

## MINUTES

### COCHISE COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD REGULAR MEETING

Tuesday, February 5, 2013  
Cochise College Willcox Center  
6:00 p.m.

#### 1. GENERAL FUNCTIONS

##### 1.01 Call to Order

The meeting was called to order by Mrs. Strain at 5:56 p.m.

##### **Board Members Present:**

Mrs. Jane Strain  
Mr. David DiPeso  
Dr. John Eaton  
Mr. Dennis Nelson

##### **Board Members Absent:**

Mr. Donald Hudgins

##### 1.02 Pledge of Allegiance

##### 1.03 Adoption of Agenda

The agenda was adopted as published.

##### 1.04 Citizen's Interim

There were no requests to address the Board.

##### 1.05 Standing Reports

##### **1.05.1 Representative to the Arizona Association of District Governing Boards (AADGB)**

Dr. Eaton stated that the next meeting of the AADGB will be held on March 21, 2013, where final preparations for the State-wide Board meeting will be made. The meeting is expected to be held on a Friday in April, though a specific date has not been announced. Dr. Rottweiler stated that at least 2 or 3 presidents will not be available to attend, adding that this meeting needs to be planned well in advance.

### **1.05.2 Representative to the Association of Community College Trustees (ACCT)**

Mrs. Strain stated that she and Dr. Rottweiler will be traveling to Washington, DC to attend the ACCT National Legislative Summit being held February 9 – 14, 2013, which includes pre-summit committee meetings Mrs. Strain plans to attend. The goal is to visit with politicians, and office calls have been scheduled for her and Dr. Rottweiler to meet with Senator Flake and Congressman Barber.

### **1.05.3 Senate**

There was no Senate report provided.

### **1.05.4 Student Government Association (SGA)**

A Student Government Association report was not provided

### **1.05.5 College President**

Regarding legislative updates, Dr. Rottweiler provided the Board with a handout and stated the governor released her budget; it does request funding from the legislature to do the FTSE (or the M&O formula to statute). Equalization is also being proposed to follow the statute. Those two together puts Cochise College in a \$1.2M hole. It was then requested that they fund the formula that hadn't been funded for five years – capital outlay. Dr. Rottweiler stated he had met with John Arnold, the budget director in the governor's office, and shared some ideas with him related to that, including changing that to STEM and workforce. It was well received, and, to our pleasure, the governor did include some funding in capital outlay. She said in her recommendation, that capital outlay be funded at 50%, and exclude Maricopa and Pima. Dr. Rottweiler stated that, while it was nice that we were included, he's not sure we're appreciative of how we were included – it's not in the best interest to single out Maricopa and Pima, seeing as how 90% of legislators reside in Pima County or Maricopa County. There is a belief in the governor's office that those two counties, which are incredibly large, have more than enough in local property (assessed valuation) to compensate for that. It will be requested of the legislature that they include those counties back in. Dr. Rottweiler feels there are some opportunities there, and we'll see where that goes.

Last week, Dr. Rottweiler met with House Majority Leader, Representative Gowan, from our district, and shared his concerns around it being in the best interest of his district if the two districts were to be included at some level. To split the system is not an ideal situation. Dr. Rottweiler also has an opportunity to address this with the House Higher Education Committee. He provided the Board with a letter from Representative Dial, Chairman of House Higher Education and Workforce Development, inviting him to appear before the House Higher Education and Workforce Development committee on February 6<sup>th</sup>, to present Cochise College's programs and, specifically, the role of the college in workforce development, UAV, and Allied Health. He will be joined by the Chancellor of Maricopa, Dr. Rufus Gasper, and Dr. Jeanne Swarhout from Northland Pioneer. Dr. Rottweiler stated that this is the first time, in his four years with Cochise College, we have done a full ask, and it is the first time we have actually been viewed as part of the educational system.

Dr. Rottweiler provided the Board with the President's Council Bills of Interest, and pointed out the areas that are being watched closely.

Regarding the Facilities update, Dr. Rottweiler stated the college received very nice press in the Sierra Vista Herald related to the Bugen Family building naming ceremony and provided the Board with a copy of the article. He added it was a wonderful event. In the coming months, we will begin the process of discussions around the Career and Technical Education, Phase 2 – including automotive and culinary, among other programs that need appropriate facilities. Dr. Rottweiler stated we are very appreciative of Mr. Bugen, and he thinks Mr. Bugen feels very good about what he has done. The recognition of that building will be a lasting memory of the largest donation ever given to Cochise College and the Foundation.

The Board had previously approved the request for gymnasium renovations. Contracts were signed last week, and work is scheduled to begin next week, with a completion date of August 1<sup>st</sup>. Work is planned around ADA and hazardous material/asbestos removal, and then a facility will be created that will allow for locker room facilities that will accommodate both sexes without having to utilize the same locker room for visiting teams.

Dr. Rottweiler then made the Board aware that most of the paperwork is in related to the Douglas campus construction pending litigation. As that moves forward, it is his intention to request the Board's attorney to come to an upcoming meeting and address the Board on where we are and areas we are pursuing.

In his general comments, Dr. Rottweiler stated we are well into the budget process, and there are some things the Board needs to be aware of. He pointed out, in a handout he provided, the governor's proposal as it relates to state-aid. Tuition and fees are on tonight's agenda, and Mr. Butler will present some ideas, perhaps get some feedback from the Board, and bring the final tuition and fees schedule to the March meeting for approval. Initial work has been received related to property taxes, and we're down between 3% - 5%; this is a combination of declining assessed valuation and some changes in Arizona Revised Statute that have set up some personal property and other things that are not included in there. That is important because we've always used property tax to help make up for what the state has short-changed us. In order for the Board to do that now, we may be talking about a slightly larger increase than what we have had to do in the past. We do not have the final numbers yet, but will make sure the Board is briefed once we do. Vice President Butler will include some information in his presentation to the Board this evening.

Arizona Town Hall is scheduled for April 21 – 24, 2013, in Tucson, and the topic this year is "Higher Education". Dr. Rottweiler requested Board members let him know if they are interested in attending/participating.

Regarding community involvement, Dr. Rottweiler provided the following:

- Dr. Rottweiler attended the Relinquishment of Command of General Potter, and had the opportunity to thank him for his service. He then received a letter from General Potter, who was very complimentary of Cochise College and the things we're doing at Fort Huachuca. This letter will be included on the March Governing Board agenda.

- He stated that he and Dr. Fick (among others) participated in a panel discussion in Douglas around a report that was done by the Morrison Institute on Public Policy from the Arizona State University. The title of the document was “Dropped – Latino Education in Arizona”.
- Dr. Rottweiler stated he continues to be active on the State Board of Education. They have taken some fairly strong recommendations forward related to college and career readiness as being a requirement for graduation as we move forward, moving away from the AIMS test, and moving towards the PARCC. Dr. Fick will touch on this during his presentation to the Board this evening.
- He stated that he and Mrs. Strain will travel to Washington, DC later this week to attend the ACCT National Legislative Summit. He stated it will be a pleasure, and they will actually be welcomed by legislators, in particular Congressman Barber and Senator Flake.

A brief discussion followed around Mrs. Strain’s request for additional information on the State Board of Education and PARCC.

#### **1.05.6 Monthly Financial Report – January 2013**

The Financial Report for January 2013 was presented and accepted as submitted.

## **2. APPROVAL OF MINUTES**

### **2.01 Acceptance of Minutes, Regular Meeting – January 15, 2013**

The minutes of the January 15, 2013 Regular Meeting of the Cochise County Community College District Governing Board were accepted and entered into record.

## **3. INFORMATION ITEMS**

### **3.01 Communications**

- Dr. Rottweiler received email correspondence from Jim Barrows, Director, Fort Huachuca Center, recognizing the outstanding support provided by Facilities Maintenance (Byron Berry), Information Technology (Gilbert Parra), and Instructional Media Services (Alan Heidenreich) on the remodeling efforts at Old Smith Middle School, as well as financial and material support provided by Kevin Butler and Carlos Cartagena.
- Dr. Rottweiler received a letter of from Amanda Baillie, Executive Director of the Sierra Vista Area Chamber of Commerce, thanking him for his participation in the 2012-2013 Leadership Sierra Vista Program, and expressing appreciation for his dedication to the program.

Dr. Eaton inquired if HLC needs to be informed of the move into the Smith Middle School. Dr. Rottweiler stated he would have Dr. Fick look into this.

### **3.02 Provost's Report**

Dr. Fick began by informing the Board he would focus on two items this evening. He called their attention to the first item, Enrollment. The Enrollment Report for Spring 2013 was provided as a handout, and he pointed out two key numbers on the report. In the Unduplicated Headcount section, the comparison between the Spring semester 2012 and the Spring semester 2013 showed a 5.8% decrease. Another significant number was in the FTSE section; the full time student equivalent from Spring 2012 was down 6.7%. However, he shared the latest information from a 'grapevine' source regarding a couple of other institutions; Pima's Spring enrollments show their headcount is down by 12%, and their FTSE is down 13%. He also received 'insider information' on Maricopa, which showed their headcount down close to 3% and their FTSE down 1½%. He stated he thinks everyone is seeing some 'down' and likes to think it is related to the economy.

He compared enrollments of five years ago of 11,500, to an increase a couple of years ago to 13,500, to a decrease now to 10,000. As far as arriving at reasons why, Dr. Fick stated it's always a difficult task; he's been doing this for a long while, and he still hasn't been able to come up with any good answers. However, he provided a follow-up to his last presentation in the Fall, which he feels is significant, as he has better data regarding Financial Aid and regulations. He stated he looked at a date-to-date set of data that showed how many FASFA applications we received from students and how many students had been offered financial aid. Five years ago (date-to-date), 62% of students who submitted FASFA applications received an aid offer. The next year was 66%, the following year was 58%, last year was only 50%, and, so far this year, it's only 40%. Financial aid, as they're really trying to get the students focused on getting in, getting something and getting it done, has tightened this up. For instance, changes for this year – it used to be that a student had 18 semesters before they ran out of Pell; now the limit is 12. Last year, students were being grandfathered in if they already had some Pell; this year there has been no grandfathering. It used to be that if a student hadn't graduated from high school or earned a GED, they could do an "ability to benefit", where they could take a test to determine if they would be able to successfully handle college material – that is no longer available. Students now need to provide documentation that they have a high school diploma. In another area called "Max Credit" – if you were in a program, you were allowed to take up to 150% of the number of credits in that program under financial aid. As of last year, students can no longer do this. This year, we cannot let students go until they hit 150% - we now have to do a projection and see if it looks like they will be able to complete their program within 150%, and if they can't, we have to cut them off. In another area, they continue to tighten up the verifications, and one of the big verifications is having tax information, which is now required to come directly from the IRS - making the process more difficult. All of these factors have started adding up and contribute to the fact that we are currently processing 1/3 less students through financial aid than we were two years ago.

Dr. Rottweiler stated it's important to recognize a couple of things – we have had to double the amount of work done on our part to issue a third less of financial aid. Part of the negotiations around the Pell grant, Dr. Rottweiler heard it said that Pell grant amounts will be raised, but regulations would be tightened so that, at a minimum, it would be cost neutral or actually a decrease. So, Pell grants are higher, eligibility (in theory) is still there, but the process to get there and the process of receiving it has become fundamentally much more difficult.

Dr. Fick stated, in looking at some of the numbers, on average a student signs up for 2.3 classes. The fact that we have 427 fewer students receiving financial aid offers this year means that if they took those 2.3 enrollments, we would have 982 more enrollments over this year. If we had 982 more enrollments this Spring, we would see our enrollments going up, not down. Therefore, it is becoming a significant enrollment issue for us. One of the things Dr. Fick has asked them to do is pull together a data set that would show all the reasons why students were not offered financial aid. They will compile a list and determine which of those reasons we have no control over. This is the regulation and we have to follow the regulation, as well as if there are things for which we might have some control and decision making capability in order to do what we can to try to make it more possible for students to attend. This is Dr. Fick's reasoning as to why enrollments continue to go down – financial aid is becoming very difficult.

Dr. Eaton stated that he presumes this will lessen the amount of debt an individual student incurs in the process. Dr. Fick said it actually makes it worse because once students can't get grants, they then proceed to borrow more money. We have to be careful because we are the ones who are 'on the hook' – if they borrow too much money and if we have too many students that aren't repaying their loans, then we also are at risk. The only silver lining Dr. Fick has seen so far is we have been the target for some fraud rings, and as a result we have tightened up our procedures, fairly significantly. Mr. Nelson asked if we loaned the money to the students, and how we are at risk if the students don't pay back their loans. Dr. Fick explained that if we get to a certain percentage of students that are not successfully repaying their loans, our ability to offer financial aid is at risk; it's not that we're at risk for the money – we're at risk for being able to offer financial aid to begin with, such as Pell grants, etc. Dr. Rottweiler stated this is one of the discussion points he has had with our legislative contingency in Washington. When it comes to loans, you're either in or out – there's no midway. The college made the decision to be in. The problem then is they dictate who can actually be eligible to receive loan money (following federal guidelines), but if those students don't pay it back, they go on the default rate indicator. If our default rate gets too high, our ability to offer any financial aid is revoked.

The other area Dr. Fick discussed was student success, with an emphasis on completion. A number of discussions in various committees on campus this year have begun to focus on developmental education. He commented that people are reporting in general news, and national groups are pointing out flaws in developmental education and how it's not working. Dr. Fick stated this is true – there are lots of things about developmental education that are not working. He has been trying to collect some of the best practices/principles around developmental education so that they can be included in the discussions. He is trying to get some additional groups involved in the discussions and is hoping to be able to do some pilots and come up with some tests to see whether they help us to improve the performance of students taking developmental education. Some of this is being put into grants wherever possible, and the Title V grant being put together may focus on developmental education. One of the principles, completing a set of gateway courses early, is important. Typically, gateway courses are the first several college level courses the student takes that are in their program – English Composition I, College Algebra, and those types of courses. One area of discussion is, how can we have students complete their developmental education early in the process. Another area of discussion is that the content in developmental and gateway courses should align with their program of study. Another principle is that we should consider enrollment in the regular college level course as the default decision instead of the way it is currently done, which is, if we don't know, the student is defaulted into developmental education, as it is shown that students who don't do the developmental education still

perform acceptably in the gateway courses. Also, there are some things we can do to help them do a better job of making the test more accurate. One is to try to do more to emphasize being prepared to take the test when they come in. Another area is trying to integrate our gateway and developmental courses, as well as integrating reading with other content areas and career coursework material as a support to move students forward. Another principle – if we have students that need a lot of preparation, we should try to accelerate this route. If a student came in and is in one of the areas where we have three levels of developmental courses, they could be attending Cochise College for a year and a half before they actually got to the gateway course they were preparing for. That's why the success level for students going through developmental education is about 10% - 15%, nationwide. Therefore, we need to lower that period of time. There are a number of ways we can accelerate things; eliminate having three levels of any kind of developmental education; do things that are credit or non-credit; and do things that are modular, more focused on specific areas. Regarding placement testing, this is a high stakes test, so one of the recommendations is we should be using multiple measures as we're trying to determine their placement – instead of just using a test score, we should perhaps be using their high school performance, looking at some measure of the student's motivation, as well as other factors. Other things thought to be useful would be to get students into majors earlier – the less tie they have to their end-goal, the less motivation they seem to have to get through all the developmental education.

Dr. Fick concluded his report by presenting information on a pilot program for summer. They have gone to a modular, self-paced computer assisted instruction for math developmental education. He then outlined one of the problems – if a student tests into developmental math, they start with the 1<sup>st</sup> of 15 modules, takes the test for the 1<sup>st</sup> module to demonstrate they know the material, then they go on to the next module and test to show they know that material - they continue until they have an issue. He stated one of the things he has heard several times, anecdotally, is that by the time the student gets to the point where they actually have a math issue, they already don't care. We're killing the student's inertia. Therefore, this summer there will be a new, diagnostic accuplacer placement test that will be able to identify the student's specific weaknesses, for instance, in math. The college is working with the company where it gets the math developmental online software, and they have matched the two up. Instead of going through the 15 modules, we'll know specifically what the student needs to study. We are going to set up a one-credit class this summer, have students try to finish their math developmental education in the summer before they even start the Fall semester. The hope is that, getting the student to focus and work on only the area in which they have issues, will get them accelerated and get them started out in the Fall where they need to start out.

Mr. Nelson inquired if the developmental course is the same as what was known as a remedial course is past years. Dr. Fick stated that yes, it is. Mr. Nelson then asked, and Dr. Fick provided clarification on, how a remedial course and a gateway course could be combined. Dr. Rottweiler also provided some input around developmental courses, college credits, impact on federal financial aid benefits, and the nationwide percentage (68%) of incoming college students needing to take developmental courses. He stated we have a daunting task ahead of us, and at Cochise College, the percentage is even higher in math. Dr. Fick stated that in three years, the system will not look at all like the way it looks now. There was a brief discussion around the work being done in high schools to bring up grades, as well as work being done across the system to help students in math. Mrs. Strain added that emphasis is now, at the national level, on student success and completion.

**Note:** Dr. Rottweiler stated that, during his report, he failed to recognize Ms. Debbie Ellis, Director of the Willcox Center, and the staff. He apologized, and took this time to thank them for hosting this evening's Governing Board meeting. He acknowledged and congratulated Ms. Ellis on being the President of the Willcox School Board, adding that the superintendent speaks very highly of her and her staff. Mrs. Strain thanked her as well.

### **3.03 Correctional Education Division Update**

Dave Raber, Director of Cochise College Correctional Education Division, provided the update, along with a PowerPoint presentation. He stated the Correctional Education Division is located at the Arizona State Prison Complex in Douglas and is part of the Arizona Department of Corrections (ADC). The facility houses 2200 all male inmates; capacity is 2453. (It was recently decided to move in Mexican nationals, which had been a 'taboo' at Douglas for a long time because they're so close to the border, and they are not allowed to leave the yard. This presents a problem because they are not allowed to teach Mexican nationals.) Crimes range from white collar, to drug possession, to murder; 96% will be released from prison one day and will live in our neighborhoods.

Approximately 20% of the inmates participate in our college programs. Currently, there are three full-time faculty and two part-time faculty, and programs include automotive, computers, construction, business, heating, ventilation, and air conditioning (HVAC), telecommunications cabling, hazardous material removal, custodial, and cabinet making. Last fiscal year, the students earned over 1,100 certificates and 60 associate degrees. Mr. Raber showed pictures of the construction and cabinet making program areas, and two cabinet making projects completed by the students. He also included pictures of furniture made by the students for various prison and college offices, flag boxes for retiring correctional officers, and nameplates for employees at the college and the prison. The quality of workmanship is equal to or greater than you will find anywhere else. Students are learning skills that will give them positive choices once released.

The automotive class is a real bonus for ADC, as the students are working on vehicles and learning automotive at the same time. Students take classes while maintaining prison vehicles to gain hands-on experience. Construction Program students remodeled a portable building for an automotive classroom, which provides an area for classroom instruction and testing. The automotive program saves ADC over \$10,000 each month.

Mr. Raber stated that a Computer Information Systems program is offered where students learn to operate and repair computers; he provided pictures of the labs. He added they have two new half-time programs - the first is Telecommunications Cabling, where students learn to install and repair various cables for both businesses and homes, and gain valuable hands-on experience, and the second is Hazardous Material Removal (Hazwoper), where students learn to safely remove and transport hazardous material from construction or remodeling sites. The HVAC Program provides students practical applications of their skills, and pictures of heating/cooling training units were provided.

Mr. Raber stated that teaching in prison offers unique challenges, and believe it or not, the inmates are not the real problem. With security being the number one priority – students may lose two days of class as a result of room inspections. Another challenge is open entry/open exit – students are coming and leaving throughout the school year, and in a class of 30 students, each student may be working on a different assignment.



In an attempt to counteract that, about 40 teacher's aides are employed, comprised of inmates who have completed the program.

Participation is not easy for inmate students. An inmate student gets paid 15 cents/hour attending college, or they can make 40 cents/hour raking rocks. Mr. Raber stated statistics show that one year of college reduces the prison return rate from 60% to 10%. Now, why does an inmate need to earn money? Mr. Raber shared that they have to buy soap, toothpaste, clothing, food, and toilet paper, as well as other basic essentials. Another challenge is that work crews will stay full, but classrooms - maybe. The reason being, if streets and parks are not maintained, the mayor will complain to the warden – if classes are not full, then Dave Raber calls. Needless to say, the mayor takes priority.

As in military basic training, inmate students spend a lot of their time waiting. Typically, students will wait 30 minutes to an hour just to get out to and return from school. They are counted four times a day, which is a good thing, but it also causes interruptions. Internet access is prohibited, which limits research. Mr. Raber added that most inmate students are eager to learn, they accept and appreciate feedback on their work, and they tolerate all this because we offer hope for a brighter future.

Mr. Raber stated that current Cochise College instructors at the prison will tell you that they now have the best job they've ever had - they work with highly motivated students who want to make a positive change in their life. Because their area is CTE (Career and Technical Education), they get to see their students apply the skills they have learned. Not only are they helping students make positive changes in their lives, they are also making a positive impact on their families, friends, neighbors, and all of Arizona.

Mr. Nelson inquired if the ADC offers a GED program, to which Mr. Raber responded that they do. Dr. Rottweiler stated that if Board members would like to participate in any of the prison graduation events, Mr. Raber would love to have them attend. He added that it is a moving experience.

### **3.04 K-12 Outreach Update**

Mr. Ben Berry, Director, K-12 Outreach Program, provided the report, along with a PowerPoint presentation. Mr. Berry thanked the Board for giving him the opportunity to share what they are doing in K-12 Outreach. He stated they do many things, and a lot of what they do focuses on helping high schools and high school students. One of the main areas is *dual enrollment*, which has been 'in flux' over the last year. The reason for this is, as the college went through its credentialing procedures, it also included our dual enrollment instructors. As a result, we saw a drop in the dual enrollment program, losing approximately 40% of our faculty and sections at the schools; however, these are beginning to rebound. Currently, 43 classes are being offered, with 370 students enrolled in dual enrollment programs - CTE as well as academic. One of the exciting and difficult things that has happened in the world of dual enrollment is the whole program study routine. The idea of having this articulated program that the student begins in high school with a nice flow path that comes right to the college/university, the programs are articulated, and credits the student earn in high school will transfer to the university. Mr. Berry stated it is a really great idea; however, it is extremely difficult to run, because you're dealing with ten separate high schools, all of which have separate resources such as one having culinary, one having agriculture, and one having nursing. He is trying to cobble these areas together, based upon the resources they have available. He acknowledged Ms. Rhonda Douglas for her expertise in this area.

In the world of dual enrollment, especially with Buena High School entering into Joint Technology Education District (JTED), there are numerous conversations regarding the college's role in this.

Mr. Berry stated that, in 2005, *STEM* (Science, Technology, Engineering, and Math) came into prominence, and still is, to some degree. They started to look at the whole pathway concept, and tried to see how they could actually dip back, as early as possible, because research has shown there is some type of spark shown early-on that grabs a person. They see it when they're young, and the next thing you know, they're engaged! Mr. Berry stated he heard a research scientist speak of a chemist showing up in a third grade class and explained how dishwashing liquid attracts grease. This was the most fascinating thing to one student, who went on to become a chemist. He added there are many anecdotes like these from scientists. Therefore, he felt if we could begin this pathway as early as possible, if we could offer something to try and "spark" students early on, then we could do that.

*Summer camps* are one of the things we do – not just in STEM, but also in other areas. In the summer of 2007, seven camps were launched with a little less than 50 students in attendance. In 2012, we had expanded to 19 camps, with 313 students attending (one student attended 9 straight camps). Summer camps are self-supporting, with students paying \$100 to attend. Instructors are from the college, Fort Huachuca, K-12 and/or professionals in the field. Student grade levels are 4<sup>th</sup> – 12<sup>th</sup>, and all camps are four days, Monday – Thursday, 12:30 – 4:30 p.m., totaling 16 hours. The camps are as shown below:

Science: Biology/Chemistry, Forensics, Astronomy/Space

Technology: Computer Graphics, Website Design, Video Production, Video Game Design, Cyber Security, Radio DJ

Engineering: Robotics I/II/III, Engineering, Small Engine Design

Fine Arts: Metal Art, Painting, Basic Art Sampler, Sculpture, Music, Dance, Rock Band

As we get a little more formal, we move on to the *Math/Science Experience* at Cochise College, where it hosts 1,250 4<sup>th</sup> – 8<sup>th</sup> grade students on campus. The purpose of this event is to promote students' interest and enthusiasm for the STEM areas through a variety of hands-on activities and to help students recognize the connection between studying STEM subjects and their practical applications to daily life. Teachers are sent descriptions and locations of the various activities prior to their arrival for planning their visit. Entities from Cochise College, the University of Arizona, businesses, governmental agencies, individuals, and not-for-profit education groups set up activities and demonstrations. Some activities are open-ended and ongoing, while others are scheduled workshops lasting for a specific amount of time. Last year, registration opened at 8:30 a.m. – with 1,200 slots available. By 12:30 p.m. we were full. Having the capacity on campus, and getting the 50- 60 vendors together is challenging. Mr. Berry provided some statistics on past math/science experiences – in 2010 the college hosted 755 students, 85 teachers and chaperones with 30 exhibits and activities. In 2011, we hosted 1,163 students, 150 teachers and chaperones, with 50 exhibits and activities. In 2012, we hosted 1,247 students, 150 teachers and chaperones, with 50 exhibits and activities. Mr. Berry stated this is a massive event; this year it will be held on the last Friday in April, and he encouraged everyone to attend.

Mr. Berry moved on to *STEM Exploration*, where it gets a little more formal. This is a program designed for students currently in the 9<sup>th</sup> and 10<sup>th</sup> grades (freshmen and sophomores) in high schools within the College's service area, with a maximum of 30 students per session, per campus. A series of events are held, three on campus and one off campus; a Friday event on the Sierra Vista campus, with the same event being held on the Douglas campus. Sessions are taught by Cochise College physics, math, computer science, and engineering instructors. Students also participate in a field trip. The areas of focus include: 2009 – 2010: Scales and measurement in architectural design and electromagnetism; The physics involved in aerodynamic design; Alternative energy resources and solar vehicle technology; and a Field trip to Biosphere2. 2010 – 2011: Building and programming an 8-gear, wireless robotic tank; Designing an interactive video game; Constructing a G-force pendulum; Testing the energy absorption and 'crash-ability' of various inanimate objects; and a Field trip to University of Arizona BIO5 Institute. 2011 – 2012: Applied Mathematics – 2D and 3D Design; Biomedical – forensic entomology and DNA; Satellite and Security System Design and Programming; and a Field Trip to University of Arizona College of Engineering. 2012 – 2013: Robotics – Building and Programming; Aerodynamics – Aeronautical and Mechanical Engineering; Astronomy – this will be the first time we've done anything at night – both groups (40 students) will be on the Sierra Vista campus, and will go to the observatory on the University of Arizona-South campus. Kits have been purchased for the students to build their own telescope, which they get to take home; and a Field Trip back to Biosphere2.

Then, Mr. Berry went on to juniors and seniors in high school, where the *Running Start* program comes in. Running Start began in 2008 with our pilot co-hort. We've talked about developmental education and we know there are issues; however, there are also issues with those students who are high performing in high school. The fact is, especially in STEM areas, there are still abysmal rates in university STEM programs; 17% of entering freshmen will go into the STEM field, and of that 17% - 37% will complete in six years – in 17 out of 100 students that choose STEM, only 6 of them will complete in six years. Mr. Berry stated the reason for this is that these are brutal programs, 'hard-core', and the pre-requisites and mathematics that are required are just phenomenal. He emphasized that the number one lesson juniors and seniors need to learn is that they need to do the work. Parents also need to know this. Students earn 37 transferable credits before high school graduation. These credits are in Physics, Pre-Calculus, Calculus I and II, Principles of Engineering, and a Math/Science elective. Mr. Berry stated he is preparing to begin the recruiting for the next cohort in April, or possibly the last part of March. The process is that the student applies, and they and their parents meet with him for about an hour. Students are advised on which course fits the specific requirements of both their intended university and their intended major. Last year there were 76 applicants. Mr. Berry stated we are vastly ahead of any national average with regards to participation in terms of male/female; of 151 students – 89 (59%) Male; 62 (41%) Female; and then 90 (60%) White; 14 (9%) Black/African American; 34 (23%) Hispanic/Latino(a); 13 (8%) Asian/Pacific Islander; and 1 (<1%) Other. Mr. Berry then provided a chart showing demographics. They began with an initial cohort of 14, hit a high mark of 36, and then down to 30. He added that he has worked very hard with the Math department to come up with the initial math placement. The only requisite for students coming into the program is that the need to place into the college algebra level. Mr. Berry went on to say that they have finished the four-year tracking of the students, cohorts 1-4, and completions (5 and 6 are still in the program). They have a total of 151 beginners, 85 students began the program, 31 (36%) completed all four semesters, 6 completed three semesters, and 48 completed less than three semesters. With regards to tracking, of the 31 completers – we don't know where

two of them are, and one of them is at a university but their major is not known. If those three are eliminated, 90% are in a college/university STEM program – 90% of the students that complete our program will attend a university STEM program or continue with Cochise College. If they complete it, then the objective is Math.

Mr. Berry concluded his report by showing a video of DARPA's Pet-Proto Robot navigating obstacles. He stated this is the level in which our students will be engaging, and is the reason why we 'hit' them hard and immediately, because if they're going to get to that level, they'd better be able to keep up with the university programs that are assisting in the development of things of this sort.

Brief discussion followed regarding how the summer classes are determined, where they will be taught, and how we get the information to the students.

### **3.05 College Tuition and Fees**

Mr. Kevin Butler, Vice President for Administration, provided an overview of the college's tuition and fees, and distributed a handout of his PowerPoint presentation. In anticipation of the March Board meeting when tuition and fees are presented, he thought rather than to just put it in the packet and vote on it, he would give the Board a month or so to consider some concepts and let them know as to where administration is leaning in terms of making its recommendations. He referenced ARS § 15-1445, Administrative powers of district governing boards, and stated it is just a reminder of what the statutory requirements are as Board members to set tuition and to differentiate them between different populations, and, if appropriate, to set tuition waivers, as allowed by law. Mr. Butler then pointed out the difference between tuition and fees. Tuitions are payments for instructional services that are assessed centrally to cover institutional costs associated with education. Fees are payments assessed to a particular student population to provide a specific benefit to that student population. For example, if 50 students are enrolled in an art class, and the course fee is \$20, that \$1,000 needs to go back into that course during that same period of time so the students can benefit from it.

Mr. Butler stated that, conceptually, when community colleges were envisioned, the money was supposed to be split evenly between the student, the local taxpayer, and the state – one-third each. He directed the Board's attention to a slide showing a pie chart, where, in reality, 48% of the institutional costs are borne by the local taxpayer, the student pays 22%, and the state pays 30%; however, half of that 30% is equalization. Equalization is really a subsidy provided as a result of not being able to levy enough because of lower-assessed valuations. As a result of receiving that equalization, there are some political things going on that we need to remind ourselves about – we should be doing everything that we possibly can to still generate as much local support for our institution before we rely on those state funds. Equalization comes up every year at the legislature, and they always say, "Let's get rid of it". There are only three institutions that receive equalization. If we lose that 15% slice, the percentages in all the other categories go up, the pie diminishes by \$5M, and it would create a different Cochise College. The recommendation to the Board will be to tax at the maximum amount allowed by the constitution.

Mr. Butler then spoke about doing some things on the tuition side. While we want to be very mindful of what our students can afford, at the same time we should be thinking about the future. We also need to be mindful of what other institutions are doing, student financial aid, and Higher Education Opportunity Act issues.

Mr. Butler explained the types of tuition and fees that the Board would see next month. They will see a recommendation for in-state tuition and out of state tuition, online, and Golden Apache. An in-district tuition could possibly be introduced. Regarding fees, we'll have our normal gamut of application fees, testing fees, course, credit by examination, credentialing, as well as aviation, insurance, and room and board fees. Mr. Butler then reviewed a ten-year graph of where our tuitions have been, and provided explanations on the rate increases, especially since 2011. He then provided a ten-year graph showing tuition revenue.

Mr. Butler went on to show a graph of how we would compare to the other nine districts, based upon preliminary discussions he's had with fellow business officers in those districts. If we increased tuition by \$3, we would be right about where would like to be – to receive equalization we want to be in the right 'mix'. It would be a fairly modest increase for in-state tuition. Mr. Butler then reviewed a chart for out of state tuition, comparing all ten districts.

Dr. Rottweiler stated the key policy decision the Board needs to be prepared to make is how to balance the student paying a fair share of the overall educational process. He believes the \$3 tuition increase puts us in the average range. He feels this is a cost the students can bear; however, he also realizes he is not the student who is experiencing the increase. He added that the Board will be asked two things in the coming months; what role should the students play in the overall cost of instruction, and what role should our local county play in the cost of instruction.

#### **4. NEW BUSINESS \***

##### **4.01 Consent Agenda \***

The following items were approved:

- 4.01.1 \* Faculty; Appointment (*Donald Wirthlin, Instructor, Unmanned Aerial Systems (UAS), Douglas Campus*)
- 4.01.2 \* Curriculum Changes

Mr. DiPeso moved and Dr. Eaton seconded a motion to approve the Consent Agenda. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED. No introductions were made.

##### **4.02 Revised Governing Board Policy 634 – Disability and Injury Program**

Mr. Nelson moved and Mr. DiPeso seconded a motion to approve the revised Governing Board Policy 634 – Disability and Injury Program. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

##### **4.03 New Governing Board Policy 653 – Employee Transfer and Promotion**

Mr. DiPeso moved and Dr. Eaton seconded a motion to approve the new Governing Board Policy 653 – Employee Transfer and Promotion. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

**4.04 Request for Change in Date of the March 12, 2013 Governing Board Meeting and Request for Work Session**

Mr. Nelson moved and Mr. DiPeso seconded a motion to approve the request to change the date of the Tuesday, March 12, 2013 Governing Board meeting to Tuesday, March 19, 2013, and the request to hold a work session immediately preceding the meeting. Dr. Rottweiler explained that both he and Dr. Eaton would be unavailable to attend the March 12<sup>th</sup> meeting. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

**4.05 Executive Session – President’s Annual Evaluation**

Mr. DiPeso moved and Mr. Nelson seconded a motion to enter into Executive Session to discuss the college president’s annual evaluation. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

The Board entered into Executive Session at 8:15 p.m., and Mrs. Strain adjourned the Executive Session at 8:40 p.m.

**NO ACTIONS WERE TAKEN DURING THE EXECUTIVE SESSION.**

**5. ADJOURNMENT**

Mrs. Strain adjourned the meeting at 8:05 p.m.

Respectfully Submitted:

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Ms. Loretta Mountjoy, Executive Administrative Assistant, Office of the President

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Mr. David DiPeso, Secretary of the Governing Board