



**Maricopa County Community College District
Governing Board Minutes
November 19, 2016**

An Annual Outcomes Monitoring Retreat of the Maricopa County Community College District Governing Board was scheduled to be held beginning at 8:00 a.m. at GateWay Community College in Phoenix, Arizona, pursuant to ARS §38-431.07, notice having been duly given.

GOVERNING BOARD

Alfredo Gutierrez, President
Johanna Haver, Secretary
Doyle Burke, Member
John Heep, Member
Jane McGrath, Member
Dana Saar, Member

Dr. Linda Thor, Member-Elect

Absent:

Tracy Livingston, Member

ADMINISTRATION

Maria Harper-Marinick
Gaye Murphy
Paul Dale
LaCoya Shelton
Edward Kelty
Bill Guerriero
Teresa Leyba-Ruiz
Sasan Poureetezadi
Shari Olson
Chris Haines
Chris Bustamante
Christina Schultz
Ernie Lara
Maggie McConnell

CALL TO ORDER

The Annual Monitoring Retreat was called to order at 8:07 a.m. by Board President Alfredo Gutierrez. He announced that two new board members had been elected earlier in the week and one was in attendance. He then asked board member-elect Dr. Linda Thor to join them at the table. The meeting was turned over to Chancellor Dr. Maria Harper-Marinick.

Chancellor Dr. Maria Harper-Marinick thanked everyone for being in attendance this Saturday morning. She mentioned that most everyone had been part of past monitoring retreats which are held for the purpose of reporting the progress made on Board Outcomes adopted in 2010. Although eighty metrics are being tracked, only key metrics would be highlighted during this retreat. There has been significant progress made but some work still needs to be done and gaps will be closed for next time. The November 2016 data reflects the work of 2015-16. The Chancellor stated that data takes time to be collected and annualized in order to show an accurate picture of where we are.

The Chancellor thanked Dr. Paul Dale for taking responsibility for organizing the flow of information being discussed at this retreat. This is a good news report because of progress made in most areas, mostly because of intentional directions.

Executive Vice Chancellor and Provost Dr. Paul Dale came forward and welcomed everyone again. Dr. Dale explained that although 80 metrics are being tracked, the focus would be on eleven metrics. The data is based on cohorts of students and some would be on developmental education and some on general education. A short video was shown relating to why we do what we do. Dr. Dale reminded everyone that our Brand is about changing individual student's lives and their individual stories. In order to do this we offer University Transfers and General Education. Arizona ranks near the bottom

among all states in the percent of high school graduates who continue their education in the next academic year.

Dr. Dale called attention to the handout on University Transfers and General Education was meant to provide context. This information included the following:

- Adults holding a bachelor's degree in Arizona
- 41.5% of community college transfers are ethnic minorities
- Ethnicity of Arizona students that graduate from high school within 4 years
- The four-year high school graduation rate by ethnicity
- Percentage of Arizona Latino men and women who hold either an associate's or bachelor's degree
- The number of students who enroll in a postsecondary institution in the state of Arizona and the number who are enrolled at a public community college in the state.

Dr. Dale stated he would gather data on the dropout rate of those at 9th or 10th grades for the Board. A request was also made to compare the Arizona data to the national data on the percent of Latino men/women who hold degrees.

Dr. Dale covered the following information during the course of the morning. This information is found in the PowerPoint presentation he displayed:

Who are MCCC'D's Students?

- Historical MCCC'D Headcount
- Greater Phoenix Unemployment to MCCC'D Enrollment
- Student Profile – Fall 2015 45th Day by gender, part-time/full-time, average age, and average class load
- Student Profile – Fall 2015 45th Day by Race/Ethnicity
- Student Profile - by Age Group
- Student Profile by Student Educational Intent
- Completion Agenda: Board Resolution: To increase by 50% the number of students with degrees and certificates by 2020
- 2020 Completion Agenda Goal

Outcome 1: University Transfer Education & General Education

- Course Success Rates for the New Student Cohort and All Students
- Percent of Students Achieving a Successful Outcome within Six Years
- Total Annual Awards
- Number of AGE'C Certificates Awarded Annually
- Number of Associate's Degrees Awarded Annually
- Number of Associate's Degrees and AGE'C Certificates Awarded Annually
- Breakdown of AGE'C Certificate and Transfer Degree Completion rates
- Transfer Degree Completion Rates
- Number of Students with Transfer Intent who Completed Transfer Degrees
- Graduation Rate within 6 Years of First-Term Enrollment Status
- Fall-to-Fall Retention Rate by First Term Enrollment Status
- Fall-to-Fall Retention Rate by Race/Ethnicity
- College Level Courses Success Rate for Cohort and All Students
- College Level Course Success Rate in First Fall and Spring Terms
- College-Level Course Success Rate by Race/Ethnicity
- College Level Course Success Rate by Age Group
- College Level Math and English Course Success Rate

- Percent of Learners Achieving Credit Hour Thresholds with 2 Years
- Transfers to 4 Year Colleges and Universities
- Six Year Transfer Rate to Arizona Public Universities
- Percentage of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees
- Number of Recent MCCCDC Transfer Students with Seamless Transfer to State Public Universities
- Percent of Recent MCCCDC Transfer Students with Seamless Transfer to State Public Universities

Outcome 2: Workforce and Economic Development

- Occupational Degrees and Certificates Awarded Annually
- Occupational Graduation Rate
- Highest Demand Occupations with MCCCDC Degrees and Certificates
- Fastest Growing Occupations with MCCCDC Degrees/Certificates

Outcome 3: Developmental Education

- Comparison of Success Rates in Developmental Education Courses
- Success Rates in Developmental Education Courses – All Students
- Success Rates in Developmental Education Courses – Cohort Students
- Success Rates in College-Level Math after Completion of Developmental Math
- Success Rates in College-Level English after Completion of Developmental English
- Developmental Math Course Success Rates across Gender
- Developmental Math Course Success Rates across Race/Ethnicity
- Developmental English Course Success Rates across Gender
- Developmental English Course Success Rates across Race/Ethnicity
- Success Rate in College-Level Course after Completion of Developmental Course in Math or English
- Graduation Rate of Students Who Were Ever Enrolled in a Developmental Course

Outcome 4: Community Developmental and Civic and Global Engagement

- Percentage of High School Graduates Who Enroll Directly in Community College
- Enrollment of Underserved Populations
- Annual Headcount in Non-Credit Courses
- Residential and Adjunct Faculty Diversity

FACULTY SPEAKERS

The following faculty members came forward to provide information on the Maricopa Millions Project, Guided Pathways to Success, Co-Curricular Activities, The Glendale Community College Automotive Technology Program, The EMCC Power Plant Program, Development Ed Instructional Council, the Bridging Cultures Program at MCC, and the Study Abroad in Prague Program.

- Lisa Young spoke about Maricopa Millions which is a program intended to save student money through the use of Open Educational Resources (OER). Faculty can replace expensive books by using open educational resources they can customize to their classes. Included in this are courses, quiz banks, videos and software. Printed workbooks are provided for about \$20. Students can take more classes because of lower open resources savings. Since 2013, \$5 million has been saved.
- Steve Budge and Jennifer Fay spoke about Guided Pathways to Success at MCC. Through early career counseling, pathway maps provide course sequencing, milestones, integrated student services, timely completion, and technological tools. Pathway maps are developed for students and meet them where they are to get them where they want to be.
- Chris Schnick and Donna Thompson spoke about Co-Curricular activities which are an extension of the learning and educational programs of Chandler-Gilbert Community College.

These programs enrich student learning and development through non-classroom activities which connect to their in-class learning outcomes. The Co-Curricular program includes activities related to college-wide themes, speakers, panel discussions, lectures, symposiums, discipline specific events, interactive experiential learning activities and cultural events.

- Jay Covey provided information about the GCC Automotive Technology Program which partners with General Motors, Ford Motor Company, Fiat-Chrysler, GM, Ford and Fiat Chrysler Dealerships, and WestMEC/Peoria Unified School District. They provide certification curriculum for automotive service excellence through National Technicians Education (NATEF), General Motors, Ford Motor Company, and Fiat-Chrysler. In 2016 their enrollment was 887 students, and student course completion was 97%.
- Heather Weber provided information about the Energy Institute at EMC. In 2001 they instituted a Power Plan Technology Program which offers credit courses for the Registered Apprenticeship Program. In 2008, SPS/PVNGS added degree completion as a requirement for the Maintenance Apprenticeship Program. There were 61 PVNGS employees enrolled in the Fall of 2016.
- Frank Wilson spoke about Multiple Measures for Math Course Placement on behalf of the Mathematics Instructional Council. Due to low placement test scores, some students were unable to enroll in college-level math courses. The solution was to allow recent high school students' GPAs determine student readiness for college level math courses. The impact was that 245 students testing into developmental math were placed into college level math courses and, of those, 218 completed the courses with an A, B, or C.
- Robert Soza provided information about the Bridging Cultures Program at MCC. The mission of the program was to expose students to the many communities across the Southwest, encourage critical thinking and dialog, empower students, promote social engagement, build community among student and link to MCC's learning outcomes. The results included an ability to respectfully engage with those who do not share their beliefs, a deepened sense of both social and political responsibilities, and better able to work with others to solve community problems.
- Susan Mills spoke about the Study Abroad in Prague Program. Since 2007 there have been 365 students in the program. Courses they have studied include art history, introduction to international business, introduction to Holocaust Studies, political ideologies, and psychology of religion.

Lastly, Dr. Dale spoke about the MCCCDC Peer Comparisons on Selected Items from the National Community College Benchmarking Project (NCCBP) 2016 Report. The NCCBP creates peer comparison groups, but they must include at least five peers. MCCCDC is one of only a few districts or systems that participated in the survey and reported data for the entire system. As a result, it was not possible to create a group of five, true peers. The closest they could compare with were:

- Austin Community College (TX)
- College of DuPage (IL)
- Ivy Tech Community College of Indiana-Central
- Lone Star College System (TX)
- Miami Dade College (FL)

CLOSING COMMENTS

In closing, Dr. Harper-Marinick called attention to the Strategic Commitments for 2017-20. These are as follows:

- Building a Thriving Community Through Access and Student
- Be a Driving Force for Economic and Workforce Development in Arizona

- Attain Recognition as an Innovator Among Institutions of Higher Education.

The Chancellor thanked everyone for attending.

ADJOURNMENT

The Monitoring Retreat adjourned at 1:03 p.m.

Johanna Haver,
Governing Board Secretary