



**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD
APRIL 13, 2010**

MINUTES

A Governing Board Work Session and Executive Session of the Maricopa County Community College District Governing Board was scheduled to be held at 5:30 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to A.R.S. §38-431.02, notice having been duly given.

PRESENT

GOVERNING BOARD

Randolph Lumm, President
Jerry Walker, Secretary
Debra Pearson, Member
Colleen Clark, Member

ABSENT: Don Campbell, Member

ADMINISTRATION

Rufus Glasper
Maria Harper-Marinick
Debra Thompson
Steve Creswell
Anna Solley
Lee Combs
Helen Smith for Ken Atwater
Joyce Jackson for Ernie Lara
Gene Giovannini
Chris Bustamante
Linda Lujan
Jan Gehler
Greg Rogers for Velvie Green
Phil Randolph
Paul Dale
Not in Attendance:
Steve Helfgot and Shouan Pan

CALL TO ORDER The work session was called to order at 5:34 p.m.

Welcome and Overview

The work session was called to order by Vice Chancellor of Academic & Student Affairs, Dr. Maria Harper-Marinick. Dr. Harper-Marinick stated she would be serving as facilitator for this session on effective teaching and learning. She reminded those in attendance that many people are engaged in rich conversations on student success based on the 21st Century Maricopa Initiative. Included in these is what matters most as it relates to serving students and that was creating environments conducive to student learning, motivating them to persist, and helping them achieve their goals. The Vice Chancellor also commented that the emphasis this evening would be on the conditions needing to be in place for students to engage in deeper learning in the instructional setting. Based on existing research and effective practices, it is known what pedagogical elements need to be considered when designing learning environments regardless of

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the setting, in the classroom, on-line and in hybrid models. Maricopa is a participant in the CCSSE and therefore uses the information they provide to enhance programs and services. One of the surveys they conduct provides colleges with insights as to why some students persist and succeed, whereas others do not. The latest report CCSSE has produced includes data from over 50,000 students from 120 participating colleges. This report has shown that Early Connections, High Expectations and Aspirations, Clear Academic Plans and Pathways, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Networking are efforts that work at both the macro and micro levels. At Maricopa, there are many other innovative models that make a difference and there are excellent faculty members whose dedication to students and their success we must also honor. Dr. Harper-Marinick stated that five of those faculty members would be sharing their experiences and insights this evening. These five faculty members and their bios were:

Dr. Joe Ortiz

Dr. Joe Ortiz has taught for over 25 years, beginning in 1983 at Clovis Community College (NM). He joined the Scottsdale Community College faculty in 1989, where he teaches basic, interpersonal, and small group communication courses. In support of student learning, Joe has been heavily involved in the use of classroom assessment tools, service learning, collaborative learning methods, and the use of online technology. His campus leadership has been significant, including serving as chair of the Fine Arts Division, faculty senate president, and interim Associate Dean of Instruction. Joe holds a BS degree in Speech from Lamar University (TX), an MA in Communication from Eastern New Mexico University, and an Ed D in Higher and Adult Education from Arizona State University.

Dr. Terry Leyba Ruiz

Dr. Teresa Leyba Ruiz is a faculty member of South Mountain Community College's mathematics department. She has 20 years of teaching experience, the last 14 years at South Mountain, with experience teaching high school and junior high students; she is currently serving as the Division Chair of Mathematics, Science, and Engineering. Dr. Ruiz served as the Site Coordinator for SMCC's Self-Study Accreditation process. She has served three years on MCCC'D's Faculty Executive Council; two years as SMCC's President-Elect and one year as the President of the Faculty Senate. Dr. Ruiz received her BA in Secondary Education with a major in mathematics from ASU in 1989, a Master of Education with an emphasis in mathematics from NAU in 1994, and a Doctor of Education in Higher and Post Secondary Education from ASU in 2007.

Dr. Alisa Cooper

Dr. Alisa Cooper is an English professor at Glendale Community College, who teaches hybrid and online freshman composition and literature courses. Alisa currently serves as the assistant chair for the English Department as eLearning coordinator and works with faculty to improve their online courses or to create them. This will be Alisa's 20th year teaching. She taught 2 years at Deer Valley HS in Phoenix, 2 years at Westwood HS in Mesa, AZ, and 4 years at Central Arizona College before moving to the Maricopa District. Alisa started at South Mountain in 1998, where she taught for 11 years, and she just recently transferred to Glendale CC. Alisa earned a B.A. degree in English Literature from California State University, Bakersfield in 1989, and a M.Ed. degree in English Secondary Education from Northern Arizona University in 1993. Alisa finished her doctorate in Instructional Technology and Distance Education at Nova Southeastern University in 2006.

Dr. Jennifer Freed

Dr. Jennifer Freed is the Faculty Chair for eLearning Design at Rio Salado College. This is her 6th year as residential faculty at Rio Salado where she has served several roles, including Biology faculty, Instructional Design, as well as her current position overseeing the design and delivery of the eLearning Design Specialist Certificate of Completion and Associates Degree. She has her Ph.D. in Instructional Design for Online Learning from Capella University.

Dr. Lisa Young

Dr. Lisa Young has been with the District for 16 years serving as a faculty member in Water Resources and Occupational Safety and currently is the instructional design/educational technology faculty at Scottsdale Community College. She has earned a Ph.D. in Instructional Design for Online Learning from Capella University and a M.Ed. in Learning and Instructional Technology from Arizona State University. Lisa has been teaching using online resources since 1997.

Presentations:

The following topics were discussed:

What is Effective Teaching and Learning Pedagogy? –

Dr. Joe Ortiz, Communication Faculty

- “Don’t use abbreviations because old guys do that.” There is a need to be innovative.
- Daughter commented that school this year did not interest her. Last year, one teacher could recognize their boredom and would yell at them to get their attention. This same teacher reached out to one student in the corner who appeared to need special attention. Daughter indicated that relationship building with students was very important.
- Recommended the book by Ken Bain titled “What The Best College Teachers Do”
- There are common threads to great teaching: These are Attention to Design, Learner Engagement, Ongoing Assessment, and Forms of Assessment. Instructors should begin with the end in mind (Covey) and ask what are you trying to do? Lesson plans must be developed with the learner in mind and what they need to learn. Instructors must think of teaching as serious intellectual work. Instructors must think about what makes learning engaging – making it personal, interactive, challenging, and encouraging. Common engagement practices include active learning approaches, service learning projects, problem-based learning, student presentations, and learning communities. Dr. Ortiz stated that traditional assessment is fear-based, whereas assessment learning is seen as developmental. Effective teaching involves a constant awareness of where students are in their learning. Feedback from students is essential.

Effective Strategies in a Face-to-Face Environment –

Dr. Terry Leyba-Ruiz, Mathematics Faculty

- Teaching versus Learning – what is teaching and what is learning?
- Instructors can stand in front of room and teach, but they must ask if students are learning.
- With lecture based classes, there is little amount of prep time required and is teacher centered, efficient, and low accountability on students’ parts. With active learning

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environments, there is a high amount of prep time required, is student centered and time-consuming, and there is high accountability for students.

- Instructors must find the sweet spot somewhere between lecture and activities.
- Instructors should use concept of red light/green light. Red Light: Stop and Listen. Green Light: Go and Investigate.
- By allowing for flexibility and creative thinking, can make this more engaging for students. Use discussion for engagement. Creating debate about their learning and using links to support. Vote for and rate best argument. More engaging environment.
- Learner Engagement can include student to student, student to teacher, and student content
- On-line class activities include peer review and shared documents or wiki, student teacher conferences utilizing Skype, podcasts, video and screencasts.
- It is important to ensure that students develop skills to survive in today's society and learning ways they might use when they go out into the world.

Effective Strategies for E-Learning –

Dr. Alisa Cooper, English Faculty

Dr. Jennifer Freed, Faculty Chair, E-Learning Design

- On-line engagement that will help relationship building should include an e-mail welcome, biographies, active participation, cyber café, feedback, communication.
- On-line responsiveness should include timeliness, feedback, staying present, technology, learning facility, establishing guidelines. Instructor should understand technology, engage students, and let students know what they can expect.
- On-line motivation of students should include grade participation, well-organized course, real life examples, avoiding on-line lectures, being productive,
- Also important would be setting clear expectations, availability, virtual office hours, turnaround time, late policy, plagiarism questions.

Effective Strategies in a Hybrid Environment –

Dr. Lisa Young, Instructional Technologist Faculty,

- Dr. Young spoke about her experiences in trying to teach water treatment resources to students who had to work around their work schedules back in 1997. Because students became unavailable to attend classes after a few weeks, conventional face-to-face teaching was not working. She therefore took developed a hybrid mode for the class which consisted of on-line and face-to-face (not a 50/50 split). The content should drive when those classes meeting. Face-to-face can be very engaging because faculty are great storytellers. Hybrid classes should include field trips, demonstrations, labs, etc. In-class activities provide an opportunity to ask? Assessment should be formative – practice things and provide feedback. Need to determine if the student doing on-line class is doing the work. Bring the student to take exams. Good time-management skills and self-regulation are a must for these classes. Students need to understand class management system and how to ask for help. Faculty need to know technology and select best activities for that class.
- Dr. Young provide podcasts during which students in hybrid classes spoke about their class experiences.

Conclusion:

Dr. Harper-Marinick thanked the faculty members for their presentations and also for helping students and other faculty by sharing their expertise and raising awareness of what works.

Governing Board President Randolph Lumm provided comments regarding the Board's desire to encourage student success. He stated that on many levels there are concerns about how well students are achieving global knowledge. At the federal level there is an interest in education. At the community level is where it originates what they want for their students. At the state level discussion takes place regarding how graduation rates can be improved. As Maricopa looks at outcomes it appears that mandatory orientation is key. Mandatory requirements are very important.

Chancellor Glasper asked the presenters how they determine whether or not the hybrid versus traditional is successful. How are measurements made? Response from Dr. Young: They have different skills or needs by students who take hybrid classes. Content and activities are all very similar. Dr. Glasper commented that the State of Arizona is looking at new funding formulas and looking at outcomes and performance. Should they be funded at same rates? Looking for responses to substantiate if our measurements are viable. Response: Donna Gaudet responded that when on-line classes started many years ago, studies were conducted nationwide. No significant difference. There is lots of data that can be found on this. The mode is not as important as design.

Governing Board Member Debra Pearson commented that academic standards do not mean they are doing to pass the political standards. It will be done through emotional manner of communication. Need to express and show evidence from students. Because of public perception, on-line classes have tougher rigor.

GWC President Dr. Giovannini commented that course design is key. How well is curriculum designed? Results will provide evidence.

Dr. Bernie Ronan asked about outcomes on individual disciplines. Responses: As curriculum has changed they are doing more active learning. There is no common final. They develop pre and post tests. Quality Matters standards are set up. In on-line classes discussion is required.

Adjournment of Work Session and Move into Executive Session: The work session adjourned at 7:10 p.m.

Jerry D. Walker
Governing Board Secretary