

The Arizona Commission for Postsecondary Education

2003 Annual Report

Submitted December 29, 2003
April L. Osborn, Executive Director

The mission of the Arizona Commission for Postsecondary Education (ACPE) is to support and assist citizens and educational institutions in education awareness and in preparing students for postsecondary education access and achievement through policy analysis, communication, and financial aid administration.

The ACPE membership is comprised of seventeen (17) Commissioners; the Governor appoints fourteen members. The Commissioners represent private postsecondary institutions, community colleges, the three state universities, career/technical schools, the K-12 educational sector, and the general public. A current roster of the Arizona Commission for Postsecondary Education follows.

Statutory authority for the ACPE is found in Article 5. Sections 15-1851 through 15-1879 of the Arizona Education Code. The ACPE underwent a sunset review process in 1998 and is scheduled for a similar review in 2008.

This annual report is organized in the four sections: (A.) policy analysis, (B.) communication, (C.) financial aid, and (D.) ACPE Administration. The first three sections describe the work of the ACPE. A Program Chart describing each of these areas follows. The fourth section of this report (D.) describes administration of the commission and outcome measures. It includes information on budget, personnel, JLBC Performance Measures, and employee satisfaction reports.

The ACPE Web Site is www.azhighered.org and the ACPE annual report is being placed on this site.

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Arizona Commission for Postsecondary Education PROGRAM CHART

Mission Statement: To support and assist Arizona's citizens and education institutions in education awareness and in preparing students for postsecondary access and achievement through effective

Section A: Policy Analysis

A1: Arizona Minority Education Policy Analysis Center (AMEPAC)

The mission of the Arizona Minority Education Policy Analysis Center (AMEPAC) is to stimulate through studies, statewide discussion, and debate constructive improvement of Arizona minority students' early awareness, access and achievement throughout all sectors of education. Since 1996, AMEPAC has addressed numerous issues effecting minority access to and achievement in higher education. Results of this policy analysis are both published research papers (also see communication) and the initiation of forums or roundtable discussions on pressing issues related to the mission.

A recent and important policy analysis publication was the 2002 publication titled Dropping Out of Arizona's Schools: The Scope, the Costs, and Successful Strategies to Address the Crisis. This study was conducted by the Intercultural Development Research Association (IDRA) and contributed significantly to a statewide focus to improve graduation rates. Policy analysis in this area continues as AMEPAC seeks to build the body of knowledge that allows policy makers to understand the variables affecting minority dropout decisions and to find ways to support dropout prevention, intervention and recovery efforts.

A series of forums have been designed by AMEPAC to bring this policy analysis research to the local community in order to encourage local efforts to increase high school graduation rates. In early 2003 AMEPAC developed the *Stem the Tide Campaign* to disseminate research study findings, heighten the awareness of the local dropout problem, and encourage local action in thirty-two communities. The communities were selected based upon their identified need and the forums are designed to

- Create awareness about the dropout crisis
- Provide a base-line community profile of existing economic and social conditions
- Provide communities with a summary of existing dropout prevention efforts
- Encourage community action by participation in the *STAY in School Initiative*

In 2003 AMEPAC conducted four *Stem the Tide* forums in the target communities of Hayden/Winkelman/Kearny, San Carlos, Dysart (El Mirage/Surprise), and Parker. Two of these communities are in the process of initiating *Leadership for Learning Academies*. *Stem the Tide* forums are scheduled for January 2004 in Tucson (Sunnyside USD) and Coolidge. A listing of the targeted *Stem the Tide* Communities follows.

In addition to the aforementioned dropout study, AMEPAC has commissioned five other important publications including:

- Arizona Minority Student Success Report

- Corporations & Schools: An Integrated Partnership Presented by William J. Post, President and Chief Executive Officer, Arizona Public Service Company, (1997)
- Arizona Education – Birth to Grad School: An Exploration into Arizona Educational Demographics By Harold Hodgkinson, Center for Demographic Policy, Washington, D.C., (1996)

Dissemination of this research is discussed under the Section B: Communication.

AMEPAC *Stem the Tide Campaign* Target Communities Status Chart

<u>PHASE I TARGET COMMUNITIES</u> (December 2002 – September 2003)	<u>PHASE II TARGET COMMUNITIES</u> (October 2003 – June 2004)	<u>STATUS</u>
	Bisbee (combine w/Douglas)	New target community – not yet contacted
	Buckeye/Goodyear	New target community – not yet contacted
Casa Grande		No response to 2 nd invitation letter & follow-up – Eliminated
	Chandler	New target community – not yet contacted
	Chinle	New target community – not yet contacted
	Colorado River/Bullhead City	New target community – not yet contacted
	Coolidge	Scheduled for Jan. 2004
	Deer Valley	New target community – not yet contacted
Douglas	Douglas (combine w/Bisbee)	Positive response to invitation letter – not yet scheduled
Dysart (El Mirage/Surprise)	Dysart (El Mirage/Surprise)	Semi-Completed
Ft. Thomas	Ft. Thomas	Superintendent participated in the San Carlos Stem the Tide Forum – Want one of their own – not yet scheduled
Gila Bend		No response to 2 nd invitation letter & follow-up - Eliminated
	Flagstaff	New target community – not yet contacted
Hayden/Winkelman/Kearny		Completed Dec. 2002
	Holbrook	New target community – not yet contacted
	Lake Havasu	New target community – not yet contacted
Maricopa		Did not want to participate – Eliminated
	Mayer	New target community – not yet contacted
	Mesa (Westwood HS)	New target community – not yet contacted
Miami/Globe/Claypool	Miami/Globe/Claypool	Positive response to invitation letter – not yet scheduled
	Page	New target community – not yet contacted
Parker		Completed Sept. 2003
Phoenix Union		Interested in STAY in School research results only – do not want to engage "community"
	Phoenix (South Mt. HS)	New target community – not yet contacted
	Prescott	New target community – not yet contacted
San Carlos		Completed May 2003
Tollleson/Avondale		No response to 2 nd invitation letter & follow-up – Eliminated
Tucson	Tucson (Sunnyside USD)	Scheduled for Jan. 2004
Welton	Welton	Positive response to invitation letter – not yet scheduled
	Wickenburg	New target community – not yet contacted
Wilcox		No response to 2 nd invitation letter & follow-up – Eliminated
Williams	Williams	Initial response – could not handle – building new school – Oct. 03 –

A2: The STAY in School Initiative

The public interest resulting from the AMPAC policy analysis and research publications (see AMEPAC) in drop out prevention and a need for statewide leadership led the Arizona Commission for Postsecondary to develop the *STAY in School Initiative*. This Initiative seeks to develop a network of private and public resources to collaborate on dropout prevention, intervention, and recovery efforts.

The mission of the *STAY in School Initiative* is to provide communities a framework to recognize, address and solve problems that increase their high school graduation rates. The three-year strategy is to support *STAY in School* communities to design and implement local action plans to address the dropout issue in conjunction with the coordinated statewide effort. These communities will participate in community development/systemic change activities designed to develop leaders, identify problems, and plan action to address the systemic issues resulting in low high school graduation rates. Detailed information regarding this initiative is available at <http://stayinschool.azhighered.org>.

Simultaneous with the *Stem the Tide* Campaign, the *Stay in School Initiative* is currently under way. 7-27-05
Page S -22.

Section B: Communication to Enhance Access and Achievement in Postsecondary Education

B1. Arizona College and Career Guide (ACCG)

The Arizona College & Career Guide (ACCG) lists all Arizona public and private postsecondary institutions including proprietary, vocational, and career schools. Each school listing includes course offerings, length of study, costs to attend, and financial aid programs available. This document is the single source of this information and is widely used by K-12 counselors, high school students, higher education institutions, and the information seeking public. The ACPE has been compiling and disseminating the publication since 1975.

This year 10,000 copies of the ACCG were printed for free distribution to public schools, libraries, state agencies, prisons, and higher education institutions. In addition, the ACCG is available online at the ACPE Web site, www.azhighered.org. Publication and distribution of ACCG (\$19,225) is financed through paid advertising in the ACCG and per book fees (\$5 each or \$3 for ten copies or more).

B2. Arizona Commission for Postsecondary Education (ACPE) Website

The ACPE Website serves as a resource for links to information about educational agencies and institutions, financial aid, savings programs, dropout initiatives, and a myriad of local and national resources for parents, students, and the public at large seeking resources regarding higher education. The ACPE Web Site can be viewed at www.azhighered.org. The ACPE Web Site received 33,518 hits in 2003, exceeding the ACPE goal of 28,000.

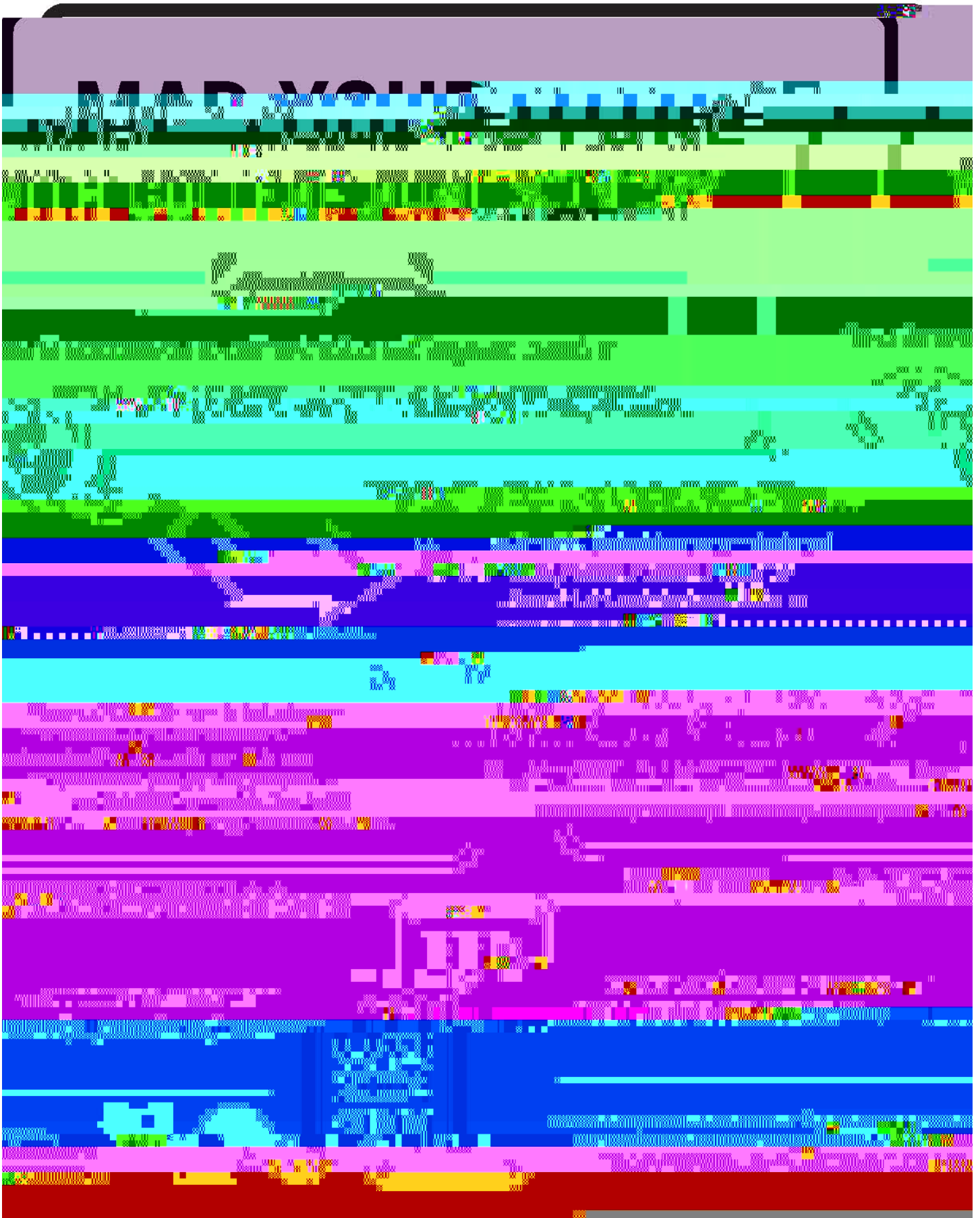
B 3. College Goal Sunday

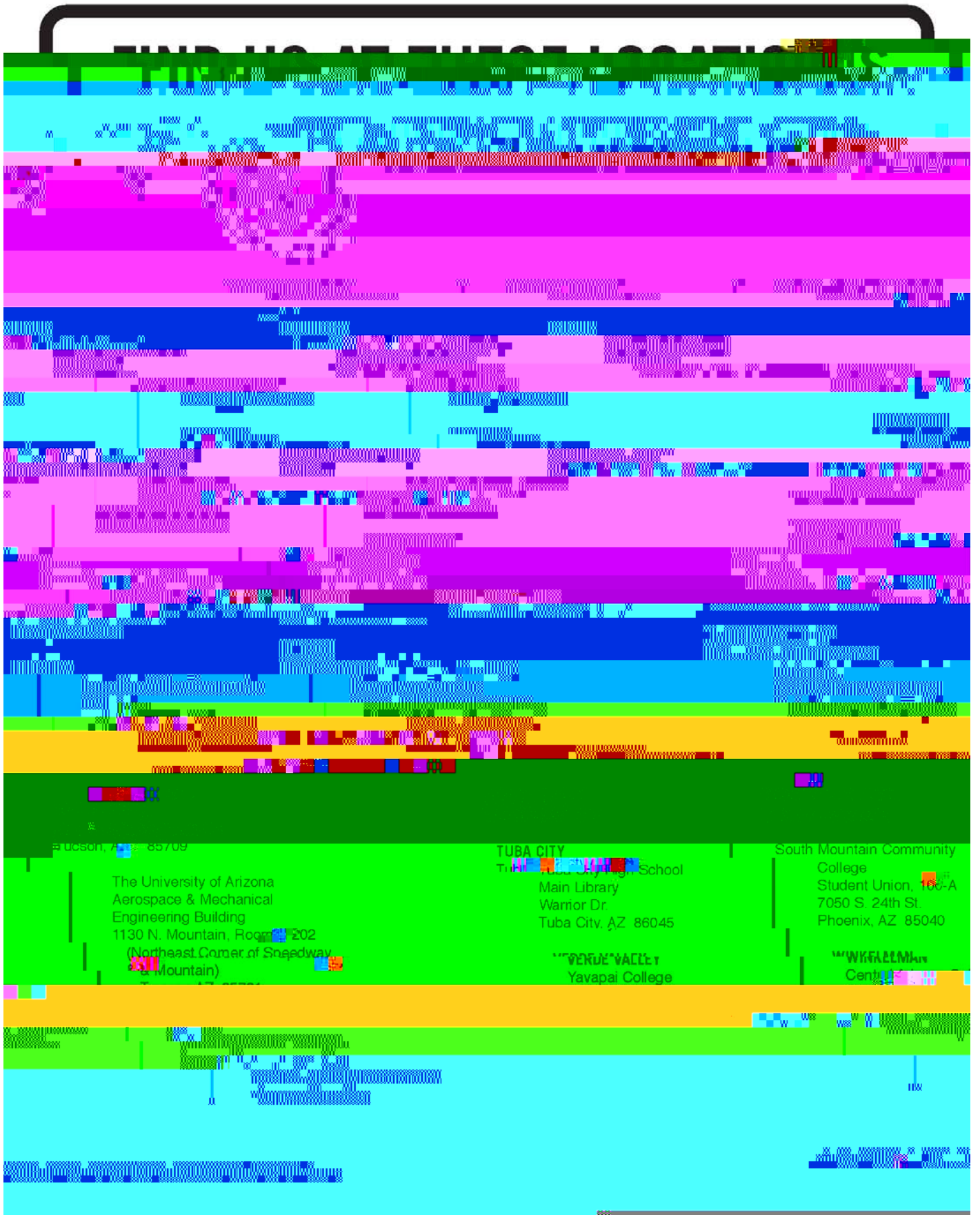
College Goal Sunday is an annual event held for the past eight years. It was held in 21 Arizona communities. The 2003 event was financed by Waddell and Reed, USA Funds, and Lumina Foundation and offered in partnership with the Arizona Association of Student Financial Aid Administrators (AASFAA). The goal is to provide assistance to high school seniors and their families in completing the Free Application for Federal Student Aid (FAFSA) form. The main purpose is to encourage students, especially first generation college applicants, to apply for college via financial aid. Since 1997 more than 15,500 students & their families have been helped by this event. In 2003 two thousand five hundred and eight students and parents attended. The 2004 participation goal is 3,200. A fact sheet describing College Goal Sunday 2003 and a flier for the 2004 event are attached.

College Goal Sunday Fact Sheet

College Goal Sunday is an annual statewide program, which provides free information & assistance to Arizona's high school seniors and their families (and anyone else planning to go to college) applying for college financial aid, scholarships, and/or work-study.

- Approximately 50% of these students are first-generation college applicants.
- Since 1997, over 15,500 students & their families have been helped during College Goal Sunday in filling out the universally required Free Application for Federal Student Aid (FAFSA) form. The FAFSA form is required for financial aid, scholarships, and work-study.
- In FY 2003, College Goal Sunday was held at 21 different community/campus sites throughout Arizona and served 2,508 high school seniors & their families.
- Sites included several in the Phoenix Metropolitan area, 2 in Tucson, one in each site in Yuma, Flagstaff, Chinle, Kingman, Sierra Vista, Prescott, Douglas, Nogales, Tuba City, and Lake Havasupi.
- Financial Co-Sponsors for the 2003 College Goal Sunday included Lumina Foundation for Education, USA Funds, and Waddell & Reed Financial.
- At each of the aforementioned sites, volunteer financial-aid professionals from Arizona's colleges/universities -- as well as high school counselors -- were mobilized to assist high school seniors and their families (almost on a one-to-one basis) in completing the FAFSA form.
- An 8-page Sunday insert, entitled "Countdown to College" in the Arizona Republic covering Arizona & Federal financial aid information, including a highlight of the 2003 College Goal Sunday statewide events, was underwritten by USA Funds.
- Nearly 100% of participants indicated that 2003 College Goal Sunday made it easier for them to fill out the FAFSA form.
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B4 . Count Down to College Publication

FREE PUBLICATIONS for Your Students In English & Spanish



For 3rd & 4th Grade Students
Carlton Q Cat
Cool Cats Stay in School



For 7th & 8th Grade Students
Future 5
The Power of Your Mind



For Parents of 8th Grade Students
Measuring Your Child's Progress

English

Quantity _____

Quantity _____

Quantity _____

Carlton Q Cat 3rd - 5th Grades

Future 5 6th - 7th Grades

Measuring Your Child's Progress 7th - 12th Grade Parent

Spanish

Quantity _____

Quantity _____

Quantity _____

Your Name: _____ School: _____

Address/City/State/Zip: _____

Phone/Fax/Email: _____

**Return to: ACPE – 2020 N. Central Ave., Suite 550, Phoenix, AZ 85004
or email to: toni@azhighered.org**

B6. BEST Practices in Education Conference and Gold Star Awards

Best Practices in Education Conference has a dual purpose: (1) to recognize outstanding early awareness practices and the educators who implement them and (2) to share current exemplary practices that encourage students to stay in school and take advantage of higher education opportunities. The conference takes place annually with a target audience that encompasses K-16 teachers/faculty, counselors, and administrators from the K-12 sector, as well as private and public postsecondary educational sectors. At the conference nine Gold Star Awards are presented in 3 divisions for exemplary “early education awareness and career planning” programs (K-12, Public Postsecondary, & Private Postsecondary). Educational Workshops are offered as well.

Best Practices in Education Conference and Gold Star Awards: 2003 marked the 5th year of this annual free Conference and awards ceremony. The 2003 keynote luncheon speaker was new Superintendent of Education, Tom Horne. Over 250 K-12 public and private postsecondary instructors, counselors and administrators attended workshops in the morning on topics relative to both K-12 and postsecondary education issues such as:

Private/Public Postsecondary Articulation Agreements: Towards A Seamless Education System
Induction Programs Keeping New Teachers in the Classroom
Reading as Ultimate Weapon: Achieving Literacy at Any Age
Changing Directions: Arizona’s Universities on the Move

B7. Policy Analysis Publications (AMEPAC)

Arizona Minority Education Policy Analysis Center has been prolific in the production of research studies including:

- Arizona Minority Student Success Report, Tonya M. Drake and Christine A. Forester, (2003)
- Dropping Out of Arizona’s Schools: The Scope, the Costs, and Successful Strategies to Address the Crisis, conducted by the Intercultural Development Research Association (IDRA), 2002
- Arizona Minority Dropout Solutions, Susan E. Bircher, M.A., (2001).
- Minority Student Achievement and Workforce Success in Arizona: A Research Study by the Mexican American Studies & Research Center, The University of Arizona, (1998)
- Corporations & Schools: An Integrated Partnership, William J. Post, President and Chief Executive Officer, Arizona Public Service Company, (1997)
- Arizona Education – Birth to Grad School: An Exploration into Arizona Educational Demographics, Harold Hodgkinson, Center for Demographic Policy, Washington, D.C., (1996)

More than 5,000 of these various reports have been distributed widely as discussed in Section A: Policy Analysis. The Dropping Out of Arizona's Schools: The Scope, the Costs, and Successful Strategies to Address the Crisis study has been reprinted three times.

**Section C: Financial Assistance to Students and Families
for Postsecondary Education**

**Arizona Commission for Postsecondary Education
Leveraging Educational Assistance Partnership (LEAP)
Six Year Summary of LEAP Awards
F/Y 1998-2004 (As of 12/19/2003)**

<u>LEAP Awards Distributed:</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004 (A)</u>
Total Funds Awarded	\$2,731,119	\$2,727,078	\$2,990,497	\$2,811,845	\$2,838,854	\$1,975,998
Number of Awards Distributed	4,189	3,784	4,595	3,805	3,700	2,642
Average Award Amount	\$652	\$721	\$651	\$739	\$767	\$748

NOTES:

(A) This represents the LEAP student financial aid awarded through the first and second quarter of F/Y 2003-2004.
For F/Y 2003-2004, LEAP Federal Funds will be \$568,637 and \$0 SLEAP Federal Funds for this year.

A total of 100 LEAP STUDENT SURVEYS were mailed in the second week of April 2003 (with a response due date of May 15, 2003). A total of 13 responded (13%) by due date. The following is a SUMMARY of these student survey results:

Ten students (77%) reported that they were unaware that the fact that the Commission is the state education agency who administers the LEAP Program for the State of Arizona; Only three respondents (23%) stated that they were aware of this fact.

Twelve of the respondents (92%) would recommend the LEAP program to a family member or friend.

Respondents answered the following question: If you already graduated, did the LEAP Program award assist you in getting your degree at the post-high school institution that you attended? (DIDN'T HELP, HELPED SOMEWHAT, or REALLY HELPED) Those who had graduated answered the following:

ALL respondents answered this question with either REALLY HELPED (71%), or HELPED SOMEWHAT (29%)

In response to the question: "Was the LEAP Program service that you received (or previously received) from the financial aid administrator at your campus UNSATISFACTORY, AVERAGE, VERY GOOD, or EXCELLENT", respondents reported the following:

Ten respondents (77%) stated that this service was either EXCELLENT (62%) or VERY GOOD (15%)

In response to the question: "Where did you hear about the LEAP Program?" respondents answered the question as follows:

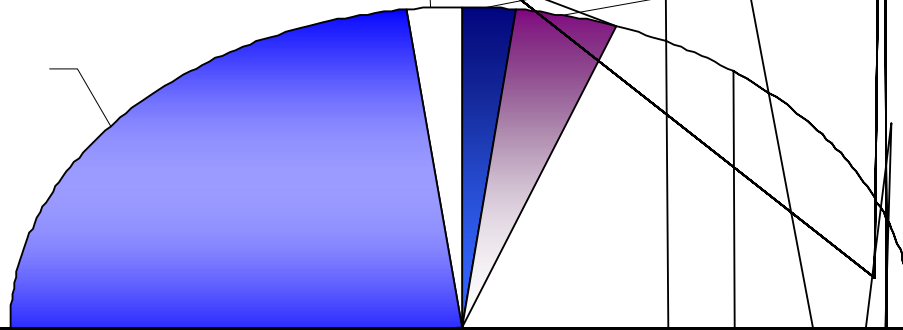
FINANCIAL AID OFFICE: 83%

ADVISOR/COUNSELOR: 8%

Ethnicity **# of**

C2. Arizona Private Postsecondary Education Student Financial Assistance Program (PFAP)

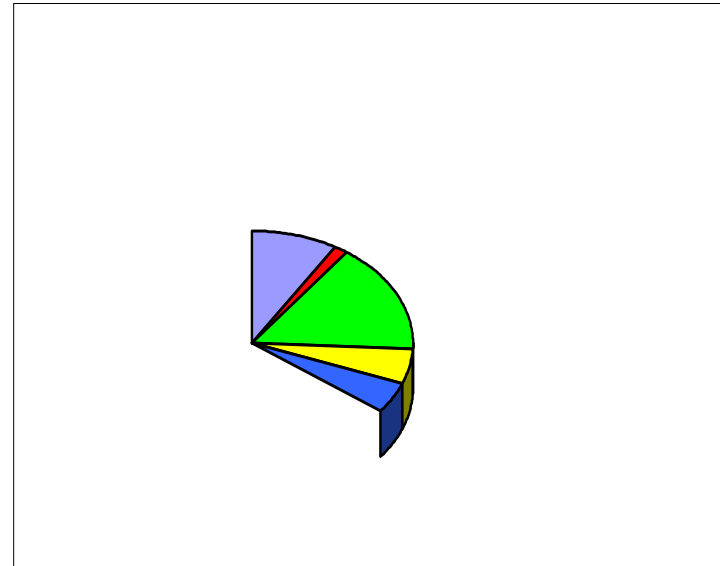
Through administration of the Postsecondary Education Student Financial Assistance Program (PFAP) \$287,250 in grants were dispersed to 203 financially



Arizona Commission for Postsecondary Education Age & Ethnicity of PFAP Students as of December 19, 2003

Age	# of student	%
Over 30	562	59%
25-30	216	22%
18-25	176	18%
Unknown	13	1%
TOTAL	967	100%

Ethnicity	# of student	%
African American	82	8%
Asian	16	2%
Hispanic/Latino	152	16%
Native American	47	5%
Other/Unknown	45	5%
White	625	65%
TOTAL	967	100%



Arizona Commission for Postsecondary Education Cost Comparison of PFAP and State Subsidy and Number of Graduates as of 12/19/2003

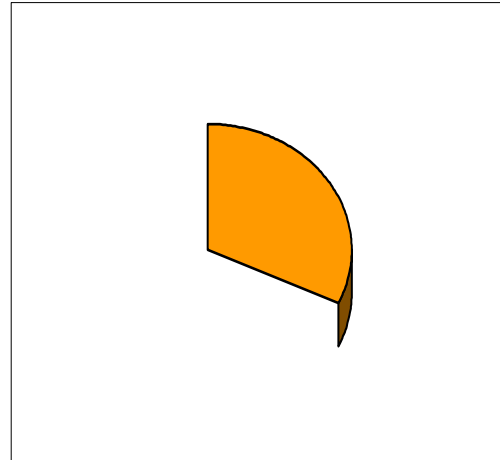
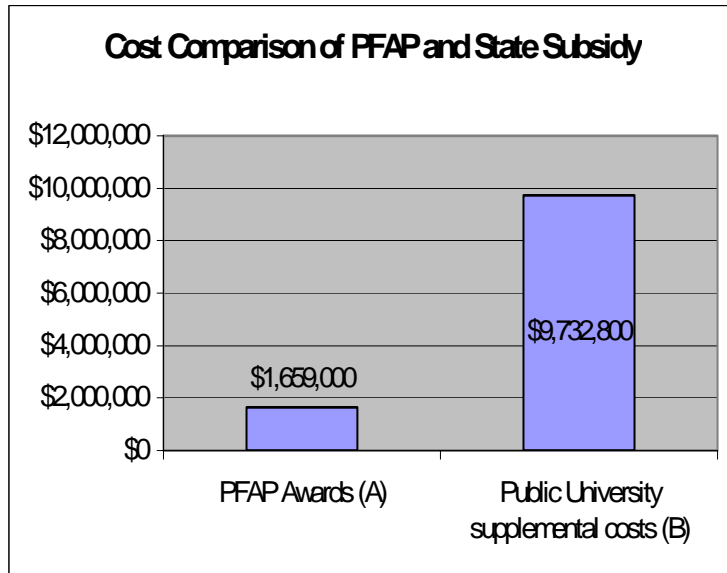
Comparison of PFAP and State Subsidy

# of Graduates Spring 1997	PFAP Awards (A)	Public University supplemental costs (B)
553	\$1,659,000	\$9,732,800

Saving for State of Arizona = \$8,073,800

Number of Graduates since Spring 1997

Gender	# of Graduates
Male	176
Female	377
TOTAL	553



(A) The lifetime award of PFAP is \$3,000

(B) Based on Funding per FTE (Full-time Equivalent) of \$8,800 in FY 1997, which is the lowest state subsidy to public universities during the life of PFAP program

Arizona Commission for Postsecondary Education 2003 Annual Report

Arizona University System, FY 1995 through FY 2004

FY 1995 through FY 2004

JLBC Staff

10/7/03

General Fund Only

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
ASU Main										

ARIZONA COMMISSION for POSTSECONDARY EDUCATION

**Arizona private postsecondary education student financial assistance program
(PFAP)**

SUMMARY

**STUDENT SURVEY
(ACTIVE FILES)**

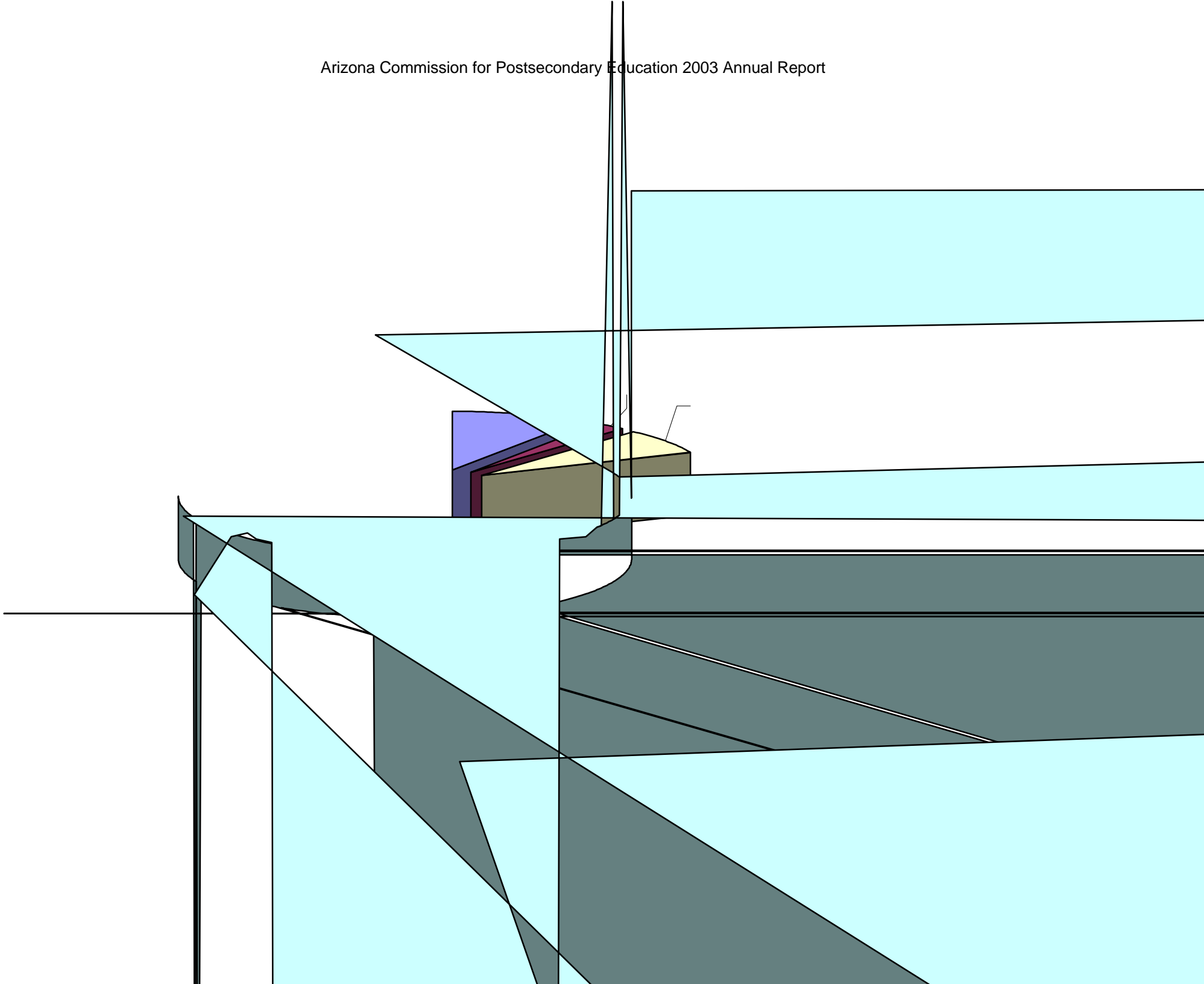
- ***PFAP PROGRAM STRENGTHS*** reported by the respondents include:

7 students (26%) states that the awards help paying for school or help them financially

- ***PFAP PROGRAM FRUSTRATIONS*** listed by respondents include:

18 students (67%) have NO FRUSTRATIONS

Award small compared to tuition prices; Unsure how to re-apply



C4. Arizona Education Loan Program (AELP) and Arizona Student Loan Guarantor Oversight

The goal of the ACPE in oversight of this program component is to ensure that students of higher education retain access to all available student loan capital. The Arizona Education Loan Program (AELP) was established in 1981 when United Student Aid Funds (USA Funds) were designated to administer the student loan program in Arizona.

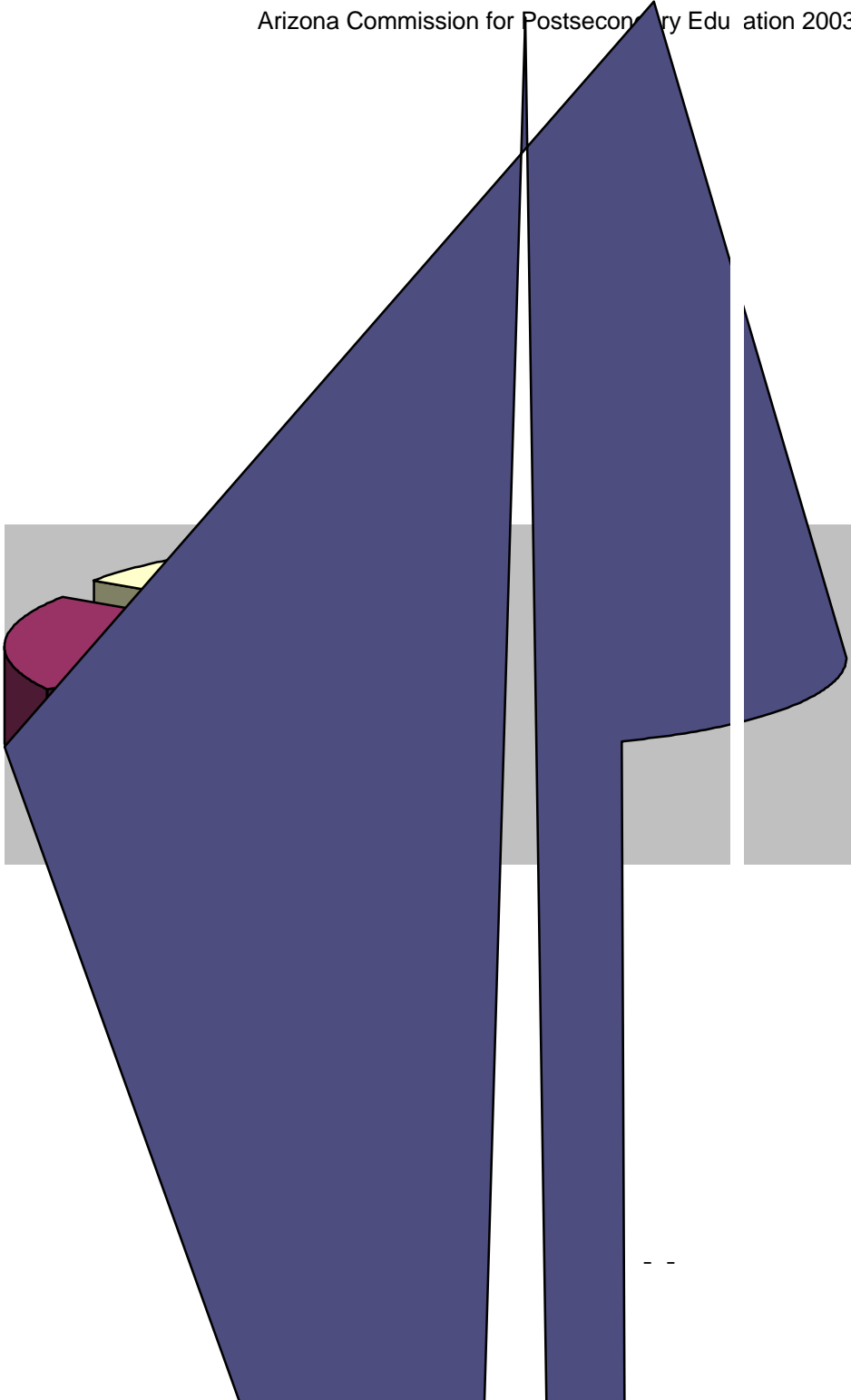
The ACPE Executive Director serves on the USA Funds Advisory Council, which provides guidance to the staff and management of USA Funds. A new development this year is USA Funds announcement that the “zero guarantee fee” will no longer be in effect and that fees will be phased in over the next year due to the exhaustion of the funds in savings for this use.

C5. Repayment Program for Paul Douglas Teacher Scholarship and Arizona Teacher Incentive Programs

Paul Douglas Teacher Scholarship (PDTS) and the Arizona Teacher Incentive Program (ATIP) are terminated programs that were designed to assist individuals achieve a teaching career. Enrollment in both PDTS and ATIP required recipients to teach in school districts having a high proportion of “at risk” students, as identified by ADE and ABOR, respectively. If this did not happen the student is obligated to repay any financial aid monies received.

The repayment program for non-fulfillment of the requirement is administered by ACPE. PDTS payments are submitted to the U.S. Department of Education and the ATIP repayments are submitted to the State General Fund, both on an annual basis. These responsibilities continue to dwindle over time as the programs were terminated in 1992 (PDTS) and 1995 (ATIP).

Attachments providing more detailed information on the Paul Douglas Teacher Scholarship and Arizona Teacher Incentive programs include: [Paul Douglas Teacher Scholarship Program Status and Percentage](#) and [Arizona Teacher Incentive Program Status and Percentage](#).



Section D: Administration and Performance Measures of the Arizona Commission for Postsecondary Education

D1: Resources and Partnerships for ACPE Program of Work

The Arizona Commission for Postsecondary Education Commission and staff are committed to developing partnerships and to bringing private resources to support the Commission's strategic plan. Partnerships are forged within higher education through task force activity, forums and roundtable discussions, and shared publications. Partnerships in higher education include career

In the FY 2002/2003 total expenses of \$3,700,857 only 33% came from Arizona state appropriated funds. Of that amount all but \$17,500 was distributed to students in financial aid for higher education. The remaining 67% represents appropriations allowed by the Arizona State Legislature for the ACPE to raise and spend revenue from sources other than from State General Funds, i.e., federal, fees, foundations, businesses, etc. for the implementation and administration of its statute-mandated programs.

Beginning in FY 1997/1998, the ACPE began to track & monitor its administrative expenditures by individual Program. As a consequence, on July 1, 1998, the ACPE implemented its staff-generated and staff-designed Internal Management Program Accounting System (IMPAS) in order to be able to more closely monitor revenues (inc

ARIZONA COMMISSION FOR POSTSECONDARY EDUCATION

Budget & Actuals FY 2002/2003 as of June 30, 2003 13th Month

Summary of AFund 1000 General Fund

	BUDGET	*	ACTUAL	ACTUAL
	FY 02/03		06/30/03	YTD%
Beginning Fund Balance:			167,392 (A)	

Funding Sources:

ARIZONA COMMISSION FOR POSTSECONDARY EDUCATION
Budget & Actuals for F/Y 2002/2003 as of June 30, 2003 13th Month
AFund 1000 Special Line Items

State LEAP
ACTUAL

PFAP
ACTUAL

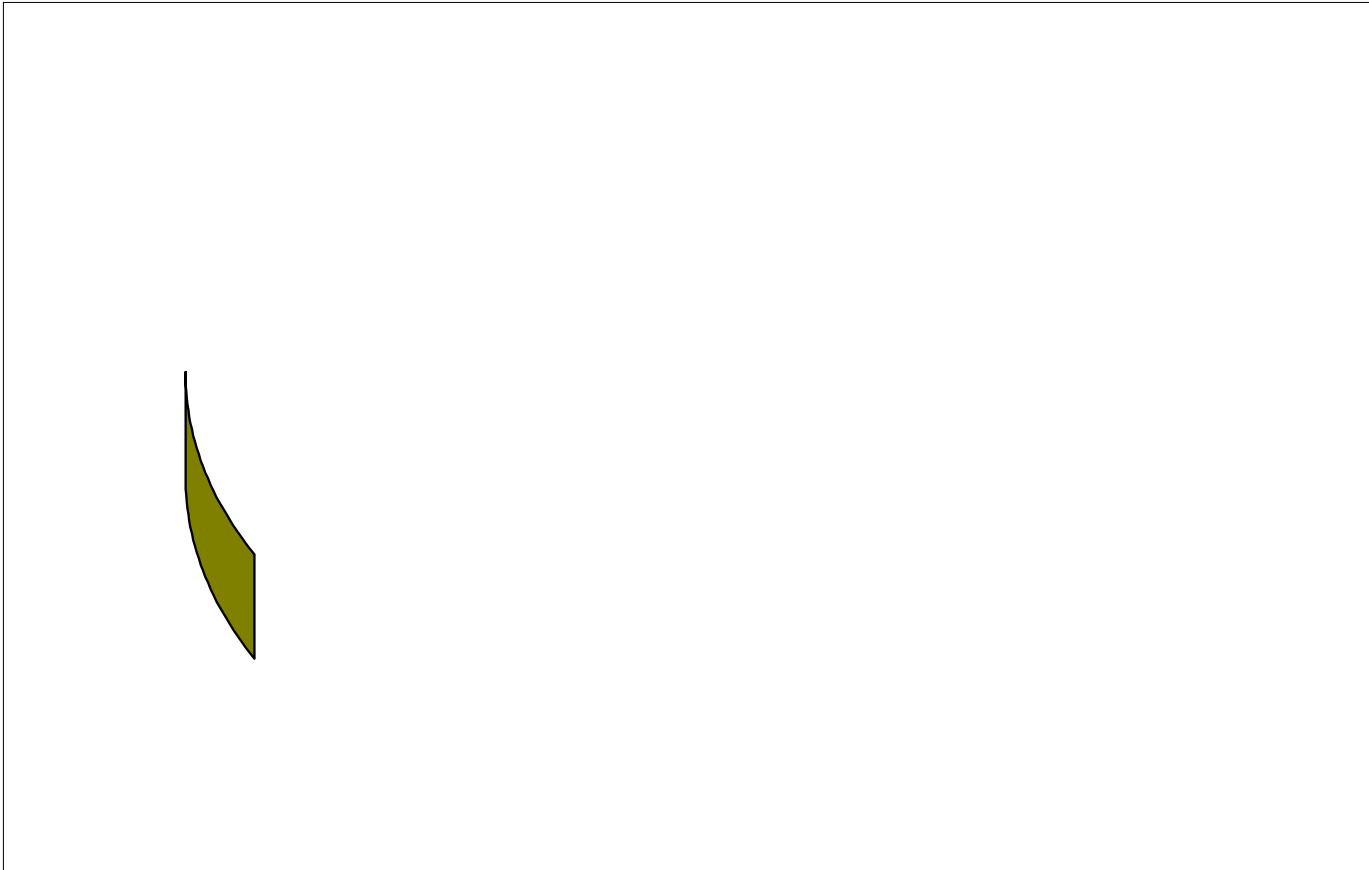
ARIZONA COMMISSION FOR POST

Arizona Commission for Postsecondary Education 2003 Annual Report

ARIZONA COMMISSION FOR POSTSECONDARY EDUCATION
Budget & Actuals for F/Y 2002/2003 as of June 30, 2003 13th Month
AFund 2405 Special Line Items

	Federal LEAP			Institutional LEAP			AZ Family College Savings Prog.		
	BUDGET	ACTUAL	ACTUAL	BUDGET	ACTUAL	ACTUAL	BUDGET	ACTUAL	ACTUAL
	FY 02/03	AS OF	YTD%	FY 02/03	06/30/03	YTD%	FY 02/03	06/30/03	YTD%
Beginning Fund Balance:	0	0		0	28,692		0	132,457	
Funding Sources:									
Intergovernmental Revenue	1,068,200	513,862	48.11%	1,075,500	1,075,500	100.00%	0	0	0.00%
Unrestricted Donations	0	0	0.00%	0	0	0.00%	0	0	0.00%
Fees	0	0	0.00%	0	0	0.00%	87,000	150,285	172.74%
Total Funding Sources:	1,068,200	513,862	48.11%	1,075,500	1,075,500	100.00%	87,000	150,285	172.74%
Expenditure Detail:									
Personal Services	0	0	0.00%	0	0	0.00%	39,500	39,500	0.00%
Employee-Related Services	0	0	0.00%	0	0	0.00%	9,200	9,200	0.00%
Professional & Outside Services	0	0	0.00%	0	0	0.00%	1,800	9,790	543.89%
Travel In-State	0	0	0.00%	0	0	0.00%	500	0	0.00%
Travel Out-of-State	0	0	0.00%	0	0	0.00%	2,000	0	0.00%
Aid to Individuals	1,068,200	513,862	48.11%	1,075,500	1,104,192	102.67%	0	0	0.00%

Arizona Commission for Postsecondary Education Budget by Funding Source F/Y 2002 and F/Y 2003



Non-State Revenue	\$2,782,400
State Revenue	\$1,391,300
	<hr/>
	<u>\$4,173,700</u>

Chart V

D3: Performance Measure: Customer Satisfaction

As an organization with a customer/partnership-building focus, relationships are critical to the success of the ACPE. The ACPE employs 4.5 individuals. A chart illustrating the relationship of the employees in the organization follows. Each employee is responsible for a specific area of the strategic activities of the organization. In addition, three student interns provide assistance to the employees.

A copy of the ACPE Customer Survey of December 2002 follows. It summarizes comments from customers regarding performance.

D4: Performance Measure: Achievement of JLBC Goals

Attached are the revised JLBC Performance Measures for 2000, 2001, and 2003. This is descriptive of the effectiveness of the ACPE work and staff. It is followed by comments from the 2002 study of commission effectiveness administered to commission customers.

Annual ACPE Customer Satisfaction Survey

Following are some written comments from the COMMISSION'

Arizona Commission for Postsecondary Education

JLBC PERFORMANCE MEASURES (ACTUALS)

Conclusion

In conclusion, the Arizona Commission for Postsecondary Education is state agency with both a statutory mandate and a mission that are important to the future of Arizona. Postsecondary education is the critical to Arizona's citizens and Arizona as a whole. Higher education provides the lever necessary for families to raise their economic status and to contribute in important ways to the growth of Arizona. It is a trained workforce that will attract desirable businesses to the state and fuel a healthy economy.

The ACPE program of work focused on policy analysis, communication, and financial aid administration is designed to enhance citizen opportunities for access and achievement in the more than 300 higher education institutions in Arizona. The ACPE provides a venue for all sectors of postsecondary education to come together for the benefit of higher education students and institutions. The ACPE provides this forum through the deliberation of its Commissioners who represent all sectors of the Arizona education system, forums and roundtable discussions held throughout the state, and the task forces devoted to timely of study. The Arizona Commission seeks to maximize the opportunities for citizens to achieve their higher education aspirations and lead productive and fulfilling lives and to develop the intellectual capital necessary to support the economic growth of the State of Arizona.