Agenda Review and a Work Session of the Maricopa County Community College District Governing Board were scheduled to be held beginning at 4:30 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
• Dana Saar, President
• Randolph Lumm, Secretary
• Doyle Burke, Member
• Alfredo Gutierrez, Member
• Debra Pearson, Member

ADMINISTRATION (AGENDA REVIEW)
Rufus Glasper
Maria Harper-Marinick
LaCoya Shelton-Johnson
Debra Thompson
Mary O’Connor for Steven Helfgot
Ed Kelty
Lee Combs

ADMINISTRATION (WORK SESSION)
Rufus Glasper
Maria Harper-Marinick
Debra Thompson
Lee Combs
Paul Dale
Shouan Pan
Bill Guerriero for Linda Lujan

AGENDA REVIEW
Agenda Review began at 4:37 p.m. Board President Dana Saar then took the assembly through the proposed agenda for the October 28, 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 11.1 Curriculum
  o Board Members remarked they’d like to have a conversation about incorporating entrepreneurialism into all classes. (Administration will follow-up on this request.)

NON-CONSENT AGENDA
• Item 15.1 Monitoring Report Budget Analysis Report, Fund 1—General Unrestricted Fund, for the Three Months Ending September 30, 2014
  o Board Members remarked that at a recent State budget meeting there were dire predictions in response to the state’s slow economic recovery, especially in new construction. Board members wanted to know if there were effects being seen in the MCCCD budget now or being projected for the next budget cycle(s). (MCCCD is not experiencing anything unusual compared to previous years at this time but is keeping those projected shortfalls in mind as planning for FY2016 and FY2017 move forward.)

ADDITIONAL REMARKS
• Board members asked for support for a non-voting student member to be added to the MCCCD Board. The Board will add it to future discussions.
• President Saar remarked that the November and December meetings would be moved to the Rio Salado College Conference Center to accommodate a renovation in the Board Room. He then asked Chancellor Glasper to update the Board on the renovation plan designed to make room for the new At-
Large members and improve the room’s technology/AV.

- Current plans include extending the existing dais and moving members of CEC to accommodate the extension. They are also looking at other locations (across the street with Public Safety, using the Rio Conference Center, or refurbishing the Employee Lounge or Maricopa Room.) There are concerns with each option and planning is going forward at this time focused on a quick turn-around and lowest budget impact.

- Board members recommended not building out anything until a final decision on where the Board Room should be located is made. This way, funds are not used now on a stop-gap measure with more to be needed later to fund the final project. (Administration will revise plans and get back to the Board.)

- Board members did agree completely that the AV in the Board Room needs to be updated ASAP and pushed for that to be the focus.

**Adjournment**

Agenda Review adjourned at 5:12 p.m.

**Work Session**

The Work Session was called to order at 6:01 p.m.

**PVCC NCA Accreditation Presentation**

Dr. Paul Dale, President of Paradise Valley Community College, reported on the progress of PVCC’s Self-Study and shared reports with the Board on the work done over the past three years in preparation for PVCC’s HLC visit. He then introduced Dean Denise Digianfilippo and faculty member Mr. Kurt Hill to provide additional information on the self-study. A copy of the presentation is included in the appendix. PVCC’s self-study can be found online at https://www2.pvc.maricopa.edu/selfstudy/reports.html.

Following is a brief review of the presentation given by Mr. Hill and Dean Digianfilippo.

The PVCC 2014 Self-Study Process began in the fall of 2011 with a theme based on the college’s motto, weaving the college mission, vision, values, and learning college principles throughout the process, activities, and self-study report. The report detailed significant progress from 2005-2014. The five criterions were addressed in detail and the proofs are posted on the web site.

Board members asked for the college’s self-study updates to be shared again prior to the HLC dinner on November 17.

**MCC NCA Accreditation Preview**

Dr. Shouan Pan, President of Mesa Community College, informed the Board that MCC’s HLC visit would be in March, 2015 and they were providing an preview of their work with the new HLC accreditation process, Open Pathways Project. Dr. Pan remarked that MCC would be the first Maricopa college to use the new process and that they had specifically been asked by HLC to help test the process. He then introduced faculty member Dr. Brian Dille and Dean Matt Ashcraft to provide more information. A copy of the presentation is included in the appendix.

Following is a brief review of the presentation given by Dr. Dille and Dean Ashcraft.

Accreditation in the United States is designed to assure quality, allow students to transfer credits to other accredited colleges and universities, enable students to obtain financial aid and veteran’s services, and empower the college to participate in projects funded by federal grants. MCC is a Pathways Pioneer one of the first community colleges in the nation to use the new process. The old accreditation model primarily focused on assuring stakeholders colleges were worthy of accreditation and resulted in a self-study document (print). In the new model, assurance is a much smaller effort in proportion. The focus shifts to the Quality Initiative so the college spends energy improving the college rather than writing a book.

A copy of the final report will be provided to the Board before the college’s HLC visit in March. The college’s dynamic web site is at http://tinyurl.com/HLCMCC.

It was noted that all the MCCCD will be moving to the new process and PVCC hopes to
be welcomed into the Pathways Project once they are reaccredited in November.

**ADJOURNMENT**
The Work Session adjourned at 7:35 p.m.

**EXECUTIVE SESSION**
Executive Session was called to order at 7:40 p.m.

**MOTION**

**Motion 10233**
Board Member Saar made a motion to go into Executive Session. Board Member Lumm seconded. Motion passed 5-0.

___________________________________
Randolph Lumm
Governing Board Secretary
Appendix

Accreditation: Maintaining Quality in Higher Education, MCC
PVCC 2014 Self-Study Process

- Began Fall 2011
- Theme based on college motto
- Weaves college mission, vision, values, and learning college principles throughout process, activities, and self-study report
  - Self Study 2015 | PVCC

Significant Progress 2005 - 2014

- Senior Administrative Changes
- New Facilities
- Diversity Goals
- One Maricopa
- Significant enrollment growth/recent moderate decline
- Assessment of Student Learning Outcomes
- Student Success Focus: Completion Agenda
- Career Services, IE, and Development and Community Relations

What impacts the ability of an institution to become accredited?

Key Points for Board Preparation

- PVCC first of MCCC-Colleges with new HLC Criteria
- Alignment of PVCC and MCCD values and goals (as evidenced by the Annual College Board Accomplishments Report)
- Self-study components that relate to your work - Criterion 2c and 5b
- Significant PVCC accomplishments (Executive Summary, p.6)
- Purpose of site visit (reaffirmation of accreditation and designation as a distance delivery degree-granting institution)

Criterion 1: PVCC’s mission is clear and articulated publicly; it guides PVCC’s operations.

- Broadly understood and guides operations
- Articulated publicly
- Relationship between mission and the diversity of society
- Commitment to public good (Correlation to Governing Board Outcomes)
Criterion 1: Findings, Challenges, & Recommendations

Paradise Valley Community College

1. MOSAIC, Diversity Inc., ESL, DISR, M.E.N., International Education, Academic Integration, Desperado LGBT Film Festival
2. Increased underrepresented student populations
3. PCAC, PVCC at Black Mountain
4. One Maricopa

Criterion 2: PVCC acts with integrity; its conduct is ethical and responsible.

- Follows fair and ethical policies and processes for its governing board, administration, faculty, and staff in financial, academic, personnel, and auxiliary functions
- Presents itself clearly and completely to its students and public
- Governing Board is sufficiently autonomous
- Committed to freedom of expression and truth in teaching and learning
- Honesty and integrity ensured in research and scholarly practice conducted by faculty, staff, and students

Criterion 3: PVCC provides high quality education, wherever and however its offerings are delivered.

- Course and programs are current and requirements of performance by students appropriate to degree or certificate
- Course quality and learning goals are consistent across all modes of delivery and all locations
- General education program is appropriate to mission, offerings, and degree levels
- Program of general education is grounded in a framework articulating purpose, content and learning outcomes
- Recognizes the human and cultural diversity of the world in which students live and work
- Faculty and staff are sufficient, appropriately compensated, and evaluated for effective, high-quality programs and student services
- Support is provided for student learning and effective teaching
- Co-curricular programs enrich the educational environment in degree work and mission

Criterion 3: Findings, Challenges, & Recommendations

- MAINTAIN CURRENCY RESPONSE TO WORKFORCE NEEDS
  - I.C.s., Advisory Committees, Program Review
  - Dietetic Technology, Fire Science, Paramedicine, Nursing, and Early Childhood Education receive approval for specialized national accreditation
- NEED FACULTY TO PROVIDE QUALITY TEACHING AND LEARNING
  - Number of residential faculty increased 8.1% (98 to 106); adjacent faculty increased 10% (147 to 479) between 2005 and 2013. Commitment to 60:40 faculty ratio
  - Professor of the Year

PVCC F2013 Student Ethnicity Distribution

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>12.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>5.0%</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Findings, Challenges, & Recommendations

- Acknowledgements and disclosures
- ACA, DACA, MEMS, EED, OCT, FERRA
- Maricopa Priorities
- Involvement of Governing Board
- RFP App.H – Professional Code of Ethics
- RFP 3.1. Instructional Rights/Academic Freedom
- Student Rights and Responsibilities
- Robust suite of social media platforms (Points of Pride Blog, Facebook, Twitter, Instagram, Pinterest)
Criterion 4: PVCC demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion 4: Findings, Challenges, & Recommendations

- New 3-year cycle program review framework implemented in 2012-13 incorporated newly revised core criteria for HLC accreditation; moves away from general productivity measures to a deeper analysis of program outcomes, student learning outcomes, and resource planning and development.
- Maricopa Priorities program and support services review completed in 2013-14.
- Early Childhood Education, Nursing, Paramedicine, Dietetic Technology, and Fire Science received approval for specialized accreditation.

Another chart showing the distribution of grades for students in the program.
METHODS OF ASSESSMENT

- GEA, CAT, FEP, CCSSE, Noel Levitz, NCCBP

COHORT PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th></th>
<th>2012 Cohort</th>
<th>2013 Cohort</th>
<th>Persistence</th>
<th>2012 Cohort</th>
<th>2013 Cohort</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>64</td>
<td>51</td>
<td>80%</td>
<td>57</td>
<td>52</td>
<td>91%</td>
</tr>
<tr>
<td>Early College</td>
<td>41</td>
<td>37</td>
<td>90%</td>
<td>71</td>
<td>63</td>
<td>89%</td>
</tr>
<tr>
<td>Hoop</td>
<td>19</td>
<td>14</td>
<td>74%</td>
<td>16</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>Overall</td>
<td>124</td>
<td>102</td>
<td>82%</td>
<td>144</td>
<td>126</td>
<td>88%</td>
</tr>
</tbody>
</table>

Student Success Initiative

- The first-year grade point average (GPA) of PVCC transfer students at Arizona public universities has increased from 2.90 in 2005-06 to 3.00 in 2010-11. Data from the NCCBP project indicates first-year GPA ranking for PVCC transfer students has risen from the 47th percentile to the 70th percentile.

TRANSFER STUDENTS

- The first-year grade point average (GPA) of PVCC transfer students at Arizona public universities has increased from 2.90 in 2005-06 to 3.00 in 2010-11. Data from the NCCBP project indicates first-year GPA ranking for PVCC transfer students has risen from the 47th percentile to the 70th percentile.
**Governing Board Outcomes**

**Success Rate**

<table>
<thead>
<tr>
<th>Fall 2009 Cohort</th>
<th>Fall 2010 Cohort</th>
<th>Fall 2011 Cohort</th>
<th>Fall 2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
<td>MCCCD</td>
</tr>
<tr>
<td>72%</td>
<td>75%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>68%</td>
<td>68%</td>
<td>68%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**FY2013 Governing Board Key Metric: College Level Success Rates (PVCC Compared to MCCCD)**

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**Fall-to-Fall Retention Rate**

<table>
<thead>
<tr>
<th>Fall 2008 Cohort</th>
<th>Fall 2009 Cohort</th>
<th>Fall 2010 Cohort</th>
<th>Fall 2011 Cohort</th>
<th>Fall 2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
</tr>
<tr>
<td>22%</td>
<td>27%</td>
<td>23%</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>19%</td>
<td>21%</td>
<td>20%</td>
<td>28%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**FY2013 Governing Board Key Metric: Fall-to-Fall Retention Rates (PVCC Compared to MCCCD)**

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**Six-Year Graduation Rate**

<table>
<thead>
<tr>
<th>Fall 2004 Cohort</th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>Fall 2007 Cohort</th>
<th>Fall 2008 Cohort</th>
<th>Fall 2009 Cohort</th>
<th>Fall 2010 Cohort</th>
<th>Fall 2011 Cohort</th>
<th>Fall 2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
<td>MCCCD</td>
<td>PVCC</td>
</tr>
<tr>
<td>5%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**FY2013 Governing Board Key Metric: Six-Year Graduation Rate (PVCC Compared to MCCCD)**

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**Criterion 5: PVCC’s resources, structures, and process are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. PVCC plans for the future.**

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**Criterion 5: Findings, Challenges & Recommendations**

- Supported operations in spite of a reduction in base budget
Maintained quality service while undergoing departmental consolidations, reallocation of human resources, and additional temporary staff

<table>
<thead>
<tr>
<th>PVCC Budget Positions, FY2003-2004 and FY2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Category</td>
</tr>
<tr>
<td>Residential Faculty</td>
</tr>
<tr>
<td>Executive (E.S.C.)</td>
</tr>
<tr>
<td>Management (M.A.T.)</td>
</tr>
<tr>
<td>Support Staff (P.S.A.)</td>
</tr>
<tr>
<td>EVS/Custodians (M.O)</td>
</tr>
<tr>
<td>EEO</td>
</tr>
<tr>
<td>College Safety</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Improvements to college infrastructure

<table>
<thead>
<tr>
<th>2014 BOND - MAJOR PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
</tr>
<tr>
<td>Solar Demonstration Center Expansion and Repair</td>
</tr>
<tr>
<td>Life Science Building</td>
</tr>
<tr>
<td>Nursing Science Building</td>
</tr>
<tr>
<td>PVCC @ Black Mountain</td>
</tr>
<tr>
<td>Q Building - Expansion of North Santa / Regional Justice Building</td>
</tr>
<tr>
<td>Q Building Planning, Renovations &amp; Acquisition of North Central Regional Library Building</td>
</tr>
<tr>
<td>Remodel E Building</td>
</tr>
<tr>
<td>Campus Technology</td>
</tr>
<tr>
<td>Occupational Technology</td>
</tr>
<tr>
<td>Center for Career and Technical Education, Expansion &amp; Upgrade</td>
</tr>
<tr>
<td>Long Range Campus Planning, Parking Lot</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Planning and budget tools are aligned vertically and horizontally to the college strategic priorities and Governing Board outcomes.

2014 Fall Happenings

Accreditation Site Visit Dates - November 17-19, 2014
Monday, November 17 - Governing Board Dinner with Peer Reviewers
Paradise Valley Community College, Patayan Room, KSC1000A
5:30 PM Reception and Dinner

The Visiting Team will...

QUESTIONS?
Accreditation: Maintaining Quality in Higher Education
Mesa Community College
Mesa, Arizona

Accreditation in the United States
- Designed to assure quality
- Allows students to transfer credits to other accredited colleges and universities
- Enables students to obtain financial aid and veteran's services
- Empowers the college to participate in projects funded by federal grants

Accreditation in the United States

Higher Learning Commission
- An institutional accrediting agency evaluates an entire educational institution in terms of its mission and the agency's standards or criteria.

Higher Learning Commission
- Pathways Pioneer

HLC Accreditation
Old model primarily focused on assuring stakeholders we were worthy of accreditation.

ASSURANCE
Old model produced a self-study document.

In the new model, assurance is a much smaller effort in proportion.

The focus now is on the Quality Initiative; spend the energy improving the college rather than writing a book.

Criterion One - Mission
Criterion Two - Integrity: Ethical and Responsible Conduct
Criterion Three - Teaching and Learning: Quality, Resources, and Support
Criterion Four - Teaching and Learning: Evaluation and Improvement
Criterion Five - Resources, Planning, and Institutional Effectiveness

Use the HLC App
http://tinyurl.com/HLCMCC
Accreditation Visit

- March 2-3, 2015
- Team of 4-5 peer evaluators
- Will meet with key stakeholders
- Will assess assurance argument

How can you help?

- Stay informed
- Become familiar with the criteria and our informed improvement initiative
- Be available March 2-3 to meet with visit team