

Maricopa Community Colleges

HEALTH CARE EDUCATION DEPARTMENT

A Member of the
Division of Academic
Affairs



Annual Report
2006-2007



HEALTH CARE INTEGRATED EDUCATIONAL SYSTEM

This Year's Report: Special Focus on Clinical Coordination

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Message from the Director and the Vice Chancellor

It is with pleasure that we offer our 2006-2007 annual report of work accomplished by the faculty, administrators, and staff who comprise the Health Care Integrated Educational System of Maricopa Community Colleges. With continued challenges in workforce shortages in this state and the entire United States, our partnerships continue to be an essential element of our success. Our graduates are heavily recruited for well-paying jobs, and in turn, the employers continue to be satisfied with our graduates. The numbers of graduates from the certificate and degree programs continue to increase, yet we still have students waiting to enter many of the programs. As other colleges and universities, we have a shortage of faculty candidates and opportunities for clinical education, so we are limited in our ability to increase our enrollment, despite our need to do so.

As a member of the Academic Affairs division of Maricopa Community Colleges, the Health Care Education department's commitment is to enhance learning for our diverse communities through leadership, service, innovation, and collaboration. This report is organized by the six major work categories that the Health Care Education department provides for the skill centers and colleges, the community, and, most importantly, our students. While there are many more projects that are completed by the faculty and staff of the HCIES, we have chosen to showcase those demonstrating contributions toward student success, faculty support and development, resource coordination, college-industry partnerships, and the shaping of State and Federal health policy.

Special thanks go to Steve Schroeder for compiling this report, and to Julie Birmingham, Angela Ford, Suzanne Martin, Andrea Romo, Alan Swallow, LeAnn Swanson, Dan Tetting, and Jane Werth for their contributions and ongoing efforts.

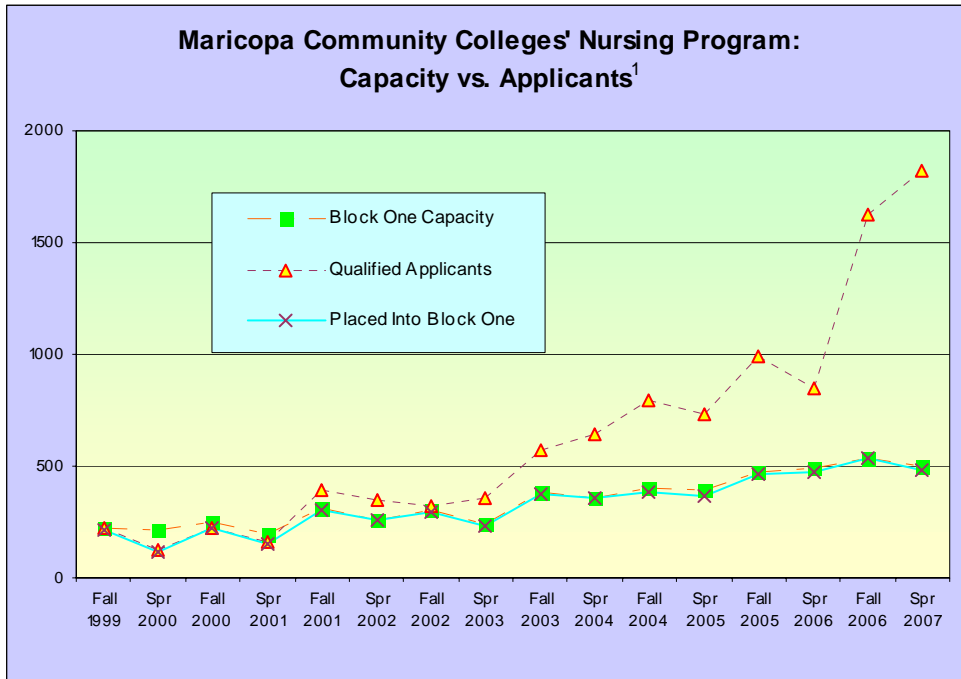
For further information about the HCIES, projects in this report, or healthcare careers at Maricopa Community Colleges, please contact the Health Care Education department at 480.731.8240 or healthed@domail.maricopa.edu.

Patricia Harris
District Director of Health Care Education

Maria Harper-Marinick, Ph.D
Vice Chancellor for Academic Affairs

EDUCATIONAL SUPPORT

The MCCCCD Nursing Program



Student Nurse Placement

During 2006-07, over 1,000 students were placed in the MCCCCD nursing program via the Health Care Education nursing applicant database.

Nursing Student Tracking

This multi-function database was developed in conjunction with input from Arizona State University (ASU) faculty and staff² and offers nursing program directors access to student information and summary report data for accreditation agencies.

Maricopa Community Colleges/ASU Alliance

The Nursing Pathway pilot project within the Maricopa/ASU Alliance Partnership offers students completing an AAS degree in nursing a smooth transition into the Arizona State University BSN program. Up to 75 credit hours are allowed to transfer towards the BSN degree, and a pathway to advanced practice graduate degrees is also offered.



¹ Notes: Block One is the first set of courses in the Maricopa Community Colleges' Nursing Program. Summer placement data are included with the subsequent Fall semester totals. Placements may not equal capacity as some "slots" may go unfilled if no students are awaiting placement at a site with openings. Additionally, last minute exercise of the one time deferral option (students can defer placement until the subsequent semester) may create a limited number of "slots" beyond placement deadlines.

² Based on an existing ASU database model

Quick Facts

- Nursing Program capacity increased by about 109% (from 238 to 498) between Spring 2003 and Spring 2007;
- During the past year, the number of qualified applicants has more than doubled¹.
- Currently there are about 3.5 qualified students for every available space in the nursing program.

For 2006-07:

- 1085 students placed into the nursing program
- 1654 applications taken

Future Challenges

Key issues include:

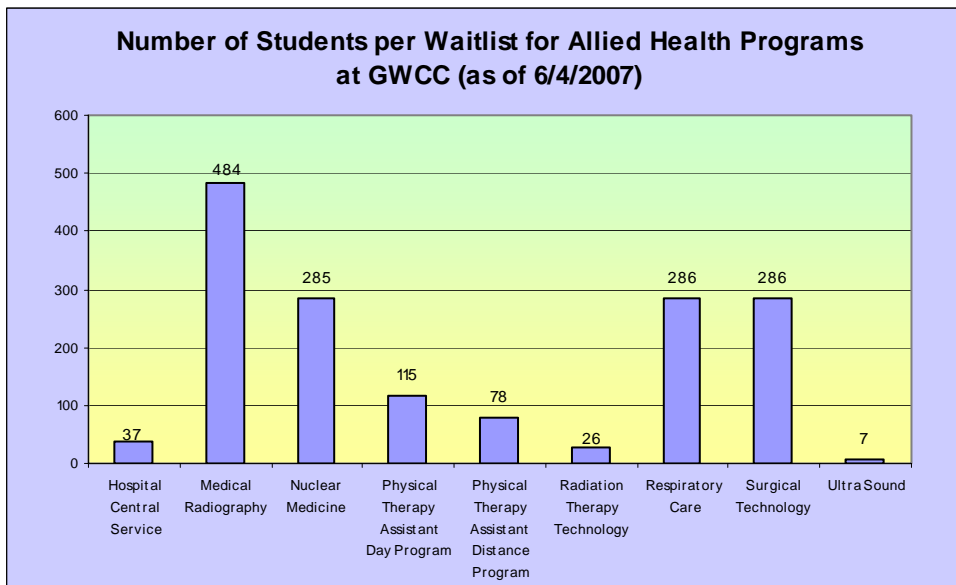
- Developing increased clinical site capacities
- Faculty recruitment and retention
- Public policy development
- Generating additional resources to expand program capacity

¹ Source: Health Care Education department student nurse placement database statistics.

EDUCATIONAL SUPPORT

Applicants (AHA) Interactive Database

The Allied Health Applicants online database at GateWay Community College (GWCC) facilitates management of Allied Health program applicants and provides a multifunctional student tracking resource for students, faculty, and staff. One of the primary benefits of the system is that a student's advisement history can be documented and more easily communicated between advisors.



Website Improvements and Updates

Ongoing navigation and content enhancements were made to the Health Care Education Department website at <http://healthcare.maricopa.edu>. The website provides students, faculty, staff, and the community a centralized information access point for all of the Maricopa Community Colleges' healthcare programs. This includes information on different health care education programs, labor market and salary data, tools and critical information for faculty/staff regarding the Health Insurance Portability and Accountability Act (HIPAA) and access to program specific online databases. Additionally, a separate Nursing Program website is planned for development in the near future.

Online Student Surveys

During fiscal year 2006-2007, more than 9,000 online surveys related to allied health and nursing programs were submitted by students and faculty. Survey types range from demographic surveys, end of block or program surveys, and clinical agency evaluations, to student clinical self evaluations and faculty evaluations of student clinical success. Survey and evaluation data are stored in a secure database and access is restricted to those with a Health Care Education department provided login user name and password.

Quick Facts

As of June 2007, over **1,500 students were waiting on nine different program waitlists¹** with the largest number of students on the Medical Radiography waitlist. Monitoring these waitlists can provide valuable data regarding important trends.

More than 9,000 student and faculty surveys have been completed and are stored in active databases.

Technology solutions are being creatively implemented to support programmatic needs at multiple campuses. These projects include:

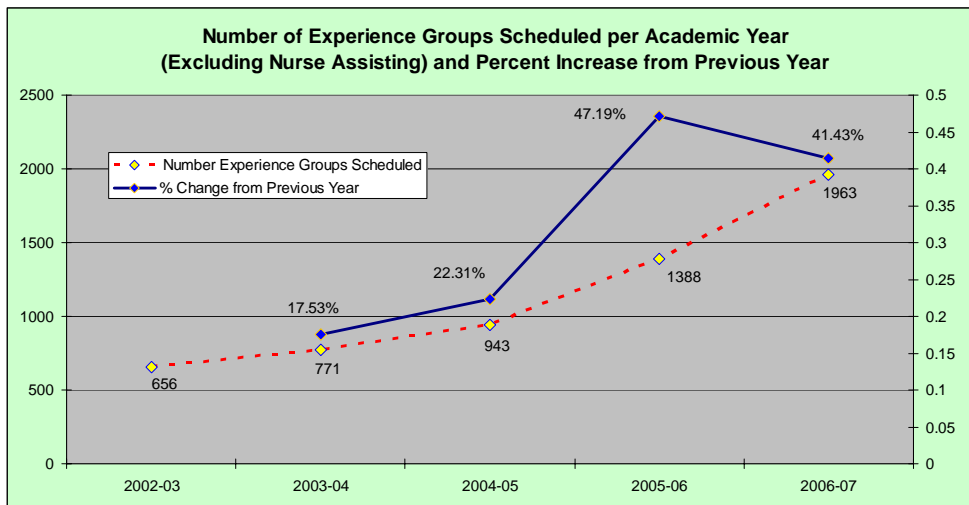
- **Online Program Waitlists**
- **Student Prerequisite Checklists**
- **Online Advisement Tracking**
- **Program Placement Data**
- **Clinical Competency Tracking**

¹ Students on waitlists may be in various stages of completing program prerequisites prior to actual program entry.

CLINICAL TECHNOLOGY SUPPORT

Nursing Clinical Coordination Collaborative

The Clinical Coordination Collaborative for Nursing Programs in Maricopa County coordinates scheduling of student clinical experiences among 23 participating educational institutions and 26 Acute Care Hospitals, 12 Specialty Hospitals, and 41 Long-term Care/Home Health/Hospice agencies. During the 2006-2007 academic year the system successfully placed about 4,000 students¹ in over 1,900 clinical experience groups² and continues to grow. In fact, over a 41% increase in the number of groups scheduled compared to the year prior was observed.



Clinical Agency Preceptor Scheduling (CAPS) Pilot Project

Senior nursing students must complete a capstone preceptor experience that pairs them one-on-one with a nurse working in a clinical agency. Scheduling these preceptor experiences can be very time consuming for faculty, staff, and clinical agencies. Consequently, nursing program and clinical agency representatives were brought together to “brainstorm” ideas for a better scheduling system. As a result an online preceptor scheduling data base system was developed by Health Care Education staff, and 15 clinical agencies and 4 Nursing programs are now participating in a pilot test of the new system.

Centralized Faculty Clinical Orientation

Rapid hospital growth has made it increasingly difficult for faculty to attend all mandated clinical orientation sessions. In response, the Collaborative began creatively consolidating orientation sessions. Recently, 88 Allied Health and Nursing faculty and representatives from 15 hospital clinical agencies attended two orientations in one. The concept was such a success that it will be repeated in August 2007.

¹ Number of distinct students is extrapolated from existing data and historical trends.

² Total number of scheduled group experiences: 6-10 students are included per group.

Quick Facts

It is increasingly difficult to guarantee quality clinical experiences for healthcare students due to a number of reasons including:

- Large numbers of healthcare students requiring clinical experiences;
- Most clinical sites at or near capacity, and
- Increasing complexity of new clinical facility contracts.

A Model Clinical Coordination Program

The Collaborative continues to receive requests from across the country from others wishing to utilize a similar clinical scheduling system. Consultation services have been provided to a number of organizations including:

- West Virginia Center for Nursing
- Illinois Hospital Association-Illinois Coalition for Nursing Resources
- Winchester Medical Center of Valley Health-Winchester Virginia
- Montgomery College, Maryland
- Oklahoma Christian University, Oklahoma City, Oklahoma

CLINICAL TECHNOLOGY SUPPORT

The 2007 Clinical Coordination Town Hall Meeting

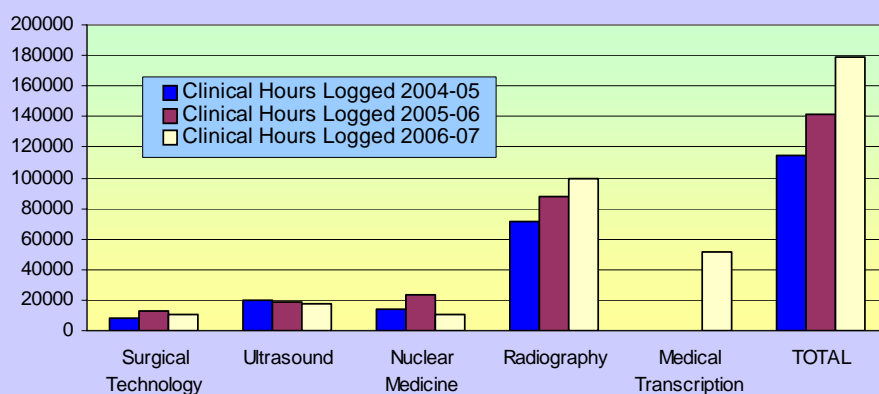
The process of placing nursing students in clinical facilities continues to increase in complexity as existing nursing programs expand and new ones are added within Maricopa County. Additionally, high vacancy rates for clinical agency nursing staff combined with a high percentage of new employees/orientees can further complicate the process. On March 19th 2007 the Clinical Coordination Collaborative and the Arizona Organization of Nurse Executives (AZONE) jointly sponsored *Town Hall-Discussion on Clinical Education in Maricopa County*. In attendance were 62 participants who held roles in the chain of nursing student clinical placement: State Board of Nursing representatives, representative of the Clinical Coordination Collaborative, nursing programs deans/directors; clinical agency coordinators and nurse executives. Session goals included developing a shared understanding of critical issues in clinical placement, identifying key strategies to improve the placement process, and forming an oversight group comprised of representatives from AZONE, Nursing Programs, and Clinical agencies to implement plans formulated at the Town Hall Meeting. The Town Hall Meeting was very successful and generated a number of priority issues including:

- Clarifying roles of clinical agency staff/nursing program faculty
- Standardizing clinical rotations times/length
- Standardizing orientation and competencies of clinical nursing faculty
- Issues relating to nursing faculty salaries
- Standardizing student competencies
- Creating a state wide library of standardized scenarios for simulation activities

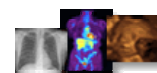
Allied Health Clinical Competency Database

As of June, 2007 over 400 students and clinical instructors were using the Allied Health Clinical Competency database to record and validate attendance and program competencies.

Clinical Hours Logged by Allied Health Programs



Quick Facts



**Allied Health
Clinical
Competency
Database**

- Paperless electronic record for student clinical experiences
- 24 hours/ 7 days a week instructor/student access
- Competency-Based Electronic Check Sheets
- Over 133,000 hours of Clinical Competency time were logged¹ using the Allied Health Clinical Competency Database during 2005-2006.
- Over 4,000 clinical evaluations were completed online

Future Challenges

As a result of the Town Hall Meeting, AZONE will be convening similar sessions in southern and northern Arizona to identify state-wide issues and possible solutions. The Clinical Coordination Collaborative will be convening the volunteer members obtained in the meeting to begin work on solutions for Maricopa County.

¹ Total clinical hours logged may also include Educational Hours which account for less than 4% of any group total.

CLINICAL TECHNOLOGY SUPPORT

Allied Health Clinical Support

Members of the Allied Health Instructional council requested assistance to standardize policies regarding clinical activities for students. During 2006-2007 the Health Care Education Department compiled existing policies and procedures from MCCCCD Allied Health Programs and reviewed them in context of recommendations from the Center for Disease Control and existing MCCCCD Nursing Programs policies. A “model” packet was then created containing forms, proposed language/recommendations for health and safety policies, suggested models forms for documenting policy compliance,

- suggested model for delineating necessary functional abilities needed for each Allied Health Programs in relation to disability issues.
- suggested language for enumerating standards regarding student/faculty boundary issues
- proposed language for drug testing policies.

The model packet was shared with the Allied Health Instructional Council who will be reviewing it for further discussion in Fall 2007

Expediting obtainment of Clinical Contracts

All Allied Health and Nursing programs require students to be placed in clinical facilities for “hands-on” practice with clients. In order for students to work in clinical facilities a clinical experience contract must be in place, but the process of obtaining contracts can be time consuming and confusing.

Through joint discussions between MCCCCD District Legal and Risk Management Staff and Health Care Education staff the following projects have begun to expedite the process of obtaining new clinical contracts and accessing existing contracts:

- Development of brochures to help faculty and potential clinical agencies understand insurance requirements.
- District Legal has begun the process of making all existing contracts available for viewing/downloading from their web site so that faculty or clinical agencies can obtain a copy of a contract immediately for their own review or that of a clinical agency
- Shared use of the District Legal pending contract data base to allow Health Care Education staff to take the lead in the process of initiation and follow up for new contracts. With shared use of the legal data base the Health Care Education Staff are also able to respond to questions from faculty as to the status of contracts.
- District Legal has begun the process of making all existing contracts available for viewing/downloading from their web site. In this way faculty can obtain a copy of a contract immediately for their own review or that of a clinical agency

Alternative Clinical Site Placements and Clinical Teaching Methods

With the recent rapid growth of nursing programs the availability clinical sites is decreasing. This is especially true in specialty areas such as Obstetrics, Psychiatric, and Pediatrics. The Collaborative has attempted to identify for Maricopa Community College nursing programs possible alternative sites for Psychiatric and Pediatric experiences.

The Collaborative brought together administrators of City of Phoenix and Maricopa County Head Start Programs and MCCCCD nursing faculty to discuss the potential use of Head Start facilities in order to expand clinical site availability for nursing Pediatric experiences.

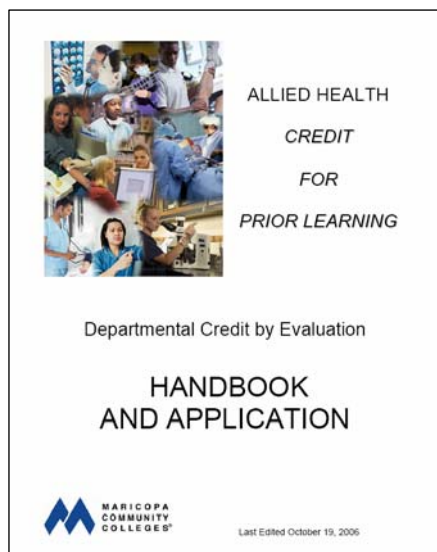
The Collaborative initiated discussions and contract negotiations with Chandler Valley Hope as a possible alternative site for Psych rotations.

The Collaborative facilitated a three-hour presentation for MCCCCDNP Nursing faculty from nursing education leader Dr Linda Caputi on alternative strategies for clinical instruction to maximize utilization of limited clinical site spaces.

STUDENT ASSESSMENT

Credit for Prior Learning: More options for Students

The Maricopa Community Colleges support the concept of lifelong learning to meet the individual growth needs of the diverse group of students it serves. Learning can take place in a variety of situations and circumstances and many students have significant, demonstrable learning¹ from experiences outside the traditional academic environment.



Currently, the Integrated Competency Assessment Network (ICAN) provides students opportunities to earn Credit by Evaluation and/or Credit by Examination for select courses. More recently, Allied Health faculty teamed up with the Health Care Education office to expand these options and develop standardized procedures that students could use to apply for departmental credit by evaluation based on learning experiences outside the traditional academic environment. The recently completed Allied Health

Credit for Prior Learning Handbook (500k pdf) outlines some of the options for Credit for Prior Learning (CPL) that may be available through individual programs. Note that not all programs may offer these options. Students should always make sure to check with an academic advisor or program director for more information.

Selected ICAN 2006-2007 Data and Analyses

Nurse Entrance Test (NET) Analyses: Comparative Cut-off Scores

In Fall 2005 the Maricopa Community College District Nursing Program began using the NET test as part of its pre-admission requirements setting initial cut-off scores at .50 for both the math and reading portions of the exam. Recently, faculty began discussions about raising NET cut-off scores based on available data. Selected analyses are presented below.

Fail Rates by NET Score

Data² in Table 1.0 (next page) indicate that raising the NET Reading score to .60 could reduce the percentage of students failing a course during the nursing program. Of those scoring below .60 on NET Reading (between .50 and .59), 40% failed a course during the program, compared to about 18% of those scoring .60 or above. Thus, those scoring below .60 had a fail rate about twice that of those scoring .60 or above.

¹ See MCCC catalog common pages section on Credit for Prior Learning (AR 2.2.4).

² Based on NET pilot study Spring 2003 cohort data (N = 240).

Quick Facts

Some of the alternative options students have for earning credit for prior learning include:

- Credit by Evaluation
- Credit by Examination
- Departmental Credit by Evaluation (Portfolio Review)



Without question...students must be regarded as the most important users of classroom assessment results.
--Dr. Richard J. Stiggins, director, Assessment Training Institute "

Future Challenges

It is critical to make sure all assessment activities are driven by relevant real-world student needs and to continually evaluate whether our assessment programs meet those needs.

Feel free to contact ICAN for more info at:

ican@domail.maricopa.edu

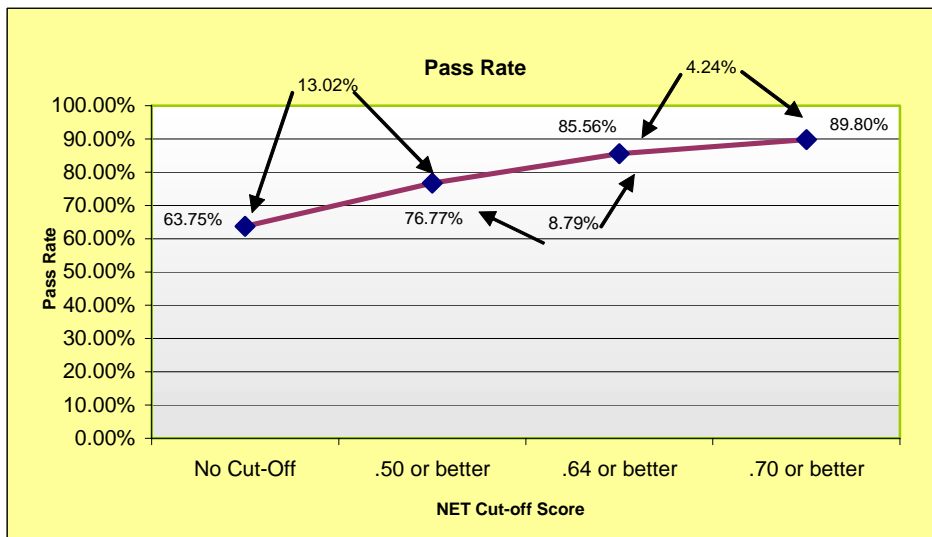
STUDENT ASSESSMENT

Table 1.0 Number of Students Failing One or More Courses by NET Reading score.

		NET 60 or better					
		less than .60		.60 or greater		Total	
		Count	Column N %	Count	Column N %	Count	Column N %
Failed one of more courses during program?	No	21	60.0%	98	81.7%	119	76.8%
	Yes	14	40.0%	22	18.3%	36	23.2%

Figure 1.0 indicates that increasing the NET cut-off score could increase pass rates, but that the relative amount of observed increase may diminish with increasingly higher cut-off scores.

Figure 1.0 Diminishing Returns on Increasing Pass Rate in Relation to NET Cut-Off Scores



Graduation Rates by NET Score

Data indicate that graduation rates might increase by about 3% by using a reading cut-off score of .60. The graduation rate for the entire sample was 80%, while for those scoring below .60 about a 69% graduation rate was observed, nearly 15% less than the graduation rate (about 83%) for those scoring .60 or above.

Reduction in Applicant Pool Based on Cut-Off Scores

Data in Table 3.0 indicate that raising the cut-off score for the Reading portion of the NET to .60 or better would hypothetically reduce the applicant pool to about 77% of its original size.

Table 3.0 Reduction in Applicant Pool Size when Raising NET Reading to .60

		Count	Column N %
NET .60 or better?	No	35	22.6%
	Yes	120	77.4%
	Total	155	100.0%

Not So Quick Facts

Further analysis of the existing NET scores for over 3,600 Nursing Program student applicants in the Health Care Education Nursing Placement database indicates this prediction to be accurate: increasing the cut-off score from .50 to .60 on the Reading portion of the NET would hypothetically reduce this applicant pool¹ to about 77.72% of its original size (from about 3635 students to about 2825 students). Currently there are over 1,000 qualified students waiting to enter the MCCC Nursing Program, while about roughly 500 seats open each semester. Thus, any increase in NET Reading cut-off score is expected to have minimal impact on applicant pool size in relation to available spaces. However, this is subject to change as the number of applicants applying to the program can fluctuate from semester to semester due to a number of factors.

¹ This includes scores for all students in the nursing placement data base that have been reported as “full” status, whether student has already been placed in the Nursing Program during a previous semester or is currently on the waiting list.

WORKFORCE DEVELOPMENT

Responding to the Nursing Shortage

The Arizona Partnership in Nursing Education¹ (APNE) (SB 1299 and 1215) allocates \$20 million over 5 years to support the hiring of additional nursing faculty for state nursing programs to be able to increase capacity according to the previous legislature asking for a doubling of the number of nursing graduates. The \$20 million will be divided between the community colleges and the state universities based upon the number of graduates, and it is estimated that the community colleges will receive approximately \$2.8 million annually over the course of this statute. The Department of Commerce is allocating the community college money through a competitive grant process, and below is a list of current funding recipients:

- Chandler-Gilbert Community College
- Estrella Mountain Community College
- GateWay Community College
- Glendale Community College
- Paradise Valley Community College
- Phoenix College
- Rio Salado College
- Scottsdale Community College

Strategic Policy Development: Meeting Arizona's Healthcare Needs

The department participated in language development for Arizona House Bill 2021 regarding fingerprinting requirements for healthcare education students. The provisions of HB2021 will take effect September 19, 2007. Additionally, the department served on the governing board of St. Joseph's Medical Center. Below is a non-exhaustive list of other activities the Health Care Education office participated in during 2006-2007.

Professional Organization Membership and Advisory Boards

- Arizona Health Care Institute Advisory Board
- Arizona Education Consortium
- Arizona Organization of Nurse Executives
- Arizona Nurses Association
- Arizona Health Occupation Students of America
- American College of Health Care Executives
- National Network of Health Career Programs in Two Year Colleges
- National Council for Workforce Education

¹ Arizona's Partnership in Nursing Education (APNE) is a 5-year demonstration program designed to double the state's nursing education program enrollment by 2009. Source: Arizona Nurses Association http://www.aznurse.org/news_feature.asp?story=974

The New Health Care Education Newsletter

The new HCE newsletter "Health Conditions" focuses on issues critical to the healthcare education community. The inaugural issue covered topics such as healthcare worker shortages, the benefits of successful partnerships, Clinical Coordination challenges, and more.



Nursing Professional Growth/Career Days

Each Spring and Fall semester the Health Care Education office organizes a career day that brings together graduating nursing students with potential employers, the Arizona State Board of Nursing, the Arizona Nurses' Association, and others. These Career Days continue to be a great success for everyone.

RESEARCH AND EVALUATION

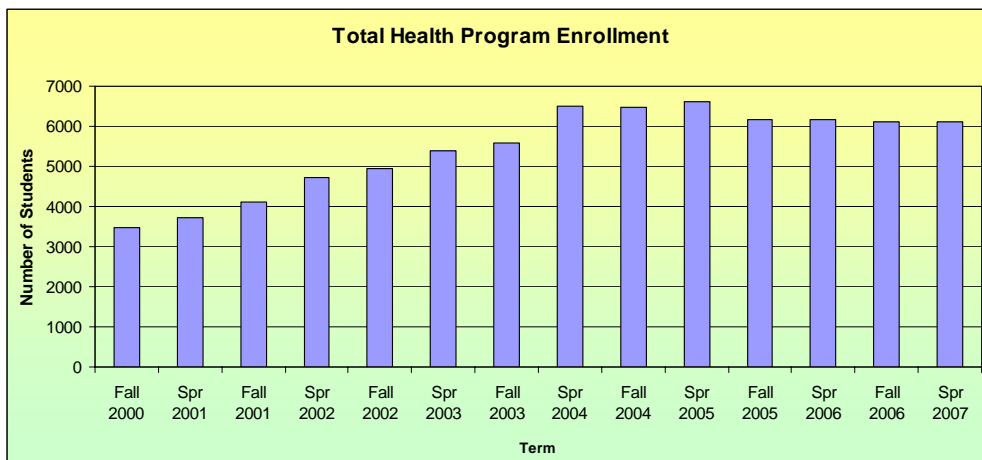
Enrollment Trends for the Maricopa Community Colleges' Health Care Programs

The Maricopa Community Colleges are the largest provider of healthcare workers in Arizona, preparing more than 3,000 adults each year for healthcare industry jobs critical to our community. Students can choose from over 30 healthcare degree and certificate programs ranging from dental hygiene to health services management and nuclear medicine to nursing. One of the purposes of Research and Evaluation is to monitor enrollment trends in healthcare programs and their corresponding prerequisite courses. These data can be used to guide strategic planning and collaborative efforts with other educational institutions, industry, and federal, state, and local government agencies. Selected data are presented below.

Student Enrollment in Health Care Programs

The total number of new students enrolling in the Maricopa Community Colleges' healthcare programs annually is depicted below. Total new healthcare program enrollment increased over 82% between academic years 2000-2001 and 2004-2005, then decreased about 6% from 2004-2005 to 2005-2006. This decrease may be due in part to recent changes in some healthcare program requirements¹.

Health Care Program Enrollment



Note: These numbers were calculated by taking unduplicated counts within each college and then summing across colleges; therefore, students were counted at each college attended in a given term. Skill Centers are not included. Source: Institutional Research Data Warehouse, 04/2007.

¹ Future detailed analyses of these enrollment trends should help clarify as to why these changes may have occurred. For example, the Maricopa Community Colleges' Nursing Program recently discontinued the Nurse Assisting prerequisite requirement (NUR156 and NUR157) which resulted in a large decrease in enrollment for Nurse Assisting.

Quick Facts

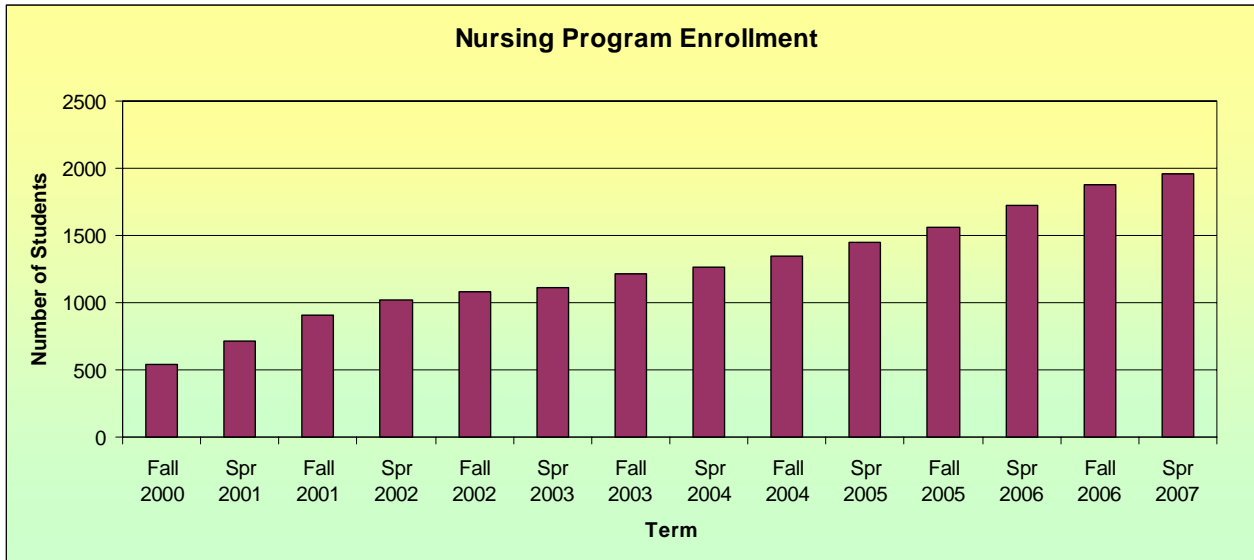
The Maricopa Community Colleges have over 30 different Health Care Programs

- Clinical Research Coordinating
- Community Health Advocate (for Diabetes)
- Dental Assisting
- Dental Hygiene
- Dental Office Management
- Diagnostic Medical Ultrasound
- Direct Care Practice
- Emergency Medical Technology
- Health Information Technology
- Health Services Management
- Health Unit Coordinating
- Histology Technician
- Hospital Central Service
- Laboratory Assisting
- Medical Assisting
- Medical Billing
- Medical Coding (Hospital and Physician based)
- Medical Radiography
- Medical Transcription
- Nuclear Medicine Technology
- Nurse Assisting
- Nursing
- Patient Care Technician
- Perioperative Nursing
- Pharmacy Technician
- Therapeutic Massage
- Phlebotomy
- Physical Therapist Assisting
- Practical Nursing
- Radiography
- Respiratory Care
- Surgical Technology
- Surgical Technician – First Assistant
- Teaching Healing and Stress Management
- Therapeutic Massage

RESEARCH AND EVALUATION

Nursing Program Enrollment

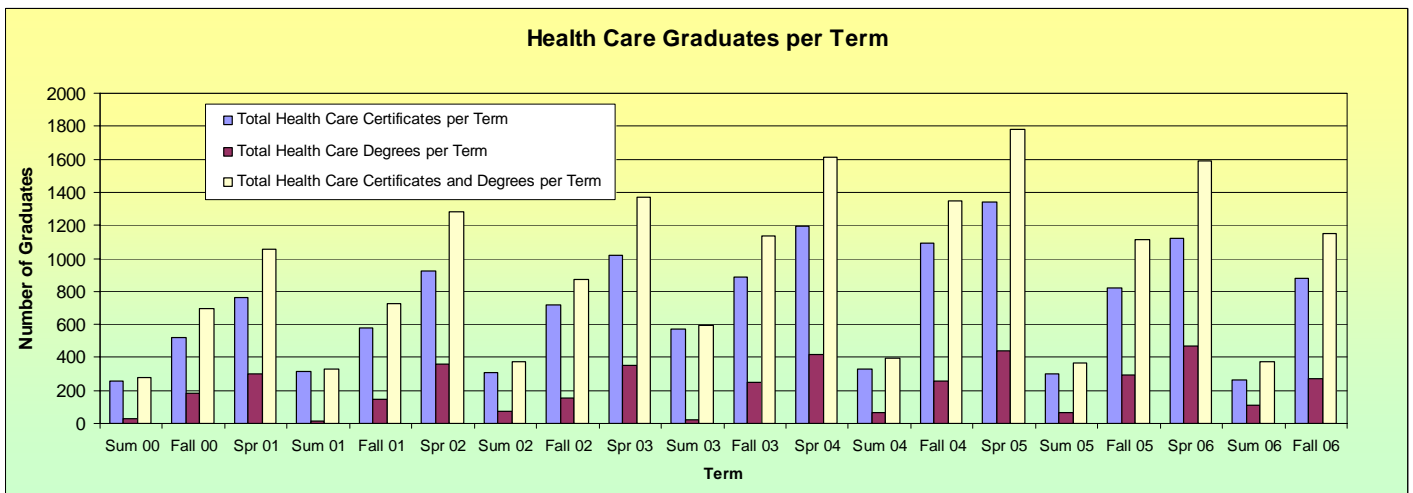
Nursing program enrollment more than tripled between 2000-2001 and 2006-2007, and has been growing at an average rate of almost 8% per semester during the past few years.



Note: These numbers were calculated by taking unduplicated counts within each college and then summing across colleges; therefore, students were counted at each college attended in a given term. Skill Centers are not included. Source: Institutional Research Data Warehouse, 04/2007.

Degrees and Certificates Awarded in Health Care Programs

The number of healthcare program certificates and degrees awarded¹ increased by about 82% between 2000-2001 and 2004-2005. Since 2004-2005 the number of degrees awarded has continued to increase, while the number of certificates awarded has decreased. The observed decrease is predominately due to an over 50% reduction in the number of Nurse Assisting certificates awarded since the MCCC Nursing Program recently discontinued using Nurse Assisting coursework as a program prerequisite.



Note: These numbers were calculated by taking unduplicated counts within each program and then summing across programs; therefore, students were counted for each program from which they earned a certificate or degree. Skill Centers are not included. Source: Institutional Research Data Warehouse, 03/2007.

¹ Program completion may be underestimated as some students forego application for graduation credentials since there is an associated fee and a certificate or degree credential is not required for licensing and/or employment. Degrees/certificates awarded during summer are included in fall term for academic year totals.

CREATING A FUTURE

Creating A Future.....

The Maricopa Community Colleges are committed to ongoing innovations within our health care programs. We encourage you to partner in our efforts to prepare the finest health care workforce.

For more information or to get more involved, call

480-731-8240

<http://healthcare.maricopa.edu/>

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Health Care Integrated Educational System

Chancellor: Rufus Glasper

Current Maricopa Community Colleges' Governing Board Members

Donald R. Campbell ♦ Collen Clark* ♦ Ed Contreras*

Scott Crowley ♦ Linda B. Rosenthal ♦ Jerry Walker

**Served partial year term.*