Tohono O’odham Kekel Ha-Maşcamakuş 2016 Ahidag Ha’icu A:ga

2016 Annual Report
**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:son – Our Core**

**T-Wohocudadag – Our Beliefs**

We at Tohono O’odham Kekel Ha-Maṣcamakuḍ 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 Wellbeing**

We at Tohono O’odham Kekel Ha-Maṣcamakuḍ 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-Maṣcamakuḍ 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-Maṣcamakuḍ 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. 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, University of Arizona
B.A., M.A., and Ph.D. in Linguistics, University of Arizona
From Stanfield, Arizona
President’s Message – 2016 in Review

Şa: m ’a’i masma! Greetings!

This Annual Report highlights a few of the initiatives and successes that Tohono O’odham Community College had during the past academic year. It has been a full, busy, and challenging year. The accomplishments documented in the Report are a testimony to hard, collaborative, and creative work of board members, administrators, faculty, and staff. Their efforts epitomize I-Wem:ta and T-Pi:k Elida, the O’odham values of working together and respect.

Significant achievements during the past year include:

➢ TOCC was reaccredited for five more years;
➢ Established a “one-stop-shop” for registration, testing, and enrollment;
➢ Completed construction of Ha-Maşıcamdam Ha-Ki, (Faculty Building), housing the Education Division;
➢ Expanded shuttle service to help accommodate students in the various districts of the Tohono O’odham Nation;
➢ Initiated the Gewkwdag scholarship for local high school and GED graduates;
➢ Generated a new strategic plan through a collective process;
➢ Gained Higher Learning Commission approval to offer online courses;
➢ Developed new programs, including HVAC and Tohono O’odham Studies;
➢ Created a user-friendly, TOCC-controlled website;
➢ Broadened channels of communication within TOCC and with the public;
➢ Forged new partnerships, including with San Carlos Apache College, which is now on target to become a campus of TOCC in fall 2017 as it works toward becoming a tribal college in its own right.

The sum of these accomplishments, plus others, were instrumental in and coincidental with a striking growth in enrollment. Between fall semesters 2015 and 2016, student numbers grew 49% from 212 to 314. TOCC achieved a record FTSE (full-time student equivalency) of 211.

Challenges for the coming year include achieving further growth in enrollment, retaining students through measures including bolstering and reconfiguring developmental education offerings so that students will experience those courses as stepping stones rather than roadblocks, developing and strengthening degree offerings in IT, health, heavy equipment operation, and agriculture, and securing financial support for construction of a multi-purpose facility that will house a cafeteria, chemistry lab, bookstore, exercise facility, and gymnasium.

In sum, TOCC continues to strive toward achieving its mission of providing high quality education that supports the O’odham Himdag (culture and way of life), and its vision of being the Tohono O’odham Nation’s center for higher education. This Annual Report illustrates some of these points.

Paul Robertson, Ph.D.

President Robertson addressing commencement ceremony, May 2016.
Construction Updates – Main and West Campuses

Main: Ha-Mascamdam Ha-Ki:, a building that houses the Education Division, was put into service in summer 2016.

Main: Electrical Apprentice Jerome Moreno and Carpentry Apprentice Norbert Wilson shake hands. Apprentices from TOCC’s Building and Construction Technologies Apprenticeship Program work on a 1,400-square foot covered patio addition to I-We:mta Ki: (formerly the Main Building). The patio will provide space for students to study, eat, and visit. Shade, a cooling system, and Wi-Fi availability will make this a user-friendly outdoor room for students and employees. The patio will be adjacent to the indoor student lounge and kitchen.

Topographical Map: The College’s Jewed (Land) Committee points out that West Campus is 21.2 acres in area, based on Tohono O’odham Nation Legislative Council Resolutions #0179 from 1979 and #SD-7-95 from 1995. The Jewed Committee brings together a diverse group that is planning for the future development of West Campus. The Board of Trustees affirmed its intent to maintain West Campus, and Committee members updated Sells District.

West: Student Intern Raeshan Ramon inspects crushed glass, one of the raw materials for “Ferrock,” a carbon-neutral building material developed at TOCC under a U.S. Department of Agriculture grant headed up by David Stone, Ph.D. Stone, along with student intern Shay Lewis and project assistant Richard Pablo, have successfully used the tough, experimental material to make paving stones, benches, and walls. They are currently constructing a ferrock seed and food storage facility at West Campus.
2016 Milestones

**Enrollment Numbers Soared**

TOCC’s student enrollment grew by half, or 49%, in fall semester 2016. FTSE (Full Time Student Equivalency), calculated at one FTSE for every 12 credit hours students take, surpassed 200 for the first time in TOCC history.

- **Fall 2015**—212 students (155 FTSE)
- **Spring 2016** – 211 students (144 FTSE)
- **Summer 2016** – 113 students (50 FTSE)
- **Fall 2016** —314 students (211 FTSE)

The increase in enrollment included a modest increase in numbers of students from ten of the eleven districts of the Tohono O’odham Nation (see inside back cover). TOCC’s adoption of a number of best practices were instrumental in the increased enrollment.

**I-We:mta - Working Together to Improve the Student Experience**

During 2016, employees from across the College worked together to improve the student experience at TOCC. Some of the changes that were made include:

- Tuition was reduced from $68.50 to $34.25 per credit hour, making it the least expensive tuition in Arizona.
- Tohono O’odham Studies and Science faculty developed a “Man in the Maze” model for culturally appropriate assessment of student learning.
- Student recruitment efforts were intensified. Student Services staff contacted students who had not finished their degrees, and some returned to TOCC.
- A new scholarship, the Gewkdag Scholarship, supported 21 new graduates from Baboquivari, Tohono O’odham, and Ha:sañ high schools, as well as several local GED graduates. Recipients receive free tuition plus $250 toward the cost of books. Scholarships are extended for one additional semester if recipients achieve a 2.0 grade point average.
- A low-cost breakfast and lunch program for students was launched at Main Campus.
- Shuttle transportation was expanded to better serve students in south, west, and north villages. Daytime shuttle service linking Main, Central, and West Campuses was upgraded.
- Class schedules were published a semester ahead, much earlier than previously, so that students could plan their studies in advance.
- Marketing efforts were ramped up. New brochures were created. Plans for a College radio show were developed.
- Enhanced partnerships led to increased enrollment in Early Childhood Education, more dual enrollment classes at high schools, and strengthened ties with Arizona universities.
- Arizona State University and Northern Arizona University agreed that 8 credits of TOCC’s Tohono O’odham language courses would meet their foreign language requirements.
2016 Milestones – Continued

TOCC Reaccredited for Five Years
The Higher Learning Commission’s review of TOCC found it in good standing. TOCC’s accreditation was renewed for five years.

Board Adopts New Strategic Plan
TOCC staff, students, faculty, and Board members collaborated to create a new strategic plan that was adopted in June 2016. They identified Strengths, Weaknesses, Opportunities, and Threats facing the College. The Board of Trustees built on the analysis to lay out a four-point plan to guide the College for the next four years:

- Incorporate T-Şoşon – Our core values, into the College community.
- Align curricula with TOCC’s Vision and Mission, focusing on the needs of the Tohono O’odham Nation.
- Develop strong collaborative partnerships with other colleges and universities, and the Tohono O’odham Nation.
- Provide infrastructure, technology, and funding plans that support TOCC’s mission.

New and Improved Website
In spring 2016, the College launched a redesigned website at www.tocc.edu.

New Signage and Building Names
The Himdag Committee led the effort to name the buildings on Main Campus. A marquee has been erected on Main Campus and another is soon to be installed on West Campus. The Main Campus buildings are:

- Gewkdag Şon Ki: (Where Empowerment Begins)
- Ha-Maşcamdam Ha-Ki: (Faculty Building)
- I-We:mta Ki: (Place Where Assistance Is Given)
- E-Maşcamdam Ki:kí (Student Housing)

Hands-on learning in a Natural Resources course. Domonick McCoy and Dr. Adrian Quijada, BIO105 Environmental Biology course, watching birds on campus.
Grants and Contributions: Essential to TOCC’s Financial Stability

Tohono O’odham Community College is grateful to its major contributors during fiscal 2016:

- The Tohono O’odham Nation, for its appropriation of $4,571,400. 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 of Education for TOCC’s Title III Strengthening Institutions Grants totaling $1,000,000 for the federal fiscal year of 2016.
- The U.S. Bureau of Indian Education grant of $999,540.
- The U.S. Department of Agriculture (USDA) for an Endowment Grant of $87,559, which funds the College’s Land Grant Office for Sustainability; an Equity Grant of $142,668, which supports the student farm and agricultural interns; and an Extension Grant of $89,257, which funds the College’s Extension Agent as well as the student farm; and a research grant of $32,654, which supports alternative energy development and a seed storage facility.
- The Arizona State Treasurer’s Office, which granted funds of $215,246 for Workforce Development.
- The U.S. Bureau of Indian Affairs, which allocated $146,304 in Occupational Funds.
- The United Way of Southern Arizona for a grant of $95,911. This Communities of Practice funding provides program support for professional development and educational resources for professionals working in early childhood education and development.
- Individual donors, including TOCC trustees and employees, for gifts totaling $16,238.

Priorities for 2017

Himdag: Continue to engage in educational processes aimed at strengthening Himdag in classes and in other aspects of College life.

Enrollment: Maintain historically high enrollment and intensify efforts to reach out to northern, southern, and western districts of the Tohono O’odham Nation.

Serve the Entire Nation: Provide a series of online course offerings beginning in summer 2017; maintain expanded shuttle service; conduct marketing analysis and use results to guide the implementation of significant face-to-face course delivery that can serve districts farther from TOCC’s Main Campus at Schuk Toak.

New Programs: Strengthen the Social Services program and implement programs in Information Technology, Teacher Education, and Health, each of which were identified as needs by students and community members. Fully develop and market the new Building and Construction Technologies programs in HVAC, Heavy Equipment Operation, and Masonry.

Student Focus: Continue low-cost meals, transportation to campus, and other services that improve student retention.

Online Capabilities: Initiate online courses in summer 2017. Provide for online course registration in summer 2017.

Construction: Seek funding for $2.5 million multipurpose facility that would house a chemistry lab, gymnasium, cafeteria, bookstore, and exercise facility.
Students Learning, Sharing, and Leading

Duran Andrews, a Science major and Agriculture Intern poses at West Campus, where he conducted research on water flow and rain water harvesting. In 2016, Duran presented his findings in a poster “Traditional and Modern Water Management on the Tohono O’odham Nation.” Above right: Duran shows the poster to Dr. Ofelia Zepeda and another conference participant at the Fall 2016 Food and Water in Arid Lands Conference at the University of Arizona.

Allison Francisco paints in the art studio on Central Campus.

Right: Student Representatives in TOCC’s Ka: ʼg T-ʼi’oki – Student Senate were recognized at the Awards Banquet in April 2016. From left: Myriah Cypriano, Secretary; Juana Lopez, Treasurer; DeAnndra Porter, Representative; Gabriella Cazares-Kelly, Academic Advisor and Advisor to the Student Senate; Domonick McCoy, Representative; Edward Miguel, Representative; Raeshaun Ramon, Representative. Not pictured: Jaylene Wood, President; Yvonne Ventura, Vice President; Allison Johnson, Representative; and Ryaan Benally, Representative.

The TOCC group at the Food and Water in Arid Lands Conference in 2016: Damion Charles, student; Lisa Ortega, poster presenter; Science Instructor Teresa Newberry, Ph.D., conference speaker; Calvin Ortega, Jr., Agriculture Intern; Jasmine Lopez, student; Duran Andrews, poster presenter; Naomi Tom, Recruiting & Transition Coordinator; Hilario Pio-Martinez, Agriculture Intern.
Highlights 2015-2016

Corn Harvest at West Campus: Staff members Emily Donahue and Marla Ramon.

Relaxation Week for Students: Alumna Brenda Ventura makes bread.

Meals on Campus: Iris Nez enjoys breakfast prepared by vendor Donna Garcia (background).

Richanda Miles is honored for the Coca-Cola Scholarship that she received at the AIHEC Student Conference in March 2016. Vice President Sylvia Hendricks congratulates her with Financial Aid Specialist Novia James.

Jegos student athletes excel on the court and in the classroom. Above: Brandy Jimenez, Ramona Tsosie, and Raquel Davis work in the science lab with Science Instructor Teresa Newberry, Ph.D. Photo by Kirk D. Notarianni. Right: Jegos player #12 Bradoc Archibald awaits a kick out pass for a shot, as #24 Taveon Jackson attacks the rim. Photo by Cody Chavez.
Most TOCC students are degree-seeking, meaning that they are interested in earning a certificate or associate degree. You can see from the accompanying chart that the major with the highest enrollment at TOCC is Liberal Arts. Some students pursue this degree because it is their career interest, but the majority enroll in it because, like so many students across the United States, they are not yet sure about their career objectives.

Fine Arts, a relatively new major at TOCC shows only seven student majors, though art classes are popular and students take them as part of their general educational requirements. Despite the small size of the Fine Arts program, three O’odham students are on target to transfer to the Institute of American Indian Arts in Santa Fe in 2017.

Science has attracted the second largest number of majors at TOCC and is growing rapidly. Three full-time Ph.D. faculty deliver a strong mix of traditional science courses, as well as specialized offerings focusing on the desert southwest and drawing on indigenous O’odham knowledge of the environment.

Both Social Services and Business are increasingly popular majors, reflecting national priorities and local interest and needs. BCT is on the move and has added several new areas of study, including HVAC and Heavy Equipment Operation, which partner with regional businesses.

The chart indicates the programs of study that 299 degree-seeking TOCC students were enrolled in during fall semester 2016. Some of those programs include several certificate and/or associate degree offerings which are consolidated in the chart. TOCC’s science offerings, for example, provide options for students, including life science and studies in indigenous borderlands. BCT (Building Construction Technologies) includes carpentry, electrical, plumbing, painting, and HVAC. A full list of majors and options is in the TOCC Catalog at www.tocc.edu.

Several other programs are under development. Those include teacher education, information technology (IT), and health education.
Mary Alice Lopez enrolled in university right out of high school, but she soon found out that she was not academically ready, and she left after one year. As she said in a recent interview, this first college experience really discouraged her, and she did not try again for over twenty years. During that time, she gained valuable life skills and perspectives working as a caregiver in Tucson, but she always kept the dream of higher education alive in the back of her mind.

When her parents’ illnesses brought her back to the Tohono O’odham Nation, Mary Alice decided to re-enter college. She enrolled in Tohono O’odham Community College in summer 2013 as a part-time student. She enjoyed learning about her Tohono O’odham culture and history, but she was not yet the most serious student. After her father passed away, Mary Alice realized the importance of education for making her life worthwhile, and she began to treat her studies as her career. She enrolled in college full-time and declared her major in Social Services.

Mary Alice was inspired by her cousin Marilyn Francisco, who studied seriously and was selected as TOCC’s 2014 Student of the Year. Social Services instructor Bruce Payette, Ph.D., has praised Mary Alice for her high standards and hard work.

Mary Alice attended the American Indian Higher Education Consortium (AIHEC) Student Conference in Minneapolis in 2016 to receive the Student of the Year Award. The award comes with an American Indian College Fund scholarship.

Mary Alice is on track to graduate in 2017 with her Associate of Arts Degree in Social Services. The degree will transfer to university, where she plans to earn a bachelor’s degree so she can work in social services on the Tohono O’odham Nation.
Honoring the Class of 2016


These individuals were honored at Commencement:

**Associate of Arts in Liberal Arts**
Natasha Antone
Ignacio Chavez
Darcy Earnhart
Marqueisha Reed
Sky Ross
Yvonne Ventura
Devin White

**Associate of Applied Science in Business**
Karena Luna
Joyce Miguel

**Associate of Business Business Administration**
Richard Garcia
Iris Nez
Emmet Sloan

**Associate of Applied Science Office and Administrative Professions**
Ervin Francisco

**Associate of Science**
Keenan Keams
Melissa Norris
Calvert Wichapa

**Associate of Arts in Social Services**
Richanda Miles

**GED Certificate Program**
Mario Aguilla
Rodney Aguilla
Alysia Dawahoya
TOCC Graduates, 2005-2016

One hundred students have graduated from Tohono O’odham Community College since it was first accredited in 2005. Graduate numbers have increased in recent years as the college has matured and degree programs have taken root. Of those who did not graduate, many completed all or most of their general education requirements and successfully transferred to other colleges and universities.

TOCC’s 2016 survey of its graduates found that 64, equating 64% of the total, were employed. A fraction over a quarter, or 26%, were pursuing bachelor or master’s degrees. The remaining 10% were unemployed. This rate for TOCC graduates compares favorably to the high unemployment rate in many rural areas and on the Tohono O’odham Nation.
More Highlights

Clockwise from top left: U.S. Congressman Raúl Grijalva visits the TOCC Bookstore which is staffed by Dolores Felix and Iris Nez. Agriculture Instructor Melanie Lenart, Ph.D., speaks to a group of high school students at Youth Agriculture Day in 2015. Members of the TOCC Traditional Singers: Raeshaun Ramon, Jaylene Wood, Yvonne Ventura, and Brenda Ventura. Apprentice Jerome Moreno works on the patio being constructed on Main Campus. A group poses after working on an aquaponics framework. From left to right: Ace Charette (from the University of Arizona), Fransisco Fraire, Adriana Fitts, Stanley Stephens, Raeshaun Ramon, Duran Andrews, Alexander Johnson (in back), Joyce Miguel, Jasmine Lopez.
Financial Information, Fiscal Year 2016

**FY 2016 Revenues: $9,056,094**

- Government Grants, $3,691,398, 41%
- Investment Income, $54,694, 1%
- Legislative Appropriation, $4,571,400, 50%
- Tuition & Fees, $290,595, 3%
- Bookstore Sales, $177,548, 2%
- Gifts, $126,199, 1%
- Miscellaneous, $88,225, 1%
- Development Revenues, $56,035, 1%

**Statement of Financial Position**

**as of 6/30/2016 and 6/30/2015**

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<tr>
<th>Assets</th>
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<td>Cash and cash equivalents</td>
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<td>Accounts receivable, net</td>
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<td>Other current assets</td>
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<td>Capital assets, net</td>
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<td><strong>Total assets</strong></td>
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<td>Liabilities</td>
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<td><strong>Net assets</strong></td>
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<td><strong>Change in Net Assets</strong></td>
<td>($363,904)</td>
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**Audit Results**

BeachFleischman PC audited TOCC’s financial statements for 2015 and 2016 and concluded that the audit was “unmodified,” meaning that there were no adverse findings nor material weaknesses and that the College continued to accurately account for its revenues and expenditures. TOCC continued to qualify as a low-risk auditee.
FY 2016 Expenditures: $9,419,998

Statement of Financial Position
as of 6/30/2016 and 6/30/2015

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<th>Liabilities</th>
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<td><strong>Total liabilities</strong></td>
<td><strong>$983,442</strong></td>
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Student and Employee Statistics

Student Body Profile, Fall 2015
Enrollment (headcount) .......................................................... 212
Full-time student equivalency (FTSE) ...................................... 156
(FTSE calculated at 12 credit hours)
Full-time student equivalency (FTSE) ...................................... 124
(FTSE calculated at 15 credit hours)
Gender .............................................................................. 117 females, 95 males
Gender percentage ............................................................ 55% female, 45% male
Average age ........................................................................ 33
American Indian or Alaskan Native ..................................... 174 or 82%
Tohono O’odham Nation members ..................................... 151 or 71%
Members of other tribes or nations .................................... 15 or 7%
American Indians - did not indicate tribe ......................... 8 or 4%
Of other ancestry ............................................................... 29 or 12%

Student Body Profile, Spring 2016
Enrollment (headcount) .......................................................... 211
Full-time student equivalency (FTSE) ...................................... 144
(FTSE calculated at 12 credit hours)
Full-time student equivalency (FTSE) ...................................... 115
(FTSE calculated at 15 credit hours)
Gender .............................................................................. 119 females, 92 males
Gender percentage ............................................................ 56% female, 44% male
Average age ........................................................................ 32
American Indian or Alaskan Native ..................................... 175 or 83%
Tohono O’odham Nation members ..................................... 150 or 71%
Members of other tribes or nations .................................... 14 or 7%
American Indians - did not indicate tribe ......................... 11 or 5%
Of other ancestry ............................................................... 29 or 12%

Personnel Characteristics, 2016
Full-time employees ................................................................. 74
Gender .............................................................................. 38 female, 36 male
Gender percentage ............................................................ 51% female, 49% male
Tohono O’odham ................................................................. 58%
Other American Indian .................................................... 8%
Of other ancestry ............................................................... 34%
Part-time employees ............................................................. 18

Personnel Background, 2016

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<th>Staff</th>
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<td>Non-Native</td>
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**District-by-District Enrollment of TOCC Students**

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<th>Fall 2016</th>
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<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Pisinemo</td>
<td>7</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>San Lucy</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>San Xavier</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Schuk Toak</td>
<td>18</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Sells</td>
<td>39</td>
<td>35</td>
<td>61</td>
</tr>
<tr>
<td>Sif Oidak</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Did Not Indicate</td>
<td>12</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tohono O’odham Students</strong></td>
<td>186</td>
<td>151</td>
<td>232</td>
</tr>
<tr>
<td><strong>Other American Indian Students</strong>*</td>
<td>22</td>
<td>23</td>
<td>51</td>
</tr>
<tr>
<td><strong>Students of Other Heritage</strong></td>
<td>29</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total Unduplicated Headcount</strong></td>
<td>237</td>
<td>212</td>
<td>314</td>
</tr>
</tbody>
</table>

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**Table of Self-Identified Headcount**

TOCC’s Application for Admissions asks 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.

*Includes enrolled members of other tribes and nations. In fall 2016: Apache, Hualapai, Klamath, Maidu, Navajo Nation, Pascua Yaqui, Seneca-Cayuga.

**Includes members of these ancestries in fall 2016: African American, Caucasian, Hispanic/Latino, Two or more races.

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**Noteworthy:**

- There were modest increases in enrollment from 10 of 11 districts of the Tohono O’odham Nation in fall semester 2016.
- Enrollment of O’odham students and other Native students is increasing.
Ge’e Ho’ígida m-wui map ’am si has ’elid g Mašcama

Much appreciation to you for valuing education.

Tohono O’odham Kekel Ha-Mašcamakuḍ

Tohono O’odham Community College, P.O. Box 3129, Sells, AZ 85634, Tel. 520-383-840, Fax 520-383-8403, www.tocc.edu

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