



**Maricopa County Community College District  
Governing Board Minutes  
November 8, 2016**

An Agenda Review and a Policy Committee Meeting of the Maricopa County Community College District Governing Board were scheduled to be held beginning at 3:00 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to ARS §38-431.07, notice having been duly given.

**GOVERNING BOARD**

Alfredo Gutierrez, President  
Johanna Haver, Secretary  
Doyle Burke, Member  
John Heep, Member  
Dana Saar, Member  
Jean McGrath, Member

Absent:

Tracy Livingston, Member

**ADMINISTRATION**

Maria Harper-Marinick  
Paul Dale  
LaCoya Shelton  
Gaye Murphy  
Edward Kelty  
Shari Olson  
Chris Haines  
Terry Leyba-Ruiz  
Jan Gehler  
Todd Simmons for Chris Bustamante  
Christina Schultz  
Bill Guerriero  
Ernie Lara  
Sasan Pouretezadi  
Becki Currey

**AGENDA  
REVIEW**

The Agenda Review was called to order at 3:08 p.m. The agenda for the November 22, 2016 Regular Board Meeting was reviewed and discussed. The following items were discussed in greater detail:

14.2 Approve License Agreement for Land Lease – South Mountain Community College: Dr. Paul Dale's name was removed as a responsible agent for this item and it was substituted with the name of Vice Chancellor Gaye Murphy

15.1 Proposed Revised Tuition and Fee Schedule Fiscal Year 2016-17: There were three main items included in this action item. They were as follows:

1. Language Change On MCCCD Senior Tuition Rate

The MCCCD Senior Tuition Rate was approved by the Governing Board and was effective July 1, 2016. This rate allows eligible seniors to enroll in any open seats in credit classes after the first class meeting at a 50% reduction in the tuition rate for county residents. The current process requires students to enroll in person after the initial class meeting and prior to the second class, and bring a tuition waiver form to the college cashier's office to take advantage of the rate. As of October 2016, approximately 202 students have utilized the rate for a total savings amount of \$22, 347.00.

Recommendation: After assessing the benefits and challenges with the implementation of the rate over Fall 2016 semester, it is recommended that changes be made to the implementation, specifically the restriction on when students can enroll and take advantage of the discounted tuition rate. Desired Option: Extend the benefit to all seniors interested in taking credit courses, with no restriction on the timeframe. This will allow full automation of the discounted rate, and allow students to enroll and pay online. The waiver process would no longer be required, and would allow consistent and simplified communication, enrollment and payment processes for both students and staff.

2. A Special Fee for Open Educational Resources (OER)

It is proposed that a Special Fee be approved for Open Educational Resources (OER) with the charge at Actual Cost not to exceed \$40.00

Justification: In an effort to dramatically reduce the cost of traditional text books, MCCCDC is implementing the use of Open Educational Resources (OER). Since spring semester 2013 the use of OER materials has saved students \$5,956,000 in text book costs. OER materials are teaching, learning, and research resources that are copyright-free or have been released under a copyright license that permits others to reuse, revise, remix and redistribute them. Examples of OER include: full courses, course modules, syllabi, lectures, homework assignments, quizzes, lab and classroom activities, pedagogical materials, games, simulations, and many more resources contained in digital media collections from around the world. While openly licensed, there are times that fees are associated with maintaining these resources as well as adding robust openly licensed homework systems, early alert systems and adaptive content systems which can lead to greater student success. An OER fee of up to \$40 would enable courses to utilize these resources and reduce the cost of materials for students. The funds would be charged to students in only those sections using these OER systems and would be a pass through to the vendor.

### 3. Request for a reduced Educational Service Partnership (ESP) Tuition Rate

It is proposed that ESP in-state tuition be reduced from \$86 to \$71 per credit due to the significant in-kind contributions MCCCDC receives from its ESP business, industry and government partners.

Justification: Each ESP partner provides, at their own cost, the adjunct faculty, training materials, and the required facilities/equipment. Currently, if the colleges had to pay for these materials and services, the cost would be covered by in-state tuition. Due to these significant in-kind contributions by ESP partners, the instructional costs are avoided, which in turn reduces MCCCDC costs. The proposed ESP in-state tuition rate of \$71 per credit reflects the significant in-kind contribution that our ESP business, industry, and government partners make to the MCCCDC.

The Agenda Review adjourned at 3:45 p.m. Board Members were dismissed and advised to return for the Policy Committee scheduled to begin at 4:35 p.m.

## POLICY COMMITTEE

Policy Committee Chair Dana Saar called to order the Policy Committee Meeting for November 8, 2016 at 4:35 p.m.. Mr. Saar explained that these evening there would be presentations on college-based developmental education best practices from faculty members at South Mountain Community, Scottsdale Community College, and Estrella Mountain Community College.

The following Faculty Members came forward and presented on the listed best practices on development education at their respective colleges. Copies of their presentations are included with these minutes.

Christianne Nieuwsman, Math Faculty at South Mountain Community College, provided an overview about the Foundations Academy/Developmental Education Committees/Steering Teams. A description of the teams was provided along with the intended outcomes and data collection. This then lead to a description of the programs being presented, appropriate placement of students, course structures, instructional practices, and support for student learning. Ms. Nieuwsman also spoke about testing and subsequent placement. She provided a description of the Boot Camp Program and its intended outcomes, student services, and results.

Sara Cameron, Reading Faculty at Scottsdale Community College, came forward to provide information about Acceleration and Contextualization. She explained that faculty had conducted research, collaboration, creative approaches to problem-solving and administrative support for student learning, and subsequently developed and/or implemented innovative formats for students enrolled in developmental Reading and English courses across the Maricopa County Community College District.

Ms. Cameron provided the following summary of English Acceleration and Contextualization at SCC: A variety of formats were implemented while competencies were updated. The results showed an improvement in students successfully completing ENG091 and persisting through the sequence. While

students persisted at greater rates in ENG101 than ENG102, the new competencies align with ENG102 competencies. The emphasis to promote 21<sup>st</sup> century employment skills such as problem-solving and critical thinking has led to challenges with heterogeneous grouping of ENG091 and ENG101 students. Homogenous groups of ENG091 coenrolled and contextualized with ENG101 are being piloted and investigated for future implementation.

Ms. Cameron also provided a summary of the Reading Acceleration and Contextualization at SCC which included:

Reading faculty implemented contextualized course content developed by Mesa Community College through the development of Open Education Resource materials funded by the Maricopa Millions project. Course content was measured to ensure college-reading readiness and incorporated concepts shared in a variety of disciplines relevant to general education requirements and personal development. The greatest advancement of students in the reading sequence at SCC came from the creation of linked accelerated bridge programs for 1/3 of the students enrolled in developmental reading. This format has significantly improved successful completion, successful subsequent course completion, retention and persistence rates, and reduced/eliminated achievement gaps. By measuring student success with pre/post tests and reading levels, students are held accountable to learn the same as peers performing in non-accelerated courses. Nearly all of the daytime reading courses at SCC are taught by highly qualified Residential Reading faculty made possible by SCC Administration's allocation of resources.

Luvia Rivera, Math Faculty at Estrella Mountain Community College, presented information on developmental education which incorporates cooperative learning as the teaching methodology. This methodology incorporates five essential elements for learning groups to practice. These include: positive interdependence, individual accountability, group processing, social skills, and face-to-face promotive interaction. The intended outcomes are as follows:

- To build cooperative learning groups with students of various skill levels working toward a common goal.
- To establish positive interdependence.
- For students to learn to persist.
- To learn soft skills needed to succeed in the work environment.
- To increase retention and success rates, as well as build a stronger sense of community.

**ADJOURNMENT  
INTO EXECUTIVE  
SESSION**

The Policy Committee Meeting adjourned at 5:45 P.M. and followed with an Executive Session.

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Johanna Haver,  
Governing Board Secretary