Tohono O'odham Kekel Ha-Maścamakuḍ
2015 Ahidag Ha’icu A:ga
Tohono O'odham Community College Annual
Report 2015
TOCC Vision

Our vision is to become the Tohono O'odham Nation's center for higher education, and to enhance the Nation's participation in the local, state, national, and global communities.

Mission

As an accredited and land-grant institution, TOCC's mission is to enhance the unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services. These services will include research opportunities and programs that address academic, life, and development skills.

Goals

- To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.
- To include elders as primary resources, instructors, advisers, and counselors as a means of reinforcing Tohono O'odham Himdag.
- To recruit highly qualified faculty and staff who are dedicated to the art of teaching, advising, and service specifically to the Tohono O'odham Community.
- To ensure the integration of appropriate Tohono O'odham Himdag in the physical environment, curriculum, and processes of the college.
- To ensure that curricular offerings are relevant to the needs of individuals and communities and fundamental skills, i.e., general reading, writing, and math skills.
- To establish a technology core that will enable the students and the broader community to meet the challenges of the future.

T-Šo:šon – Our Core

T-Wohocudadag – Our Beliefs

We at Tohono O'odham Kekel Ha-Maşcamakud believe that T-Wohocudadag provides balance, strengthens us and helps us respect ourselves, other people and cultures.

Things in our lives (e.g. nature, people, the environment, animals) keep us in balance. Everything is here for a reason, to learn from, to care for and to respect.

T-Apedag – Our Well-Being

We at Tohono O'odham Kekel Ha-Maşcamakud believe that T-Apedag is inclusive of what is healthy and good for us (physically, spiritually, emotionally and mentally), and for the things around us.

How we interact with the world and our relationships influences our health. Well-being is how you give, how others give to you, and about taking care of oneself and others — mentally, spiritually, emotionally and physically. Self-reflection provides understanding of one's place in the world, and one's effect on others and vice versa.

T-Pi:k Elida – Our Deepest Respect

We at Tohono O'odham Kekel Ha-Maşcamakud believe that T-Pi:k Elida is a deep sense of respect for the land, your surroundings, the people, things upon the land, and also for your own self and your life.

This includes valuing the people and the culture.

I-We:mta – Working Together

We at Tohono O'odham Kekel Ha-Maşcamakud believe that I-We:mta is crucial for the success of the college.

In years past, when someone shot a deer they shared it with the people. This was also true when planting and harvesting the fields where everyone helped one another. Providing food was not just for oneself; it included the concept of sharing, taking care of others, and giving back to the community. Tohono O'odham provided help when help was needed, particularly in times of loss and death.
Tohono O’odham Community College Board of Trustees

Mr. Bernard G. Siquieros
Chairman
Has served as Trustee since 2002
Education Curator, Himdag Ki:
Tohono O’odham Nation Cultural Center & Museum
B.A. in Elementary Education, University of Arizona;
Graduate Studies in Education Administration,
Arizona State University
Sells District

Mr. Jonas R. Robles
Elder Member and Vice Chairman
Has served as Trustee since 2007
Retired Counselor, Tohono O’odham Behavioral Health
Attended Pima Community College and Northwest Indian College
Ge Aji (Gu Achi) District

Ms. Elizabeth "Libby" Francisco
Secretary
Has served as Trustee since 2002
Chief Operations Officer, Tohono O’odham Gaming Enterprise
B.A. in Political Science, University of Arizona
San Xavier District

Mr. Anthony M. Chana
Elder Member
Has served as Trustee since 2007
Retired Counselor, Pima Community College
B.A. in Education, Arizona State University
Ge Aji (Gu Achi) District

Ofelia Zepeda, Ph.D.
Member
Has served as Trustee since 2002
Regents’ Professor, Department of Linguistics, University of Arizona
B.A., M.A., and Ph.D. in Linguistics, University of Arizona
Stanfield, Arizona

The Tohono O’odham Community College Board of Trustees. From left to right: Bernard Siquieros, Libby Francisco, Tony Chana, Dr. Ofelia Zepeda, and Jonas Robles. Photo by Vicky Naha.
Letter from the President

Sa:m 'a'i masma! Greetings!

Welcome to Tohono O'odham Community College, the southernmost tribal college in the United States. TOCC is in the heart of the great Sonoran Desert, home to the Tohono O'odham (Desert People). Like its 36 sister colleges in the tribal college movement, TOCC provides quality “mainstream education” plus an experience rich in culture, language, and tradition.

Because of its small size, and its commitment to values rooted in the O'odham Himdag, (cultural ways and practices), the College is known for the “student centered” experience it offers. Students in small classroom settings, similar to those in graduate seminars, discuss and engage with highly qualified faculty and staff on a daily basis. TOCC students are never a “number.”

Small class sizes help students develop critical thinking skills and can fire their imaginations. Such experiences are a formula for success. In fact, research shows that students who attend tribal colleges before they go on to earn four-year degrees are more likely to succeed than those who go directly into four-year colleges and universities.

TOCC offers open enrollment, meaning that all are welcome, and it prides itself on offering students on and off the Tohono O’odham Nation the opportunity to earn accredited certificates and degrees that are fully transferable to four-year colleges and universities.

TOCC is young and growing. New and proposed academic and building construction technology programs are opening up a broad range of opportunities for students. This Annual Report illustrates some of these points.

Respectfully,

Paul Robertson, Ph.D.
Surveys – What Community Stakeholders and Students Say

TOCC made it a high priority during 2014-2015 to assess how well it is serving its students and the Nation, how it can meet the gaps in services, and how it can provide the programs and student supports needed to ensure that it is meeting its Vision, Mission, and Goals. Results of the Health Fair Survey and the Noel-Levitz are described below.

**Health Fair Survey.** A survey conducted in November 2014 of participants at the Nation’s Health Fair indicated strong interest in the Associate in Business Administration, the Early Childhood Education Certificate, the Basic Social Services Certificate, and the Plumbing Certificate.

**Noel Levitz Fall 2014.** TOCC administered a nationally recognized student survey in the fall of 2014, with 105 students responding.

Students identified the following strengths:
- Students are made to feel welcome here.
- My academic advisor is knowledgeable about my program requirements.
- Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- The campus staff are caring and helpful.
- Registration processes and procedures are convenient.
- The quality of instruction I receive in most of my classes is excellent.
- Faculty are fair and unbiased in their treatment of individual students.

Students identified the following challenges:
- Giving timely feedback to students.
- Campus safety concerns.
- Timely announcement of financial aid awards.
- Academic advising.
- Responsiveness of administrators to student concerns.

**Environmental Scan.** The Division of Institutional Research visited the 11 districts of the Nation beginning in January 2015 to request information on how well the College is meeting the higher educational needs of the Nation. The survey is one that is scheduled to be conducted every five years, and the 2015 results are compared with the results from the 2010 Environmental Scan. The survey asked community members to identify the most important educational needs for the Tohono O’odham Nation. Among the top items were the need to provide high quality education, a strong focus on Himdag, and developing new degree offerings in IT (information technology) and education.
Assessing the Tohono O’odham Nation’s Educational Needs

In 2015, the College’s Institutional Research team visited Tohono O’odham Nation District Council meetings to survey Councilors and the public about TOCC’s success in implementing its Vision, Mission, and Goals over the past five years. Students at Baboquivari High School and members of the TOCC community were also surveyed. This bar graph shows how the respondents ranked goals and values for the College, on a scale of 1 to 5, with 5 meaning “Strongly Agree.” The highest ranked item was “Provide students with a high-quality education.” The goals and values ranked are listed at right. There were approximately 475 participants in the assessment.

Average Rank for each Item
(5 as the highest rank possible)

TOCC Goals and Values: TOCC Should...
1. Provide students with a high-quality education.
2. Ensure that students acquire competence in reading, writing, and math skills.
3. Prepare students for 4-year colleges and universities.
4. Prepare students to grow as persons (i.e., academically, professionally, and personally).
5. Prepare students for employment.
6. Promote the Tohono O’odham Himdag by strengthening individuals, families, and communities.
7. Provide the Nation and its members with relevant and useful information.
8. Prepare students to represent the Tohono O’odham Nation in regional, state, national, and international communities.
9. Provide students with research opportunities.
10. Prepare students to serve the Tohono O’odham Nation.
11. Provide the Nation with access to cultural events and opportunities.
12. Meet the needs of O’odham employees.
13. Meet the needs of O’odham employers.
Milestones from 2015

Enrollment and Financial Aid. For academic year 2014-2015, the unduplicated headcount and FTSE (full-time student equivalency) per semester were as follows: Fall 2014—237 students (167 FTSE); Spring 2015—257 students (167 FTSE); and Summer 2015—78 students (46 FTSE). Enrollment as of fall 2015 was 211 students (156 FTSE). These FTSE numbers were calculated with 12 credit hours as a full time load.

In fiscal year 2015, TOCC awarded $480,240 in Pell Grants, $171,038 in scholarships, $10,056 in Federal Supplemental Equal Opportunity Grants (FSEOG), $6,598 in Federal Work Study, and G.I. Bill benefits of $1,763. Total financial aid awarded was $669,695. In 2015, TOCC had one student who received veterans’ benefits under the G.I. Bill. The College would like to enroll more veterans, active duty military members, and their dependents.

The Tohono O’odham Studies Program. Ron Geronimo, M.A., Director of Tohono O’odham Studies worked with the Himdag Committee, the Curriculum Committee, and many others to develop a Tohono O’odham Studies (TOS) curriculum. The program draws on history, language, political science, philosophy and the arts. The AA Liberal Arts - TOS is a 60 plus credit degree that can be earned in two years by full-time students.

“Studies in Indigenous Borderlands” (SIB) grounds students in traditional knowledge infused by the arts, humanities, and sciences. Graduates from the program address the impacts of social, cultural, environmental, and political issues and concerns associated with the constant fluctuations of people and cultures within the borderlands. The nature and scope of the challenges that SIB program entails are of universal importance and applicable to other contexts where indigenous cultures and communities are located in international borderlands. Students can earn a AA - Liberal Arts - Studies in Indigenous Borderlands, AAS - Studies in Indigenous Borderlands or AS Life Science in Studies in Indigenous Borderlands Concentration.

The Casino Gaming Certificate Program started in January 2015 with courses offered at the Desert Diamond Casino and Hotel in Tucson. The certificate program consists of 34 credits, covering coursework in business, accounting, general education (writing and Tohono O’odham language and culture), and four industry specific courses. Casino Gaming Certificate courses are open to the public. The courses held in spring 2015 enrolled ten employees of the Desert Diamond Casino. Many casino departments were represented, including Slots, Marketing, Public Relations, Environmental Services, and Security.

Continuing and Community Education programs continued in 2015. Continuing Education Units (CEUs) are provided to enable fulfillment of professional development requirements. The College was registered as a CEU provider during this academic year, enabling TOCC to provide a local opportunity for professional development.

The College held three sessions of the Direct Care Worker Certificate (DCW) training, an 18 hour certificate that is required for individuals who provide home health care services for the elderly and/or disabled. The Certificate was implemented at TOCC through its collaboration with the Elder Care Consortium (ECC), beginning in 2012. The purpose of the ECC, which includes the Nation’s Department of Health and Human Services; the Indian Health Service; the Nation’s Elder Advisory Council; and the Tohono O’odham Nursing Home Authority, is to collaborate to maximize services for the Nation’s elderly. Since the first course held in 2012 a total of 69 individuals have received the DCW Certificate. Successful Community Education workshops were provided, including half-day workshops on computer training for Elders.
**Faculty Fellowships.** Three faculty members were selected for competitive fellowship opportunities that will help them enrich the academic environment at TOCC.

**Native American literature** was the focus of a residency fellowship held by Writing Instructor Edison Cassadore, Ph.D. As a National Endowment for the Humanities Scholar, he spent three weeks at the Library of Congress participating in an institute called “On Native Grounds: Studies of Native American Histories and the Land.”

**Expertise in traditional ecological knowledge (TEK)** led to Science Instructor Teresa Newberry, Ph.D., being selected for the prestigious National Science Foundation Opportunities for Under Represented Scholars (NSF/OURS) Fellowship, which prepares female STEM faculty from Tribal Colleges and Universities and Historically Black Colleges and Universities to become leaders in higher education.

**A foundation was laid for more research** when Science and Natural Resources Instructor Adrian Quijada, Ph.D., received a one-year fellowship from the U.S. Department of Agriculture (USDA) which will allow him to promote a plan for increasing research opportunities for students and serving the research needs of the Tohono O’odham community.

**Major Funding Sources**

Tohono O’odham Community College is grateful to its major contributors during the 2015 fiscal year:

- The Tohono O’odham Nation, for its appropriation this year of $4,215,000. We are particularly grateful for the Nation’s commitment to ongoing support of the College, with an appropriation of $22,060,800 for FY2013 through FY2017, divided into graduated yearly amounts.

- The U.S. Department Education for TOCC’s Title III Strengthening Institutions Grants—Parts A and F, totaling $1,301,108 this year. Part A funds Pre-College access and outreach, the Retention Coordinator and retention activities, and institutional outreach. Part F supports construction and Pre-College (GED) instruction.

- The U.S. Bureau of Indian Education for $840,710.

- The U.S. Department of Agriculture (USDA) for an Endowment Grant of $86,726, which funds the College’s Land Grant Office for Sustainability; for an Equity Grant of $241,519, which supports the student farm and agricultural interns; and for an Extension Grant of $46,727 which funds the College’s Extension Agent, as well as the student farm.

- The U.S. Bureau of Indian Affairs, which allocated $281,913 in Occupational Funds.

- The Arizona State Treasurer’s Office, which granted funds of $213,833 for Workforce Development.

- The U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) for $143,116 to complete a Circles of Care grant for a comprehensive mental health system for youth on the Tohono O’odham Nation.

- The United Way of Southern Arizona for a grant of $99,940. This Communities of Practice funding is used to provide program support for professional development and educational resources for professionals working in early childhood education and development.
Four Priorities for 2016

In February 2016, College staff, faculty, and students conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The Board of Trustees used the results to develop four initiatives for the new strategic plan:

1. **T-So:son - Incorporating the Core Values in the College community:** The College will work with the Trustees to develop new governance structures that reflect T-So:son. The College community will create an organizational culture that prizes communication, emphasizes respect, and promotes I-Wemta and T-Apedag through actions that increase physical, mental, and spiritual health.

2. **Curricula that align with TOCC’s Mission and Vision:** The College will initiate a curriculum review and an environmental scan in order to help develop curricula that meet the needs of the Tohono O’odham Nation and align with the College’s mission and vision.

3. **Develop true collaborative partnerships:** The College will develop partnerships with the Tohono O’odham Nation, local schools, and with other colleges and universities. The primary purpose is to establish the need for jobs, to be part of planning for self-determination, to enhance quality of education in Nation schools, and to increase access to dual-enrollment opportunities for Nation youth. In addition, increase partnerships with other colleges and universities toward increasing TOCC student access to four-year programs and making TOCC a preferred pathway.

4. **Infrastructure:** TOCC will develop comprehensive plans for physical facilities and technology that support the College’s vision and mission; and to diversify funding sources.

Educational Innovations

**Educational Programs:** Continue development of the Associate of Fine Arts degree and the Casino Gaming Industry Certificate program. Hire a Director and add course offerings in the Tohono O’odham Studies Program.

**Developmental Courses:** Streamline the student experience with developmental coursework, for example, combining reading and writing classes into an Integrated Reading and Writing (IRW) course, and studying how best to organize developmental mathematics courses.

Students of CAG 100 Casino Gaming Industry Basics take a break from class to pose with their instructor. From left to right: Michelle Smith, Ali Castaneda, Penelope Jones, Elyce Antone, Sue Mulholland, Instructor Coral Hendon, Karen Liseo, Blanca Coronel, and Ruben Jones. Not pictured: Brandon Jones and Sandra Palomares. Photo: M. Lee.
Some Highlights from 2015

Jegos Athletics reports scores and news on TOCC's Official Athletic site at toccjegos.com. Men's and Women's basketball teams are part of the Arizona Community College Athletic Conference. In 2014-2015, the Men's team ranked 7 out of 12 conference members, and the Women's team ranked 10th.

Signing Ceremony: On June 2, 2015, three Tohono O'odham young men signed on to join the Jegos Basketball Team.

From left to right: Oren Williams, from Santa Rosa Village, attended Vista Grande High School in Casa Grande; Head Coach Matthew Vargas; Carlos Reyna, a member of the Tohono O'odham Nation, graduated from Gila Bend High School; Associate Coach Michael Steward; and Armando Arguellez, from Chukut Kuk District, attended Sunnyside High School in Tucson. Photo courtesy of The Runner.

Summer Bridge Program students pause for a photograph between classes during Summer Session I. From left to right: Pascal Harvey, Rayven Monte, Esera Tautolo, Shane Campillo, Cordell Ventura, Dallas Ramon, and Computer Science Instructor Michael Palmer. The Summer Bridge Program helps high school students and recent high school graduates prepare for college. Summer Bridge is part of TOCC's Pre-College/GED Program. Photo: M. Lee.

TOCC's Agriculture Team.
In back: Casey Thornbrugh, Ph.D., then Director of the Land Grant Office for Sustainability; Melanie Lenart, Ph.D., Agriculture Instructor; Clifford Pablo, Extension Agent; In front: Agriculture Interns Teresa Vavages, Richanda Miles, and Duran Andrews. Photo courtesy of C. Thornbrugh.
Building and Construction Technologies (BCT) Program

The Apprenticeship Building and Construction Technologies Program consists of two interlocking parts:

- An instructional component: BCT classes, focused on construction principles, processes, and techniques. The curriculum is developed by the National Center for Construction Education and Research (NCCER). TOCC offers the coursework in four fields: Carpentry, Electrical, Plumbing, and Construction Painting. BCT students also take courses to meet TOCC’s Himdag Requirement.

- A working component: On the Job Learning (OJL), where apprentices practice and learn skills by working on actual construction projects.

Apprentices who successfully complete the combined instructional and OJL tracks earn journeyperson status. This takes a minimum of three or four years. The BCT classes may be taken independently for earning certificates, advanced certificates, or associate of applied science degrees.

Both components of the Apprenticeship BCT program are administered from West Campus. Mr. George Miguel, M.S., oversees the instructional program as TOCC’s Chair of Occupational Programs. Mr. Robert Wambolt, B.A., administers the OJL in his role as Director of TOCC-Development, LLC. TOCC-Development, LLC is a licensed Arizona Residential and Commercial Contractor that employs the apprentices to work on community, elder, and construction projects for them to gain on-the-job learning experience.

The BCT faculty serve in dual roles: as instructors of the NCCER curriculum and as journeypersons supervising the apprentices. Ms. Pauline Nasewytewa, BCT Program Advisor, works with Building and Construction Technologies students to ensure that they meet the obligations for both parts of their program: the coursework (NCCER curriculum and TOCC requirements) and the required hours of on the job experience.
**Oversight at Several Levels**

In addition to its responsibilities to TOCC, the BCT program is accountable to different government entities. As a registered sponsor of apprenticeships, TOCC-Development must meet U.S. Department of Labor and Arizona Department of Commerce standards.

In 1985, the Papago Tribal Council appointed an Apprenticeship Advisory Committee to ensure proper management and oversight of Building and Construction apprenticeships. The Committee was renewed by the Tohono O'odham Legislative Council in 1996 with passage of Resolution 96-427, under which it operates today. The twelve-member advisory committee meets monthly. In addition to the BCT Program and TOCC-Development being represented, several departments and agencies of the Tohono O'odham Nation participate in the committee. A student representative is also a member. The Committee reviews apprentices’ progress at key points of their instruction and OJL.

![Map of Tohono O'odham Nation with red arrows indicating work completed by TOCC-D apprentices](http://www.toccdevelopment.us/tocc-d-project-map.html)

The red arrows show work completed by TOCC-D apprentices across the Tohono O'odham Nation during 2015. Projects included painting, windows and wall coverings, restrooms, and wapto. Much of the work was provided pro bono for elders who simply covered the cost of materials. A full list of projects appears at: [http://www.toccdevelopment.us/tocc-d-project-map.html](http://www.toccdevelopment.us/tocc-d-project-map.html)

**Construction Update – Main Campus**

Concrete was poured for the foundation of the Education Building on December 18, 2015.

The central development on Main Campus during 2015 was preparation for construction of a new faculty office building. This 2,600 square-foot Education Building provides ten individual offices for full-time faculty, offices for the TOCC Vice President of Education, the Academic Chair, and two conference rooms.

The building is funded by a USDA Rural Development grant, a U.S. Department of Education Title III Strengthening Institutions grant, College funds held over from past years, and tribal funds. The Education Building is scheduled for occupancy in 2016.

![Concrete pour](http://www.toccdevelopment.us/tocc-d-project-map.html)

The New Building Takes Shape. Photos by Martha Lee
Ervin Francisco was nominated and selected as TOCC's 2015 Student of the Year. As part of his recognition, he was invited to attend the American Indian Higher Education Consortium (AIHEC) Conference in Albuquerque, NM on March 15-18, 2015 to receive his award along with a scholarship from the American Indian College Fund.

Ervin is a student and father of four children. He has two brothers and resides with his father in Pisinemo. He describes himself as an industrious person who likes to exercise and enjoys watching sports championship games (March Madness, NBA, NFL playoffs and the World Series). Someday he hopes to travel the country.

What motivated Ervin to attend TOCC was a need to do something and a desire to learn how to use and operate a computer. A family member suggested he contact TOCC, and in a few days he was in his first class. Ervin is pursuing an Associate of Applied Science in Office and Administrative Professions degree. He enjoys the friendly environment of students and staff who are always encouraging and willing to help.

Ervin was informed he was selected as the Student of the Year in a conference call about an upcoming trip with the TOCC President. The President focused in on him by saying "Ervin, I want you to know that you have been selected as student of the year, Congratulations!"

Ervin was very surprised, and his mind immediately went back to the day he first enrolled into classes, reflecting on all of the classes he has taken and completed. To be selected as student of the year meant a great deal to him because of what he had been through in his life. The gratification of being a part of the Jegos Family, and the fact that no one would have ever thought that he would be a college student, was a source of great pride. He thanks God for giving him the perseverance, strength and continued faith to overcome life's struggles. TOCC has given him greater confidence, experience, knowledge and a positive outlook in life.

The advice Ervin gives students entering college is "there will be times when you think you can't continue and moments when you doubt your ability; do not get discouraged!"

Photos: Photo above taken at the AIHEC Conference. Photo Credit to AICF. Left photo: Sharon Parker and Ervin Francisco. Right photo: artwork created in Basic Art Design Class. Photo Credits to Martha Lee.

Update...
Ervin graduated with his AAS degree in OAP in May 2016.
Honoring the Class of 2015

Commencement 2015 was held on May 15, 2015 at Baboquivari High School. The Commencement Address was given by Edna Morris, Ed.D., Superintendent of Baboquivari Unified School District. Photos on this page by Cody Chavez.

Faculty members were honored as part of the Commencement Ceremony.

Student of the Year Ervin Francisco, right, is honored at Commencement in 2015 by College President James Vander Hooven, Ed.D. Ervin Francisco graduated from TOCC in May 2016 with an AAS in Office and Administrative Professions.

Students were creative in decorating their caps.
Degrees, Certificates and GED Recipients

In May 2015, Tohono O'odham Community College recognized those who completed the requirements for their Arizona General Education Curriculum (AGEC), as well as those who passed the General Equivalency Diploma (GED) test. These students participated in the 2015 Commencement ceremony. The following individuals completed requirements for their degrees and certificates:

**Associate of Science Degree for Transfer**
- Charmaine Begay
- Richard G. Hacker

**Associate of Arts in Early Childhood Education**
- Brenda B. Ventura

**Associate of Applied Science in Office and Administrative Professions**
- Lois A. Anguiano

**Certificate in Office and Administrative Professions**
- Lois A. Anguiano

**Associate of Arts Degree in the Liberal Arts for Transfer**
- Jesse T. Brown
- Francina M. Francisco
- Marilyn R. Francisco
- John L. Havier
- Bangaly Kaba
- Monte P. Lopez
- Angela F. Martin
- Nahjee J.D. Matlock
- Nigel A. Ortega

**Certificate in Science for Transfer (AGEC-S)**
- Charmaine Begay
- Richard G. Hacker
- Bangaly Kaba
- Corey L. Quigley
- Desiree A. Saraficio

**Certificate in the Liberal Arts for Transfer (AGEC-A)**
- Jesse T. Brown
- Marilyn Francisco
- John L. Havier
- Monte P. Lopez
- Angela F. Martin
- Nahjee J.D. Matlock
- Hilario P. Pio-Martinez
- Avis A. Ramirez
- Brenda B. Ventura

**GED Certificate**
- Jerry Flores, Jr.
- Dean Jose
- Virgil Ray Molina, III
- Alexander Molina
- Donovan Unito
Financial Information, Fiscal Year 2015

Revenues, 2015 Total: $9,477,958

- AIHEC Conference: 2%
- Miscellaneous Income: 1%
- Tuition and Fees: 4%
- TOCC Development, LLC Revenues: 1%
- Investment Income: 1%
- Gifts: 2%
- Bookstore Sales: 2%
- Government Grants: 41%
- Legislative Appropriation: 47%

Audit Results

BeachFleischman PC audited TOCC’s financial statements for 2014 and 2015 and found them to “present fairly, in all material respects, the consolidated financial position of Tohono O’odham Community College ...” In addition to this unmodified opinion, TOCC received an unmodified A-133 Audit, which means that it accounted for grants correctly and according to Government Auditing Standards.

Statement of Financial Position as of 6/30/2015 and 6/30/2014

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<td><strong>Net assets:</strong></td>
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<tr>
<td>Increase in Net Assets from 2014 to 2015</td>
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$11,726,428 - $11,552,227
In fiscal 2015, revenue exceeded expenses by $174,201. Following common business practices, assets increase and decrease each year depending on the College's needs and cash flow. The "increase in net assets" is not an expense, but is shown in the pie chart at left in order to illustrate the connection between the College's income statement and balance sheet.

Student and Staff Statistics

Student Body Profile, Spring 2015

Enrollment (headcount) .............................................. 257
Full-time student equivalency (FTSE) ...................... 167
(FTSE/12 credit hours)
Full-time student equivalency (FTSE) ...................... 134
(FTSE/15 credit hours)
Gender .......................................................... 159 females, 98 males
Gender percentage ..................................... 62% female, 38% male
American Indian or Alaskan Native* .................... 223 or 87%
* 193 students indicated that they are enrolled members of the Tohono O'odham Nation, 22 are members of other tribes, and 8 American Indians or Alaskan Natives did not indicate their tribal enrollment.
Of other ancestry ........................................... 34 or 13%
Average age ................................................... 35

Personnel Profile, Spring 2015

Full-time employees ........................................... 74
Gender ......................................................... 40 female, 34 male
Gender percentage .................................. 54% female, 46% male
Tohono O'odham ............................................. 57%
Other American Indian .................................... 10%
Of other ancestry ......................................... 33%
Part-time employees ......................................... 14
Of the 74 full-time employees in spring 2015: 15 were faculty, 54 were staff, and 5 were administrators. A profile for each group follows.

Faculty
Tohono O'odham ................................................ 27%
Other American Indian .................................... 7%
Of other ancestry ........................................... 67%

Staff
Tohono O'odham ............................................. 57%
Other American Indian .................................... 10%
Of other ancestry ........................................... 33%

Administrators
Tohono O'odham ............................................. 40%
Other American Indian .................................... 0%
Of other ancestry ........................................... 60%
# District-by-District Enrollment of TOCC Students

<table>
<thead>
<tr>
<th>District</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baboquivari</td>
<td>22</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Chukut Kuk</td>
<td>26</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Gu Achi</td>
<td>20</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Gu Vo</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hia Ced</td>
<td>–</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hickiwan</td>
<td>10</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Pisinemo</td>
<td>11</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>San Lucy</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>San Xavier</td>
<td>17</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Schuk Toak</td>
<td>19</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Sells</td>
<td>40</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Sif Oidak</td>
<td>14</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>No District</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Did Not Indicate</td>
<td>1</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tohono O'odham</td>
<td>184</td>
<td>186</td>
<td>148</td>
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<tr>
<td>Students</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Other American</td>
<td>29</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Indian Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students of Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage</td>
<td>30</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>243</td>
<td>237</td>
<td>211</td>
</tr>
</tbody>
</table>

TOCC's Application for Admissions asks for students to indicate their district membership and membership in the Tohono O’odham Nation or other American Indian nations. The table at left shows the students' self-identified membership over the past three years. The data was provided in February 2016 by TOCC Student Services.

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