars in federal grants currently reserved for non-profits.

Since 1972, for-profit schools have had access to federal student aid funds (e.g., loans, Pell Grants) if they meet certain requirements. If this proposal is included in the final version of the Higher Education Re-Authorization Act,

for-profits will have access to a great variety of other government programs including

National Science Foundation grants, Homeland Security grants, and some programs targeting disadvantaged students.

Supporters see it as an acknowledgment that for-profits comprise a substantial part of higher education institutions today. About 35% of higher education institutions offering associate degrees in the U.S. are for-profit (*Chronicle of Higher Education Almanac*). Opponents include the community colleges, who are struggling to get adequate financial support in the face of increasing demand for education.

### The Federal Higher Education Budget

The Higher Education Reauthorization Act budget proposed by the Bush administration contains drastic funding cuts, with "higher education taking as big a hit at the federal level as it has in states over the past 3 years" (SCUP, March 2005).

SCUP anticipates that private institutions also will start to feel the pinch just as the publics have, with students being the losers as tuition continues to skyrocket, particularly at the universities. K-12 and higher education will be forced to compete for a smaller and smaller budgetary pie.

Increased scrutiny of public higher education institutions by state and federal legislatures is likely as these groups seek proof that the



money funding higher education is being used effectively. Accrediting bodies are positioning

themselves to be the primary agents of accountability, ensuring that colleges are

preparing students for the world of work. U.S. Education Secretary Margaret Spellings has already suggested that the federal government may seek more direct control, using an accountability model for higher education based on No Child Left Behind.

### A National Student Database

Instead of the aggregate reporting currently done as part of the Integrated Post-Secondary Education Enrollment System (IPEDS), a "unit record" approach has been proposed. Enrollments, completions, financial aid, and other data would be submitted for each student, not in the aggregate.

If Congress approves this, the National Center for Education Statistics (NCES) will seek to implement a mandatory pilot involving more than 1,400 colleges in Fall 2006. If the pilot is successful, it is expected that all institutions will be required to provide data in unit-record format the following year. Institutions selected for the pilot will be expected to submit the current aggregated reporting in addition to sending unit-record data. If this proposal is operationalized, the ambitious timeline will have a massive affect on resources for colleges. Also, a myriad of privacy related concerns has been raised by educational and other groups.

*"The desire for continuing education...is likely to keep growing over the next decade and beyond. For-profit higher education is a likely beneficiary of this trend."*

- Society for College and University Planning (SCUP), *Trends in Higher Education*, March 2005

## Arizona Law May Further Restrict SSN Use

MCCCD's Government Relations Office has indicated that House Bill (HB) 2149 has passed the House and is on to the Senate. HB 2149 proposes to amend section 44-1373 of the Arizona Revised Statutes relating to social security numbers. The language that will be added includes the following statement:

"This state or any political subdivision of this state shall not request a social security number from any person on any form or application that is used by this state or any political subdivision of this state unless otherwise required by federal law. For the purposes of this subsection... 'political subdivision' includes a school district or a community college district."

This bill has died, but will likely resurface in future legislative sessions. A variation of this bill has already passed in other states.

## What ASU's Been Up To...

An ASU faculty-led task force is pursuing a change in the baccalaureate general education requirements. It's still too soon to tell whether the result will be a major curriculum overhaul or just a few prerequisite changes, but discussion has focused on the theme of what a student of the new American university should know upon graduation (*Scottsdale Tribune*, April 4<sup>th</sup>, 2005).

The Maricopa Community Colleges  
Department of University and College

Relations has reported the following changes may be included:

- Changes to math requirements for business and life science majors.
- Changes in the admissions criteria for the College of Engineering.
- Changes in the articulation of courses in Administration of Justice Studies

This is just a partial list, and the decision is far from over. The task force will begin to present its plan to other university groups in May, with a final decision expected in the fall (*Scottsdale Tribune*).

## Bond Alert

The City of Phoenix is placing a \$750 million bond referendum on the March 2006 ballot that is expected to include \$233 million for an ASU Downtown Campus. City planners see the campus as part of a downtown revitalization strategy. However, they are counting on citizens to see it the same way they do.

City officials plan to fund the first phase of the project, which will bring 2,500

*"The new American university would embrace the educational needs of the entire population..."*

- Michael Crow, ASU President  
Inaugural Address, November 2002

ASU students downtown by fall 2006 even if the bond fails. Projections indicate that passage of the bond will enable the ASU downtown campus to grow to 8,000 students by 2008.

## Possible Implications to Consider:

- If students can begin to access more financial aid from for-profit institutions, what is the benefit that community colleges provide, beyond low tuition?
- In a time of decreasing funding from state legislatures, how can community colleges collaborate more creatively with business to leverage resources?
- How do we balance maintaining student privacy with the increasing need to track students for accountability purposes?
- How can MCCCD proactively prepare for shifts in course demand that may result from ASU curriculum changes?

## Conclusion

This *2005 Challenges & Opportunities* summary identifies recent events that may have an impact on the Maricopa Community Colleges' strategic and operational plans. This report, as well as other environmental scanning resources produced by the MCCCDC colleges, provides a source of input into your planning work.

We encourage you to think about how these trends might have particular impact on your college or unit. We also encourage you to consider other trends that might be of specific interest to your college/unit that may not have been addressed in this report. For example, you may wish to consider some of the following questions:

- What impact will each of the themes have on our ability to serve our students and community?
- What themes have the most relevance for your college?
- What are some other ways in which these themes might affect your college's operational and strategic plans?
- As we continue our efforts to have all of our students succeed, what are some ways in which we can collaborate and partner on ideas, resources and opportunities?

Please forward any thoughts you would like to share with the MCCCDC Strategic Planning Advisory Council on the trends, implications or possible strategies to [georgia.gudykunst@domail.maricopa.edu](mailto:georgia.gudykunst@domail.maricopa.edu).

## Resources

[Arizona Department of Education / AIMS](#) – Includes an AIMS Report Wizard that can be used to summarize AIMS scores for years back to 2000, with various options for breaking down the data at different levels.

<http://www.ade.az.gov/ResearchPolicy/AIMSResults/>

[Arizona State Board of Nursing](#) – The Arizona State Board of Nursing collects and publishes data from accredited nursing programs in Arizona.

<http://www.azbn.org>

[College Board](#) – Contains research publications related to college pricing, financial aid, etc.

<http://www.collegeboard.com>

[Inside Higher Ed](#) – A Higher Education news website and e-newsletter recently founded by ex-employees of the *Chronicle of Higher Education*.

<http://www.highered.com>

[Maricopa Community Colleges Indicator Report 2004](#) – The Office of Institutional Effectiveness & Outcomes Assessment produces a report each year that includes measures of effectiveness such as cost-per-credit-hour, course retention rates and university transfer information.

<http://www.dist.maricopa.edu/business/ir/gvbd/BoardDoc.pdf>

[MCCCD Center for Workforce Development](#) – The Center for Workforce Development website serves as the central resource for the most current labor market information, as well as regional and national data on economic and workforce trends and issues.

<http://www.dist.maricopa.edu/workforce/>

[MCCCD Government Relations Office](#) – Contains links to information about the Arizona legislature.

<http://www.dist.maricopa.edu/govrel>

[National Center for Educational Statistics](#) – The U.S. Department of Education website for educational statistics. Includes reports based on data collection by the Department of Education and web-interfaces for college data comparison collected through [IPEDS](#).

<http://nces.ed.gov/>

[Teacher Education Partnership Commission](#) – The TEPC website provides information and support materials for current and potential Arizona teachers. There are links to several publications describing the issues and plans to address the need for K-12 teachers in the state.

<http://www.teacherpartner.com/>

[University Business](#) – A Higher Education news website, e-newsletter, and monthly magazine.

<http://www.universitybusiness.com>

[U.S. Bureau of Labor Statistics](#) – Contains information about industry, workforce and economic trends in the U.S.

<http://www.bls.gov/>

[Vision for Arizona](#) - The Center for the Future of Arizona has developed a one-page strategic vision for Arizona to drive the development of a dynamic state-wide agenda to expand educational and other opportunities.

<http://www.arizonafuture.org/>

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