Tohono O’odham Kekel Ha-Maşcamakuş
2014 Ahidag Ha’icu A:ga

Tohono O’odham Community College
Annual Report 2014

Ñia, Oya G T-Taccui Am Hab E-ju:
Our Dream Fulfilled
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-ächtyston – Our Core

T-Wohocudadag – Our Beliefs

We at Tohono O’odham Kekel Ha-Mașcamaku’d 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-Mașcamaku’d 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:ḵ Elida – Our Deepest Respect

We at Tohono O’odham Kekel Ha-Mașcamaku’d believe that T-Pi:ḵ 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-Mașcamaku’d 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.
Mr. Anthony M. Chana
Elder Member
Has served as trustee since 2007
Retired Counselor, Pima Community College
B.A. in Education, Arizona State University
From 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
From San Xavier District

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

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

Dr. Ofelia Zepeda
Member
Has served as trustee since 2002
Regents’ Professor, Department of Linguistics; and Head of the American Indian Studies Department, University of Arizona
B.A., M.A., and Ph.D. in Linguistics, University of Arizona
From 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.
Letter from the President

Şa: m ’a’i masma! Greetings.
Tohono O’odham Community College continues to be a vibrant and exciting place! As you will see in this report, the faculty, staff, and students are involved in big things for the Tohono O’odham Nation. It is easy to forget that the College is in only its sixteenth year of operations. What a long way the College has come in such a short amount of time! You can be very proud of the efforts being made to develop strong academic programs, exciting extracurricular activities, capacity-building grants, and new campus development.

The Main Campus now has four operational buildings: two residence facilities, a classroom building, and the Main Building. Short-term construction plans include a yet-to-be-named Education Building that will house the faculty and education administration. We all agree that the faculty deserve and require a better facility with more space to do their work and to meet individually with students in a confidential manner. The new building will provide that along with several conference rooms. This will also free up enough space to allow the President’s office to finally move to the Main Campus from the Central Campus in Sells.

Student retention continues to be a primary focus for TOCC. We’ve made great strides in this regard, but we still have more to do. I firmly believe that the development of new academic programs like the Casino Gaming Industry Certificate and the Associate of Fine Arts (A.F.A.) curriculum will lead to enrollment growth. We have also seen tremendous improvement in our community education programs.

The focal point of any strong college must be its library. I am very proud of our TOCC Library staff and their ability to meet the students’ needs in what is admittedly a cramped space. They have maximized their ability to serve students.

I am also very proud of our ability to be a strong fiscal steward of the funds that are entrusted to us by the Tohono O’odham Nation. The fiscal standing of the College is strong and we, once again, received an unmodified audit. I take this responsibility very seriously and am very proud of the Administrative Services staff for their efforts in this regard.

Continued accreditation with the Higher Learning Commission is also a primary goal for the College staff. We are well under way in our efforts to transition the College into the HLC’s new Standard Pathway of Accreditation. We have developed strong relationships with our accreditation liaison in Chicago and are working diligently to meet our January 2016 deadline for the next round of accreditation.

I hope you enjoy your review of the 2014 Annual Report. Feel free to contact me directly at jvanderhooven@tocc.edu should you have any questions about the report or any suggestions or concerns to bring to my attention.

Respectfully,

James Vander Hooven
Construction Update – Main Campus

Now that Main Campus has been in use for three school years (2012-2013, 2013-2014, and 2014-2015), the College’s focus has shifted from opening the campus to improving and adding facilities. During 2014, improvements were made to the Main Building and the campus site. The Agriculture Extension program built berms to channel water in productive ways, and various groups constructed wapto to provide shade and relaxation spots. Funding from the American Indian College Fund provided for the addition of a 1/2-mile walkway that winds around Main Campus. Plans are under way for construction of a new faculty office building to be funded by a USDA Rural Development Grant and by the College’s U.S. Department of Education Title III Strengthening Institutions grant.

Topawa Community member Herbert Adams clears brush from T-himkud wog, the walking path at Main Campus. The walking path was built by TOCC employees on two work days in 2014, with ongoing efforts by the Facilities Maintenance team. Thank you to the donor who gave $50,000 that funded the American Indian College Fund’s Cultural Enhancement Grant to the College to support improvements to the walking path. Below: Signage about desert plants and other features was added to the path with support from the Cultural Enhancement Grant. The grant also supported construction of the wapto described in the caption below left.

This watto near the Main Building is useful for group gatherings as well as individual study or relaxation. This watto was assembled by students in the Future Health Leaders Camp with guidance by George Miguel and Herbert Adams. For the wapto on Main Campus, materials were donated by Gu Achi, Schuk Toak, and Chukut Kuk Districts. The wapto were built by and under the direction of the College’s Himdag Committee. Thank you to all TOCC students and staff who helped construct the wapto. (“Wapto” is the plural of watto.)
Milestones of 2014

**Enrollment and Financial Aid**

For academic year 2013-2014, the unduplicated headcount and FTSE (full-time student equivalency) per semester were as follows: Fall 2013—243 students (155 FTSE); Spring 2014—223 students (146 FTSE); and Summer 2014—105 students (46 FTSE). These FTSE numbers were calculated with 12 credit hours as a full-time load. Enrollment as of fall 2014 was up to 225 individuals (unduplicated headcount) and 167 full-time student equivalency (FTSE at 12 credit hours for full-time).

In fiscal 2014, TOCC awarded $463,777 in Pell Grants, $158,910 in scholarships, $15,942 in Federal Supplemental Equal Opportunity Grants (FSEOG), and $6,751 in Federal Work Study. Total financial aid awarded was $645,380. Total financial aid rose over 2013 (when it was $600,575) and 2013 ($564,385) because more TOCC students are completing the Free Application for Federal Student Aid (the FAFSA) and are qualifying for Pell grants. In 2014, 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.

**New Educational Programs in Development**

During 2014, the College worked to lay the groundwork for new programs that have started or are starting in fiscal 2015. A full-time art instructor was hired, as well as adjunct instructors in art and art history. Building and Construction Technology apprentices renovated a windowless room on Central Campus into a light-filled art studio. These steps, along with curriculum development by Art Instructor Dr. Kimberley Lund and others, resulted in the opening of TOCC’s Associate of Fine Arts degree in fall 2014. In addition, a Casino Gaming Industry Certificate was established in response to identified staff development needs.

Community education programs were greatly expanded in 2014. Computer classes for Elders, taught by the late M.I.S. Instructor Catherine Sun, M.Ed., were well received. The College held four sessions of Direct Care Worker Certificate courses, offered in partnership with the CareGiver Training Institute and the Elder Care Consortium and with the support of the Archie Hendricks, Sr. Skilled Nursing Facility. Dr. Gaye Bumsted Perry, Curriculum Coordinator, registered the College as an official provider of CEUs (Continuing Education Units), which will help TOCC expand its education programs reaching professionals progressing in their careers.

GED classes were reinvented as the Pre-College Program, and TOCC became an official Pearson Vue Testing Center so that students can now take the GED and other Pearson tests at Main Campus. Pre-College GED coursework was offered at the Tohono O’odham Nation’s Correctional Facility beginning in this academic year. GED classes continue to be offered in Sells, San Xavier, Pisinemo, and Sif Oidak.

The Southwest Native Lands Program furthered an interdisciplinary approach that TOCC has already taken for integrating science, mathematics, and Tohono O’odham Himdag. See page 11 for an article on this program.
The TOCC Library

The College Library took the occasion of the fall 2013 move to Main Campus to thoroughly review its collection of approximately 14,000 works. Books, shelving, and other furniture were cleaned and organized to facilitate patrons’ access and usage. A dedicated area was set up to house the Library’s growing Special Collections. The Library was grateful to receive two notable donations in 2014:

- The gift of 1,400 books by Dr. Annette Kolodny, University of Arizona College of Humanities Professor Emerita of American Literature. These nonfiction works cover American Indian Studies, history, women’s studies, and cultural studies.

- Two hundred books from the collection of the late Hartman Lomawaima, former Director of the Arizona State Museum, a donation made by his wife Dr. K. Tsianina Lomawaima, who is a professor at Arizona State University. The books cover Native American art.

In addition to the donations, the Library made an important acquisition when it purchased a Tohono O’odham basket that was made in the 1950s. The basket features a beautiful design tightly woven in yucca and devil’s claw. College Librarian Elaine Cubbins, M.A.-IRLS, said that it is gratifying to “bring the basket home to the Nation.” Anyone who has an idea about who the weaver might be is encouraged to contact the Library at 520-383-0032.

Staff during 2014 were College Librarian Elaine Cubbins, M.A.-IRLS; Library Assistants Carmella Pablo and Elisabeth Ortega; Library Consultant Madelyn Cook, M.A.; and student worker Marilyn Francisco, who is profiled on page 12 as 2014 Student of the Year. The TOCC Library is open to the public.

Student Internships and Opportunities

TOCC has continued its relationship with Kiksapa Consulting, which administers Research Experiences for Undergraduates funded by NASA. During summer 2014, Ulrick Francisco and Jeremiah Garcia held these NASA/Kiksapa internships.

Each school year and summer, several students serve as Student Success Interns in the Student Success Center on Main Campus. The interns, who are supported by TOCC’s Title III Strengthening Institutions grant, work in many ways to help their school mates succeed. They supervise the computer lab, help with time management and study strategies, and learn videography and graphic design helping with College outreach.
**Elder Care and Supporting Youth Mental Health**

TOC C continued its outreach to the community through two important initiatives.

**Elder Care Consortium.** During 2012-2014, the College participated in the Consortium’s efforts to create a comprehensive listing of services for seniors and to develop this clearinghouse online through a website. TOCC has arranged Direct Care Worker courses in partnership with the Elder Care Consortium with instruction provided by the CareGiver Training Institute in Tucson. Classes were held at TOCC and at the Archie Hendricks, Sr. Skilled Nursing Facility. Students who complete the course and pass a state examination receive Direct Care Worker Certificates. The certificates are now required for all home health care providers.

**Circles of Care.** This project was funded by a three-year planning grant of $933,000 from the U.S. Substance Abuse and Mental Health Services Administration from 2011-2014. The Tohono O’odham Nation Department of Health and Human Services (TODHHS) was a key partner, and other collaborators included Baboquivari Unified School District, the Indian Health Service, and the Tohono O’odham Nation Police Department. A wrap-up summit for Circles of Care was held in November 2014.

**Financial Stability Due To Grants and Contributions**

Tohono O’odham Community College is grateful to its major contributors during fiscal 2014:

- 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.
- Desert Diamond Casinos & Entertainment, for contributing $44,450 of proceeds from the Casino’s Eleventh Annual Golf Classic. These funds went directly to student support, including funding for dual enrollment college courses for high school students.
- 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 $88,162, which supports the student farm and agricultural interns; and for an Extension Grant of $49,129, which funds the College’s Extension Agent as well as the student farm.
- The U.S. Department Education for renewal of TOCC’s Title III Strengthening Institutions Grants–Parts A and F, totaling $1 million for this year. Part A supports Pre-College access and outreach, the Retention Coordinator and retention activities, and institutional outreach. Part F supports construction and Pre-College (GED) instruction.
- U.S. Bureau of Indian Education grants of $751,952.
- Arizona state grants totaling $210,037.
During 2015, the TOCC Trustees, President, and Cabinet are committed to working on these initiatives.


Faculty Office/Classroom Building: Complete construction of this building in time for occupancy by fall 2016.

Distance Learning: Develop online courses and do background work to inaugurate distance learning by fall 2016.

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.

Upgrade Communications Technology: Install a new VoIP (Voice over Internet Protocol) telephone system and upgrade the wireless service at all three campuses. The wireless upgrade will allow students to have internet access between buildings so they can sit outside under the wapto doing their homework while enjoying the desert vistas.
Pre-College Outreach to High School Students

In addition to encouraging adults of all ages to enter higher education, TOCC’s Pre-College Outreach Coordinator makes a special effort to engage with students in grades K-12, especially with high school students. In 2013-2014, these efforts included the following:

- Dual enrollment coursework at Baboquivari High School in which 11th and 12th graders take college-level courses
- A “summer bridge” session introducing students to college
- Presentations at numerous schools and community events
- Participation in the Career Fair at Ha:san Preparatory and Leadership School
- Future Health Leaders Camp

Pre-College Outreach introduces students to the academic and personal skills and mindsets they will need to succeed in higher education.

Future Health Leaders Camp

In June 2014, seventeen high school students learned about health careers by attending this one-week overnight camp at the Main Campus. The camp provided time for the students to research and explore a variety of careers in the healthcare and medical fields. Through simulation laboratories and public presentations, the students gained valuable work-related experience. The camp included a focus on Tohono O’odham Himdag, with students living their culture by participating in Bahidaj harvest, playing toka and wuicuda, and building the watto in front of Main Building. Students came from Baboquivari High School, Tohono O’odham High School, Ha:san Preparatory and Leadership School, and other schools. The camp was a collaboration of Tohono O’odham Community College, the Southeastern Area Arizona Health Education Center, Respect Our Life Project (within the Tohono O’odham Nation’s Department of Health and Human Services), and the University of Arizona Bureau of Applied Research of Anthropology.
Pre-College (GED) Program

With courses offered four days a week in six locations, TOCC’s Pre-College Program serves approximately 100 students at a time. The students study to take the GED exam and prepare to enroll in college-level coursework. The GED may be taken at Main Campus since TOCC is now a Pearson VUE-authorized Test Center. The Pre-College Program is supported by TOCC’s Title III “Strengthening Institutions” grant. Pre-College students enroll at the start of each semester, and the students graduate after earning General Equivalency Diplomas (GEDs). TOCC thanks its dedicated Pre-College Program faculty and staff:

- Marilyn “Ginny” Beres, B.A., who teaches in Pisinemo and Sif Oidak;
- Judith Daniel, M.A., who teaches at West Campus and San Xavier District;
- Kristin Eberhardt, M.Ed., Title III Grant Project Director;
- Delores Saraficio, B.S., who teaches at West Campus and in the Tohono O’odham Correctional Facility; and
- Daniel Sestiaga, Jr., B.S., Pre-College Outreach Coordinator.

Pre-College students join in student life at the college. Miranda Miles, Angela Francisco, and Richanda Miles make rattles at TOCC’s 2014 O’odham Tas celebration. Miranda and Angela are pre-college students. Richanda is majoring in Social Services.

A small, enthusiastic group of Pre-College Graduates attended Commencement, representing the many individuals who received their General Equivalency Diplomas in 2014 after studying in TOCC’s Pre-College Program.

Pre-College Program – GED Recipients

Janice A. Antone
Me’taja K. Blackwater
Ignacio B. Chavez
Juan R. Coronado
Eric W. Flores
Eugenia A. Frank
Glen Frank
Charissa E. Garcia
Joseph L. Gregorio
Daya M. Haskan
Selina G. Ignacio
Elizabeth I. James
Anthony F. Jose
Avalina M. Jose
Joycelyn M. Jose
Darren J. Kelly
Renee A. Kooyahoema
Gary J. Lavier

Brian A. Lewis
Rayleen R. Liston
Clovia D. Martin
Celina M. Martinez
Quinton R. Martinez
Deanna E. Miguel
Martin A. Miguel
Monica V. Miguel
Brian K. Narch
Camillus G. Nunez
Bryce J. Ortega
Alfred J. Ortiz
Troy A. Parra
Dylan R. Porter
Benita N. Salazar
Larry J. Serrano
Lupita M. Tapia
Kimberlyn A. Thomas
Student Opportunities Abound in Residence Life

Background
In 2012, TOCC opened residences for students on Main Campus. The residences are set up as suites. Each suite has four bedrooms with up to three students per bedroom. The suite includes a kitchen, living room, and bathroom. The four suites provide for on-campus living for up to 36 students originally; now they have been arranged to accommodate 38 students. Four of the residential students serve as Resident Assistants, who advise their fellow students, provide transportation, and help organize Residence Life events. There is also an apartment where a non-student Resident Assistant staff member lives. The Director of Residence Life is Annamarie Stevens, M.Ed.

Benefits of Living On Campus
Students who live on campus benefit from the supportive environment and practical measures such as group transportation. They save time (no long commutes), develop new friendships, and live close to nature. Residential students participate in weekend outings for shopping, movies, bowling, and so on. Perhaps most important, students living in the residences tend to do well academically. Of the 36 students living on campus in fall 2014, 75 percent or 27 students had GPAs of 3.0 or higher.

Professional Development for Residential Staff
Residence Life has taken the initiative to help R.A.s and other staff develop professionally. In February 2014, TOCC’s Resident Assistants attended the National Collegiate Leadership Conference at the University of Arizona. Ms. Stevens has also learned about resources and training needs from the Association of Intermountain Housing Officers. She meets weekly with R.A.s and organizes training sessions on topics ranging from First Aid and CPR (cardio-pulmonary resuscitation) to Domestic Violence Awareness and Hallmarks of Healthy Relationships. In 2015, Tohono O’odham Community College, the University of Arizona, and Central Arizona College will co-host the annual conference of the Association of Intermountain Housing Officers.

Right: Marcus Lee, Drew Harris, Valentina Vavages, and Dana Andrew served as Resident Assistants during fall 2013. Ms. Charlotte Lopez (not pictured) was the live-in staff member during the 2013-2014 school year.
Southwest Native Lands Program

In 2014, TOCC inaugurated the Southwest Native Lands (SWNL) program, which supports the College’s multi-disciplinary, culturally-informed approach to learning in science and mathematics. In all of its biology, agriculture, and natural resources courses, TOCC uses an integrated approach that focuses on the Tohono O’odham Himdag. The SWNL program, funded by the National Science Foundation through a partnership with Northern Arizona University, allows TOCC to take this integration to the next level by connecting science and mathematics. Faculty coordinate their curricula across these disciplines through lectures, labs, and field trips that introduce students to place-based, culturally-informed learning.

The College appreciates the faculty involved in the Southwest Native Lands program:

- Teresa Newberry, Ph.D., Science Instructor and Project Lead
- Richard Lee, M.S., Mathematics Instructor
- Phillip Miguel, M.A., Tohono O’odham Language, History and Culture Instructor and Project Elder

The goal of the SWNL program is to increase students’ interest and success in STEM (science, technology, engineering, and mathematics) by focusing on topics relevant to the lives of tribal college students. In 2014, TOCC’s program emphasized the themes of biodiversity and water resources, particularly how climate change has influenced water supply in the Sonoran Desert. In 2015, the curriculum will extend to include social justice and environmental border issues.

TOCC thanks Schuk Toak District for allowing the Southwest Native Lands program to take field trips to Iolkam Du’ag (Kitt Peak) and to the now abandoned village of Waw Kek and its nearby wo’o (charco or pond). These photos show what place-based learning is all about: hearing from elders how the land used to look, observing water levels and collecting samples, visiting a site affected by changing water conditions, and analyzing water quality in the laboratory. Photographs by Teresa Newberry.
Marilyn Francisco sets goals for herself and keeps them. After getting laid off unexpectedly in 2011, she set the goal to go to college after six months. In spring 2012, Marilyn enrolled in Tohono O’odham Community College. She wanted to “do things right,” so she started with developmental courses to gain skills and learn how to be a successful student. By fall 2012, Marilyn was enrolled full time at TOCC, majoring in liberal arts.

Marilyn is a serious student, treating her studies and school projects as a job. She plans ahead and manages her time well. She loves academic work, especially mathematics, where she approaches problems as challenging brainteasers. She finds it so satisfying to solve these math puzzles. At the time of the interview, Marilyn was looking forward to taking calculus with Mathematics Instructor Jorge Guarin. She was also thinking ahead to studying creosote or palo verde for her upcoming Tohono O’odham Ethnobotany course.

Walking around campus, Marilyn kept seeing signs advertising for a Library Assistant position. She was interested in the work but not confident enough to apply. However, a friend and fellow student encouraged her, so Marilyn applied and interviewed. She was elated to be offered the position, and now she combines her studies with working part time as a Library Assistant. Marilyn loves the College Library. She has learned much working there, from the Library of Congress cataloguing system to how to help patrons find answers.

For Marilyn, learning has always been intertwined with family. She grew up in Sells and New Fields, speaking O’odham with her parents and siblings. Marilyn learned how to cook from her father the late Albert J. Lopez, who was a cook with the U.S. Army (and who later served on the TOCC Board as an Elder Trustee). She spent plenty of time helping her mother the late Clemencia Lopez with her six younger brothers and sisters. This experience prepared her for her own large family. Marilyn and her husband Earl have five daughters, three of whom attended TOCC. A granddaughter also now attends TOCC full time.

One math class in spring 2014 was unforgettable to Ms. Francisco because TOCC President Jim Vander Hooven entered the class and talked with the students about the qualities of a great student. He ended by naming Marilyn as Student of the Year for 2014. As part of this honor, Marilyn traveled to the AIHEC Annual Student Conference in Billings, Montana, where she was awarded an American Indian College Fund scholarship. Marilyn also received a Coca-Cola Scholarship.

Asked what advice she would give younger students, Marilyn said to “treat college like a job” and also to use the opportunity beyond course content—“to learn about yourself, to learn how to think, and to realize that education affects your decisions.”
“School is the easy part,” said TOCC graduate Drew Harris in a recent interview. “‘Hard’ is digging deeper for who you are so you can continue to make choices that are for your highest good.” Drew went on to explain that after attending a small community college, life on a large university campus can be overwhelming: “There are infinite choices, and everything happens so fast.” Despite his full life of studying at the University of Arizona, working part time, and keeping up with family, friends, and basketball, Drew Harris is calm and centered. He says that the focus on core values and the caring people helped him find himself during his time at TOCC.

Drew Harris grew up in Tucson and on the Tohono O’odham Nation. He discovered basketball at Altar Valley Middle School and went on to play for Flowing Wells High School. During and after high school, he had a few years of difficulty, not knowing who he was and what he valued. He worked at various jobs, continued to play basketball informally, and coached youth basketball. During this time, two different people recommended that he contact Coach Matt Vargas. The second time, Drew made the call and met with Coach Vargas, who immediately recruited him to play for TOCC’s new men’s basketball team.

Drew started on the inaugural men’s Jegos basketball team, playing forward. He developed as a natural leader and after two years of play, Drew served as Assistant Coach for Men’s Basketball at the College while also working as a Resident Assistant in the TOCC dorms. Coach Vargas described Drew Harris as “...a tremendous young man. He puts himself out there…and gives life a run….He embodies what our [athletics] program is all about. There will be a day he returns to the Tohono O’odham Nation with his degree and great things will follow. I admire his energy and commitment to want to learn and give back.”

During his liberal arts studies at TOCC, Drew made the most of the opportunity to explore interests and gain work experience. After his freshman year, he participated in the NASA-Kiksapa summer internship. As a sophomore, Drew contributed to the College’s ecoAmbassador Project by creating a sculpture using the carbon-neutral building material nicknamed “Ferrock.” Drew noticed that the sculpture seemed to speak to many people, which has led him to an interest in the healing power of the visual arts. He has added a minor in Fine Arts to his studies at the University of Arizona. After graduating from TOCC, Drew worked on Native American public health issues through the Diné College Summer Research Program. This experience confirmed his plan to pursue a career of helping people, which he is preparing for by majoring in Family Studies and Human Development in the UA College of Agriculture and Life Sciences.

Drew appreciates his mother Beverly Harris and his mentor Beryl Thompson for their strong support throughout his life. He reminds current students at Tohono O’odham Community College to take advantage of the many learning opportunities on campus and—most important—to take the time to discover themselves.
Highlights from 2014

Drew Harris, featured in the Alumni Spotlight on page 13, studies at the University of Arizona (UA). He is shown here at the cactus garden on the UA Mall.

Far left: Future Health Leaders Camp members attended a Bahidaj Harvest to gather ripe saguaro fruit. Left: Camp participants helped build the watto in front of the Main Building. See page 8 for an article on the Future Health Leaders Camp.

Left: Women’s staff for 2013-2014, Assistant Coach Marlinda Bedonie, Assistant Coach Arnold Enos, and Head Coach Tim Larsen, huddle with the team.

Right: Men’s staff for 2013-2014 were Head Coach Matt Vargas, Assistant Coach Drew Harris, and water technician Daimon Vargas.

Thanks to the College’s Jegos Athletics Staff!

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Thanks to the College’s Jegos Athletics Staff!
College Athletics – Go Jegos!

TOCC Athletics continues as a major influence in community outreach. Men’s and women’s basketball teams increased team spirit at the College and provided athletic scholarships for 23 students during the 2013-2014 school year. Visit the website www.toccjegos.org for rosters, scores, and updates on the teams.

Personnel, 2014

TOCC Staff

Orville Aldrich, M.A., Counselor
Gabriel Antone, B.S., Senior Systems Technician
Antonio Benavidez, B.S., Office of Grants and Sponsored Projects Manager
Gloria Benavidez, A.A., Administrative Assistant – Student Services
Gaye Bumsted Perry, Ph.D., Curriculum Coordinator
Gabriella Cazares-Kelly, M.Ed., Academic Advisor
Theresa Cypriano, Administrative Assistant – Education
Emily Donahue, A.A., Accounting Technician
Kristin Eberhardt, M.F.A., M.Ed., Project Director, Title III Grant
Delores Felix, Bookstore/Office Assistant
Ron Felix, B.A., Retention Coordinator
Francina Francisco, A.A.S., Senior Administrative Assistant – President’s Office
Grace Francisco, Facilities Maintenance Technician
Evelyn Gonzalez, Certificate, Receptionist
Mike Gonzales, Campus Shuttle Driver
Jean Hazen, A.A., Data Entry Clerk
Jennifer Hill, A.S., Student Support Specialist I
Novia James, A.A.S., Financial Aid Specialist
Andriana Jose, Administrative Assistant – Administrative Services and Finance
Ben Jose, A.A.S., Research Assistant
Dennis Jose, Facilities Maintenance Technician
Georgianna Jose, Custodian
Casey Kahn-Thornbrugh, Ph.D., Director, Land Grant Office of Sustainability
Shawn Listo, A.A. Liberal Arts, Information Technology Manager
Leslie Luna, B.A., Director of Admissions & Registration
Michael Mainus, B.S., Controller
Joann Miguel, Finance and Bookstore Manager
Vicky Naha, A.A., Outreach & Events Specialist
Pauline Nasewytewa, Administrative Assistant – Occupational Education
Derek Nez, Facilities Maintenance Technician

Continued on next page
Personnel as of August 2014

Iris Nez, Bookstore Technician
Elizabeth Ortega, Certificate, Library Assistant
Stacy Owsley, M.S., Human Resource Director
Carmella Pablo, Library Assistant
Clifford Pablo, Agriculture Extension Agent/Student Learning Farm Manager
Marla Ramon, B.S., Human Resources Assistant
Al Rivera, M.Ed., Financial Aid Director
Rianna Ross, B.A., Community Development Specialist
Daniel Sestiaga, Jr., B.S., Pre-College Outreach Coordinator
Robert Spencer, A.A., Facility Support Coordinator
Stanley Stephens, Facilities Maintenance Technician
Annamarie Stevens, M.Ed., Director of Residence Life
Jason Two Two, A.A., Payroll Technician
Robert Wambolt, B.A., TOCC-Development LLC, Director of Operations
Shawn Williams, B.S., Research Assistant

Faculty & Department Chairs
Verline Andrews, Journeyperson, Electrical
Edison Cassadore, Ph.D., Writing Instructor
Annabah Conn, B.A., Development Reading/Writing Instructor, Assessment Coordinator
Elaine M. Cubbins, MA-IRLS, College Librarian
Judith S. Daniel, M.A., GED Instructor
Richard Galarza, Journeyperson Certification, United Brotherhood of Carpenters and Joiners of America, Carpentry Instructor
Ronald Geronimo, M.A., Tohono O’odham Language & Culture Instructor
Jorge Guarin, M.S., Mathematics Instructor
Sophi Hronopoulos, M.A., Reading Instructor
Kimberley Lund, Ph.D., Art Instructor
Estella Melendez, Journeyperson, Painting Instructor
Mario Montes-Helu, Ph.D., Agriculture Instructor
George Miguel, M.S., Academic Chair of Occupational Education
Philip L. Miguel, M.A., Tohono O’odham Language and Culture Instructor
Teresa Newberry, Ph.D., Science Instructor
Adrian Quijada, Ph.D., Science and Natural Resources Instructor
Paul Robertson, Ph.D., Academic Chair of General Education
Armando Rubio, B.S., Plumbing Instructor
Delores Saraficio, B.S., GED Instructor
Catherine Sun, M.Ed., Management Information Systems (M.I.S.) Instructor

Thank you to all our adjunct faculty members, who are listed in the Faculty section of www.tocc.edu.

President and Cabinet
Sylvia Hendricks, M.A., Vice President of Student Services
Juana Clare Jose, M.A., Vice President of Education
Jane Latané, M.Ed., Vice President of Institutional Research and Development
James Vander Hooven, Ed.D., President
Karla Volpi, M.B.A., Vice President of Administrative Services and Finance
Commencement 2014 was held on May 16, 2014 at Baboquivari High School. The Commencement Address was given by Stanley Throssell, Editor and Publisher of The Runner. GED recipients are listed on page 9.

Associate of Arts Degree in the Liberal Arts for Transfer
Darlene A. Danehy
Aimee L. Gonzales
Drew J. Harris
Jean Marie Hazen
Amy R. Juan
Karla E. Strohecker Volpi

Certificate in the Liberal Arts for Transfer (AGEC-A)
Dana Lee Andrews
Charmaine J. Begay
Darlene A. Danehy
Francina M. Francisco
Jeremiah L. Garcia
Aimee L. Gonzales
Jean Marie Hazen
Amy R. Juan
Kayla D. Nelson
Brandon C. Neskahti
Ruben R. Silvas, Jr.
Jasmine A. Suarez
Christian L. Thompson
Yvette A. Ventura
Karla E. Strohecker Volpi

Certificate in Business for Transfer (AGEC-B)
Novia James
Kimberly A. Ortega
Karla E. Strohecker Volpi

Associate of Science Degree for Transfer
Marcus A. Lee
Valentina M. Vavages

Certificate in Science for Transfer (AGEC-S)
Marcus A. Lee
Valentina M. Vavages

Certificate in Tohono O'odham Studies for Transfer (AGEC-A)
Teresa M. Choyguha

Certificate in Business for Transfer (AGEC-B)
Novia James
Kimberly A. Ortega
Karla E. Strohecker Volpi
Financial Information, Fiscal Year 2014

Revenues, 2014
Total: $7,888,105

Tuition and Fees $291,924 4%
Legislative Appropriation $4,215,000 53%
Government Grants $2,784,372 35%
Gifts $114,202 1%
Bookstore Sales $141,580 2%
Investment Income $123,841 2%
Miscellaneous Income $156,440 2%

Revenues, 2014
Total: $7,888,105

TOCC-Development, LLC
Revenues $60,746 1%

Audit Results
BeachFleischman PC audited TOCC’s financial statements for 2013 and 2014 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 according to Government Auditing Standards. The A-133 Audit was also conducted by BeachFleischman.

Statement of Financial Position
as of 6/30/2014 and 6/30/2013

<table>
<thead>
<tr>
<th>Assets</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,458,397</td>
<td>$2,026,982</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>$58,930</td>
<td>$59,145</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>$240,887</td>
<td>$515,961</td>
</tr>
<tr>
<td>Inventory</td>
<td>$82,205</td>
<td>$39,538</td>
</tr>
<tr>
<td>Investments</td>
<td>$1,644,026</td>
<td>$1,516,883</td>
</tr>
<tr>
<td>Other current assets</td>
<td>$52,813</td>
<td>$63,651</td>
</tr>
<tr>
<td>Capital assets, net</td>
<td>$8,888,874</td>
<td>$8,914,325</td>
</tr>
<tr>
<td><strong>Total assets:</strong></td>
<td><strong>$12,426,132</strong></td>
<td><strong>$13,136,485</strong></td>
</tr>
<tr>
<td>Liabilities</td>
<td>($873,905)</td>
<td>($803,447)</td>
</tr>
<tr>
<td><strong>Net assets:</strong></td>
<td><strong>$11,552,227</strong></td>
<td><strong>$12,333,038</strong></td>
</tr>
</tbody>
</table>
**Statement of Financial Position**

*as of 6/30/2014 and 6/30/2013*

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$342,062</td>
<td>$313,036</td>
</tr>
<tr>
<td>Accrued expenses</td>
<td>$423,834</td>
<td>$421,027</td>
</tr>
<tr>
<td>Unearned revenues</td>
<td>$48,625</td>
<td>$10,000</td>
</tr>
<tr>
<td>Funds held for AIHEC</td>
<td>$59,384</td>
<td>$59,384</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>$873,905</strong></td>
<td><strong>$803,447</strong></td>
</tr>
</tbody>
</table>

---

**Difference in Revenues and Expenses**

In fiscal 2014, expenses exceeded revenues by $780,811. One reason for the increased expenses was the initiation of depreciation expense in 2014 on the Main Building that was completed in 2013. The College is in a healthy financial position, and the difference between revenues and expenses was made up by cash on hand from the College’s assets. Following common business practices, assets increase and decrease each year depending on the College’s needs and cash flow. For example, in 2013, total assets increased by $716,941.

The two pie charts on pages 18-19 comprise an Income Statement, with Revenues and Expenses. The two “Statement of Financial Position” tables comprise a Balance Sheet, showing Assets and Liabilities.
### Student Body Profile, Fall 2013

Enrollment (headcount) .............................................. 243
Full-time student equivalency (FTSE) ...................... 155
(FTSE calculated at 12 credit hours)
Full-time student equivalency (FTSE) ...................... 124
(FTSE calculated at 15 credit hours)
Gender .............................................................. 165 females, 78 males
Gender percentage ............................... 68% female, 32% male
American Indian or Alaskan Native* ...................... 213 or 88%
* 184 students indicated that they are enrolled members of the Tohono O’odham Nation; 18 are members of other tribes; 11 American Indians or Alaskan Natives did not indicate their tribal enrollment.
Of other ancestry ........................................ 30 or 12%
Average age .................................................. 34

### Student Body Profile, Spring 2014

Enrollment (headcount) ........................................... 223
Full-time student equivalency (FTSE) ...................... 146
(FTSE calculated at 12 credit hours)
Full-time student equivalency (FTSE) ...................... 117
(FTSE calculated at 15 credit hours)
Gender .............................................................. 147 females, 76 males
Gender percentage ............................... 66% female, 34% male
American Indian or Alaskan Native* ...................... 198 or 89%
* 171 students indicated that they are enrolled members of the Tohono O’odham Nation; 16 are members of other tribes; 11 American Indians or Alaskan Natives did not indicate their tribal enrollment.
Of other ancestry ........................................ 25 or 11%
Average age .................................................. 36

### Personnel Profile, Spring 2014

Full-time employees .............................................. 67
Gender ............................................................. 36 female, 31 male
Gender percentage ............................... 54% female, 46% male
Tohono O’odham .................................................. 58%
Other American Indian ......................................... 9%
Of other ancestry ............................................ 33%
Part-time employees ............................................ 15
Of the 67 full-time employees in spring 2013, 17 were faculty, 45 were staff, and 5 were administrators. A profile for each group follows.

### Faculty

Tohono O’odham .................................................. 35%
Other American Indian ......................................... 6%
Of other ancestry ............................................ 59%

### Staff

Tohono O’odham .................................................. 67%
Other American Indian ......................................... 11%
Of other ancestry ............................................ 22%

### 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 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Falls 2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baboquivari</td>
<td>17</td>
<td>22</td>
<td>28</td>
<td>67</td>
</tr>
<tr>
<td>Chukuk Kuk</td>
<td>22</td>
<td>26</td>
<td>23</td>
<td>71</td>
</tr>
<tr>
<td>Gu Achi</td>
<td>23</td>
<td>20</td>
<td>26</td>
<td>69</td>
</tr>
<tr>
<td>Gu Vo</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Hia Ced</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hickiwan</td>
<td>13</td>
<td>10</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>Pisinemo</td>
<td>13</td>
<td>11</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>San Lucy</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>San Xavier</td>
<td>3</td>
<td>17</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Schuk Toak</td>
<td>15</td>
<td>19</td>
<td>17</td>
<td>51</td>
</tr>
<tr>
<td>Sells</td>
<td>37</td>
<td>40</td>
<td>39</td>
<td>116</td>
</tr>
<tr>
<td>Sif Oidak</td>
<td>15</td>
<td>14</td>
<td>8</td>
<td>37</td>
</tr>
<tr>
<td>No District</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Did Not Indicate District</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Tohono O’odham Students</strong></td>
<td><strong>166</strong></td>
<td><strong>184</strong></td>
<td><strong>175</strong></td>
<td><strong>525</strong></td>
</tr>
<tr>
<td><strong>Other American Indian Students</strong></td>
<td><strong>28</strong></td>
<td><strong>29</strong></td>
<td><strong>22</strong></td>
<td><strong>79</strong></td>
</tr>
<tr>
<td><strong>Students of Other Heritage</strong></td>
<td><strong>35</strong></td>
<td><strong>30</strong></td>
<td><strong>28</strong></td>
<td><strong>93</strong></td>
</tr>
<tr>
<td><strong>Total Unduplicated Headcount</strong></td>
<td><strong>229</strong></td>
<td><strong>243</strong></td>
<td><strong>225</strong></td>
<td><strong>697</strong></td>
</tr>
</tbody>
</table>

### Table of Self-Identified Headcount

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. These data were provided in January 2015 by TOCC Student Services.

### Annual Report Notes and Photo Credits

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This watto is an inviting stop along T-himkud wo:g, the walking path that meanders through the desert on the outskirts of Main Campus.