In fall 2018, TOCC students gathered on this plain beneath the Dragoon Mountains to collect materials for Traditional Basketry, a class taught by Elizabeth Ortega, Adjunct Instructor of Tohono O’odham Studies.
**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.

**Four Strategic Initiatives**

1. **Incorporate T-Ṣo:son in the College community.**
   Systematically incorporate the core values, the T-Ṣo:son, in our work with each other, with students, and with the community.

2. **Provide curricula that aligns with TOCC’s Mission and Vision.**
   Deliver courses and programs that fulfill the needs of the Tohono O’odham Nation and all students.

3. **Establish true collaborative partnerships with the Nation, with schools on the Nation, and with other colleges and universities.**
   Partner with local schools and with Tohono O’odham Nation programs and divisions; support educational self-determination; increase access to dual enrollment opportunities for Nation youth. Strengthen TOCC’s role as a pathway to Bachelor degrees.

4. **Develop infrastructure that supports TOCC’s mission.**
   Develop comprehensive plans for physical facilities and technology that support the vision and mission.

---

**T-Ṣo:son – Our Core**

**T-Wohocudadag – Our Beliefs**

We at Tohono O’odham Kekel Ha-Maṣcamakud 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-Mascamakud 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-Mascamakud 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-Mascamakud 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.
Dr. Ofelia Zepeda
Chair
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

Mr. Bernard G. Siquieros
Vice Chair
Has served as Trustee since 2002
Education Curator, Himdag Kí:, the Tohono O’odham Nation Cultural Center & Museum
B.A. in Elementary Education, University of Arizona
From Sells District

Mr. Anthony M. Chana
Secretary and 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
Member
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
Has served as Trustee since 2007
Retired Counselor, Tohono O’odham Behavioral Health
Attended Pima Community College and Northwest Indian College
From Ge Aji (Gu Achi) District
President’s Message

Like other tribal colleges, TOCC provides education for students who might otherwise not have the opportunity to attend college at all. Through that work, tribal colleges simultaneously benefit individuals and strengthen the Native Nations they serve.

During this period of rapid – and often threatening – change in the world’s climate and fabric of human societies, TOCC provides stability and a safe space for students to learn and grow before they move on in their journey. Many of our students will make it their life’s work to improve the natural and human environments that are under threat today.

With respect,

Paul Robertson, Ph.D.
President

Ša: ’am ’a’i masma? Greetings and welcome!

This Annual Report marks Tohono O’odham Community College’s 20th anniversary. It is a reminder of how far the College has come in the short time since the Tohono O’odham Nation founded and chartered it in 1998. Today, TOCC offers an array of fully accredited courses, a growing number of Associate degree programs, and an educational experience that incorporates O’odham culture, language, and tradition.

An increasing number of students, mostly Native but others as well, are pursuing Science, Education, Business, Tohono O’odham Studies, Liberal Arts, Computer Information, Fine Arts, Building Construction & Technologies, Social Services, and other certificate and Associate degree programs. A cadre of qualified and dedicated faculty and staff are committed to TOCC’s vision of being the Tohono O’odham Nation’s center for higher education.

The Tohono O’odham Kekel Ha-Mašcamakud Himdag Committee commissioned this celebratory logo in recognition of the College’s twenty-year anniversary. The logo was designed by Ms. Shelly Taylor.
Highlights of 2018

American Indian Higher Education Consortium Student Conference
Left: Nacho Flores won second place with his basket in the traditional division of the art show. Photo by Naomi Tom.
Below left: Lance Sanchez won 2nd place in persuasive speaking, coached by Gaye Bumsted Perry, who took the photo.

Right: Imre Koczka, Class of 2018, is the first student to earn the Casino Gaming Certificate. He works as a Gaming Inspector Supervisor with the Tohono O’odham Gaming Office. Photo by Dana Mattias.

Above: TOCC offered a sewing class for the first time during spring 2018. ART 230 was taught by Adjunct Art Instructor Elizabeth Heuisler, M.A.Ed., center, from the School of Family and Consumer Sciences at the University of Arizona. Students Kristin Molina and Taylor Angel learn how to use a zipper foot in the Sewing Studio on Central Campus. Photo by Ju:ki Patricio.
Twenty Years at Tohono O’odham Kekel Ha-Maşcamakud…

Elder Luke José told stories of growing up in Sif Oidak District. Elder Delphine Antone from Pisinemo District shared memories. Film stills by Leslie Ann Epperson.

Festivities Include “Songs of Life” and Harvests

In 2018, Tohono O’odham Community College celebrated its twentieth anniversary with a series of cultural and educational events open to the public. The college motto: “Ñia, Oya G T-Taccui Am Hab E-ju:—Our Dream Fulfilled” was the central and ongoing theme for all events.

“Songs of Life” was a daylong acknowledgment of spring, life, renewal, and continuation through traditional O’odham songs offered by the Wecij Hemajkam (new generation) of singers.

Through a Natural Foods Harvest Festival, organized by TOCC’s Himdag Committee, members of the college community, their families, and friends participated in harvesting, cooking, and eating foods derived from nutrient-rich plants that the Tohono O’odham have relied on for survival for centuries: Ciolim (Cholla Buds); Bahidaj (Saguaro Cactus Fruit); I:wagî (O’odham Spinach); and Wihog (Mesquite Beans).

Filming of Elders Coincides with Anniversary Year

Through a project called History and Stories of the Tohono O’odham Districts, a group of faculty and staff organized the filming of elders from Pisinemo and Sif Oidak Districts as they talked about their early life and memories.

The films were shown in each district so the Pisinemo and Sif Oidak communities could learn more about their history and continue the storytelling. TOCC students Lance Sanchez and Ashlynn Siquieros served as Digital Interns for the project, which was supported by a grant from the Arizona Humanities organization (azhumanities.org). Adjunct Art Instructor Leslie Ann Epperson led the filming and editing. Ron Geronimo, Juana Jose, Gaye Bumsted Perry, and the late Phillip Miguel planned the History and Stories project.
...Celebrating Song, Dance, Storytelling, and Healthy Living

TOCC celebrated its twentieth anniversary with “Songs of Life” in April 2018 at S-cuk Du’ag Masćamakud (Main Campus). Students and groups from the community performed traditional songs and dances at the daylong event. Above are the Santa Rosa Ranch School dancers. Photo by M. Lee.

During harvests of traditional plants, all generations gathered food from the desert's bounty, prepared dishes, and ate together. Left: The group gets ready for Bahidaj harvest. Bahidaj harvest photos on this page are by Melanie Lenart.

Above: Darrion Begaye, grandson of employee Georgianne Jose. Left: Alumna MiReigna RainCloud participated in the i:wagi (wild spinach) harvest. Photo by Elizabeth Ortega.

TOCC student Diana Antone, right, helped her daughter, Emma-Lynn Gutierrez, prepare her ku’ipiḍ before the Bahidaj (saguaro fruit) harvest.
Faculty gathered for a photo on October 26, 2018. **Front row:** Naomi Tom (standing), M.S., Adjunct American Indian Studies Instructor and Dean of Student Services; Mark Saraficio, M.Ed., GED Instructor; Delores Saraficio, B.S., GED Instructor; Mariah ShieldChief, M.A., Adjunct Writing Instructor; Melanie Lenart, Ph.D., Agriculture Instructor; Camillus Lopez, Adjunct Tohono O’odham Language, History & Culture Instructor; Teresa Newberry, Ph.D., Science Instructor.

**Back row,** from left: Edison Cassadore, Ph.D., Literature and Humanities Instructor; Duff Galda, M.Ed., Education Instructor; Gaye Bumsted Perry, Ph.D., Adjunct Speech Instructor and Curriculum Coordinator; Elizabeth Ortega, Adjunct Tohono O’odham Studies Instructor and Library Assistant; Bernard Mandre, Journeyman Painter, Painting Instructor; the late Phillip Miguel, M.A., Tohono O’odham Language & History Instructor; Laurie Morris-Harvey, M.A., Adjunct Economics and History Instructor; Linda Chappel, M.A., Art Instructor; Daniel Aiken, B.S., Adjunct Geology and Integrated Reading & Writing Instructor and Tutor; Neal Wade, M.B.A., Business Instructor; Curtis Peterson, Ph.D., Social Services & Social Work Instructor; Adrian Quijada, Ph.D., Natural Resources Instructor.

Full-time faculty who are **not pictured:** Timothy Foster, M.A., Information Technology Instructor; Isaac Furlonge, M.S., Mathematics Instructor; Ron Geronimo, M.A., Tohono O’odham Language & Culture Instructor and Tohono O’odham Studies Director; Jorge Guarin, M.S., Mathematics Instructor; and Robert Wambolt, B.A., Director of TOCC Development, LLC. Current full-time and adjunct faculty are listed in the Faculty section of the TOCC website at [www.tocc.edu](http://www.tocc.edu).
Recognizing Two Long-Serving Faculty Members

Watching TV westerns as a boy, Edison Cassadore wondered why Apaches were always portrayed as the aggressors. He did not know any Nde who behaved in that way. Ultimately, his curiosity led to a Ph.D. in Cultural and Literary Studies from the University of Arizona exploring such questions as Why were Native people portrayed so negatively in early film? How have Native film directors chosen to represent indigenous people with empathy and complexity? What is a Native worldview?

Dr. Cassadore’s students know that these questions, and many more, are discussed thoroughly in his literature and film classes. Why? is asked frequently. In writing class, students work through drafts to develop clear, concise thinking. Dr. Cassadore challenges his students while encouraging them along the way. In addition to teaching, Dr. Cassadore helped start the Studies in Indigenous Borderlands program at TOCC.

In 2018, Dr. Cassadore spoke at Johannes Gutenberg University in Mainz, Germany, about representations of Native Americans. Johannes Gutenberg University has invited Dr. Cassadore to return in summer 2019 to lead a 4-week seminar on Native American representations at the university’s Obama Institute.

While she was growing up, Dr. Newberry’s family moved around the world. From Libya to Guam, she fell in love with the many natural environments she encountered. Her curiosity about nature and how people can share the natural world led to a Ph.D. in Biology from the University of New Mexico, where she studied plant ecology, geochemistry, and climate change. Dr. Newberry’s honoring indigenous ways of knowing coincides with TOCC’s commitment to incorporate the college curriculum into the Tohono O’odham Himdag. Her students learn through observations and interactions with the land. In the laboratory, they also learn scientific methods and how to do research. Students say she is patient and encouraging but insists on quality work.

Dr. Newberry founded the TOCC Science program in 2005 and has since worked to develop and strengthen it. She has served as Project Director on numerous grants to enhance STEM capacity at TOCC. Recently, she became Principal Investigator and Project Director of the National Science Foundation-funded Pathways to Indigenous STEM grant, which supports expansion of science at TOCC. She also founded the college’s chapter of the American Indian Science and Engineering Society and serves as its faculty advisor.
Students Thriving, Achieving and Rising Together (S.T.A.R.T)

During the 2016-17 and 2017-18 school years, the College launched an important initiative to support high school students in their preparations for college and career. The S.T.A.R.T. program focuses on preparing students in grades 9-11 for dual enrollment in grades 11-12.

The S.T.A.R.T. program is organized around the O’odham Himdag as well as five pillars for student engagement. Tutoring, mentoring, and targeted workshops helped students from Baboquivari High School (BHS) learn skills, engage with their communities, and communicate with each other. The program encourages students to grow personally and as global citizens.

Pre-College Outreach Coordinator Daniel Sestiaga, Jr., has assembled a team to deliver the S.T.A.R.T. program, which includes a high school liaison, a parent liaison, mentors, and tutors. The success of the program depended on this team, namely: Gabriella Cazares-Kelly, Rebecca Cohen, Taylor Johnson, Janet Kinsey, Elizabeth Monroy, Lance Sanchez, and Annamarie Stevens. TOCC is grateful to AT&T and the American Indian College Fund for the two-year, $184,000 grant supporting S.T.A.R.T.

Another important initiative launched during 2016-2018 was expanded dual enrollment opportunities at BHS, Tohono O’odham High School (TOHS), and Indian Oasis High School (IOHS). High school students enrolled in the program earned college credit and high school credit at the same time, being students at both TOCC and their high school. National studies have shown that dual enrollment assists with achievement in high school and rates of high school completion and enrollment in college. TOCC’s dual enrollment numbers have grown from 19 students in spring 2016 to 64 in spring 2018, an increase of over 300%.

In summer 2018, S.T.A.R.T. students enjoyed a Southern California College Tour as part of their program. Photo by D. Sestiaga.

The Five Pillars

The S.T.A.R.T program is built on the foundation of the Himdag and supported by these 5 pillars:

- Personal growth
- Global and civic engagement
- Community-building and belonging
- Preparation for academic and life skills
- College and career awareness

Dual Enrollment Numbers

During spring 2017, fall 2017, and spring 2018, the three semesters when S.T.A.R.T. was held,

- 159 local Tohono O’odham and other American Indian students enrolled in the Dual Enrollment Program at TOCC, earning
- 453 college credits. (Each course is 3 or 4 credits.)
Pre-College/GED

TOCC provides free GED classes in 7 locations. Registration is easy: students are invited to come to the GED class of their choice at the start of any term to enroll. Students work on Arizona Civics and the four GED subjects—language arts, mathematics, science, and social studies—in classroom and tutoring settings. The GED instructors will help students decide when they are ready to take the GED exam, which is administered at S-cuk Du’ag Maṣcamakud (formerly Main Campus) in Schuk Toak District at Milepost 125.5 North, Arizona Highway 86.

Students are provided with textbooks and vouchers to pay for “GED Ready” practice tests, the GED exam, and the Arizona Civics test.

GED classes are part of TOCC’s Pre-College Program, which is supported by a U.S. Department of Education Title III grant and TOCC funds. A Dollar General grant awarded by the American Indian College Fund (AICF) also supports the program.

GED graduates are actively recruited to enroll in TOCC as college students. They are eligible for the Gewkdag Scholarship, which covers college tuition, fees, and an allowance for text books. Please call Ms. Theresa Cypriano at 520-383-0046 for details about the GED program.

GED: An Important Link in the Education Pipeline

The General Educational Diploma, or GED, is a credential equivalent to high school graduation. Tribal colleges and universities across the U.S. are strengthening their GED programs to help students become college and career ready and to serve more students. This is certainly the case at TOCC, which has expanded its GED program to seven sites with one part-time and two full-time instructors. The full-time instructors are Delores Saraficio, B.S., and Mark Saraficio, M.Ed. The part-time instructor is Elaine Lopez, B.A.
Thanks to the 2017-18 Athletics Department...
Michael Steward, Head Coach
Bright Benson, Coach
Kim Desmond, Coach
Tim Larsen, Coach
Gabriel Valencia, Coach

...and to the 2018-19 Athletics Department
Michael Steward, Men’s Head Coach
Tim Larsen, Coach
Jaron Neal, Coach
Mike Gonzales, Women’s Head Coach
Nalani Hernandez, Coach

In fall 2017, the Jegos basketball teams posed at Wiwpul Du’ag (Wild Tobacco Mountain) in Schuk Toak District. Photo by Cody Chavez.

Jegos teams play in the National Junior College Athletic Association (NJCAA). The 2017-2018 season ended on February 24, 2018 with Sophomore Night. From left to right: #22 Jamal Toro, #4 Precious Jose, #3 Jerry Edwards, and #1 Zach Motley. Poster and Jegos logo courtesy of designer Tony Johnson. Player photos by Cody Chavez.
Students Honored at Awards Ceremony and Graduation

Sophomore Diana Antone was recognized as TOCC’s Student of the Year and as West Campus representative in Ka:g T-Ñi’okî — Student Senate. The Student of the Year award was presented at the American Indian Higher Education Consortium (AIHEC) Student Conference in Bismarck, North Dakota in March 2018. The award came with an American Indian College Fund (AICF) scholarship, which Diana plans to apply towards bachelor degree studies in Early Childhood Education at Prescott College. Photo by Juki Patricio.

Many students were recognized at TOCC’s annual Student Recognition Awards Banquet. Awardees’ names were printed in The Runner on May 4, 2018. Ashley Jose, second from left front (wearing watch), received the Coca-Cola First Generation Scholarship.

Building and Construction Technologies (BCT) Apprenticeship Graduates, now all Journeypersons, gather at Commencement 2018. From left: Pauline Nasewytewa, BCT Program Advisor; Peter Jose Santos, Jr., Plumbing; Lucinda Ann Moreno, Electrical; Avery Johnson, Electrical; Cindy A. Santos, Electrical; Robert A. Manuel, Electrical; Michael J. Moreno, Carpentry; George Miguel, Occupational Chair; and Robert Wambolt, Director of TOCC Development, LLC. Photo by Cody Chavez.
2018 Graduates

**Associate of Liberal Arts – Open Pathway**
Rodney T. Aguilla  
Celena Jaynea Garcia  
Precious Jesse-Emily Jose  
Cissimarie Melanie Juan  
Alanzo Andrew Pancho  
Lance Hunter Sanchez

**Associate of Applied Science in Business Management**
Morningstar Shannon Carroll  
Brett Taylor Meci

**Associate of Business in Business Administration**
Fernanda Denise Antone  
Wayne Michael Juan  
Jason Two Two

**Associate of Arts in Early Childhood Education**
Diana Antone

**Associate of Arts in Social Services**
Ashley Nicole Jose  
Mary Alice Lopez  
Dwight J. Manuel  
Clovia D. Martin  
Krishna L. Scott-Mattias  
Stanella J. Stephens

**Associate of Science in Life Science**
Duran Andrews – Tohono O’odham Agriculture and Natural Resources  
Jasmine Lorena Lopez – Open Pathway  
DeAnndra Rochelle Porter – Open Pathway  
Raeshaun R. Ramon – Open Pathway

**Casino Gaming Certificate**
Imre Istvan Koczka

**Certificate of Completion of Apprenticeship**
Avery Johnson – Electrical  
Robert A. Manuel – Electrical  
Lucinda Ann Moreno – Electrical  
Michael J. Moreno – Carpentry  
Cindy A. Santos – Electrical  
Peter Jose Santos, Jr. – Plumbing

**GED Certificate Program**
Gary Brown, Jr.  
Delia Francisco  
Analyssa Jose  
Monique Lopez  
Nakio Lopez  
Wesley A. Monte  
Lana Noriega  
Candace L. Pablo  
Jesse Ramon  
Heather Throssell  
Wenona Angela Widener
Commencement: Congratulations, Class of 2018!

### Financial Information, Fiscal Year 2018

#### Income Statement for 7/1/2017 – 6/30/2018

<table>
<thead>
<tr>
<th><strong>2018 Unaudited Revenues</strong> (and percentage of total revenues)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative contribution - Tohono O’odham Nation</td>
<td>48%</td>
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<tr>
<td>Tribal Community College Act funds</td>
<td>14%</td>
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<tr>
<td>Tuition and fees</td>
<td>3%</td>
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<tr>
<td>Miscellaneous income</td>
<td>2%</td>
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<td>LLC contract</td>
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<tr>
<td>Bookstore sales</td>
<td>1%</td>
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<tr>
<td>Student housing</td>
<td>1%</td>
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<tr>
<td>Indirect costs recovered, restricted federal grants</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Basketball sales</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Basketball donations</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Unrestricted gifts and donations</td>
<td>&lt;1%</td>
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<tr>
<td><strong>Subtotal—Unrestricted Revenues</strong></td>
<td></td>
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<tr>
<td>Restricted Revenues (grants and contracts)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
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<table>
<thead>
<tr>
<th><strong>2018 Unaudited Expenses</strong> (and percentage of total expenses)</th>
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</thead>
<tbody>
<tr>
<td>Educational program services</td>
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<tr>
<td>Instruction</td>
<td>14%</td>
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<tr>
<td>Student services</td>
<td>9%</td>
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<tr>
<td>Athletics (basketball)</td>
<td>3%</td>
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<tr>
<td>Bookstore</td>
<td>1%</td>
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<tr>
<td>Supporting services</td>
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<tr>
<td>Institutional support</td>
<td>21%</td>
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<td>Depreciation</td>
<td>8%</td>
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<tr>
<td>Academic support</td>
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<tr>
<td>Facility operations and maintenance</td>
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<tr>
<td><strong>Subtotal—Unrestricted Expenses</strong></td>
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<tr>
<td>Restricted Expenses (grants and contracts)</td>
<td>24%</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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</table>

Revenues greater than expenses by.............  $1,277,897

The books shown were among many donated to O’ohana Ki, the College Library, by Larry Evers, Ph.D., Professor Emeritus at the University of Arizona. Elaine Cubbins, M.A.-IRLS, retired after serving as College Librarian from 2001-2018. Ofelia “Liz” Zepeda, MLIS, became College Librarian in July 2018.

#### Statement of Financial Position

**as of 6/30/2018 and 6/30/2017**

<table>
<thead>
<tr>
<th><strong>Assets</strong></th>
<th>Unaudited – 2018</th>
<th>Audited – 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
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<td>$5,071,339</td>
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<tr>
<td>Accounts receivable, net</td>
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<td>Grants and contracts receivable</td>
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<td>Inventory</td>
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<td>Investments</td>
<td>$2,124,106</td>
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<tr>
<td>Other current assets</td>
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<td>Capital assets, net</td>
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<td>$8,974,755</td>
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<td><strong>Total assets:</strong></td>
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<td><strong>$16,734,186</strong></td>
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<table>
<thead>
<tr>
<th><strong>Liabilities</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Accounts payable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accrued expenses &amp; payables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deferred grant revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deposits held (AIHEC &amp; other)</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Salary-related payables</strong></td>
<td></td>
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<tr>
<td><strong>Net assets:</strong></td>
<td><strong>$11,668,905</strong></td>
<td><strong>$15,854,022</strong></td>
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<table>
<thead>
<tr>
<th><strong>Liabilities</strong></th>
<th>Unaudited – 2018</th>
<th>Audited – 2017</th>
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</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$301,419</td>
<td>$442,046</td>
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<tr>
<td>Accrued expenses &amp; payables</td>
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<td></td>
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<tr>
<td>Deferred grant revenue</td>
<td>$65,184</td>
<td>$65,184</td>
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<tr>
<td>Deposits held (AIHEC &amp; other)</td>
<td>$23,031</td>
<td>$5,977</td>
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<tr>
<td>Salary-related payables</td>
<td>$357,371</td>
<td>$366,957</td>
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<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>$765,089</strong></td>
<td><strong>$880,164</strong></td>
</tr>
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</table>
Revenue and Grants

Support by the Nation  Tohono O’odham Community College received a five-year appropriation from the Tohono O’odham Nation effective July 1, 2017. The total of $24,266,880 will be allocated in five annual amounts of $4,853,376. TOCC greatly appreciates the strong support of its mission by the Tohono O’odham Nation community.

Formula Funding  As an accredited tribal and land grant college, TOCC received funding based on its tribal student enrollment: $2,001,132 in federal grants for strengthening the institution, providing occupational training, operating agriculture programs and extension, and more; and $806,025 in state and federal funds for workforce development.

Competitive Grants  TOCC actively pursues grants that will provide funding to further its mission. In fiscal 2018, the College was awarded or held competitive government and foundation grants in the amount of $698,046 that supported initiatives from assessment of issues affecting student retention to professional development for early childhood educators.

Priorities for 2019-2022

1. Increase Access  Expand transportation, provide more online classes, increase dual-enrollment courses, and add at least two face-to-face instruction sites close to Tohono O’odham Nation constituents.

2. Offer New Degrees  Develop new credentials in fields that are priorities for the Tohono O’odham Nation, including Teacher Education, Health Careers, and Information Technology.

3. Strengthen BCT Program and Apprenticeships  Focus on new programs in Heavy Equipment Operation, HVAC, and Masonry, while also developing an entrepreneurship outlook in Carpentry, Electrical, HVAC, and Plumbing.

4. Streamline and Reconfigure Developmental Courses  Reading and writing courses have been combined into an integrated course. Developmental math courses are following the Carnegie Math Pathways system.

5. Develop Public Health Initiatives  Increase traditional O’odham food in the food chain for students and the community through growing and marketing efforts.

6. Increase Student Enrollment by 200 Students  Expand student body to 500 students by 2020.

7. Increase the Graduation Rate by 50%  The graduation rate of 14% as of 2016 will rise to 21% by 2020.

Left: TOCC works on Priority #1 by supporting healthy, low-cost meals for students. Gracie Garcia, holding plate, owns TB&G, a food service and catering business that serves breakfast and lunch Monday-Thursday at Main Campus. Here, Gracie is assisted by her cousin Keyna Garcia. Students pay $2 for breakfast and $3 for lunch. Photo by Martha S. Lee.
TOCC Alumni Thrive

TOCC Graduates Contribute to the Tohono O’odham Nation and to the World

As the number of TOCC alumni is on the rise, each year our college graduates are finding new ways to serve the Tohono O’odham Nation and the world. A strong majority of TOCC graduates work on the Tohono O’odham Nation while others choose to work elsewhere. Here are three TOCC alumni who are thriving:


2. Monte Lopez graduated from TOCC in 2015 and from the University of Arizona (UA) in 2017. He now works at TOCC in Information Technology (IT) as a Desktop Technician.

3. Iris Francisco, Class of 2012, graduated from the UA in 2016 and returned to TOCC in 2018 as the Academic Advisor.

Photos by M. Lee.
The employee holiday party in December 2017 was held at Himdag Ki, the Tohono O’odham Nation Cultural Center and Museum. Photo by Sage Listo.
Student Statistics, Fall 2017

Enrollment by Tribal Nation, Fall 2017

- Tohono O’odham: 254, 71%
- Apache: 58, 16%
- Pima: 14, 4%
- Hualapai: 5, 2%
- Navajo: 10, 3%
- No Tribal ID: 4, 1%
- Pascua Yaqui: 11, 3%

Ethnicity of Students, Fall 2017

- Native American
- White
- African American
- Hispanic/Latino
- Other

An amphitheater will soon be ready for student and community gatherings at TOCC. Lower left: Personnel from the Carpentry and Heavy Equipment Operation programs work on the amphitheater in December 2018. From left: Bruce Neblina, On-the-Job-Learning Carpentry Instructor Ambrose Lopez, BCT Carpentry Instructor Michael Moreno, Heavy Equipment Instructor Roberta Smith, Angel Moreno, and Norbert Wilson.
Student Statistics, Continued

TOCC Enrollment 2009 - 2018

This exhibit demonstrates that TOCC is well on its way to reaching a count of 500 students by 2020. (See page 15 for this and other priorities.) Beginning in 2016, TOCC introduced several measures designed to encourage enrollment:
1. Decreased tuition from $68.50 to $34.25 per credit hour
2. Expanded shuttle service for students
3. Increased dual enrollment classes for high school students
4. Subsidized meals on Main Campus (see page 15)
5. Created the Gewkdog Scholarship, which covers tuition, fees, and textbook allowance for recent high school graduates and GED diploma recipients from the Tohono O’odham Nation and surrounding areas

Student Body Profile, Fall 2017:
Student Body: 66% Female, 34% Male
70% Part-time Students
30% Full-time Students

Student Count by Major, Fall 2017

A chemistry student builds a model of a molecule. Photos on pages 18-19 by M. Lee.
Early Childhood Education Community of Practice

TOCC convenes an Early Childhood Education Community of Practice on the Tohono O’odham Nation. In December 2017, the group met for Developmentally Appropriate Practices in the Classroom, an all-day workshop at Main Campus, facilitated by Community of Practice Coordinator Elsa Bonilla (at right wearing scarf). The TOCC Early Childhood Education Community of Practice includes 52 educators who reach 265 infants, toddlers, and preschoolers in 11 Head Start and Child Care Centers, as well as 25 children in family childcare at home. The Tohono O’odham Nation’s Head Start Program is a key partner in the Community. The program is funded by a “Great Expectations” grant from First Things First and the United Way of Tucson and Southern Arizona. Photo by M. Lee.

Student Professional Development Opportunity

In June 2018, six students completed the AIHEC-NARCH Behavioral Health Research Institute in Seattle, a professional development workshop focused on sharing research experiences and theory, as well as building research capacity in behavioral health. The workshop provided training and perspectives on CBPR, or Community-Based Participatory Research. AIHEC is the American Indian Higher Education Consortium. NARCH is the Native American Research Centers for Health, a federal program that funded the workshop.

District-by-District Enrollment of TOCC Students

Table of Self-Identified Headcount

TOCC’s Application for Admission asks students to indicate their district membership and membership in the Tohono O’odham Nation or other Native sovereign nations. The table at left shows the students’ self-identified membership over the past three years. The data were provided in September 2018 by TOCC’s Director of Records.

Annual Report Notes

Tohono O’odham Community College (TOCC) Annual Report 2018. TOCC is an equal opportunity provider and employer. Content was assembled by TOCC staff and by Martha S. Lee and was finalized in January 2019. Photo credits are in captions.
In September 2018, the TOS 120 Traditional Basketry class traveled to Dragoon, Arizona to gather takwi (yucca) and moho (beargrass). Clockwise from top center: Basketry instructor Elizabeth Ortega, who also works as a Library Assistant at TOCC. Dorene Ventura bundles her moho. Elder Lucy Mike gathers takwi. Nacho Flores and his niece Starlyn Flores tie takwi into a bundle. Emma Ventura shows an armful of moho. Lucy Mike and Nancy Norris enjoy the day. Guest artist Rufina Chavez shows how to start a basket. Morningstar Carroll gathers takwi. Front and back cover photos by Pamela Golden, Adjunct Instructor of ART 104 Digital Media and Photography 1. Collage by Dawn Armstrong.

Tohono O’odham Kekel Ha-Maşcamakuç

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