Agenda Review and the Annual Outcomes Monitoring Retreat of the Maricopa County Community College District Governing Board was scheduled to be held beginning at 1:00 p.m. at Rio Salado College, Conference Center, 2323 West 14th Street, Tempe, Arizona, pursuant to A.R.S. Section 38-431.02, notice having been duly given.

GOVERNING BOARD
- Dana Saar, President
- Randolph Lumm, Secretary (Absent)
- Doyle Burke, Member
- Alfredo Gutierrez, Member
- Debra Pearson, Member (Absent)

INCOMING BOARD MEMBERS
- Johanna Haver
- John Heep (Absent)
- Tracy Livingston (Absent)
- Jean McGrath

ADMINISTRATION (AGENDA REVIEW)
- Rufus Glasper
- Maria Harper-Marinick
- Debra Thompson
- LaCoya Shelton-Johnson
- Ed Kelty
- Steve Helfgot
- Lee Combs

ADMINISTRATION (RETREAT)
- Rufus Glasper
- Maria Harper-Marinick
- Debra Thompson
- LaCoya Shelton-Johnson
- Ed Kelty
- Steve Helfgot
- Lee Combs
- Linda Lujan
- Ernie Lara
- Steven Gonzales
- Irene Kovala
- Shouan Pan
- John Snelling for Paul Dale
- Anna Solley
- Chris Bustamante
- Shari Olson

CALL TO ORDER
Agenda Review began at 1:05 p.m. President Saar noted there was one action item on the agenda for the day.

1.1 APPROVAL OF INTERGOVERNMENTAL AGREEMENT WITH THE CITY OF GLENDALE FOR POLICE OFFICERS—approve an intergovernmental agreement with the City of Glendale authorizing the City to hire MCCCD police officers on a temporary assignment through February 15, 2015, primarily to assist the City’s police officers with Super Bowl events.

MOTION NO.
Motion 10242
Board Member Burke moved for approval of Item 1.1. Board Member Gutierrez seconded. Motion passed 3-0; (Lumm and Pearson absent).

AGENDA REVIEW
Board President Dana Saar then took the assembly through the proposed agenda for the November 25, 2014 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
- ITEM 12.3 APPROVAL OF REPORT, PROPOSITION 301 WORKFORCE DEVELOPMENT AND JOB TRAINING FY 2012-13 AND FY 2013-14
  - Board members wanted to know what the allocation was (between $8-9M) and if the funds were from the state or fed (state).
Chancellor Glasper remarked that the funds, although allocated over a 10-year period, are considered one-time funds. Any programs or initiatives created with the funds that MCCCD wants to continue have been or will be moved into permanent dollars.

• **ITEM 13.1 APPROVAL OF NAMING RIGHTS AGREEMENT FOR ONE (1) GREEN ROOM WITHIN THE PERFORMING ARTS CENTER AT MESA COMMUNITY COLLEGE**
  - Board members asked how much was initially slated for the Performing Arts Center remodel from bond funds. (MCCCD allocated $11M to fund the MCC PAC to build a 450-seat center serving Music, Dance, and Theatre students at the college.)

**NON-CONSENT AGENDA**

• **ITEM 15.1 APPROVAL OF FINAL CONTRACT AMENDMENT FOR THE CONSTRUCTION OF THE NEW INTEGRATED LEARNING BUILDING AT PARADISE VALLEY COMMUNITY COLLEGE BLACK MOUNTAIN CAMPUS**
  - Board members asked what the current enrollment at PVCC Black Mountain campus is. They also requested information on capacity and planning schedule. (A report will be provided to the Board.)

• **ITEM 15.3 APPROVAL OF PARTIAL GUARANTEED MAXIMUM PRICE NUMBER ONE FOR CONSTRUCTION OF THE T3 AUTOMOTIVE BUILDING AT GLENDALE COMMUNITY COLLEGE**
  - Board members asked if students would be able to take classes still while the building is under reconstruction. (GCC is relocating classrooms but still keeping some auto bays open.)

• **ITEM 16.1 APPROVAL OF AUTHORIZATION FOR REQUIRED CHANGES TO THE HUMAN RESOURCE SYSTEM AND HOSTING**
  - Board members asked if the new Human Resources system will have the flexibility to accommodate compensation for faculty pay other than by load hours—or other employee pay schedules that may change. (Yes, the system gives more options so it is much more flexible than the current system.)

**INFORMATION ITEMS**

• **ITEM 17.1 APPROVAL OF PROPOSED AMENDMENTS TO EMPLOYEE GROUP POLICIES**
  - Board members asked if the negotiation process with Employee Groups will remain the same with this change. (Yes, the Chancellor will meet with Employee Groups and then report to the Board any proposed amendments.) Board members asked if the Employee Groups are supporting the change. (All seven Employee Groups have whole-heartedly agreed on the change.)

**DISCUSSION**

Chancellor Glasper informed the Board that the Maricopa Community Colleges Foundation is supported by the MCCCD by staffing and housing the program. The current CEO, Dr. Steven Helfgot, has announced his retirement. Dr. Glasper is working with the Foundation’s Executive Committee and Marty Cisek & Associates to hire his replacement. He hopes to have a new hire by May, 2015. They are conducting a nation-wide search.

Dr. Glasper noted they are revamping the way the Foundation does business. He has been visiting with community partners as part of the Foundation’s current $50M capital campaign and has discovered that community colleges are not thought of at the same level as universities. He proposes to restructure it with more of a focus on individual colleges as they are more face-to-face with their communities. They are working to find a model that will work for Maricopa. He intends to scale the current mechanism to a $75-100M campaign. Dr. Helfgot is providing lessons learned as they go through the
first phase. They hope to build an alumni program similar to Phoenix College (circa 1920) for Mesa and Glendale Community Colleges (circa 1964).

Board members remarked that they should be involved in the planning for the Foundation as it moves forward. The district has to find new sources of revenue as the current funding model is inadequate. If the Board continues to fund the Foundation, the Foundation has to have the staff necessary to move forward, and the Board has to be involved in decision making. One Board member was hesitant at the idea of having individual colleges as the focal point rather than the entire system. MCCCD is the largest system in the nation and focusing on a single college reduces effectiveness. The Foundation can go to great heights but it will take serious re-thinking. Board members asked that a discussion take place with the Board about the future of the Foundation.

Dr. Glasper remarked that several Presidents hired recently came in under the assumption that fundraising would be 5% of their job; in reality, it’s more like 10%. To be truly effective, 35-45% of their time needs to be dedicated to fundraising.

Dr. Glasper reiterated that they are searching for a model for Maricopa. The colleges will help establish relationships with their communities on behalf of the District and they are looking at all ideas. He said the Board will tell him its will and he will act accordingly. He was asked if there are any successes for two-year schools and he replied that Miami-Dade (FL) and Central Piedmont (NC) created successful models when their states divested interest to them.

A Board member remarked that both ideas have merit and can work together (college-contact and system-contact). The new model could have a larger amount of fundraising in the center (District) and clusters with smaller degrees of fundraising by college. Plans should look both from the center and from local levels.

Community college foundations have been ‘orphan children’ with few exceptions—exceptions created by financial challenges. MCCCD’s configuration is dramatically different than other colleges across the country. The changes to the Foundation have to be thought out thoroughly. MCCCD needs to create a new national model specific to this system.

Board members asked if the new CEO would also serve as the Vice Chancellor for Resource Development and Community Relations. Dr. Glasper replied the new person will only be the CEO of the Foundation.

A Board member remarked that universities tend to have large divisions of professionally paid developers and asked if that was the case for MCCCD. Dr. Glasper replied that the district runs the gamut where one college may have a full-time dedicated development officer with a full staff and another may have a single individual who spends 40% of his/her time on development. MCCCD needs to see what exists now and determine what needs to be done to even things out. He again stated that Maricopa will be completely reconfiguring how it does business. This is part of ONE Maricopa and will be scaled at various levels.

ADJOURNMENT

Agenda Review was adjourned at 2:07 p.m.

CALL TO ORDER

The Annual Outcomes Monitoring Retreat was called to order at 2:33 p.m. President Saar asked Dr. Glasper to provide a welcome and overview of the day.

WELCOME AND INTRODUCTIONS

Dr. Glasper reported that the day’s presentation was a culmination of a detailed process that involved the annual Board Outcomes monitoring report. Data about the Board’s four outcomes would be presented but the presentation would not include any operational aspects. The day would focus solely on outcomes and what happened last year. He wanted he Board to consider how MCCCD can move the needle and advance MCCCD.

Information would be presented on the four outcomes:
• **University Transfer Education and General Education**: including examples of the ASU Pathways (MAPP) and Connect to NAU partnerships, representing an unprecedented partnership with the state universities and one of the best models in the country.

• **Workforce and Economic Development**: showcasing many community partnerships and how MCCCD is reconfiguring itself to provide Centers of Excellence to enhance relationships and create new partnerships.

• **Development Education**: a significant portion of MCCCD’s budget is dedicated to development education, approximately $90M/year; the focus today would be on the creativity and use of other resources (i.e., open resources, learning communities) and scaling programs and incentives.

• **Community Development and Civic and Global Engagement**: showcasing programs across the district (i.e., MCC’s Performing Arts Center, athletics programs, the Student Public Policy Forum (SPPF), international programs and partnerships, and MCCCD’s democracy commitment).

All of MCCCD’s system-led initiatives align with these outcomes and core planning areas, strategic planning, etc. System-level initiatives include:

• **ONE Maricopa**: (systemic enhancements; single process regardless of location)

• **Student Success Initiative (SSI)**: students who are engaged in and out of the classroom tend to be more successful

• **Completion Agenda**: goal to increase completion by 50% by 2020

• **Developmental Education**: primary focus to help students succeed; implications for students who depend on financial aid/PEL grant

• **Seamless Student Experience (SSE)**: over 60,000 students travel between colleges and the experience at each college should be the same

• **Integrated Marketing Outreach, Retention, and Recruitment (IMOR2)**: a dedicated effort to inform the community that Maricopa is a single system

• **Performance-Based Funding**: developing metrics that are more applicable to community colleges than just transfer and graduation rates (including general education, certificates, movement through development education tracks, etc.)

The bottom line is accountability. Several of these initiatives have disrupted and disturbed people. Disruption is needed to move Maricopa forward and to scale-up. The goal is systemic effectiveness in achieving Board goals.

Dr. Glasper paraphrased from Thomas Friedman, author of *The World is Flat*:

• The K-12 system should heighten its level of knowledge so that 3/5 students don’t test into developmental education at the college level. But institutions must think about social justice on the other end of the scale and acknowledge the progress students who start at third grade level and end at eighth grade level have made.

• Entrepreneurship can help move the needle.

• Community colleges are focal points to move the state and the nation out of an economic downturn.

• Community colleges should always operate in ‘beta’ and continue to develop new ideas.

• Need to think like a waitress—how does she keep the customer, get the best tip, and maintain a solid relationship over time?

• Have and use metrics to determine success.

• Look at certifying people for what they know rather than how they learned it—competency-based learning.

Maricopa needs to think about being the best in those areas that matter but not in all things. Being all things to all people can no longer be sustained.
Dr. Harper-Marinick reported that she was required by Board policy to submit the Outcomes Monitoring Report annually in November. The report was provided to the Board electronically and it is available on the Institutional Effectiveness web (http://www.maricopa.edu/academic/ir/monitoring_reports.php) and also as part of the day’s agenda on the Board web (http://www.maricopa.edu/gvbd/archives/index.php).

Dr. Harper-Marinick explained that she would present data in support of each outcome focusing on key metrics previously identified by the Board. The reported data are systemic and presentations will showcase system-level initiatives. Numbers are for FY13-14 unless noted otherwise. A copy of the full presentation is included in the appendix.

Who are MCCCD’s students?
- Fall 45th day count: 128,212 (enrollment has been increasing over time)
- Gender: 44% male, 55% female, 1% undeclared
- Student Enrollment: 28% full-time, 72% part-time
- Average Age: 26 years
- Average Class Load: 7.9 hours (part-time)
- Race/Ethnicity: 48% White, Non-Hispanic; 27% Hispanic; 10% Other; 8% Black, Non-Hispanic; 5% Asian/Pacific Islander; 35 American Indian/Alaska Native
- Age Group: 35% 15-19, 27% 20-24, 13% 25-29, 13% 30-39, 12% 40+
- Education Intent of New Students: 39% transfer to university; 29% enter/advance in job market; 15% current high school student in dual or concurrent enrollment; 14% personal interest; 2% meet university requirement; less than 1% undeclared
- Completion Agenda (increase by 50% the number of students with degrees and certificates by 2020): goal is 18,000 and at rate of 0.82% growth is expected to be met; MCCCD is on target and ahead of schedule

Community Development and Civic and Global Engagement
- Percent of High School Graduates who Enroll Directed in Community College: 35% (29% Nationally, 39% State-Wide)
- Enrollment of Underserved Populations: 8% Black, 3% Native American, 30% Pell Grant Recipient, and 18% Age >24 with no Prior College
  - Effective July 1, 2012, limitations enacted on Pell award limiting funding to 12 semesters or 6 years; previously no limit—implications for developmental education.
- Global Engagement: 201 MCCCD students participated in study abroad program* in FY13-14; 772 MCCCD students participated in 47 study abroad programs* between 2011-2014 (*same academic rigor as class in-state)
- Civic Engagement: 40 Recipients in 2013 and 2014 of the Chancellor’s Civic Leadership Medallion; 197 Participants since 2003 in the Student Public Policy Forum; 41% students over 18 who were registered to vote; 6,218 MCCCD students participated in service learning opportunities in FY13-14.
- Civic Curriculum Infusion has been done in a variety of courses from Astronomy to Women’s Studies
- Residential Faculty Diversity: 56% Academic, 44% Vocational, 55% Female, 45% Male, 2% Native American, 4% Asian/Hawaiian, 5% Black, 11% Hispanic, 78% White
- Adjunct Faculty Diversity: 57% Academic, 43% Vocational, 57% Female, 43% Male, 1% Native American, 3% Asian/Hawaiian, 5% Black, 7% Hispanic, 82% White

Workforce and Economic Development
- Occupational Degrees and Certificates Awarded Annually: 12,557 (the total has increased by almost 46% since FY09-10)
- Occupational Graduation Rate: 17% earned occupational award, 7% earned non-occupational degree for a total of 24%
- MCCCD offers credit programs in 95% of the highest-demand occupations in the greater Phoenix metropolitan area
• MCCCD offers credit programs in 80% of the fastest-growing occupations in the greater Phoenix metropolitan area

**Developmental Education**

• How do students perform in developmental education classes?
  o Success Rate in Developmental Education Courses: 71% RDG, 65% ENG, 52% MAT
  o Developmental Math Course Success Rates across Demographic Variables: 53% Female, 40% Male
  o Developmental English Course Success Rates across Demographic Variables: 74% Female, 65% Male
  o Developmental Math Course Success Rates across Demographic Variables: 51% Non-Under-Represented Minority (URM), 45% URM
  o Developmental English Course Success Rates across Demographic Variables: 71% Non-Under-Represented Minority (URM), 68% URM

• How do students perform after successfully completing developmental education courses:
  o Success Rate in College-Level Course after Completion of Developmental Math or English: 77% English, 63% Math

• Efforts to Improve Metrics: Mathematics, English, Reading, Faculty Development (presentations by Instructional Council chairs included in Appendix)
  o Maricopa Modules for College Readiness: A Faculty Initiated Transformation of Developmental Mathematics (Jason Bright, GCC)
    - What is College Readiness: having the prerequisites to enroll in a 100 level math class; the first level of college readiness consists of MAT112, MAT12X and MAT14X
    - Current Pathway: Math 08X Basic Arithmetic, one semester; Math 09X Beginning Algebra, one semester; then ... College Ready (112, 12X or 14X)
    - MCCCD Developmental Education Math Redesign (MMCR): Pedagogical innovation—concepts, skills, applications; logistical redesign—seven one-credit modules; new placement—student placed into a subset of the modules; and acceleration—up to one semester.
  - Modules
    - Number Sense I - Whole and Signed Numbers
    - Number Sense II – Decimals
    - Multiplicative Reasoning – Fractions
    - Geometry (May be taken with Mod 5, 6 or 7)
    - Algebraic Structures
    - Functions I – General
    - Functions II - Linear Functions

  - Associated Changes: MAT 12X—Competencies revised to include “missing” material and to remove redundancies with MAT 15X; MAT 14X—Removal of MAT 12X prerequisite; MAT 112—A robust 100-level Math Concepts class; and begin MMCR in Fall 2016

  - Scenario: A student places into Geometry and Functions II. Student takes Geometry during first 5-weeks/passes. Student takes Functions II second 5-weeks/fails. Student takes Functions II third 5-weeks/passes. Student is college ready by second semester.

  - A Board member asked if the colleges offered counseling to help student place themselves in the appropriate developmental courses. [Developmental math faculty may recommend follow-up courses based on student’s level of]
achievement in the current course; Academic Advisors are also available to help.

- Proposed Changes to Developmental English (Mary Jane Onnen, GCC)
  - Introduction
    - This work is the result of a summer's-long effort in 2013 by the Developmental English Task Force (DETF), a group of Maricopa Community College English Faculty who expressed interest in collaborating with colleagues to recommend improvements to Maricopa's approach to developmental English. The task force was composed of one representative from each of the ten colleges as well as the task force chair.
    - For the 2013-2014 school year the English Instructional council worked on revising and voting on elements of these recommendations. The result is these proposed changes.
  - Recommendations
    - The current proposed changes to Developmental English focus on four major areas: 1) Course Scope and Sequence; 2) Professional Development; 3) Coordination of Developmental Education; 4) Class Size.
    - Change Course Titles for ENG 071, ENG 081, and ENG 091 to Preparatory Academic Writing 1, 2, and 3
    - Update Course Competencies: Additional competencies related to information literacy as well as an attention to critical reading skills and affective skills have been added.
    - Recommended Tracks for Students' Progress into ENG 101: In the first recommended track, ENG091 is paired with both an RDG091 and a college success course. In track two, ENG091 students are mainstreamed into an ENG101 section where students also enroll in ENG091 with the faculty member. Other accelerated models are also available.
    - Professional Development: 25 clock hours of professional development for developmental English faculty using curriculum developed by MCLI and English and Reading Faculty. Training to be offered at different colleges and at staggered times to give access to all faculty. Faculty complete the program within two years of teaching their first developmental English class. Adjuncts are compensated for the time. Residential faculty will receive professional growth.

- MCCCD Reading Sequence (Amy Woodbeck, PVCC)
  - Repetition and time are necessary to build reading skills so shorter classes are not effective.
  - Overarching goals of the new Reading Sequence: Persistence and Completion
  - Goals of developmental education influence the Reading Sequence: Acceleration and Contextualization
  - Reading Sequence: Acceleration and Contextualization > Successful Course Completion > Persistence
  - Overall Reading Sequence: Student tests in RDG 071, takes
RDG 095 then is ready for CRE 101; student tests into RDG 095 then is ready for CRE 101; student tests into RDG 100 then is ready for CRE 101; or student tests into CRE 101

- RDG 071 Basic Reading Skills (placement score 0-36): A course specifically designed for and focused on the needs of students who struggle greatly with the basic skills and strategies of reading comprehension.

- RDG 095 Developmental Reading (placement score 37-55): Intensive Foundations for College Reading—six credits; one semester; move on to credit bearing courses in one semester; prepared for CRE 101 (once prerequisite of ENG 101 is completed)

- RDG 100, RDG 111, RDG 112, RDG 113 Developmental Reading Support of Academic Disciplines (placement score 56-73): Successful College Reading—three credits, transferable to all AZ state universities; one semester; may be repeated; direct support to content-area courses with a focus on discipline-specific academic reading skill; prepared for CRE 101 (once prerequisite of ENG 101 is completed)

- CRE 101 College Level Reading (placement score 74-91): College Critical Reading—three credits; transferable to all AZ state universities; one semester; Literacy (L) designation
  - Board members asked if they will work with occupational programs (i.e., Nursing) to offer a reading course specific to those programs.
  - Nursing students would likely be directed to the RDG 1xx specific for Biology right now; the process is just beginning so new classes can be built over time.

- Weaving Professional Development into Practice (Robin Ozz, PC)
  - Maricopa Summer Institute (MSI) began in 2007 as part of the Kellogg and National Writing Project and was launched in 2010
  - Schedule includes four experts, four themes, time for reflection, and learning by doing (four weeks, six hours per day)
  - Experts are CLADEA Fellows (the highest honor for developmental education practitioners): Dr. Hunter Boylan, “Renaissance in Developmental Education;” Dr. Barbara Bonham, “Learning Environments, Alternatives, and Culturally Responsive Teaching;” Dr. David Arendale, “Embedding Learning Assistance through Universal Instructional Design;” and Dr. Russ Hodges, “Learning Frameworks.”
  - Previous attendees of the MSI wanted more so MSI 2.0 created: Three week intensive study; first two weeks face-to-face exposure and investigation into a current technique such as brain-based teaching; in-depth research and lesson plan construction; and third week online professional learning community.

University Transfer Education and General Education

- Percent of Students Achieving a Successful Outcome within Six Years: 35% did not achieve one of these outcomes; 25% transferred without an award; 21% received an award; 10% earned 30+ credits with GPA 2.0+; 9% still enrolled (year 6)
- Total Annual Awards: 26,860
- Number of AGECs Awarded Annually: 6,812
- Number of Associate’s Degrees Awarded Annually: 10,724
- Number of Associate’s Degrees and AGEC Certificated Awarded Annually: 17,536
  - Performance-based funding model will look at different metrics than 45th day data; ASU, NAU, and Grand Canyon University will be
working with MCCCD on reverse transfer of credits achievement models to give MCCCD credit retroactively

- We have been successful in increasing the number of awards, but our challenge is increasing the proportion of students earning awards.
  - Graduation Rate within Six Years (Degree and Certificate): 29% Full-Time, 13% Part-Time; 22% Total

- What contributes to graduation rates? The key to many performance metrics is the retention rate. Students who do not return will not graduate.
  - Fall-to-Fall Retention Rate: 66% Full-Time, 39% Part-Time, 54% Total
  - Retention and GPA: 86% Fall-to-Spring (3.01-4.00 GPA), 73% Fall-to-Fall (3.01-4.00 GPA)

- How Do Students Perform in College-Level Courses?
  - College-Level Course Success Rate: 75% Full-Time, 66% Part-Time
  - College-Level Course Success Rate: 73% 24 and Younger, 65% 25 and Older
  - College-Level Math and English Course Success Rate: 75% ENG 101, 74% MAT 14X, 63% MAT 15X

- In which courses do we see students struggle?
  - 57% **MAT092**, 49% **MAT082**, 48% **MAT091**, 47% **MAT120**, 41% **MAT121**, 36% **MAT151**, 35% **CIS105**, 30% **ENG091**, 25% **PSY101**, 24% **ENG101**, 24% **CPD150**, 21% **RDG091** (gatekeeper courses; those in bold are Developmental Education classes)

- University Transfer
  - More than 12,000 students transferred with 12 or more credits from Maricopa Colleges and enrolled in a 4-year college/university the following year (2012-13).*
  - More than 7,000 students transferred to an Arizona public university in 2012-13.**
  - More than 8,700 students with MCCCD credit earned a bachelor’s degree from an Arizona public university in the 2012-2013 school year.***
  - *Source: National Student Clearinghouse  ** Source: AZ State System for info on Student Transfer (ASSIST)
  - Percentage of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees: 18% Transferred within Three Years, 31% Transferred within Six Years
  - Percentage of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees: 3,272 Transferred within Three Years, 5,569 Transferred within Six Years
  - Seamless Transfer to State Public Universities: 36% Earned Transfer Award, 59% Transferred 80% of Credits Earned
  - Participation in MCCCD Signature Transfer Programs: ASU Alliance/MAPP—2,929 Active, 400 Completers, 3,637 Total; 809 Connect2NAU New Sign Ups, 82 UA Bridge New Sign Ups

- Initiatives to Support Student Success: Male Empowerment Network (MEN) Student Success Activities and MEN Chapters district-wide
  - Annual MEN Conference: Academic Success, Leadership, Mentoring, Graduation/Transfer, and Professionalism
  - Operation Success: The First Two Weeks Conference: Study skills, Note-taking, Time Management, and Communicating with Faculty Members
  - MEN Council Meetings: The MEN Advisors and Council supporters meet monthly to share best practices, information (e.g., financial aid, tutoring, library, etc.), Minority Male Summer Bridge Program, speakers sessions (leadership, academic success, culture), and career exploration.
  - MEN Summer Retreat for Advisors and Chapter Leaders

**Students Perception**
• Noel-Levits Survey Summary Report
  o Overall Satisfaction: 61% MCCCD, 60% National
  o Enroll Again: 70% MCCCD, 70% National
  o Met Expectations: 30% MCCCD, 27% National
  o Quality of Instruction Excellent: 5.50 MCCCD, 5.60 National
  o Academic Support Services Meet Needs: 5.24 MCCCD, 5.31 National
  o College Helps Meet Goals: 5.19 MCCCD, 5.27 National
  o College Concerned for Student: 4.95 MCCCD, 5.13 National

• Community College Survey of Student Engagement
  o Writing clearly and effectively: 2.79 National, 2.75 MCCCD
  o Speaking clearly and effectively: 2.72 National, 2.68 MCCCD
  o Thinking critically and analytically: 2.97 National, 2.95 MCCCD
  o Solving numerical problems: 2.69 National, 2.72 MCCCD
  o Computing information technology: 2.82 National, 2.81 MCCCD
  o College emphasize computer use: 3.24 National, 3.24 MCCCD

Follow-Up Information for the Board

• More specific information on Pell Grant recipients.
• Policy Committee: How can the Board modify or add metrics to show students engaged at colleges (i.e., student clubs, etc.)
• Policy Committee: What business needs exist in terms of skilled workforce and how to get students to think of occupational areas as good careers (MCCCD is working with K-12 groups to get to them earlier and has created an excellent Career Guide)
• Provide break down on who is teaching developmental education courses (residential/adjunct faculty)
• Detailed explanation on why there appeared to be a spike in enrollments and/or success (as a result of changes to placement test changes, economic downturn, etc.) in 2011.
• Report on the percentage of undergraduates at ASU who have 12+ credits from MCCCD.

Dr. Harper-Marinick concluded her presentation by noting again that copies of the presentation will be made available on the web. Dr. Glasper closed the session by asking to Board to determine what outcomes it seeks to achieve and to consider what the best value for allocation of resources in the budget might be.

ADJOURNMENT

The Retreat was adjourned at 5:55 p.m.

Randolph Lumm
Governing Board Secretary
Appendix

Annual Outcomes Monitoring Retreat Presentations
Board Outcomes Annual Monitoring Retreat

November 2014
Who are MCCCD’s students?
Historical MCCCD Headcount

Fall 45th Day

Fall 2014 is 128,212
Student Profile — Fall 2014

Gender
- 44% male
- 55% female
- 1% undeclared

Student Enrollment
- 28% full-time
- 72% part-time

Average Age
- 26 years

Average Class Load
- 7.9 hours
Fall 2014 Educational Intent of New Students

- Transfer to University: 39%
- Enter/Advance in Job Market: 29%
- Current High School Student in D.E./C.E.: 15%
- Personal Interest: 14%
- Meet University Requirement: 2%
- Undeclared: < 1%
Completion Agenda

Board Resolution: increase by 50% the number of students with degrees and certificates by 2020
2020 Completion Goal

Students Earning Awards

- Actual
- 0.82% Growth
- Goal for 2020
Outcome:
Community Development and Civic and Global Engagement
Percentage of High School Graduates who Enroll Directly in Community College

*13,515 (of a total 38,561) 2011-12 high school graduates from Maricopa County who attended MCCCD in Summer 2012, Fall 2012, or Spring 2013
Global Engagement

201 MCCCD students participated in study abroad programs in FY 2013-14.

772 MCCCD students participated in 47 study abroad programs between 2011 and 2014.

Ireland

Prague

Namibia
Civic Engagement

Chancellor’s Civic Leadership Medallion
40 Recipients in 2013 and 2014

Student Public Policy Forum
197 Participants since 2003

Voter Registration
Students over 18 who were registered to vote: District median = 41%

6,218
MCCCD students participated in service learning opportunities in FY 2013-14.
Civic and Global Engagement

Civic Curriculum Infusion:

- AST 111, Intro to Solar System Astronomy
- BIO 100, Biology Concepts
- BIO 181, General Biology
- COM 110, Interpersonal Comm.
- COM 225, Public Speaking
- EDU 221, Intro to Education
- EDU 230, Cultural Diversity in Education
- ESL 032, Writing w/Oral Practice
- ENG 101, First Year Composition
- ENG 102, First Year Composition
- GBS 151, Introduction to Business
- MAT 221, Calculus with Analytic Geometry I
- PSY 101, Intro to Psychology
- SSH 111, Sustainable Cities
- WST 100, Women/Gender Studies
## Residential Faculty Diversity

<table>
<thead>
<tr>
<th>Characteristic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Area:</strong></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>56%</td>
</tr>
<tr>
<td>Vocational</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Ethnicity:</strong></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Hawaiian</td>
<td>4%</td>
</tr>
<tr>
<td>Black</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>78%</td>
</tr>
</tbody>
</table>
## Adjunct Faculty Diversity

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Academic</th>
<th>Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Area:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>57%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Ethnicity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Hawaiian</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>82%</td>
</tr>
</tbody>
</table>
Community Development and Civic and Global Engagement

Questions?
Outcome: Workforce and Economic Development
Occupational Degrees and Certificates Awarded Annually

The total number of occupational degrees and certificates has increased by almost 46% since FY 09-10.
Occupational Graduation Rate

Percent Completing:
- Non-Occupational Degree between 3 and 6 Years
- Non-Occupational Degree in 3 Years
- Occupational Award between 3 and 6 Years
- Occupational Award in 3 Years

Total 24%

Earned Non-occupational Degree = 7%
Earned Occupational Award = 17%
### Highest-Demand Occupations with MCCCD Degrees/Certificates

<table>
<thead>
<tr>
<th>Yes</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Registered Nurses</td>
</tr>
<tr>
<td>✓</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
</tr>
<tr>
<td>✓</td>
<td>Medical Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Nursing Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Teacher Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
</tr>
<tr>
<td>✓</td>
<td>Computer User Support Specialists</td>
</tr>
<tr>
<td>✓</td>
<td>Dental Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Preschool Teachers, Except Special Education</td>
</tr>
<tr>
<td>✓</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
</tr>
<tr>
<td>✓</td>
<td>Paralegals and Legal Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Medical Records and Health Information Technicians</td>
</tr>
<tr>
<td>✓</td>
<td>Medical and Clinical Laboratory Technicians</td>
</tr>
<tr>
<td>✓</td>
<td>Dental Hygienists</td>
</tr>
<tr>
<td>✓</td>
<td>First-Line Supervisors of Production and Operating Workers</td>
</tr>
<tr>
<td>✓</td>
<td>Radiologic Technologists</td>
</tr>
<tr>
<td>✓</td>
<td>Emergency Medical Technicians and Paramedics</td>
</tr>
<tr>
<td>✓</td>
<td>Telecommunications Equipment Installers and Repairers, Except Line Installers</td>
</tr>
<tr>
<td>✓</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
</tr>
<tr>
<td>✓</td>
<td>Web Developers</td>
</tr>
</tbody>
</table>

MCCCD offers credit programs in 95% of the highest-demand occupations in the greater Phoenix metropolitan area.
## Fastest-Growing Occupations with MCCCD Degrees/Certificates

<table>
<thead>
<tr>
<th>Yes</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Diagnostic Medical Sonographers</td>
</tr>
<tr>
<td>✓</td>
<td>Medical Equipment Repairers</td>
</tr>
<tr>
<td>✓</td>
<td>Actors</td>
</tr>
<tr>
<td>✓</td>
<td>Dental Hygienists</td>
</tr>
<tr>
<td>✓</td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
</tr>
<tr>
<td>✓</td>
<td>Skincare Specialists</td>
</tr>
<tr>
<td>✓</td>
<td>Physical Therapist Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Medical and Clinical Laboratory Technicians</td>
</tr>
<tr>
<td>✗</td>
<td>Cardiovascular Technologists and Technicians</td>
</tr>
<tr>
<td>✓</td>
<td>Radiation Therapists</td>
</tr>
<tr>
<td>✓</td>
<td>Medical Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Surgical Technologists</td>
</tr>
<tr>
<td>✓</td>
<td>Phlebotomists</td>
</tr>
<tr>
<td>✓</td>
<td>Dental Assistants</td>
</tr>
<tr>
<td>✓</td>
<td>Emergency Medical Technicians and Paramedics</td>
</tr>
<tr>
<td>✗</td>
<td>Ophthalmic Medical Technicians</td>
</tr>
<tr>
<td>✓</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
</tr>
<tr>
<td>✓</td>
<td>Radiologic Technologists</td>
</tr>
<tr>
<td>✓</td>
<td>Audio and Video Equipment Technicians</td>
</tr>
<tr>
<td>✓</td>
<td>Medical Records and Health Information Technicians</td>
</tr>
</tbody>
</table>

MCCCD offers credit programs in 80% of the fastest-growing occupations in the greater Phoenix metropolitan area.
Workforce and Economic Development

Questions?
Outcome: Developmental Education
How Do Students Perform in Developmental Education Courses?
Success Rate in Developmental Education Courses

- ENG: 71%
- MAT: 52%
- RDG: 77%

Year:
- Fall 2009 (F 09)
- Fall 2010 (F 10)
- Fall 2011 (F 11)
- Fall 2012 (F 12)
- Fall 2013 (F 13)
Developmental Math Course Success Rates across Demographic Variables

- Fall 09 Cohort: Female 55%, Male 48%
- Fall 10 Cohort: Female 59%, Male 52%
- Fall 11 Cohort: Female 62%, Male 56%
- Fall 12 Cohort: Female 52%, Male 41%
- Fall 13 Cohort: Female 53%, Male 40%
Developmental English Course Success Rates across Demographic Variables

- Fall 09 Cohort: Female 71%, Male 61%
- Fall 10 Cohort: Female 70%, Male 60%
- Fall 11 Cohort: Female 69%, Male 58%
- Fall 12 Cohort: Female 73%, Male 63%
- Fall 13 Cohort: Female 74%, Male 65%
Developmental Math Course Success Rates across Demographic Variables

Note: URM stands for Under-Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).
Developmental English Course Success Rates across Demographic Variables

- Fall 09 Cohort: Non-URM 73%, URM 61%
- Fall 10 Cohort: Non-URM 72%, URM 60%
- Fall 11 Cohort: Non-URM 67%, URM 61%
- Fall 12 Cohort: Non-URM 72%, URM 65%
- Fall 13 Cohort: Non-URM 71%, URM 68%

Note: URM stands for Under-Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).
How Do Students Perform After Successfully Completing Developmental Education Courses?
Success Rate in College-Level Course after Completion of Developmental Math or English

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 08</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>F 09</td>
<td>60%</td>
<td>77%</td>
</tr>
<tr>
<td>F 10</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>F 11</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>F 12</td>
<td>63%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Efforts to Improve Metrics
Mathematics
English
Reading
Faculty Development
Developmental Education

Questions?
Outcome:
University Transfer Education and General Education
Percent of Students Achieving a Successful Outcome within 6 Years

Fall 2007 Cohort as of 2013

- 21% Received an award
- 25% Transferred without an award
- 35% Still enrolled (year 6)
- 10% Earned 30+ Credits (GPA 2.0+)
- 9% Did not achieve one of these outcomes
Total Annual Awards

- FY 09-10: 17,784
- FY 10-11: 21,396
- FY 11-12: 23,947
- FY 12-13: 24,449
- FY 13-14: 26,860
Number of AGECS Awarded Annually

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of AGECS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 09-10</td>
<td>4,312</td>
</tr>
<tr>
<td>FY 10-11</td>
<td>5,276</td>
</tr>
<tr>
<td>FY 11-12</td>
<td>5,900</td>
</tr>
<tr>
<td>FY 12-13</td>
<td>6,073</td>
</tr>
<tr>
<td>FY 13-14</td>
<td>6,812</td>
</tr>
</tbody>
</table>
Number of Associate’s Degrees Awarded Annually

- **FY 09-10**: 7,674
- **FY 10-11**: 8,612
- **FY 11-12**: 9,386
- **FY 12-13**: 9,705
- **FY 13-14**: 10,724
Number of Associate’s Degrees and AGEC Certificates Awarded Annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate’s Degrees</th>
<th>AGEC Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 09-10</td>
<td>11,986</td>
<td></td>
</tr>
<tr>
<td>FY 10-11</td>
<td>13,888</td>
<td></td>
</tr>
<tr>
<td>FY 11-12</td>
<td>15,286</td>
<td></td>
</tr>
<tr>
<td>FY 12-13</td>
<td>15,778</td>
<td></td>
</tr>
<tr>
<td>FY 13-14</td>
<td>17,536</td>
<td></td>
</tr>
</tbody>
</table>

Maricopa Community Colleges
We have been successful in increasing the number of awards, but our challenge is increasing the proportion of students earning awards.
Graduation Rate within 6 Years (Degree and Certificate)

Note: Top of scale = 50%.
What contributes to graduation rates?
The key to many performance metrics is the retention rate. Students who do not return will not graduate.
Fall-to-Fall Retention Rate

- **Full-Time**
  - F08 to F09: 66%
  - F09 to F10: 64%
  - F10 to F11: 61%
  - F11 to F12: 58%
  - F12 to F13: 54%

- **Part-Time**
  - F08 to F09: 39%
  - F09 to F10: 37%
  - F10 to F11: 36%
  - F11 to F12: 35%
  - F12 to F13: 39%

- **Total**
  - F08 to F09: 66%
  - F09 to F10: 64%
  - F10 to F11: 61%
  - F11 to F12: 58%
  - F12 to F13: 54%
Retention and GPA

Fall 2012 Cohort.

<table>
<thead>
<tr>
<th>Term GPA</th>
<th>Fall-to-Spring</th>
<th>Fall-to-Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>0.01 - 1.00</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>1.01 - 2.00</td>
<td>67%</td>
<td>47%</td>
</tr>
<tr>
<td>2.01 - 3.00</td>
<td>84%</td>
<td>66%</td>
</tr>
<tr>
<td>3.01 - 4.00</td>
<td>86%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Retention Rate

Term GPA
How Do Students Perform in College-Level Courses?
College-Level Course Success Rate

- Full-Time
- Part-Time

Success Rate:
- F 09: 66%
- F 10: 66%
- F 11: 66%
- F 12: 66%
- F 13: 66%

- F 09: 75%
- F 10: 75%
- F 11: 75%
- F 12: 75%
- F 13: 75%
College-Level Course Success Rate

F 09  F 10  F 11  F 12  F 13

- American Indian
- Asian
- African American
- Native Hawaiian/Pacific Islander
- Hispanic
- White
Both age groups showed improvement.
College-Level Math and English Course Success Rate

- **First Year Composition - ENG101**
  - 2009-10: 63%
  - 2010-11: 75%
  - 2011-12: 74%
  - 2012-13: 63%
  - 2013-14: 63%

- **College Mathematics - MAT14x**
  - 2009-10: 70%
  - 2010-11: 74%
  - 2011-12: 74%
  - 2012-13: 63%
  - 2013-14: 63%

- **College Algebra - MAT15x**
  - 2009-10: 60%
  - 2010-11: 70%
  - 2011-12: 74%
  - 2012-13: 63%
  - 2013-14: 63%
In Which Courses Do We See Students Struggle?
<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Withdrawal Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Algebra (MAT092)</td>
<td>1,605</td>
<td>57%</td>
</tr>
<tr>
<td>Basic Arithmetic (MAT082)</td>
<td>942</td>
<td>49%</td>
</tr>
<tr>
<td>Introductory Algebra (MAT091)</td>
<td>1,075</td>
<td>48%</td>
</tr>
<tr>
<td>Intermediate Algebra (MAT120)</td>
<td>1,058</td>
<td>47%</td>
</tr>
<tr>
<td>Intermediate Algebra (MAT121)</td>
<td>2,238</td>
<td>41%</td>
</tr>
<tr>
<td>College Algebra/Functions (MAT 151)</td>
<td>1,230</td>
<td>36%</td>
</tr>
<tr>
<td>Computer Information Systems (CIS 105)</td>
<td>1,807</td>
<td>35%</td>
</tr>
<tr>
<td>Fundamentals of Writing (ENG 091)</td>
<td>3,640</td>
<td>30%</td>
</tr>
<tr>
<td>Intro to Psychology (PSY 101)</td>
<td>4,243</td>
<td>25%</td>
</tr>
<tr>
<td>First Year Composition (ENG 101)</td>
<td>7,534</td>
<td>24%</td>
</tr>
<tr>
<td>Strategies for College Success (CPD 150)</td>
<td>4,687</td>
<td>24%</td>
</tr>
<tr>
<td>College Preparatory Reading (RDG 091)</td>
<td>2,021</td>
<td>21%</td>
</tr>
</tbody>
</table>
University Transfer
Transfers to Universities

More than 12,000 students transferred with 12 or more credits from Maricopa Colleges and enrolled in a 4-year college/university the following year (2012-13).*

More than 7,000 students transferred to an Arizona public university in 2012-13.**

More than 8,700 students with MCCCD credit earned a bachelor's degree from an Arizona public university in the 2012-13 school year.**

*Source: National Student Clearinghouse  ** Source: AZ State System for info on Student Transfer (ASSIST)
Percentage of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees

- Transferred within 3 years
- Transferred within 6 years

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Transferred within 3 years</th>
<th>Transferred within 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 04</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>F 05</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>F 06</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>F 07</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>F 08</td>
<td>18%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Number of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees

- Transferred within 3 years
- Transferred within 6 years

F 04 Cohort: 1898
F 05 Cohort: 1875
F 06 Cohort: 1870
F 07 Cohort: 2168
F 08 Cohort: 3272

Transferred within 6 years:
- F 04 Cohort: 3704
- F 05 Cohort: 3644
- F 06 Cohort: 3619
- F 07 Cohort: 4075
- F 08 Cohort: 5569
Seamless Transfer to State Public Universities

- Earned Transfer Award
- Transferred 80% of Credits Earned

AY 2008-09: 27%
AY 2009-10: 28%
AY 2010-11: 31%
AY 2011-12: 37%
AY 2012-13: 36%
## Participation in MCCCD Signature Transfer Programs

### ASU Alliance/MAPP

<table>
<thead>
<tr>
<th>Category</th>
<th>Cohort 2009-10</th>
<th>Cohort 2010-11</th>
<th>Cohort 2011-12</th>
<th>Cohort 2012-13</th>
<th>Cohort 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>74</td>
<td>466</td>
<td>1,126</td>
<td>2,034</td>
<td>2,929</td>
</tr>
<tr>
<td>Completers</td>
<td>1,003</td>
<td>1,378</td>
<td>1,273</td>
<td>972</td>
<td>400</td>
</tr>
</tbody>
</table>

### Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Cohort 2011-12</th>
<th>Cohort 2012-13</th>
<th>Cohort 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect2NAU new signups</td>
<td>580</td>
<td>955</td>
<td>809</td>
</tr>
<tr>
<td>UA Bridge new signups</td>
<td>--</td>
<td>--</td>
<td>82</td>
</tr>
</tbody>
</table>
Initiatives to Support Student Success

2014 MEN Conference

Connect. Commit. Complete...YOUR GOALS!

Friday, February 21, 2014
Glendale Community College
8:30 am to 3:30 pm

Keynote Speaker
Dr. Tyrone Bedloe is Founder and current President of the Student African American Brotherhood (SAAB) Organization.

MEN Student Success Activities

MEN provides a multi-faceted approach that encourages academic achievement, promotes personal and professional development, and provides support for students to stay in college, persist, and graduate. Examples of activities, initiatives, and events include:

- An annual MEN Leadership Conference
- Learning sessions with college support services (advising, career services, financial aid, etc.)
- Leadership/ Etiquette Dinners
- Interactive visits to local cultural centers and museums
- Participation in community cultural and leadership events
- Hosting of guest speakers
- Participation in national leadership conferences
- Networking with higher education and business professionals

MEN Chapters

Each of the ten colleges has established a Male Empowerment Network (MEN) Chapter on their campus. The MEN Chapters are led by student officers and supported by a staff advisor(s). The MEN chapters meet regularly to host participate in activities aligned with the programmatic themes of Empowerment, Engagement, Success, Leadership and Brotherhood. Each M.E.N. Chapter has a mentoring component that encourages the students to network and connect with college and community professionals.

Join MEN!

www.maricopa.edu/men

The Male Empowerment Network (MEN) is dedicated to helping you succeed! Students involved in the MEN program participate in activities that promote Empowerment, Engagement, Success, Leadership, and Brotherhood.

MEN provides opportunities that support student success through:

- MEN Chapter Meetings
- Networking
- Academic and Career Mentoring
- Cultural Events and Activities
- University Transfer Support
- Leadership Events

For more information contact:

A MEN
Campus Advisor.
MEN Model

Annual MEN Conference
• Academic Success, Leadership, Mentoring, Graduation/Transfer, and Professionalism

Operation Success: The First Two Weeks Conference
• Study skills, Note-taking, Time Management, and Communicating with Faculty Members

MEN Council Meetings
• The MEN Advisors and Council supporters meet monthly to share best practices, information (e.g., financial aid, tutoring, library, etc.), Minority Male Summer Bridge Program, speakers sessions (leadership, academic success, culture), and career exploration.

MEN Summer Retreat for Advisors and Chapter Leaders
General Education and University Transfer

Questions?
Student Perception
Noel-Levitz Survey Summary Report

Rate your overall satisfaction with your experience here thus far.*

- 61% (MCCCD)
- 60% (National)

All in all, if you had to do it over, would you enroll here again?**

- 70% (MCCCD)
- 70% (National)

So far, how has your college experience met your expectations?***

- 30% (MCCCD)
- 27% (National)

---

* Percent “Satisfied/Very Satisfied.”
** Percent “Probably yes” /“Definitely yes.”
*** Percent “Quite a bit better than I expected” /“Much better than expected.”
Student Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>MCCCD</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>5.50</td>
<td>5.60</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>5.24</td>
<td>5.31</td>
</tr>
<tr>
<td>College does whatever it can to help me reach my educational goals.</td>
<td>5.19</td>
<td>5.27</td>
</tr>
<tr>
<td>College shows concern for students as individuals.</td>
<td>4.95</td>
<td>5.13</td>
</tr>
</tbody>
</table>

Satisfaction Scale: 1 = Not satisfied at all; 7 = Very satisfied
## Community College Survey of Student Engagement

How much has your college experience contributed to your knowledge, skill, and development in…

<table>
<thead>
<tr>
<th>Area</th>
<th>CCSSE National Cohort Mean</th>
<th>MCCCD Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively?</td>
<td>Very little (n = 7,648)</td>
<td>Very much (n = 7,652)</td>
</tr>
<tr>
<td>Speaking clearly and effectively?</td>
<td>2.79</td>
<td>2.75</td>
</tr>
<tr>
<td>Thinking critically and analytically?</td>
<td>2.97</td>
<td>2.95</td>
</tr>
<tr>
<td>Solving numerical problems?</td>
<td>2.69</td>
<td>2.72</td>
</tr>
<tr>
<td>Computing and information technology?</td>
<td>2.82</td>
<td>2.81</td>
</tr>
<tr>
<td>How much does this college emphasize using computers in academic work?</td>
<td>3.24</td>
<td>3.24</td>
</tr>
</tbody>
</table>

Very little | Very much
Questions and Comments
MARICOPA MODULES FOR COLLEGE READINESS

A faculty initiated transformation of developmental mathematics

WHAT IS COLLEGE READINESS?

• Having the prerequisites to enroll in a 100 level math class
• The first level of college readiness consists of MAT112, MAT12X and MAT14X
CURRENT PATHWAY

- Math 08X - Basic Arithmetic - one semester
- Math 09X - Beginning Algebra - one semester
- Then ... College Ready (112, 12X or 14X)

MCCCD DEV ED MATH REDESIGN - MMCR

- Pedagogical innovation - Concepts, Skills, Applications
- Logistical redesign - Seven one-credit modules
- New placement - Student placed into a subset of the modules
- Acceleration - Up to one semester
• Number Sense I - Whole and Signed Numbers
• Number Sense II – Decimals
• Multiplicative Reasoning – Fractions
• Geometry (May be taken with Mod 5, 6 or 7)
• Algebraic Structures
• Functions I – General
• Functions II - Linear Functions

ASSOCIATED CHANGES

• The following changes take effect Fall 2015
• MAT12X - Competencies revised to include "missing" material and to remove redundancies with MAT15X
• MAT14X - Removal of MAT12X prerequisite
• MAT112 - A robust 100 level Math Concepts class
• Begin MMCR in Fall 2016
SCENARIO

- A student places into Geo. and Fun. II
- Student takes Geo. during first 5 weeks and passes
- Student takes Fun. II second five weeks and fails
- Students takes Fun. II third five weeks and passes
- Student is college ready by second semester
Proposed Changes to Developmental English

Board Meeting Presentation, November 18, 2014
First Presented at the Fall IC Chair/ATF Lead Member Meeting
By
Dr. Micheal Callaway and Dr. Allison Parker
Friday, September 26, 2014
Rio Conference Center

Introduction

• This work is the result of a summer’s-long effort in 2013 by the Developmental English Task Force (DETF), a group of Maricopa Community College English Faculty who expressed interest in collaborating with colleagues to recommend improvements to Maricopa's approach to developmental English. The task force was composed of one representative from each of the ten colleges as well as the task force chair.

• For the 2013-2014 school year the English Instructional council worked on revising and voting on elements of these recommendations. The result is these proposed changes.
The Recommendations

- The current proposed changes to Developmental English focus on four major areas:
  1) Course Scope and Sequence
  2) Professional Development
  3) Coordination of Developmental Education
  4) Class Size

1) Course Scope and Sequence:
Preparatory Academic Writing 1, 2, and 3

Description: There are three major revisions to developmental writing courses.
I. Change Course Titles for ENG 071, ENG 081, and ENG 091:

<table>
<thead>
<tr>
<th>Current Name</th>
<th>New Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 071 Language Skills: Speaking and Writing Standard English</td>
<td>ENG 071 Preparatory Academic Writing 1</td>
</tr>
<tr>
<td>ENG 081 Basic Writing Skills</td>
<td>ENG 081 Preparatory Academic Writing 2</td>
</tr>
<tr>
<td>ENG 091 Fundamentals of Writing</td>
<td>ENG 091 Preparatory Academic Writing 3</td>
</tr>
</tbody>
</table>

II. Update Course Competencies

- Additional competencies related to information literacy as well as an attention to critical reading skills and affective skills have been added.
III. Recommended Tracks for Students’ Progress into ENG101:

- In the first recommended track, ENG091 is paired with both an RDG091 and a college success course.
- In track two, ENG091 students are mainstreamed into an ENG101 section where students also enroll in ENG091 with the faculty member.
- Other accelerated models are also available.

2) Professional Development

25 clock hours of professional development for developmental English faculty using curriculum developed by MCLI and English and Reading Faculty. Training to be offered at different colleges and at staggered times to give access to all faculty. Faculty complete the program within two years of teaching their first developmental English class. Adjuncts are compensated for the time. Residential faculty will receive professional growth.
MCCCD Reading Sequence

Presented by
Amy Woodbeck
PVCC Reading Faculty
Chair, Reading Instructional Council

MCCCD Governing Board Meeting
Tuesday, November 18, 2014

Reading Sequence

* Overarching goals of the new Reading Sequence:
  * Persistence
  * Completion
Goals of developmental education influencing the Reading Sequence:

- Acceleration
- Contextualization

Reading Sequence

- Acceleration & Contextualization
- Successful Course Completion
- Persistence
Reading Sequence

- Persistence
- Completion

Overall Reading Sequence

- Basic Reading Skills (Placement Score 0-39)
  - RDG 071: A course specifically designed for and focused on the needs of students who score 0-36 on the Reading Placement Test

- Developmental Reading (Placement Score 40-59)
  - RDG 095: Intensive Foundations for College Reading
    - 6 credits
    - One semester
    - Move on to credit-bearing courses in one semester
    - Prepared for CRE 101 (once prerequisite RIG 101 is completed)

- Developmental Reading Courses in Support of Academic Disciplines (Placement Score 60-79)
  - RDG 100
  - RDG 111
  - RDG 113
  - RDG 133

- Critical Reading 101 (Placement Score 80-100)
  - 3 credits -- transferable to all A2 state universities
  - Literacy/II designation

Optional Pathway
- RDG 081
  - 3 credits
  - 10 or 8 weeks
  - Move on to RDG 091

- RDG 091
  - 3 credits
  - 15 or 12 weeks
  - Prepared for CRE 101 (once prerequisite RIG 101 is completed)

- RDG 095

- RDG 095

- RDG 100

- RDG 111

- RDG 113

- RDG 133

- CRE 101 - Critical College Reading

- RDG 100

- RDG 111

- RDG 113

- RDG 133

- CRE 101 - Critical College Reading

- RDG 095

- RDG 095

- RDG 095

- RDG 095

- RDG 095

- RDG 095

- RDG 095

- RDG 095

- RDG 095

- RDG 095
RDG 071
Basic Reading Skills
(Placement Score 0-36)

A course specifically designed for and focused on the needs of students who struggle greatly with the basic skills and strategies of reading comprehension.
RDG 095
Developmental Reading
(Placement Score 37-55)

Intensive Foundations for College Reading

6 credits
One semester
Move on to credit bearing courses in one semester
Prepared for CRE 101 (once prerequisite of ENG 101 is completed)

RDG 100  RDG 111  RDG 112  RDG 113
Developmental Reading
Support of Academic Disciplines
(Placement Score 56-73)

Successful College Reading

3 credits – transferable to all AZ state universities
One semester; may be repeated
Direct support to content-area courses with a focus on discipline-specific academic reading skill
Prepared for CRE 101 (once prerequisite of ENG 101 is completed)
CRE 100
College Level Reading
(Placement Score 74-91)

College Critical Reading

3 credits
Transferable to all AZ state universities
One semester
Literacy (L) designation

Reading Sequence

*An example of one College’s Reading Sequence:

*PVCC
*Implementation Spring 2015
## PVCC Guidance to Students and Staff

### What Reading Class Should I Take?

<table>
<thead>
<tr>
<th>Placement Test Score</th>
<th>Taking Other Classes</th>
<th>RDG Course to Take</th>
<th>Days</th>
<th>Times</th>
<th>Section #</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-36</td>
<td></td>
<td>RDG 071</td>
<td>MWF</td>
<td>9:30 a.m. – 10:20 a.m.</td>
<td>17867</td>
</tr>
<tr>
<td>37-55</td>
<td></td>
<td>RDG 095</td>
<td>MTWR</td>
<td>9:00 a.m. – 10:15 a.m.</td>
<td>36217</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTWR</td>
<td>12:00 p.m. – 1:15 p.m.</td>
<td>36218</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MW</td>
<td>5:00 p.m. – 7:40 p.m.</td>
<td>36219</td>
</tr>
<tr>
<td>56-73</td>
<td>BIO 160 or any 100-level BIO</td>
<td>RDG 112</td>
<td>MW</td>
<td>10:30 a.m. – 11:45 a.m.</td>
<td>36225</td>
</tr>
<tr>
<td></td>
<td>BIO 160 or any 100-level BIO</td>
<td>RDG 112</td>
<td>MW US Building</td>
<td>12:00 p.m. – 1:15 p.m.</td>
<td>36229</td>
</tr>
<tr>
<td></td>
<td>MAT</td>
<td>RDG 112</td>
<td>MW Q Building</td>
<td>9:00 a.m. – 10:15 a.m.</td>
<td>36228</td>
</tr>
<tr>
<td></td>
<td>PSY 101 or any 100-level PSY</td>
<td>RDG 113</td>
<td>TR</td>
<td>10:30 a.m. – 11:45 a.m.</td>
<td>36233</td>
</tr>
<tr>
<td>56-73</td>
<td>...and you are not taking BIO, PSY, or MAT:</td>
<td>RDG 100</td>
<td>MW</td>
<td>9:00 a.m. – 10:15 a.m.</td>
<td>36220</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MW</td>
<td>6:30 p.m. – 7:45 p.m.</td>
<td>36222</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TR</td>
<td>5:00 p.m. – 6:15 p.m.</td>
<td>36224</td>
</tr>
</tbody>
</table>
The MSI & MSI 2.0: Weaving Professional Development into Practice

Robin Ozz
Phoenix College

Today’s Plan

- History and Development
- Schedule and Activities
- FOCUS: Dr. Russ Hodges
- Theory into Practice
- MSI 2.0
History and Development

- An idea in 2007
- Kellogg & National Writing Project
- Launch - 2010

Schedule

- 4 experts
- 4 themes
- Reflection
- Learning by Doing
CLADEA Fellow - NCDE

Dr. Hunter Boylan
“Renaissance in Developmental Education”

CLADEA Fellow – Appalachian State

Dr. Barbara Bonham
“Learning Environments, Alternatives, and Culturally Responsive Teaching”
CLADEA Fellow – University of Minnesota

Dr. David Arendale
“Embedding Learning Assistance through Universal Instructional Design”

CLADEA Fellow – Texas State

Dr. Russ Hodges
“Learning Frameworks”
Teaching a Learning Framework Course
Dr. Russ Hodges, Maricopa DE Summer Institute
June 17, 2013

THE MSI: Weaving Professional Development into Practice
Russ Hodges and Robin Ozz
NCLCA, Sept. 26, 2013

- Learning Frameworks
- The Affective Domain / Empathy
- Self-Assessment
- Self-Regulation
- Cognitive Theories & Strategies
- Instructional Experiences & Ideas
- Final Questions & Remarks
Self-Assessment
- Learning Strategies (LASSI)
- Learning Preferences (MBTI)
- Multiple Intelligences
- Reading, Writing, Math, Critical Thinking (Journaling)

Self-Regulation
- Self-Regulation
- Goal Setting
- Self-Discipline
- Motivation (Values, Needs, Expectations)
- Time Management
- Stress Management

Cognitive Theories and Strategies
- Educational Neuroscience
- Information Processing
- Bloom’s Taxonomy of Educational Objectives (Revised)
- Perry’s Theory of Cognitive and Ethical Development

Self-Change
- Self-Regulation
- Operant Conditioning / Reinforcement Theory
Students should not just receive information.

We’d like for them to respond to what they learn, to value it, to organize it, and to even characterize themselves as competent students within that subject.
Products

Phoenix College - Student Success Strategies within the School of Nursing

Rio Salado - Opening Educational Access through the Integration of Open Educational Resources

Scottsdale Community College - Generating and Identifying Faculty Interest in Learning Communities

Gateway Community College – Universal Design for Learning

Mesa Community College – Developmental Education across the Curriculum: Building a Bridge to Best Practices

Estrella Mountain Community College – Creating a Quality Developmental Education Program

INNOVATION

MSI 2.0
Previous MSI Members Wanted More

- Three-week intensive study
- First two weeks face-to-face exposure and investigation into a current technique such as brain-based teaching
- In-depth research and lesson plan construction
- Third week online professional learning community
Other MSI 2.0 Details

- Focus on the Board metrics—data collection
- Intended for MSI graduates
- May 12-22 face-to-face; May 26-29 online

Sample Product

Integrated Bilingual Nursing Program with Gile Indian Reservation – PC & SMCC
Other Projects

- Teaching and Learning Exchange
- Taking College Teaching Seriously
- MCCCD/AADE Developmental Education Conference