



**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD WORK SESSION  
SEPTEMBER 14, 2010**

**MINUTES**

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

**PRESENT**

**GOVERNING BOARD**

Randolph Lumm, President  
Jerry Walker, Secretary  
Debra Pearson, Member  
Don Campbell, Member

**ADMINISTRATION**

Rufus Glasper  
Maria Harper-Marinick (absent)  
Debra Thompson (absent)  
George Kahkedjian  
Anna Solley  
Lee Combs  
Joyce Elsner  
Ernie Lara  
Gene Giovannini  
Chris Bustamante  
Linda Lujan  
Jan Gehler  
Velvie Green (absent)  
Phil Randolph  
Paul Dale  
Shouan Pan:  
Steve Helfgot (absent)

**CALL TO ORDER**      The work session was called to order at 5:37 p.m.

**Welcome and Overview**

The work session was called to order by Governing Board President Randolph Lumm who welcomed those in attendance to this Work Session on Certificate & Occupational Programs – How They Change as Workforce Needs Change and How Quickly Do We Respond?

Before passing the program along to Chancellor Glasper, Mr. Lumm acknowledged fellow Governing Board Member Dr. Don Campbell's 75<sup>th</sup> birthday and Board Member Debra Pearson led those in attendance in singing Happy Birthday.

Chancellor Glasper also welcomed those in attendance and explained that although Vice Chancellor Dr. Maria Harper-Marinick would have normally provided introductory comments pertaining to the evening's presentations, it was his privilege to call on Interim Director of Workforce Development Steve Kiefer to facilitate the program.

**Mr. Steve Kiefer**

Mr. Kiefer provided a brief overview of the presentations to be made and asked Mr. Larry Thacker, Occupational Dean at Mesa Community College to come forward.

**Presentations:**

The following presentations were made:

**Mr. Larry Thacker – Presentation Overview, Occupational Role in MCCC'D's Mission & FY2009-10 Top Occupational Enrollments**

Mr. Thacker stated that one of the missions of the Maricopa Community College District was to provide the skills necessary for people in the workforce. No time has been greater than now for this to be done. By working with governmental workforce offices, MCCC'D was doing an excellent job of helping the state to meet its workforce needs for the very diverse student population that take advantage of training at the ten colleges and two skill centers, some of which already possess post secondary degrees. He provided the following statistics:

- 1,004 active occupational programs (343 AAS and 661 Certificate)
- 6,599 active occupational courses (2,601 academic)
- District-wide, occupational courses accounted for 31% of FTSE in FY2009-10
- Occupational courses are completed at a higher rate than academic courses
- 54% of MCCC'D awards conferred in FY2008-09 were occupational

Additionally, Mr. Thacker provided a description of the top ten occupational enrollments that MCCC'D experiences. They were as follows:

		<b>Attempted Hours</b>	<b>Percent</b>
<b>1.</b>	<b>Health Professions &amp; Related Clinical Sciences</b>	<b>169,545</b>	<b>23.0%</b>
<b>2.</b>	<b>Computer &amp; Information Sciences</b>	<b>142,971</b>	<b>19.4%</b>
<b>3.</b>	<b>Business, Management &amp; Marketing</b>	<b>91,255</b>	<b>12.4%</b>
<b>4.</b>	<b>Security &amp; Protective Services</b>	<b>87,006</b>	<b>11.8%</b>
<b>5.</b>	<b>Biological &amp; Biomedical Sciences</b>	<b>34,836</b>	<b>4.7%</b>
<b>6.</b>	<b>Parks, Recreation, Leisure &amp; Fitness Studies</b>	<b>31,193</b>	<b>4.2%</b>
<b>7.</b>	<b>Multi/interdisciplinary Studies</b>	<b>23,674</b>	<b>3.2%</b>
<b>8.</b>	<b>Visual &amp; Performing Arts</b>	<b>23,650</b>	<b>3.2%</b>
<b>9.</b>	<b>Family &amp; Consumer Sciences/Human Sciences</b>	<b>18,829</b>	<b>2.6%</b>
<b>10.</b>	<b>Engineering Technologies/Technicians</b>	<b>17,647</b>	<b>2.4%</b>

The Maricopa Center for Workforce Development is widely recognized in Maricopa County. There are 900 programs involved in the program and makes up 42% of all FTSE. They partner with both internal and external programs in Maricopa County.

**Mr. John Catapano – Program Development: Community Needs & Trends**

Prior to Mr. Catapano's presentation, Mr. Kiefer explained that it is important to identify the needs so that they will know what they are going to do. It is useless to create programs unless there is job demand for them. To identify what the needs are, they use enrollment trends, student surveys and faculty input.

Mr. Catapano further explained that external sources are monitored. This included government data, both state and federal, the Arizona Department of Commerce, industry employment data, wage data, private economic projections (EMSI) by zip code, industry associations (larger employers in the region), and economic development organizations such as ADOC, GPEC, cities and chambers). Projections are also made to be in alignment with potential companies wanting to relocate to Arizona. They take into consideration labor market studies, new sectors such bio science, sustainability, and green jobs. Mr. Catapano commented that many factors need to come together in order for new programs to come together.

**Dr. Mary Lou Mosley - Early Alert Process**

Dr. Mosley came forward to talk about the Early Alert Process of Program Development. She cited the following factors:

- Purpose – to share information, collaborate, avoid duplication, and develop curriculum between colleges for new occupational programs
- Process examines regional wage and employment data, industry partners, potential enrollment, and student career pathways
- Program costs and facilities must be identified
- Early alert process includes informal sharing at occupational administrators meetings, as well as formal submission of Early Alert for review, approval, and conflict resolution

She mentioned that as requests from industries in the community are brought forward, they evaluate similar needs in different areas to avoid duplication or multiple programs at different colleges. If demand is there, the sharing of facilities and expertise can be utilized. After these factors are identified, curriculum can be developed.

**Dr. Michael Glisson – Program Development: Curricular Process**

Dr. Glisson spoke about the Curricular Process in Program Development. He stressed the following:

- Program design and curriculum build are the province of our occupational faculty
- Curriculum design is often mediated by the need to ensure specific industry or professional requirements
- Specialized laboratory or training facilities are often required
- Accredited programs are subject to periodic site visits
- Examples
  - Apprentices union/non-union requirements

– Health professions

It is necessary for occupational faculty (Allied Health and Nursing) to maintain their licensing. Occupational programs experience constraints from external sources due to professional requirements, federal/state statutes and licensing, and accreditation agencies. To make sure that we meet all requirements, graduates must be able to pass examinations and get credentialed. There are oftentimes multiple accreditation standards and it is important to maintain industry standards for students to have state of art education and training. In addition, there are self studies and site studies which are done at an additional cost. Many programs also have two types of instruction, some for union/non-union standards, accredited or non-accredited, and licensing or non-licensing.

**Mr. Randy Kimmens – Program Evaluation: Program Review**

Mr. Kimmens came forward to speak about Program the checks and balances on what we are doing and how we do it. A continual process of improvement occurs every three years. The Review committee includes faculty and staff and they monitor progress of program. They look at history, both past and future trends, in line with mission of district and college, and evaluate what the needs are and what salaries are paid. They look at completers, headcount, FTSE and see if it is growing. Curriculum, instruction and assessment are looked to see what students are achieving. They look to see where improvements can be made in delivery of instruction. The external community is key as we partner with large employers. All costs of delivery are evaluated. What do we do when a program is not working? Program is allowed to finish and then program is put on moratorium. At GCC they have tried to include risk assessment management to evaluate equipment use, liability, etc., and make recommendations through SWOT Analysis for funding, facilities, marketing, and timelines. They find out what students think? All colleges do some sort of student follow-up surveys during July through September for the previous year.

**Dr. Dean Hermanson – Program Evaluation: Graduate Surveys**

Dr. Hermanson indicated that they find out what students think? All colleges do some sort of student follow-up surveys during July through September for the previous year. They query what their overall college experience was like, would they recommend to a friend, their employment status including their position and salary, how well prepared they were as a result of their educational experience, and ask for suggestions on how to improve services. 93% rate their experiences as excellent or good and that they felt prepared for additional education at the university level.

**Dr. Clay Goodman – Program Evaluation: Advisory Councils and Employer Surveys**

Dr. Goodman spoke about Employer Surveys and Advisory Councils. He is vice president for occupational education at Estrella Mountain Community College. His presentation focused on two key areas –the role and importance of advisory councils and employer and community surveys. He stated that both were critical in demonstrating to the communities we serve that we value the input and advice they provide our colleges and programs. The information provided by our business and community partners is critical to ensuring our programs and services are meeting their needs. Whether providing the Chancellor or one of our college's occupational programs with information, advisory councils are a direct link to our partners. From a program perspective, advisory councils provide our faculty with a state of their particular industry and head's up on what we might expect. They have direct input into our district's curriculum process advising college faculty and administration on changes in equipment, training standards and

future directions. College occupational and workforce development programs meet with their respective advisory councils on a regular basis and meetings include program faculty, students and college leadership. In addition to meetings, faculty and students engage with industry partners through field trips, site visits and internships. Advisory council membership at the various colleges includes among others representatives from Arizona Public Service, Salt River Project, Lockheed Martin Aerospace, IBM, Arizona State University, Cisco Systems and Banner Health Systems. Not just large employers, but small as well, also represented on councils are companies like FastSigns, Desert Bloom Medical, Black Angus Restaurants and the Wigwam Resort. He emphasized that all advisory council members are critical to the success of programs and more importantly to students. He mentioned that employer surveys were another critical tool in acquiring information from the communities served. Over the last few years, the district has sponsored several county wide efforts focused on major industry sectors such as Bioscience/biotechnology and High Tech Manufacturing. The data from these surveys has helped shape programs across the district that develop the workforce they need to be successful. In partnership with WESTMARC, the Center for Workforce Development sponsored a West Valley Labor Market study that analyzed critical core areas of industry growth, hiring trends and education and training needs. While the economic environment has changed somewhat, the data collected is still valuable and provides our programs with much needed information. The colleges also collect information from their service areas through regular environmental scanning and employer surveys. Information collected gives the colleges valuable data on employer satisfaction with our graduates, hiring trends, and future needs. Response rates are good and that's a positive sign – partners want to give us feedback. One example of engaging business partners in a survey that directly involved students involved working very closely with Southwest Valley chamber of commerce and the cities of Avondale, Goodyear, Litchfield Park and Tolleson, Estrella Mountain Community College developed and implemented a sophisticated business retention survey program that used student interns. Estrella Mountain recruited and trained several student interns to conduct interviews with local businesses and solicited information and opinions on several critical areas important to the chamber, the city economic developers and the college. Estrella Mountain students called over 350 businesses and conducted more than 60 in person interviews. The students then compiled the information by partner and presented their findings to the partner city councils, the chamber board of director and the college leadership. This project did more than just collect information, it showed Estrella Mountain's partners that we are engaged and wanted to hear what they had to say. I'm happy to report that several of the project findings are on their way to implementation. Estrella Mountain will be adding the Town of Buckeye to the consortium and is actively planning this year's project. In summary, it is important to hear from partners and several different strategies are being used to get their input. Colleges act on what they tell them and students are successful.

**Mr. Rick Kemp – Program Partnerships: Business**

Mr. Kemp stated that the colleges provided Hire" education. The Maricopa Community Colleges focus on partnerships that lead to 3-way wins for: Students, Organizations (Partners), and Colleges. Relationships are key to everyone's success and that is why Advisory Councils were key for collaboration and ongoing feedback. The Maricopa Community Colleges were the largest workforce provider in this state. They excel in customizing programs for their partners.

**Ms. Maria Reyes – Program Partnerships: Business**

Ms. Reyes spoke about the aviation partnership that Chandler Gilbert Community College shares with Phoenix-Mesa-GateWay Airport. The college is the recipient of scholarships, career pipeline outreach, internships, donations of aircraft, engines and equipment, and continuing education for FAA training.

**Ms. Cindy Odgers – Program Partnerships: Education**

Ms. Odgers spoke about the partnerships that South Mountain Community College has with both primary and secondary education institutions. These include K-12 partners, as well as tech prep programs. Competitions are held to peak student interest and to showcase projects worked on. Career expos have been sponsored and there is collaboration on journalism programs, accounting, medical technology, retail management, etc. With the Maricopa to ASU Pathways Program (MAPP), the curriculum is designed to meet the requirements of an associates degree which will transfer to the four year school. The Community brings together multiple institutions which are convenient for students. NAU has facilities on community college campuses which makes it convenient and flexible for students to attend close to home. Boston Reed provides courses in pharmaceutical and clinical medical assisting. CareerStep provides medical transcription training twenty-four hours a day.

**Dr. Sharon Halford – Program Partnerships: Community**

Dr. Halford stated that the partnerships with the community were meant to increase capacity, leverage resource, and provide reciprocal learning. They collaborate with city and public agencies to provide career and technical education, and also collaborate with community partners on youth programs, “Green” professions, incarcerated reentry program, as well as adult basic education programs.

**Ms. Ellen Gallagher - Program Partnerships: Community**

Ms. Gallagher spoke about the 48 years that MSC has provided service to the community in high demand occupations. They provide programs for machinists, sustainable energy certifications, NMS certification, automotive, furniture, and horticulture.

**Conclusion:**

Mr. Thacker concluded by stating that there are many complex issues and challenges that must be taken into consideration because of development programs to meet the needs of the communities. Workforce development evaluation is critical. Ongoing partnerships must be development so that product is relevant and valued. It is not enough to be good but must be focused and relevant. Education must be provided to make people wiser and civilized people, not only in technical skills but social skills to be team players in the workforce.

Chancellor Glasper stated that we would be assessing the ability to deliver to the community and prove our worth to the community. GPEC and the Center for Workforce Development has teams that explore what the needs are so that we can be a part of the training force.

Governing Board Member Debra Pearson expressed appreciation to the Center for Workforce Development for the assistance they provided her in explaining how their programs work. In the early 1980's when there was another downturn in the economy in this state, even though there were some huge tragedies in those years, because of the incredible work that the community

colleges provided, the recovery was better because of the programs they offered. She expressed thanks for the time spent with her.

(Note: Detailed scripts of presenters attached.)

**Adjournment of Work Session:** The work session adjourned at 7:10 p.m.

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Jerry D. Walker  
Governing Board Secretary