



**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD SPECIAL BOARD MEETING & WORK SESSION
FEBRUARY 7, 2012**

MINUTES

A Special Board Meeting and Work Session of the Maricopa County Community College District Governing Board was scheduled to be held at 6:00 p.m. at the Rio Conference Center in Tempe, Arizona, pursuant to A.R.S. §38-431.02, notice having been duly given.

PRESENT

GOVERNING BOARD

Doyle Burke, President
Dana Saar, Secretary
Don Campbell, Member
Randolph Lumm, Member

Absent:
Debra Pearson, Member

ADMINISTRATION

Rufus Glasper
Maria Harper-Marinick
Debra Thompson
George Kahkedjian
Steve Helfgot
Nikki Jackson
Anna Solley
Lee Combs
Shari Olson
Ernie Lara
Gene Giovannini
Chris Bustamante
Linda Lujan
Irene Kovala
Paul Dale
Shouan Pan
Jan Gehler

I. SPECIAL BOARD MEETING

CALL TO ORDER President Burke called the Special Board Meeting to order at 6:03 p.m.

A. APPROVAL OF RESOLUTION IN OPPOSITION OF LEGISLATION ALLOWING FIREARMS ON CAMPUS - Adopt the attached resolution in opposition to proposed legislation dealing with firearms on campus.

On April 5, 2011, the Governing Board through roll call vote adopted (4-1) a resolution in opposition to legislation proposed at that time that would have allowed persons with a concealed weapons permit to bring weapons on campus. Legislation offered during this current session revisits that idea again, presenting the need to reaffirm the resolution.

**RESOLUTION BY THE GOVERNING BOARD OF MARICOPA COUNTY
COMMUNITY COLLEGE DISTRICT OPPOSING LEGISLATION ALLOWING
FIREARMS ON CAMPUS**

WHEREAS, the Maricopa County Community College District Governing Board (MCCCD) recognizes that it has a legal duty to adopt policies to promote a safe environment for students, faculty, and staff;

WHEREAS, MCCCD is gravely concerned that, in an active shooter situation on campus, having additional people with weapons could result in further chaos and carnage by delaying law enforcement's ability to identify the active shooter;

WHEREAS, unlike the minimal safety training required to obtain a concealed carry permit, our police officers undergo continuous and extensive training to deal with an unpredictable active shooter situation on our campuses;

WHEREAS, a large portion of the crimes committed at our campuses are thefts or crimes of opportunity, improper storage of a firearm on campus would leave a gun accessible to countless unauthorized individuals, increasing the potential for the loss of life or serious injury to others;

WHEREAS, increasing the number of firearms on campus, with no requirement that they be well-concealed, will increase the number of reports of weapons sightings and activate a full response by law enforcement, thereby causing unnecessary disruption of classes and increasing the anxiety level of the community; and

WHEREAS, allowing firearms in an environment where individuals are known to exhibit high risk behavior such as experimentation with alcohol and drugs, could lead to unnecessary death and injury.

**NOW THEREFORE BE IT RESOLVED, BY THE GOVERNING BOARD OF THE
MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT:**

Section 1. That the MCCCD respectfully asks members of the State Legislature to deny passage of any legislation, including SB1474 (Weapons; University; College Grounds), that would allow permit holders to bring weapons on campus grounds and SB1479 (Firearms; State Regulations; Pre-emption), that would limit our ability to adopt policies or any rules, administrative regulations, or procedures to prevent interference with or disruption of our colleges through any use, display or possession of a firearm or deadly weapon.

Section 2. That this resolution is effective upon adoption by the Governing Board of the Maricopa County Community College District.

Section 3. To advance the purpose of this resolution, the Board President, the Chancellor, his designated staff, and the members of the Chancellor's Executive Council are authorized to support and endorse the similar statements of AADGB and other organizations.

**Maricopa County Community College
District Governing Board**

Mr. Doyle W. Burke, Chair

Mr. Dana Saar, Secretary

Dr. Donald R. Campbell

Mrs. Debra Pearson

Mr. Randolph E. Lumm

Discussion:

Mr. Burke referenced that this resolution was passed last year, however, in an effort to reaffirm the District's position because of the bill's resurrection by the State Senate and its passage forward on Monday, the Board wanted to be on record regarding opposition to this legislation.

MOTION NO. 9898

Governing Board Member Dr. Don Campbell moved for approval of Action Item I.A.1 as recommended. Board Member Randolph Lumm seconded. All Board Members in attendance moved for approval. Resolution approved 4-0 (Mrs. Pearson absent).

Mr. Lumm moved for approval based on student safety. Mr. Saar moved for approval but did express disappointment that student groups were not more involved. He hoped that in the next few weeks they could organize and let their thoughts be known to the legislature and the Governor. This initiative is going to cost a lot of money to enforce, support, and monitor. Dr. Campbell stated it was a sad day when laws are being passed authorizing everyone to carry weapons. This will only increase the number of people being killed. Mr. Burke voted in favor of the resolution. Mr. Burke noted that Mrs. Pearson was not present this evening due to family circumstances and everyone's thoughts were with her.

MOTION NO. 9899

ADJOURNMENT OF SPECIAL BOARD MEETING AND CALL TO ORDER OF GOVERNING BOARD WORK SESSION ON MONITORING - There being no further items for consideration, President Burke called for adjournment of the Special Board Meeting and moving into the Governing Board Work Session on the Metrics Report. Board Member Dana Saar moved for adjournment and Board Member Randolph Lumm seconded. The Special Board Meeting adjourned at 6.11 p.m.

BOARD WORK SESSION ON MONITORING REPORT/OUTCOMES-BASED PLANNING/STUDENT SUCCESS

CALL TO ORDER The work session on the Monitoring Report/Outcomes-Based Planning/Student Success was called to order at 6:12 p.m. by Executive Vice Chancellor and Provost Dr. Maria Harper-Marinick.

WELCOME & PURPOSE Dr. Maria Harper-Marinick welcomed everyone present and stated that in November, 2010 the Board had requested that a 50% increase in graduation rates by the year 2020. It is hoped that each year will result in an improvement on these rates in order to reach this goal by 2020. The work session this evening had four main goals which were to provide:

- Highlights from 2011 Monitoring Report
- Overview of Strategic Planning Guide
- Transition of Monitoring Report content from prior methodology to new GB outcomes
- Review of selected new metrics

**CHANCELLOR'S
COMMENTS**

Chancellor Glasper commented that the evening would provide an opportunity to establish an overall framework for the next 3-5 years as the group included discussions about the Capital Bond Program and the framework for Strategic Planning. He said the consistency should be paramount, in alignment with the District's mission, vision and values and consistent across all the colleges. A couple of components of this framework have previously been introduced and discussed: Disruptive Innovation and Disruptive Governance, the completion agenda, and having to face declining funding. We need to have metrics and data as decisions are made. The Chancellor commented that he has asked the Board to focus their views on the future of our system. As we try to meet the Board's goals of dramatically increasing the number of students who graduate and receive Certificates of Completion, there is a need to talk about how we help advance our students and then also measure their activities. We can then say goodbye to our monitoring report and say hello to the new framework of metrics and outcomes

**HIGHLIGHTS FROM
2011 MONITORING
REPORT**

Dr. Harper-Marinick pointed out the following highlights from the 2011 Monitoring Report:

- Selected core indicators of student progress, general education, developmental education, transfer, and workforce development were presented in the report.
- The Performance Dashboard compared MCCC's actual performance to performance targets (median scores) from the 2006 National Community College Benchmarking Project (NCCBP) and the Carl Perkins IV federal performance targets for all Arizona public community colleges.

The new numbers will compare us against ourselves.

Highlights from 2010-2011:

- Fall-to-Fall persistence has increased for the past two years and exceeded the target last year. Six-year trends show an increase from 45.4% to 47.8%.
- The Institution-wide course success rate held steady over the years and exceeded the target last year. The six-year trends go from 72.8% to 72.5%. The Fall, 2010 number of 73% exceeds the NCCBP 2006 target of 72%. Black and Hispanic students not doing as well (3% decline) and there was a decrease for GED students (2% decline).
- The success rate in Developmental Math, although lower than we'd like it to be, has been improving steadily. Not all groups doing well. Blacks went from 64 to 58% in Reading. In English, Asian-Pacific Islanders dropped. Mr. Burke asked how the colleges have reacted to those trends. CGCC responded that a number of faculty have been and are being sent to workshops,

GCC is refocusing attention to iFinish Smart and employment. Intentional strategies, curriculum reform and innovation continually take place. Instructional councils make sure strategies are in place.

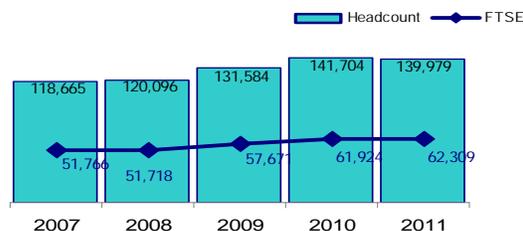
- With reference to Subsequent Courses following Developmental Courses, the success rates in these post-developmental courses declined last year. However, the rate for English Comp met the 2006 target. A large drop in Hispanic students (from 75 to 67%).
- Transfer and Workforce:

Transfer and Workforce	NCCBP 2006 Target	Fall 2010
Transfer		
GPA In First Year at University	2.93	2.94
Credit Completed In the First Year	21.67	18.57
Transfer Persistence to the Next Year	78%	87%
Baccalaureate Degree Attainment (within 6 years)		73%
Workforce		
Occupational Completers	39%	41%
Job Placement	47%	54%

MCCCD students who transferred to Arizona public universities performed well. Although these rates exceeded the target, they represent a one-year decline of 8% and 12%, respectively.

MCCCD Fall Enrollment Trends:

Although Fall headcount dropped in 2011, “FTSE” increased. FTSE is the Full-Time Student Equivalent (credit hours divided by 15 per semester)



Degrees and Certificates Awarded:

The total number of degrees and certificates granted increased sharply last year. There had been a decrease in occupational awards until last year.

STRATEGIC PLANNING

Background and Context:

- Shift from the six strategic directions in place for several years
- Governing Board expectation to link planning directly to newly adopted outcomes and metrics
 - GB endorsed integrated planning concept at August 27, 2011 GB retreat

- Formation of new strategic planning team:
CEC representatives: Paul Dale, Maria Harper-Marinick, George Kahkadjian, Debra Thompson

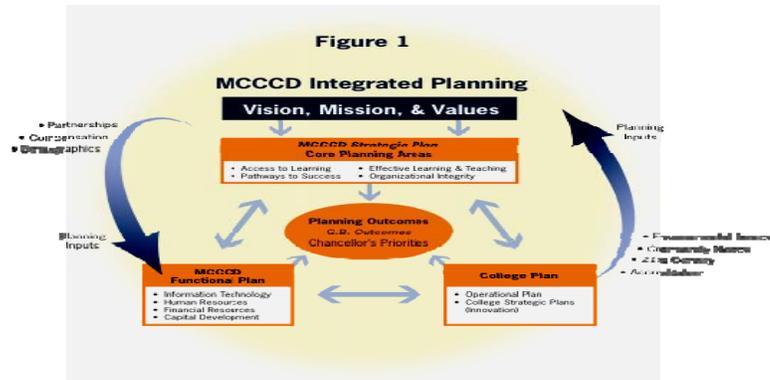
- | | |
|--|---|
| <ul style="list-style-type: none">• Maria Harper-Marinick, EVC-Chair• George Kahkedjian, VC-Information Tech• Debra Thompson, VC-Business Services• Paul Dale, President-PVCC• Debbie Kushibab-VPSA, EMCC• Bill Guerriero-VPAA, CGCC• James Mabry-VPAA, MCC• Janet Langley-VPAS, GWCC• Chris Haines-Dean, PC• Josh Mackey-Human Resources• Gaye Murphy-Business Services | <ul style="list-style-type: none">• Eddie Genna, FEC President• Harold Cranswick, FEC President-Elect• Jim Simpson, Faculty-SCC• Bill Mullaney, Dean-CGCC• John Snelling, IR-PVCC• Rene Willekens, IR-EMCC• Andrea Buehman, Academic Affairs• Sylvia Hantla, Student Affairs• Randy Kimmens, Workforce Dev't• Sherri Ondrus, Institutional Strategy• Tom Saudargas, ITS |
|--|---|

2011-12 is a year of transitioning to the new process. Lots of things to get back into alignment and package as something that makes sense to Governing Board.

Maricopa Process for System-Wide Integrated Planning:

- Planning process focuses on change – strategic, not operational
- Aligns and integrates planning for the future throughout the Maricopa system
- Advances the new Governing Board Outcomes and Metrics
- Strengthens *ONE Maricopa* and other system priorities
- Incorporates 21st CM initiatives

MCCCD Integrated Planning:



Components of System-Wide Integrated Planning:

- Addresses system-level strategies currently being pursued (major initiatives):
 - ONE Maricopa, Seamless Student Experience, Developmental Education Initiative, Completion Agenda
- Captures emerging strategies and innovations at the college and system level (going on that were not accounted for in the past)
- Incorporates a comprehensive environmental scanning process (things going on in the workforce and funding)
- Drives resource allocation (strategic planning)

Four Core Planning Areas From Crosswalk Guide (Support Board Outcomes; Look at ourselves systemically):

1. Access to Learning

MCCCD provides access to learning opportunities for students and the community.

2. Pathways to Success

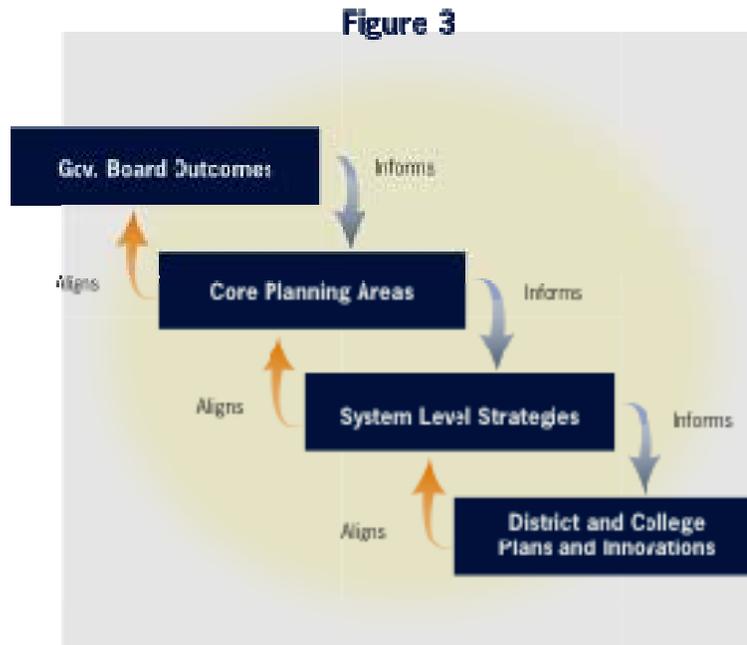
MCCCD builds educational and career pathways and supports student goal attainment.

3. Effective Learning and Teaching

MCCCD researches, assesses, and improves student learning and invests in strategies to improve organizational learning and effectiveness.

4. Organizational Integrity

MCCCD develops and strengthens policies and practices to guide the effective use of public resources.



What's Next?

- Governing Board Work Session – Feb. 7, 2012
 - Review of Highlights from 2011 Monitoring Report
 - Overview of Strategic Planning Guide
 - Transition of Monitoring Report content from prior methodology to new GB outcomes
 - Environmental Scan – comprehensive and based on data – Spring 2012
- Synthesis of Environmental Scan presented to CEC for consideration
- Facilitated work session with CEC. Based on Environmental Scan input, CEC will set future direction/strategic priorities – April/May 2012
- Finalize Strategic Plan (with timeline) by mid-Summer 2012
- Next campus reporting cycle – September 2012
- New Report on Board Outcomes completed - November 2012

TRANSITION TO METRICS/ OUTCOMES REPORTING

Dr. Sherry Ondrus, Associate Vice Chancellor for Academic Affairs, spoke about the Transition from the Monitoring Report to the new reporting methodology. She pointed out the following differences:

Prior Monitoring Report Methodology	New Reporting Methodology
General relationship to MCCCDC Mission	Directly responsive to Board priorities

Focused on Course Performance, Retention, Transfer, and Workforce Indicators	Includes past topics but adds emphasis on Completion Rates, Timely Progress Toward Degree, Community Engagement Indicators, and student voices via survey results
Benchmarked to 2006 NCCBP targets	Focuses on trends and improvement over time
Fewer indicators of performance (approximately 10)	More indicators of performance (approximately 50)
Most measures focused on all students so challenging to track over time	Most measurements aligned with V2020 methodology which focuses on new student populations. We will be tracking groups of students (cohorts) over time.

What Metrics Will Tell us (and What They Will Not)

The metrics will tell us “what is” but not necessarily “why.” They will guide us toward areas that need our attention and let us know areas of strength. They will help us focus our attention and resources.

- Example: Pass rate in developmental courses increased.

That number does not tell us “why” it increased. We will explore further.

Possible reasons:

- Differing entering student profile
- Policy change
- Curriculum or instructional change
- Not sure – keep researching at local level. Work with faculty, administrators, and students.

Dr. Ondrus displayed the proposed report format which would include the metric identification, a progress chart, and key findings.

Proposed Key Metrics:

University Transfer Education and General Education

- College-Level Course Success Rate
- Fall-to Fall Retention Rate
- Percent making satisfactory academic progress within two years
- Percent of Students With a Transfer Intent Who Earned an AGECEC or Transfer degree (AA, AS, ABUS) within Three and Six Years
- Six-year Graduation Rate (degree/certificate)

Developmental Education

- Success rate in developmental education courses
- Success rate in subsequent math courses after developmental
- Success rate in subsequent English courses after developmental

Workforce and Economic Development

- Number of Occupational Degrees and Certificates Awarded
- Six-year Graduation rate of Occupational Student Cohort

Community Development and Civic and Global Engagement

- Unduplicated annual headcount in non-credit courses

Comments:

Saar: Wanted to know if students who complete but do not get employed are ever tracked.

Burke: We seem to lose occupational students before they get certificates. How can we get clarity of intent? What do we mean by intent, is it how we ask or when we ask? Is committee in place as to what we need to do here?

Preview of Data on New Metrics:

New Methodology: University Transfer Education & General Education:

	Fall 08	Fall 09	Fall 10	Fall 11
College-Level Course Success Rate (A,B,C, P grade)	70%	69%	69%	-
			F04 Cohort as of F10	F05 Cohort as of F11
Six-year Graduation Rate (degree/certificate)			19%	21%
	FY 08-09	FY 09-10	FY 10-11	
Number of transfer degrees and AGECS awarded	8,319	9,178	11,023	

Comments: Is there an acceptable level of D&F's? Response: No every student is going to succeed.

Burke: Need to make sure students get competencies.

New Methodology: Developmental Education

	Fall 08	Fall 09	Fall 10	Fall 11
College-Level Course Success Rate (A,B,C, P grade)	70%	69%	69%	-
			F04 Cohort as of F10	F05 Cohort as of F11
Six-year Graduation Rate (degree/certificate)			19%	21%
	FY 08-09	FY 09-10	FY 10-11	
Number of transfer degrees and AGECS awarded	8,319	9,178	11,023	

New Methodology: Workforce and Economic Development

	FY 08-09	FY 09-10	FY 10-11
Number of Occupational Degrees and Certificates Awarded	9,874	8,606	10,373
		F04 Cohort as of F10	F05 Cohort as of F11
Six-year Graduation rate of Occupational Student Cohort New Student Cohort with occupational degree/certificate intent)		20%	23%

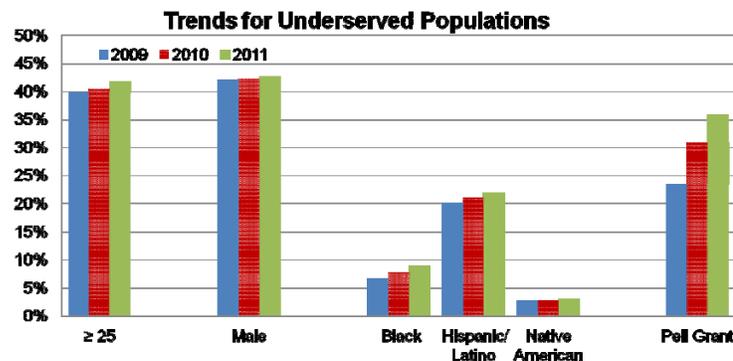
Saar: Do we have exit exams they can take because of experience?

New Methodology: Community Development and Civic and Global Engagement

(Avocational courses are related to personal interest or leisure. Non-credit avocational headcount has declined steadily over the past three years.)

	FY 2008-09	FY 2009-10	FY 2010-11
Unduplicated Annual Headcount in Non-credit Courses			
Non-credit Vocational	7,715	5,909	6,284
Non-credit Avocational	22,770	16,593	13,616

Community Development and Civic and Global Engagement
(Enrollment of underserved populations has been increasing across all categories but especially among Pell Grant recipients.)



CLOSING Dr. Harper-Marinick thanked everyone for their attention and contribution
COMMENTS to the discussion.

ADJOURNMENT The retreat adjourned at 7:43 p.m.

Dana G. Saar
Governing Board Secretary