



## Maricopa County Community College District Governing Board Minutes November 12, 2013

Agenda Review and the Annual Outcomes Retreat of the Maricopa County Community College District Governing Board was scheduled to be held beginning at 4:00 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to A.R.S. Section 38-431.02, notice having been duly given.

### GOVERNING BOARD

- Doyle Burke, President
- Dana Saar, Secretary
- Randolph Lumm, Member
- Ben Miranda, Member (Absent)
- Debra Pearson, Member

### ADMINISTRATION (AGENDA REVIEW)

Rufus Glasper  
Maria Harper-Marinick  
Kim Granio for Debra Thompson  
James Bowers  
Steve Helfgot  
Ed Kelty  
Steven Gonzales

### ADMINISTRATION (RETREAT)

Rufus Glasper  
Maria Harper-Marinick  
James Bowers  
Lee Combs  
Linda Lujan  
Ernie Lara  
Steven Gonzales  
Irene Kovala  
Shouan Pan  
Paul Dale  
Anna Solley  
Chris Bustamante  
Jan Gehler  
Shari Olson

### AGENDA REVIEW

Agenda Review began at 4:25 p.m. Board Member Dana Saar took a moment to introduce a guest, Dr. Kirsten Diederich, a fellow ACCT Board Member and Board President of the State Board of Higher Education for the North Dakota University System. They are considering moving towards a policy governance model for their system and she came to Maricopa to learn more. Board President Doyle Burke then took the assembly through the proposed agenda for the November 26, 2013 Regular Board Meeting. Clarification was asked on a few items as they were presented; below are requests made by Board Members for additional information.

### CONSENT AGENDA

- **IV.C.2 APPROVAL OF GOODWILL INDUSTRIES OF CENTRAL ARIZONA/MARICOPA SKILL CENTER MOU**
  - Is there any cost to this? (No, Goodwill does not charge for its services and if they did, they would waive it in lieu of space.)
  - What are the long-term benefits of this type of partnership? (Offer career services for students, help recruit students as well. More information on the details in the MOU will be added to the item to clarify intent.)
  - Is this type of agreement new to Goodwill? (They have established partnerships with other higher education institutions, either on site or next to the site.)

- **IV.D.4 APPROVAL OF LEASE OF SUITE AT RIO SOUTHERN TO INNATE LIFE CENTER, LLC; IV.D.5 APPROVAL OF LEASE OF SUITE 101-102 AT RIO SOUTHERN TO ARIZONA SANDWISHC SHOP, INC., DBA DILLY'S DELI; IV.D.7 APPROVAL OF LEASE OF SUITE AT RIO SOUTERN RANDY SWENSON AND HI CHING SWENSON DBA PONG PONG CHINESE RESTAURANT**
  - Will there be an increase in the leases initially or over time? (The terms of the lease agreements will be shared with the Board prior to the meeting.)

#### **NON-CONSENT AGENDA**

- **V.A.1 APPROVAL OF AUTHORIZATION OF INCREASED EXPENDITURE FOR WEB REMEDIATION CONSULTING SERVICES**  
This is a follow-up item to move to a One Maricopa enhancement effort. It's a three-phase system. Once Eagle Creek has assessed the existing web infrastructure, 1) they will help with web maintenance (there are over 10,000 pages), 2) they will look at the web infrastructure and fix pages that are not working, and 3) they will rebuild the entire web system into a secure and well run single entity (currently there are 50-60 systems currently running). It will take approximately 18-24 months to fix.
  - Will Maricopa contract out maintenance or can it be supported in-house upon completion? (IT will create a web team trained in the use of the new system and work with a marketing team to deploy content. There will be both dedicated technical and marketing staff. This effort is only for the District's web page; it does not include the college pages.)
  - How can we justify to tax payers that it will take 18-24 months to fix while leaving us vulnerable to hacking? (*Hacking is being addressed right now—it is not dependent on this effort.* It will take time because not everything is running parallel. The vendor is going through the websites and making sure they work properly but there are over 90 with about 25 pages per group; it would require hundreds of web programmers to reach out to all the end users if they tried to do it all at once. The District web has grown organically since its inception and it now has to be standardized. Once the system has been cleaned, the recovery time will be much better in future situations (less than a week).)

#### **ADJOURNMENT**

Agenda Review was adjourned at 4:51 p.m.

#### **CALL TO ORDER**

The Annual Outcomes Retreat was called to order a 6:02 p.m.

#### **WELCOME AND INTRODUCTION**

President Burke asked the Chancellor, Dr. Rufus Glasper, to speak. Dr. Glasper began by stating this would be the second year of gathering data under the Board Outcomes. A summary of all the metrics had been provided based on a series of expectations from the Board. This year an evaluation form will be presented to the Board, along with Monitoring Reports, on a regular basis and it will ask the Board if the reports provided meet a certain level of criteria or if changes need to be made or Outcomes revisited. Comments today will be asked relative to Board Outcomes. Adjustments to Board policy changes will be reflected going forward. He noted that the College Presidents and Institutional Research Office personnel were on hand to provide additional information. Dr. Glasper stated he hope that these discussions will help drive resource allocations, focus on targets, and drive the outcomes moving forward. He then introduced Dr. Maria Harper-Marinick, Provost and Executive Vice Chancellor, to share some data.

**PROGRESS REPORT ON BOARD  
OUTCOMES AND METRICS**

Dr. Harper-Marinick began by relaying that a full report is provided every November regarding progress to achieve Board Outcomes. The full report is posted on the [Institutional Research](#) website. The night's presentation to the Board would showcase only key metrics to the Board. She noted again the evaluation form that would need to be completed at the end of the presentation.

Dr. Glasper took a moment to offer Board Member Dana Saar a moment to speak. Mr. Saar then introduced a guest, Dr. Kirsten Diederich, a fellow ACCT Board Member and Board President of the State Board of Higher Education for the North Dakota University System. They are considering moving towards a policy governance model for their system and she came to Maricopa to learn more. Dr. Glasper then introduced Ms. Dawn Wallace, the new Government Relations Manager, and Dr. Maria Harper-Marinick took a moment to introduce Ms. Marybeth Fowler from the *Arizona Republic*. Dr. Harper-Marinick then presented student demographic data.

**Who are MCCC'D's students?**

The majority of MCCC'D students are White, followed by Hispanic, African American, Asian/Pacific Islander, and American Indian. There has been a slight increase in the number of Hispanic students in the past year. The majority of students are female and rate of enrollment for both males and females has remained fairly stable over the past three years. The majority of students are age 24 and under; again the distribution is flat over the past three years. The majority of students are part-time. Headcount has decreased slightly over the past three years, but overall growth is continuing compared to historical numbers. 63% of all students say they intend to earn a degree or certificate or transfer; 14% are taking courses for personal interest; 12% are current high school students who are concurrently enrolled or taking dual enrollment classes; 9% are taking courses for job skills; 2% are current university students; and less than 1% are undeclared.

Board members asked if a comparison had been done regarding student head count and construction industry activities. Since the construction industry is a volatile industry MCCC'D may lose a lot of students who choose to work earning a large salary while the industry is booming. MCCC'D needs to work with the construction industry to value a partnership with educational institutions. If MCCC'D can focus more on construction industry needs, enrollment might be more constant. Dr. Harper-Marinick replied that MCCC'D would like to educate people overall in terms of valuing higher education. She thought a partnership with the construction industry would be a great idea for the Corporate College to focus on and she would make sure the idea was brought forward.

**How do students perform in developmental education courses?**

Full- and part-time students perform similarly in developmental education courses; full-time students do a little better.

**How do students perform after successfully completing developmental education courses?**

There was a five percentage point increase in the college-level math course success rate after completion of developmental math. There was an improvement in college-level English success rate after completion of developmental English.

A Board member asked how the changes regarding common core would affect students. Dr. Harper-Marinick predicted a change in the performance of high school students, believing fewer of those students would need developmental education. Current work to reform the math developmental education

curriculum has aligned course content to expectations of the common core. Dr. Glasper also noted that MCCCDC offers accelerated developmental courses and asked how different cohort data could be captured. Dr. Harper-Marinick said the data would be aggregate unless courses were given a unique course code. Dr. Glasper said MCCCDC could end up with 4-5 pilot programs with 30-40 students and wondered what impact on the aggregate data including/excluding them would be. She replied that changes in math curriculum will be piloted in 2015 and it will impact all students. Similar changes are proposed for English and Reading. Once these changes are universal, MCCCDC can use students as a cohort and tracking will be easier.

A Board member asked what the retention rate was for developmental education students. Dr. Sherri Lewis from Institutional Research said those numbers could be looked at but it's not something that is tracked. Board members noted that students who take developmental education courses may not retain, historically. Another Board member noted that 25% of developmental education students complete college nationally; that MCCCDC has a 60% completion rate is good. Another Board member noted if fewer students tested into developmental education courses MCCCDC would see an increase in graduation rates for recent high school graduates. Dr. Harper-Marinick replied she was hopeful that changes in English, Reading, and Math would increase the impact on the successful completion in developmental education and graduation.

#### **How do students perform in college-level courses?**

The total college-level success rate increased by two percentage points for the most recent cohort. Full-time students performed better than part-time students. Although improving, African American students have the lowest college-level successful course completion rate.

A Board member asked what caused the sharp increase for some groups of students. Dr. Harper-Marinick noted that the Minority Male Initiative has been focusing its efforts on minority male student success for the past 2-3 years and other programs have recently been implemented to encourage success.

#### **In which courses do we see students struggle? (Gatekeeper Courses)**

Math and developmental education courses, in particular, pose challenges to new student academic progress. The top five gatekeeper courses are math, and the top three include development education math.

A Board member asked what administration would like to see in 3-5 years. Dr. Harper-Marinick replied she like to see a chart showing success rather than failure. The Board member asked if that was a realistic goal. Could the 55% percent failure rate drop to 45% or lower. Dr. Harper-Marinick said it was realistic to expect a drop, but it wouldn't happen immediately. Dr. Glasper said he would like to see the chart's data show where MCCCDC can reallocate resources to see if there's an impact. He would include accelerated developmental education courses, regional centers, working with high schools, etc. Dr. Harper-Marinick noted that, right now, the student success course is "highly encouraged" but not mandatory (except for students new to college who test into developmental education classes)—when students learn they don't "have" to take the course they drop it. Board members asked if there were plans to make it mandatory for all students. Dr. Harper-Marinick said right now it's a matter of resources and capacity and they have chosen to focus on a specific cohort of students. The idea to make it mandatory for all will be revisited again.

#### **Retention rates and timely progress toward degree**

The retention rate for full- and part-time students decreased slightly for the most recent cohort. Asian and Hispanic retention has increased slightly, while

retention of African American students has decreased. The percent of learners achieving credit hour thresholds within two years has increased slightly for part-time students, decreased slightly for full-time students.

Board members asked how MCCCC changed the curve. Dr. Harper-Marinick said it is due to the good work being done at the colleges. As student success increases in the courses, MCCCC will see an increase over time. Dr. Glasper remarked that a comparison of the chart with the recession would show MCCCC started putting more resources into efforts in 2009-2010. As the economy started to come out of the recession, MCCCC started losing students. Other factors also affected the change (like the immigration bill which affected tuition).

### **Completion**

The number of degrees and certificate awarded increased in each of the last four years. Dr. Glasper asked if there was a correlation to expanding the number of pathway programs to the universities. Dr. Harper-Marinick agreed that expanding the pathways helped increase awards and transfers. She says MCCCC needs to educate students on the AGEC and encourage students to consider completing that block of classes because it will allow greater flexibility regardless of their degree or transfer plans.

### **Board resolution: Increase by 50% the number of students with degrees and certificates by 2020**

MCCCC is on track to meet the Board resolution. The graduation rate has increased over time. MCCCC is considering a completion candidate project which will target students who are close to a degree and contact them to award a degree. MCCCC would consider removing nuisance fees which might block the effort. Other factors need to be considered in such cases (i.e., effect on financial aid status) as well as understanding some students choose not to get a degree for very specific reasons—why should the college arbitrarily decide an action without the student's permission?

### **What percentages of students are having a successful outcome?**

Nearly two-thirds of students (65%) achieved a successful outcome within six years.

Dr. Harper-Marinick concluded by reminding Board members that the full report is available and to please ask if they have any questions.

### **CONCLUDING REMARKS**

Dr. Glasper said the remainder of the time would be devoted to answering their questions. He also wanted to have a conversation as to what his response to the data might be. Where should he focus his efforts? He said there is consideration in the legislature to move towards performance-based funding for new funds and how show those be targeted.

A Board member asked what MCCCC is doing regarding dual enrollment and having those students see themselves as college students. Dr. Harper-Marinick replied that MCCCC has seen an increase in numbers for dual enrollment (about 16,000 last year). MCCCC does a good job promoting it but the cost to students impacts efforts. Competition is also a factor. Board members noted the Arizona Agribusiness and Equine Center (AAEC) has a fantastic model with concurrent enrollment. They see a savings by bringing their students to MCCCC property for general education courses. It was suggested that other partnerships like that be investigated with other K-12 institutions. There could be costs savings for them. Dr. Glasper remarked that AAEC has an excellent model but he questioned the scalability of it. One of the issues Mesa is seeing is declining enrollment—that impacts private charter school enrollment. How could it be ensured? More partnerships will help MCCCC. Dr. Glasper said he doubted he'd see any impact on developmental education if MCCCC doesn't work with K-12. He also remarked there is a difference between dual

enrollment and AP courses. What value is lost when students fail the AP tests and don't get credit? MCCCCD needs to put a cost component to each idea and show if money was saved or if it cost more. MCCCCD needs to value the notion of intent. Others want to measure MCCCCD on outcomes that have no value.

A Board member asked if intent was discussed during orientation. If it were included, maybe intent would change. Dr. Harper-Marinick said she wants to increase the number of times intent data is captured because people do change their minds. Board members asked if the graduation process, transfer value, AGEC, etc., is included in the orientation. It is not part of the two-hour orientation but it is discussed in the college success course. Dr. Harper-Marinick also noted MCCCCD's "Connect to College" efforts—a web resource designed to provide all the information a student who is thinking of coming to college would want and need to know.

Board members also suggested that funds be allocated to high schools to help students prepare. Dr. Glasper said they would consider offering counselors, early testing at college sites—it would depend on how welcome MCCCCD efforts will be perceived. A Board member said when MCCCCD looks at the impact, it needs to immerse itself—have the community colleges establish separate goals. MCCCCD wants to impact both ends of the spectrum, increasing the number of degrees/certificates, increase number of transfers, and be part of the continuum of thought of K-12 to college to university and/or to work.

A Board member noted Alamo College in San Antonio had undergone a reimagining effort after losing a bond. MCCCCD is considering reimagining too. Dr. Glasper agreed, saying the IMOR<sup>2</sup> group is accepting recommendations on branding/imaging. As soon as MCCCCD does that, people may think it is changing its intent to offer four-year degrees and forget its commitment to community. MCCCCD needs to clarify its intent very well.

President Burke concluded by stating that there are about 2,000 higher education institutions in the nation, with 1,150 being community colleges. Only 75 of those community colleges have voted to be a part of the completion agenda. MCCCCD is among a select group of community colleges in the nation to propose to achieve that goal.

**MONITORING REPORT  
EVALUATION**

Ms. Teresa Toney, Manager of the Office of Public Stewardship, declared that an electronic version of the form would be provided to the Board and a deadline would be set to return the data to the Board Office for compilation.

**ADJOURNMENT**

The Annual Outcomes Retreat was adjourned at 7:29 p.m.

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Dana G. Saar  
Governing Board Secretary