



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

A Policy Committee Meeting and Agenda Review 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
(via teleconferencing)
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
Mark Dempt for Edward Kelty
Steven Gonzales
Terry Leyba Ruiz
Ernie Lara
Christina Schultz
Bill Guerriero
Becki Currey

AGENDA REVIEW

The Agenda Review was called to order at 4:38 p.m. The agenda for the September 27, 2016 Regular Board Meeting was reviewed and discussed. The following items were discussed in greater detail:

15.2 U.S. DEPARTMENT OF EDUCATION TITLE V: DEVELOPING HISPANIC SERVING INSTITUTION PROGRAM – PHOENIX COLLEGE – The goal for this program is 200 students. Interim President Chris Haines to provide Interim Report on this program to Board Members.

15.3 DEPARTMENT OF EDUCATION AWARD FOR THE DEVELOPING HISPANIC SERVING INSTITUTIONS PROGRAMS – TITLE V AT ESTRELLA MOUNTAIN COMMUNITY COLLEGE – This ties in with Board Developmental Education Outcomes 1.1 and 1.3. 55-60% of students are at Estrella Mountain. This is the first year for this grant, however it is the third year for a Title V grant. EMC works with West Valley feeder schools to bring in students.

15.5 MEMORANDUM OF UNDERSTANDING WITH JUNIOR ACHIEVEMENT OF ARIZONA – This item removed from the agenda. MOU's do not need to be approved by Board, only IGA's.

15.6 (renumbered 15.5) GATEWAY COMMUNITY COLLEGE MAKERSPACE PROJECT – Board member Jean McGrath commented that this was a huge amount of money and couldn't visualize this old building in Downtown Phoenix. The building will be used as a lab to connect the Arts to STEM and for different experiences. The lab will provide a workshop with cutting edge tools for manufacturing, arts, etc., for students to work with hands-on. The parking issue was raised and it was explained that there will be surface parking, City of Phoenix garage privileges, and a nearby church parking.

18.1 ARCHITECTURE/ENGINEERING CONSULTANT SELECTION FOR "C" BUILDING REMODEL AT PHOENIX COLLEGE – This building houses the science labs and is one of the original buildings at Phoenix College. A second elevator to be added.

18.2 PROPOSED COURSE FEE CHANGES FY2016-17 – There was concern about the possible use of course fees for staffing needs. Approval was provided to move forward as proposed, however for the Vice Chancellor of Business Services Gaye Murphy to conduct an audit on the process and use of course fees.

**ADJOURNMENT
TO POLICY
COMMITTEE
MEETING**

The Agenda Review adjourned at 5:25 p.m.

Policy Committee Chair Dana Saar called to order the Policy Committee Meeting for September 13, 2016 at 5:35 p.m.. Mr. Saar commented that the objectives for this meeting were to discuss and possibly recommend changes to Developmental Education Policy 1.3. Discussions would be held on the following points:

- Past and Future Developmental Education
- What is the role of community colleges in developmental education?
- Who should we be serving?
- What other models exist?

Comments/Discussion:

Board Member Burke stated there had been significant discussion at the GISS Institute and he came away wanting research about best practices and wondered if faculty and administration could look at these. There are different cohorts with different strategies and he was hoping for more research and recommendations on how to achieve success.

Board Member McGrath commented that taxpayers pay for K-12 and then we do the same thing at the community colleges. Education has gone downhill. Maybe we should institute that students pay for their own remedial education.

Board Member Saar asked where do we put students who have been away from education for a while.

Board Member Heep indicated this was on-going and there is always going to be a need to help people grow. We are offering knowledge to help people but the moral of the story is the Department of Education gives us 60% of students that won't make it. Our responsibility is to handle this situation. Earlier in the day an entrepreneurial class opened up and teachers and students celebrated. Talk to teachers on how to solve problems. We have great consultants and developmental partnerships. Help students to be successful. Students can jump in on products and have teachers help them grow.

Board Member McGrath stated we don't need to get rid of special education schools. They can form their own company and let them use our classrooms to tutor students. Teachers would have their payment schedule with students.

Board Member Haver commented we don't want to put students in classes they cannot pass. There are those that can get thru with tutors. We need to figure out who those students are and have a list of different ways to handle. If we wait for K-12 to handle, this is going to take a long time. Teachers teach subjects they don't know themselves. Raising the standards is not going to work. It is going to take a long time. We need to continue with developmental education; we are doing pretty well according to charts.

Board Member Burke continue with a comment to think about the students we serve. There are books about people's inability to read. Illiterate people have not read to their children and consequently these children do not read either. This has dominoed on down. We are a nation at risk. It has been a failure trying for thirty years to change that. After thirty years still at the same place. We have students who come to us who text and they don't know how to write or read. This is not just our problem. These are students who are part of our culture. We need to make a commitment to these students who need our help.

Board President Gutierrez stated that we are receiving students at every age who are moving into developmental courses. It is an issue of math and English. There are best practices. Do we walk away from it or not? Do we walk away from it or not? There is a national advisory group that wonder if we should walk away from it or not. Development education has been failure. 30% success aggregate. MCCCDC appears to be doing better than anyone in the country. We know the success rate of those who come out of high school and then we lump everyone together. We collect data. Need to make sense of data. We have not compiled the data correctly. We aggregate everything. Colleges are separate and distinct. There are successes and some not successful. We need to change metrics. Suggestion: Debate going on nationally. Don't bring an advocate for one side or another here. Through ACCT we can get those folks here who have knowledge about what the future holds in store. It is clear this is the single greatest challenge we are facing. We claim to have the most brilliant folks and we should be first in resolving this.

Board Member Heep indicated we have to hold ourselves responsible as well as students. The goal of information is to set a goal about what we could do. After 50 years of education, the goal is so far above what we can do. We have to give back. Developmental education is a stigma. There are those in class who are a "D" but need to hear from those who are an "A". They need to form partnerships. They are going to have to make their own decisions. They need to know who they are when they go into the playing field.

Board Member Burke commented that some practical applications reports talk about what programs are working, best practices that are working. He wondered if the instructional councils are working to collaborate so that there is some sense of community in helping students succeed.

Board President Gutierrez indicated there are efforts of various organizations that work with disconnected youth but we should not compare MCCCDC with them. These people have drive and want to succeed. We are better than many community colleges across the country. We need faculty involved. We need to invest in understanding this issue. We need to understand that data. We ought to set numerical and percentage goals once we understand the data. Whatever is measured and rewarded will get done.

Board Member Saar stated that at the GISS Institute it was mentioned that if someone was standing across the street from our campuses, would they come. We have to accept whatever they come with. We have to meet their needs. People have unique needs and we have to meet them.

Board Member McGrath spoke about a school district in South Glendale (Alhambra) whose instructors used phonics to teach reading. When they took the statewide test, their students passed. We are in a trap between whole language and phonics.

Board Member Haver indicated that one of the ways Carol Peck in the Alhambra school district funded this program was to approach local businesses and asking them for money. Federal programs come with strings attached and it is a complicated problem. In California there are smaller classes and it was

successful. Phonics is the best way. As a state, we need to have the will to do this and have teachers and administrators who are committed.

Board Member Saar suggested a longer workshop to hear faculty or someone from the outside who can provide advice.

Dr. Paul Dale briefed everyone that reports had been provided in the packet. These included:

- Current Governing Board Outcomes and Metrics on Policy 1.3 Developmental Education
- Developmental Education Highlights Fall 2015 Report
- Developmental Education MCCCDC Efforts and Outcomes as of September 13, 2016. This included key findings and best practices in developmental education.
- Developmental Education Placement by Ethnicity for Fall 2015
- Developmental Education Placement by High School Graduation Recency for Fall 2015
- Developmental Education Enrollments by Ethnicity for Fall 2015

Dr. Dale stated that we want to correlate best practices. Need to look at data for the universe which includes placement and success rates, and understand where the gaps are. 8% of students are in developmental education, 92% are not. The 8% need the most help. The reports provide qualitative data of what we have done and best practices. There is lots of passion on the part of faculty to figure this out. We need to explore holding a workshop to discuss.

Mr. Saar stated we need to measure outcomes and they need to be attainable and meet the needs of the community.

President Gutierrez thanked the Chancellor and Dr. Dale. He said in a matter of days the world has moved and we have begun conversations as to how we can get our hands around this. He hoped this was just the beginning.

The Chancellor said there was a clearer sense of direction. She mentioned the need for a work session to include research that aligns with the national results, as well as hearing from local faculty, instructional councils, and experts.

The Policy Committee Meeting adjourned at 6:40 P.M

ADJOURNMENT

President Alfredo Gutierrez for
Johanna Haver,
Governing Board Secretary