



**MARICOPA**  
COMMUNITY COLLEGES

**Maricopa County Community College District  
Governing Board Agenda  
September 13, 2016**

- vision** A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.
- mission** The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, Community Education, Civic Responsibility, and Global Engagement.

**The meetings noted below will be held in the location specified below.**

District Support Services Center | 2411 West 14<sup>th</sup> Street | Tempe, AZ 85281 | Governing Board Room, Second Floor

**AGENDA REVIEW**

4:35 P.M.

**CALL TO ORDER**

**AGENDA REVIEW FOR THE SEPTEMBER 27, 2016 REGULAR BOARD MEETING**

**ADJOURNMENT & MOVE TO BOARD POLICY COMMITTEE MEETING**

**POLICY COMMITTEE**

5:35 P.M.

**CALL TO ORDER**

**Objectives:**

1. Discuss and Possibly Recommend Changes to the Board Regarding Board Policy 1.3 Developmental Education
  - Call to Order and Welcome - Board Member Dana Saar
  - Discussion - Developmental Education Past and Future: What is the role of community colleges in developmental education? Who should we be serving? What other models exist? - Board Member Dana Saar
  - Current Governing Board Outcomes & Metrics: 1.3 Developmental Education – Dr. Paul Dale, Interim Executive Vice Chancellor & Provost
  - Developmental Education Highlights – Fall 2015 Report – Dr. Paul Dale
  - Closing Q&A
  - Summary and Next Steps: Interim Executive Vice Chancellor & Provost Dr. Paul Dale

**ADJOURNMENT**

## Current Governing Board Outcomes & Metrics

### 1.3 Developmental Education

<b>Board Outcome</b>	<b>Metric</b>
A. Students will develop the competencies necessary to be successful in college level work.	<ul style="list-style-type: none"> <li>• Success rate in college-level math after completion of developmental math</li> <li>• Success rate in college-level English after completion of developmental English</li> <li>• Success rate in college-level courses after completion of developmental reading</li> </ul>
B. Academic achievement gaps based on race, ethnicity, and income will be reduced.	<ul style="list-style-type: none"> <li>• The variability of performance for each demographic variable (gender, ethnicity, and Pell grant status) will be measured for developmental level course completion and subsequent success in college level courses</li> </ul>
C. Students will benefit from enhanced educational delivery options.	<ul style="list-style-type: none"> <li>• Percent of developmental students engaged in non-traditional courses: online, hybrid, and accelerated classes of eight weeks or less (excluding high school dual enrollment)</li> <li>• Selected items from the following national surveys: CCSSE, Noel-Levitz Student Satisfaction Inventory, and the ECAR Students and Information Technology in Higher Education Survey</li> </ul>
D. Students requiring developmental education will successfully complete developmental courses and subsequently succeed in college-level courses.	<ul style="list-style-type: none"> <li>• Success rate in developmental courses.</li> <li>• Graduation rate of students who were ever enrolled in a developmental course.</li> </ul>

## DEVELOPMENTAL EDUCATION HIGHLIGHTS FALL 2015 REPORT

### Placement

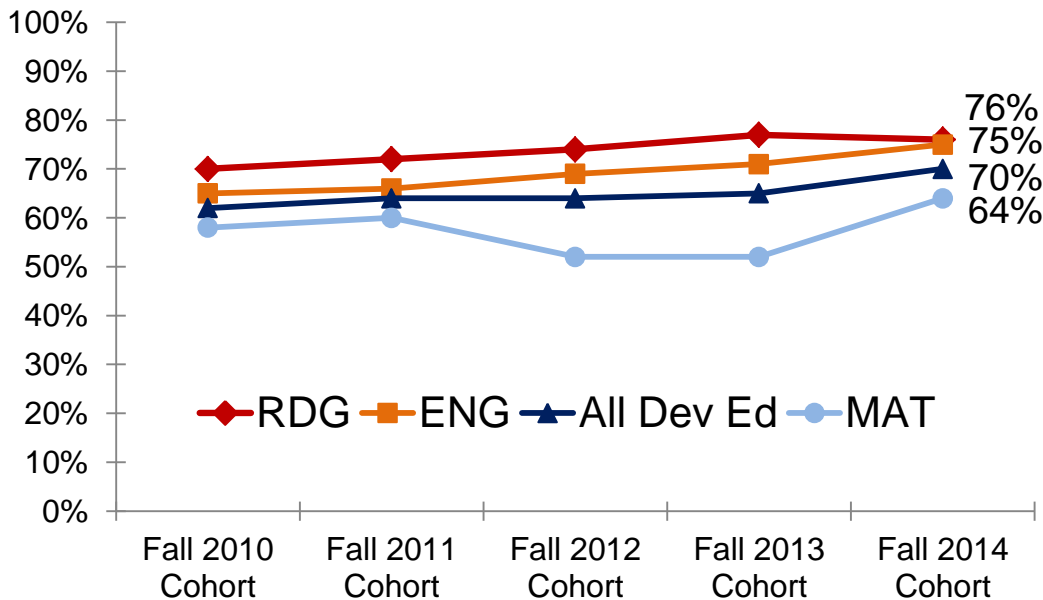
Recent high-school graduates placed into developmental-level courses at lower rates than students who graduated from high school more than a year prior to coming to MCCC.

Placements for Math, English, and Reading (combined)						
Course-level	Recent H.S. Graduate		Not Recent H.S. Graduate		Total	
	Count	%	Count	%	Count	%
Developmental	7,249	61%	3,559	72%	10,808	64%
Total	11,837	100%	4,927	100%	16,764	100%

Currently, developmental courses make up approximately 8% of our Basic FTSE

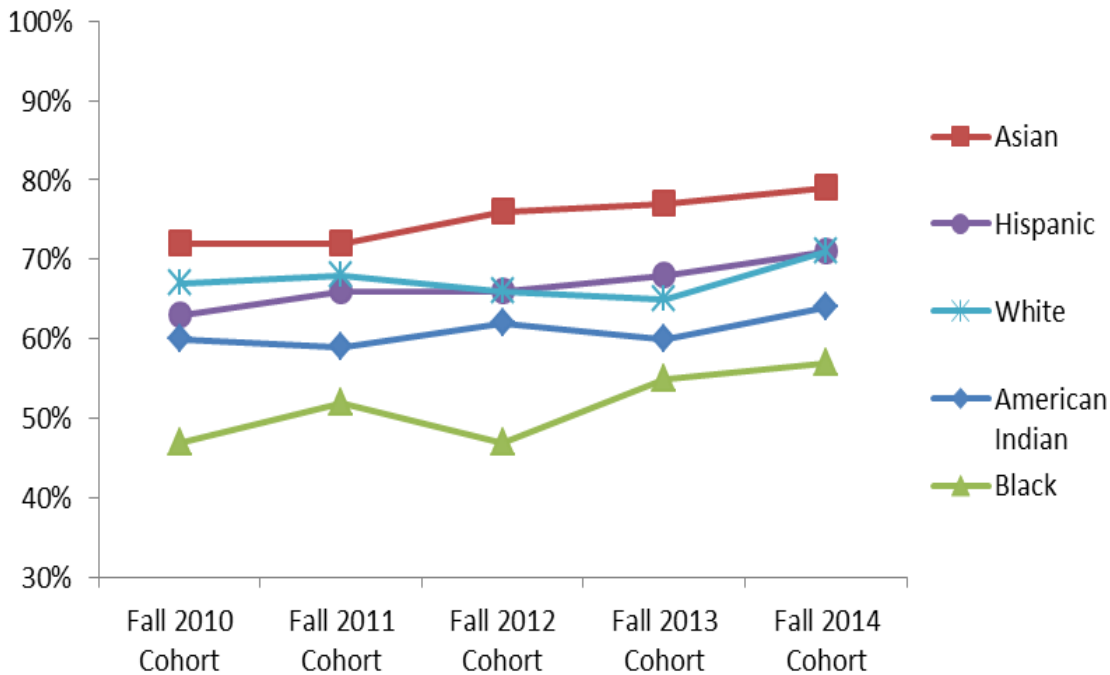
### Success Rates Overall and by Subject Area

Overall successful completion rates in developmental courses have been improving for the last five cohort terms, from 62% to 70%.



### Success Rates by Ethnicity

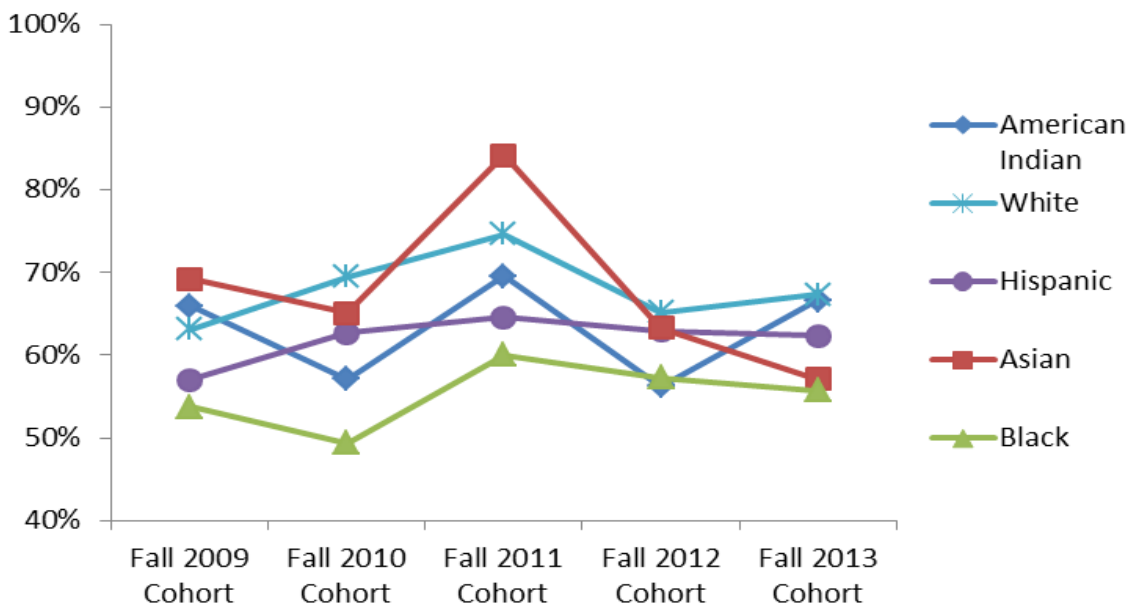
Developmental course success rates have generally improved for all ethnic groups. Asian students have had the highest developmental course success rates for the last five cohorts, followed by Hispanic and White students.



### Successful Completion Rate in Subsequent College-level Math\*

*(after successful completion of developmental math)*

Success rates varied from cohort to cohort based on race/ethnicity with a spike in 2011 due to changes in placement exams and cut scores.



\*Math is highlighted because it is a “gatekeeper” course, a course which large numbers of students fail to successfully complete