

MINUTES

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD REGULAR MEETING

Tuesday, February 4, 2014
Willcox Center
6:00 p.m.

1. GENERAL FUNCTIONS

1.01 Call to Order

Mr. DiPeso called the meeting to order at 6 p.m.

Board Members Present:

Mr. David DiPeso
Dr. John Eaton
Mrs. Jane Strain
Mr. Dennis Nelson
Mr. Don Hudgins (telephonically)

1.02 Pledge of Allegiance

1.03 Adoption of Agenda

Dr. Rottweiler stated that there was one clarification that needed to be made regarding the Consent Agenda. On Item 3.01.3, the administrative support appointment of Nicolas Santos, the start date is actually February 17, 2014. Additionally, Mrs. Strain requested that Consent Agenda Item 3.01.6, the retirement of Sheila DeVoe Heidman, be removed from the agenda for separate discussion. With those exceptions, 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)

Mr. Nelson, representative to the AADGB, stated no meeting was held since the last Governing Board meeting; therefore, an AADGB report was not presented.

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

Mrs. Strain stated she will be leaving this Friday, February 7th, for Washington, DC, to attend an all-day ACCT Board of Director's meeting on Saturday, February 8th, and an all-day committee meeting on Sunday, February 9th. On Monday, February 10th, the National Legislative Summit begins. On Wednesday,

February 12th, she, Mr. Nelson, and President Rottweiler will make office calls, the first with Congressman Ron Barber and the second with Senator Jeff Flake. They will return to Arizona on Thursday, February 13th.

1.05.3 Senate

A Senate report was not provided as the Senate did not meet in January.

1.05.4 Student Government Association (SGA)

A Student Government Association report was not provided.

1.05.5 College President

Dr. Rottweiler thanked Ms. Debbie Ellis, Director of the Willcox Center, for hosting the Board meeting, adding that the facility looks beautiful, and that it's exciting to see the parking lot full.

Regarding legislative issues, Dr. Rottweiler provided the Board with pages 67-70 of the governor's budget. The M&O (FTSE) shows a decrease of \$366,200 and equalization is a decrease of \$845,600, so we are seeing roughly the \$1.2M decrease that was anticipated (formula funded). The governor's recommendation is to fully fund the STEM support for the rural community colleges; however, they chose to leave out Maricopa and Pima, which Dr. Rottweiler feels is not a wise decision, but it is where we are. Dr. Rottweiler stated that AC4's priorities are around trying to get Maricopa and Pima included in that formula related to STEM, as he believes their STEM issues are as important as the rurals. The 'big ask' related to student pathways to completion has not been floated yet as they are trying to see what plans are coming out of Coconino County and some of the work being done by Rep. Barton. They made a proposal of \$25M to fund the rurals and the provisionals, and left out the urbans. That legislation will either be halted or stopped. The other area being watched closely relates to the provisionals. Rep. Crandall put forth a bill requesting they be eligible for Prop 301 for base funding - \$200,000 per district, which would come out of existing funds. Dr. Rottweiler thinks there will be opposition from the community college system as a whole in relation to that. They are already eligible for FTSE funding.

Dr. Rottweiler informed the Board that on February 19th, the morning of the All Arizona Team Luncheon, he has been asked, along with Chancellor Glasper from Maricopa and Chancellor Lee from Pima, to present to the House Higher Education Committee. His colleagues wish to hear about the activities at Cochise College because we've been innovative and have done some things around Innovation Campus, among other things. After the hearing, he will attend the All Arizona Academic Team meeting. Dr. Rottweiler has invited Mr. Jerry Proctor, the Deputy to the General Commander at Fort Huachuca, who has agreed to join him to discuss workforce, innovation campus, and how we are streamlining to bring people in to work in what is a large sector of the economy in Cochise County. Chancellor Lambert has been asked to bring a representative from Raytheon, and Dr. Glasper will be bringing some industry. Additionally, each of the ten districts has requested one student to attend the hearing. Dr. Rottweiler has asked Mr. Ricardo Martinez, a biology major who is also one of our students who will be receiving an award. He is a veteran, having served two

terms in Iraq, and Dr. Rottweiler feels Mr. Martinez will be a good representation of the types of students that we serve.

Regarding master facilities, Dr. Rottweiler informed the Board that the initial meeting with DLR was held related to an Allied Health building. The next meeting is scheduled for February 18th. He added that, tomorrow, he will visit with two executives from Regional Health Care, the new provider of health care and builders of the new hospital in Sierra Vista. They would like to discuss some of the new initiatives we have in that area. The automotive technology center on Highway 92 is up and running. There will be an Open House held there on March 13th at 11:30, and Dr. Rottweiler invited the Board members to participate, and Chair DiPeso to provide a few remarks.

In his general comments, Dr. Rottweiler stated that Cochise College has been selected once again as one of the 150 community colleges eligible to apply for the Aspen Prize. This also places us within the top 10% again. Dr. Fick has been in contact with the Aspen Foundation; we are down in the OIR, so it's a bit more difficult to get some of the necessary data. Dr. Rottweiler then provided the Board with the most recent IPEDS Data Feedback Report and drew their attention to Cochise College and how it relates to our comparators. By IPED's numbers we are an institution of about 4,500 students, because much of our MOS doesn't come in under traditional Fall enrollments. However, when we get to the part on graduation, we had about 1,500 degrees and certificates. If you're an institution of about 4,500, and you're graduating 1,500 students every year, you're doing real good! When we bring in the full data, it puts us fairly in order with everyone else.

Dr. Rottweiler requested Vice President Schiers to walk through the FY 13 audit. The Board should have received and email from the auditor general that included the full report. Mr. Schiers provided the Board with a copy of the single audit that was just completed with the auditor general's office. He stated that, last year, we were made aware of three financial statement findings. The first dealt with our access controls to financial information, the second was around inventory control (asset tagging and property management), and the third had to do with some policies and procedures in regards to our year-end closing processes, schedules, and disclosures. These findings were found in the summer of 2013 - our IT department was proactively trying to take care of the first finding in having policies and procedures, and checks and balances in place for those who were actually attempting to query financial information for the institution. This has been addressed, implemented, and taken care of as of last month. On the second finding, inventory control, we have been working with an outside group, American Appraisals, who have completely audited all inventory over \$5,000, and we are currently reconciling that list with our list to make sure this is taken care of by the end of this fiscal year, June 30, 2014. Regarding the third finding, we are currently working on policies and procedures and dealing with year-end close. As seen in the audit report, our request was to have this calendar year to complete all of the policies and procedures; however, Mr Schiers stated it is his intention to under-promise and over-deliver; therefore, we are working to try to have that completed by the end of this fiscal year, as well, so he can report back to the auditor general's office that those areas have been addressed and been taken care of. He emphasized that the federal finding found in 2012, in regards to CTE inventory tagging and controls, have all been addressed, taken care of, and closed out. Dr. Rottweiler stated that it's important for the Board to

recognize that this is an unqualified audit. Three findings were found, and we are working to address them. We tend to treat these findings as opportunities to improve, so we've set some processes to do just that. He also mentioned that the last time the college went through its ten year accreditation process, the one thing they said the college could really work on was establishing policies and procedures to show how we do everything. They said the college has a great staff who knows what they're doing, but they have nothing written down. We will now have things written down, as he has asked Vice President Schiers to make this a high priority. Dr. Rottweiler is appreciative of Mr. Schiers' leadership in that area.

Other initiatives in process relate to our IT assessment. Vice President Cartagena has been working diligently with our contractor, Strata Information Group. We've had a number of visits which included a portal assessment, a financial assessment, a student assessment, and soon a Human Resources assessment will be done. Dr. Rottweiler provided the Board with one report we've received relating to the portal so they would have an understanding of what is happening in that area. Suffice it to say, the report states yes, we need to have a portal, yes, the portal is a sufficient one, but there is a need to do a better job of getting everyone working within that portal. He stated that we will utilize this report with the recommendations to help us get a number of things done.

Dr. Rottweiler went on to report that we are working on a Strategic Think Tank. Strategic planning is a process that colleges and businesses have been doing for years, but new direction says that old style strategic planning is dead. Too many things change during the course of a four or five year plan. Strategic planning may be dead; however, strategy is alive. We've been doing some things around adaptive strategy. He provided the Board with information regarding our monthly think tank, talking about the changes from classic strategy development - using predictions, collected data, establishing a plan, and sticking to the plan for four or five years. Adaptive strategy says we need to move away from predictions and run lots of little experiments – try things, experiment, see what works and what doesn't, and do it in an adaptive process. Instead of being so concerned about collecting lots and lots of data (which we've become very good at), find those patterns that begin to make sense and then you can experiment on to see what happens, and then have the execution of those strategies 'bubble up' from the classroom/department level rather than from the top down. As we've worked through that process, we have seen two items come to the forefront; the first is the IT assessment, which is well under-way, and the second is institutional effectiveness (continuous improvement within our institution). In this year's budget process, the Board will see some requests for positions to establish a Department of Institutional Effectiveness. Dr. Fick will lead much of this, as we will try to work on all of our processes and procedures to make sure our institution becomes much more efficient and effective in the things that we do.

Dr. Rottweiler then announced some extremely good news – Cochise College was the recipient of \$1/2M from the Legacy Foundation to establish an endowment for nursing scholarships, for which we are extremely appreciative. He added that he is pleased that the old Sierra Vista Regional Medical Center hospital foundation has recognized the college as playing a vital part in nursing education. This Legacy scholarship endowment will go a long way to ensuring that students are successful moving into the future. With the new hospital in

Sierra Vista and the new facility in Douglas that the Copper Queen Hospital is establishing there, the need for nursing students and other allied health professionals will only increase. These resources will help us go a long way in addressing some of those needs.

Mr. Nelson inquired about adaptive strategy and how it is measured. Dr. Rottweiler stated Dr. Fick would be reporting a bit on that, but we are seeing some of our adaptive strategies related to developmental education and the redesign of math. We'll still be able to pull data and see where we're successful in those areas, but what we see spin off are small experiments. For example, for the IT assessment, the Strata Group did some employee surveys on how they feel about things – we'll probably replicate some of those and see if there have been some improvements. We'll also look at down time and other functions that will be ways to measure our overall improvement and will redesign many of our processes as we move into institutional effectiveness. We have had many processes at the college for 20, 30, and in some instances, almost 50 years. Today, we need to rethink some of these processes.

Dr. Eaton inquired about the security of communications, as referenced in the audit report. Mr. Cartagena stated that there was a concern around issuing accounts to employees in order for them to be able to do what VP Schiers has them doing. However, that was not an issue. The problem was that, when the employee left the college, the process behind it was not totally 'tidy', and sometimes the account was not cancelled immediately. Another concern around security was that we did not have, in writing, processes in place that would alert the IT staff if something 'fishy' was taking place. These items have been addressed and corrected.

1.05.6 Monthly Financial Report – January 2014

The Financial Report for January 2014 was presented and accepted as submitted.

2. INFORMATION ITEMS

2.01 Communications

- Dr. Rottweiler received a letter, along with a certificate of achievement from William D. Hansen, President and CEO of United Student Aid Funds, Inc. (USA Funds), in recognition of excellence in financial literacy education to students at Cochise College.

2.02 Willcox Center Update

Ms. Debbie Ellis, Director of the Willcox Center, stated she would provide an update on the center; however, she has also requested that three, maybe four, students provide their perspective on being a student at a center. Ms. Ellis shared that in Fall 2013, enrollments were up 50%, this Spring they are down 19 students. At the Willcox Center, they do all they can to make life as much as they would have on a campus. This includes recruiting, assisting students with completing paperwork, financial aid, they organize the classes and assist teachers and students. They provide information to the community as well as being actively involved in the community and projects. Last semester was the 4th semester of their CNA program, and they continued to have a

100% pass rate. A nursing site visit is planned for tomorrow (February 5th) to ensure they can continue their CNA program. They just began science classes through streaming, as well as a couple math classes. They are excited that the technology can be expanded. Ms. Ellis then introduced student speakers Sonia Chairez, Claudia Venegas (high school valedictorian this year), and Kari Miller.

Ms. Chairez stated that her experience in coming to Cochise College has been very positive. The employees are very friendly and knowledgeable. At first, she was very scared as she didn't know what to expect, and she didn't know how the younger students were going to react to an older person. She had been out of school for many years, but is enjoying her time at the college very much. She added that she has nothing but good things to say about her instructor, and she is going to attend Cochise College to continue her education in the years to come.

Ms. Venegas, who is a high school senior this year, stated she has been attending Cochise College for four years, beginning when she was a freshman. At first, she had no idea what college would be like, she didn't understand that there are so many things going on, or the many different kinds of classes you had to take. Her experience at Cochise College has helped her – she will be going to the U of A. The classes she has taken at Cochise have really benefitted her, and she wasn't aware that her classes could transfer over to the U of A. She already has a year or two in advance to the classes she will take at the U of A. She is very grateful to be able to have taken the classes at the Willcox center; the instructors have helped her on a personal level, and they have helped her with specific problems. She didn't know anything about financial aid or the university, and everyone at the center has helped her to understand a bit more. And, she was grateful to be able to take dual credit for the classes. Cochise College has helped her to prepare for what's ahead.

Ms. Miller, a mother of several children, stated she has returned to school after thirty years. She is excited that she has sons who are still in school, some in junior high and some in high school, who will have the opportunity to come to college and get some of their credits to prepare themselves for college. She started college with one major, but was grateful she could change it. Because she hadn't been to school for so long, she had to start at the lowest level. She shared that she did not study for the tests she took because she wanted to be placed exactly where she should be so she could learn the things she needed to learn. She stated she had a few concerns with one of the classes, but as she goes through the class it's becoming much easier. She changed one of her classes and is looking forward to attending Culinary Arts. Attending the center is convenient, since she lives in Willcox. She concluded by saying that Ms. Ellis and everyone at the center has been extremely helpful with financial aid, etc., and the counselors were great in making sure she was taking the correct classes.

Ms. Ellis stated she tried to choose students speakers from different situations. She stated that they are a small center that provides advising, assistance with financial aid and placement testing – everything that takes place on a campus. However, they do not have a student organization; therefore, they plan at least one annual field trip. The students earn all their own money and they receive tremendous donations from the community. This year they will be going to Sea World. Ms. Ellis shared that the reason they do this is because many of their students have never been further than either Tucson or the Mexican border, and have never been out of state. The students think it's fun, but the purpose of the trip is educational so that students realize they can survive outside of Willcox.

Dr. Eaton inquired about the number of enrollments in dual enrollment. Ms. Ellis stated they are running five classes, but the numbers are currently down a bit because the high school instructors could not be credentialed. However, they do a lot of reverse credit – the high school releases students to the college on a daily basis to attend classes, and the center is full all day.

Mrs. Strain asked the students to share their powerful stories with everyone, including everyone at the high school, at grocery stores, at church, to elected officials, and anyone who is running for office. We really need to get this great, positive student message out into the community. Tell everyone!

2.03 Adult Education Update

Ms. Susan Morss, Director of Adult Education, provided the report. She stated her employment at Cochise College began in October 2012, and she reports to Ms. DeVoe Heidman, as Adult Education falls within Extended Learning. She provided the Board with a copy of her PowerPoint presentation. She stated the Adult Education program has been serving the communities of Cochise County since 1985. English language and GED preparation classes are offered on both the Douglas and Sierra Vista campuses, and GED preparation classes are offered at the Benson and Willcox Centers.

Ms. Morss stated Adult Ed is grant funded – the funding stream is from the Federal Workforce Investment Act, which flows through the Arizona Department of Education (the state has to contribute their portion), and then the college matches the state's portion. The support received from the college includes facilities, college services, some staff positions, and a tuition waiver for adult education students. One program offers English Language Acquisition for Adults (ELAA), and we have students from countries all over the world – Mexico, Central and South America, Ukraine, Southeast Asia, Vietnam, Japan, and South Korea, so it's very interesting. Classes provide the four components of language; listening, speaking, reading, and writing, from beginning literacy through advanced. The other main program is GED preparation, which prepares students to take the GED test, and adult basic education is a more basic level where students need refreshers in math, reading, writing – basic skills. Adult Ed also offers computer skills classes, as a lot of their students don't have very strong technology skills.

The main focus of Adult Ed is to prepare adult learners for college and careers. Since they are funded through the Workforce Investment Act, the federal government requires them to report student outcomes. Therefore, they follow their students to see what percentage enter college, and what percentage obtain/keep jobs.

Ms. Morss provided a snapshot of past several years student enrollment numbers, typically around 500-600. A lot of the students enter at the ABE levels, meaning they need some basic skills enhancement. Fewer students are at the adult secondary level, and a percentage of the students are in the ELAA programs. They also have performance targets for student outcomes and educational gains. Students are given an initial placement test, which places them into one of twelve educational functioning levels, based on which ever their lowest subject is at entry. After studying for a mandated number of hours, they are given another assessment to see if they've made educational gains. Each level has performance targets that Adult Ed is accountable for having students actually make learning gains. Each educational level is equivalent to two and a half years of a traditional K-12 grade level. They are hoping within 40-60 hours of instruction that students will gain two and a half years of instruction.

Currently, most people know about the GED test. Now, the new High School Equivalency Exam has been added to their vernacular, because the GED isn't the only test available now. GED testing service merged with a company with Pearson Vue, which is a for-profit company. Other companies have also added to the competition. There is now going to be three high school equivalency tests on the market, and states are adopting various ones of these. Arizona has recently changed the state statute to not just say the GED test is the only high school equivalency test, they opened the language to say the Board of Education approved high school test or tests, so they might have more than one option. The state has put out an RFP for these publishers to come and present test options.

Ms. Morss stated that on January 2, 2014, a brand new GED test came out (the last revision of the test was 2002), and it came with some interesting changes. The old test used to have five subject areas; reading, science, social studies, math, and writing. Reading and writing has now been combined into reasoning through language arts, so there are currently four content areas. The content is more complex and rigorous. Based on the Common Core state standards and geared to prepare students to leave high school and enter college for credit bearing classes, the GED test is aligned to these common core standards. In order to pass this test, the student must be at a higher level than on the previous test. The new test currently has one passing score. In the past, a student could pass the GED test with about a 55% average; now the student will need a 75% pass rate. Therefore, it will be more difficult for students to pass this new test. Eventually, once the test is out long enough that they can norm it against real human beings, they're hoping to have one level that's a college/career readiness level, and one level that will be a high school equivalency level. It will take time for students to adjust, it will be more difficult for the instructors, and students will need to stay with the program longer to prepare for the new test with the higher standards. Knowledge in the content areas is required. Ms. Morss stated that, if you were a good reader you could pass the old GED test because they gave you all the information, the student read the information, and then the student answered questions about that information – they didn't have to know a lot of the content in depth. The new test assumes the student has that background knowledge in the content areas, and it's not going to provide the student all the information. Therefore, the instructors will need to provide the students with much more background knowledge. Another huge change is that it's a computer-based test only. No more paper and pencils. Ms. Morss expressed her concerns around everything being computer based, from registering for the test to paying on line, and for the majority of adult learners who don't have computer literacy skills, this will be a big problem. A lot of instructors are showing students the website and walking them through the process; it's a lot more complex. Currently, in Cochise County, students can only take the test at the Cochise College Sierra Vista testing center. Douglas campus is in the process of getting accredited, and she is hoping that the Benson Center will also be a testing center.

Ms. Morss stated that she has also had many accomplishments over the last year, which have included balancing the budgets, a successful department reorganization, and the hiring of a student success coach. She was pleased to share that, to her knowledge, for the first time Adult Ed has spent all their tuition waiver money this year – they've given 39 tuition waivers from Fall and Spring semester. She also participated on the college's student success committee; she submitted a pilot project which was accepted. They recruited from their high-level English language learners, students to take the English 95 using one of the tuition waivers. In addition to their college class, the students are getting an extra three hours per week of a writing lab with one of our English language

instructors, and they have five students that are doing really well in this class. Ms. Morss added that one of her large goals last year was to create an orientation process for all Adult Ed students. They have student success seminars for GED learners and an orientation for English language learners, which is pretty intensive and includes cohort building and “get to know what you’re getting into before you sign up for this”. She is finding that retention is improving. Also, technology updating is ongoing.

Ms. Morss reviewed some of the challenges she has experienced.

- Performance outcomes that the state and federal governments mandate are challenging and difficult to meet, but they are doing their best.
- One of the requirements to receive grant money is that ten percent of the funding has to go towards staff professional learning. Therefore, a large part of her job is spent in planning professional learning and presenting trainings, and trying to meet staff and program needs.
- They have been looking for a technology instructor for many months.
- The GED 2014 test, as previously presented, is currently very challenging.
- Adult Education used to be in the City of Douglas. About three-four years ago, the English language classes moved on campus, and enrollment was challenged by that move. This past year, the GED classes moved to campus as well, after being held at the library in Douglas. She had anticipated it would take some time for students to get on board with it.
- Managing budgets, as there were huge cuts in funding. However, she feels they are looking at a little more stability in funding.
- Overseeing four sites and 14 part-time instructors – she has only two full-time instructors on her staff.
- One of her main goals is to improve the image and role of adult education. A lot of people don’t understand why Adult Ed is part of the college and what they do. She would like to educate them on who they are, what they do, and why it’s important.

Ms. Morss then shared future plans for Adult Education.

- They are holding an Adult Literacy Day in February – “Bring a Friend or Family Member to Class” day. This is part of recruitment, but is also a chance to share information about what Adult Ed does.
- Ms. Morss is looking to provide a sliding fee scale for adult education classes. Their classes have always been free, but they are now being encouraged by the Department of Education to consider fees, just to offset some of the costs. She informed the Board they will be hearing more about this at a future Board meeting.
- They have always run 8-week class sessions. This is nowhere near long enough to prepare anyone for the new GED test. She will be working with her staff to move to a 12-week session next year, perhaps maybe even a semester – 16 week classes.
- To keep upgrading classrooms and equipment.
- Integrating Adult Ed students into the college community; having all of our classes on campuses or at centers, and giving the students opportunities to engage with and participate in college events.
- Adult Ed is also focusing on college and career readiness.
- Improving their image and role of adult education.

Ms. Morss shared numerous quotes from students on “Why I Study English” . . .

- “Learning English is very important to me because I want to go to college. I would like to be a teacher. I want to do my Citizenship”

- "It is important to me to talk with the teachers of my children"
- "If I can read English, I can do better. I can travel."
- "I need to learn English to work".
- "I need to speak English because I want to be independent."
- "I need to communicate better with people especially my son's teachers and doctors. I need to speak English to be in control of my life."
- "I am expecting a baby and I need to talk with the doctors and nurses."
- "Learning English is important to make friends. Learning English is important to help my son in school."
- "I am living in the United States and English is the most popular language in the world. When I can speak English, I can find a good job."

Ms. Morss then shared quotes from students on "Why I Want to Get My GED" . . .

- "I want my GED so I can get a better job."
- "I want to get my GED to pursue courses at the college. I want to show my daughters that education is very important."
- "I want to obtain my GED to provide a better future for my family and myself."
- "I want to be able to go to college and study equine therapy, and the only way I can do that is through my GED."
- "I want my GED so I can take business management courses. I want to have a business at home."
- "I want a GED because I want to run a business one day for photography. Getting my GED and going to college is going to help me make my dream come true."
- "I want to get my GED because I have a daughter who's going to start school soon, and I want to help her with her subjects."

Each year there is a GED graduation; this year the graduation will be held on May 22nd on the Sierra Vista campus, and Ms. Morss welcomed the Board to attend. She stated that many of their adult learners are first generation high school graduates, and they are very proud of their accomplishments.

Mr. Nelson inquired about the different testing services and if the college would be using them at all. Ms. Morss stated that Pearson Vue has the highest standards. Dr. Rottweiler stated that Pearson Vue bought GED[®] and put the register on it. You can no longer use that term; it's now High School Equivalency Exams. The state now has an RFP out to determine which tests the state will use and recognize. What we do depends on what the state does. The catch in all this is, because this is going out, the question will be how much will each of those tests charge the state, hence charge our students, in order to receive that. It is now a money making business. The old days of education being for the common good, as it relates to adult education, are gone. The fact that we now have three tests will at least entice some potential competition which might bring some rates down. The Sierra Vista testing center is a Pearson Vue testing center because we do computer related testing. If the state chooses to use another vendor, and Pearson Vue says we can't use them in a testing center that offers anything except for Pearson Vue, we may find ourselves in some interesting discussions around where that may go. Dr. Rottweiler stated he's doesn't know what's going to happen, but it will be a very interesting time. However, he has told them if there is any way possible to stay GED, we would be wise to stay GED. As it relates to funding, two years ago the state completely abandoned Adult Basic Education. The community colleges stepped in and helped off-set the 25%. To-date, the state has not reinvested in Adult Basic Ed. The only reason we have been able to get by is because when they did the evaluation of the state Adult Basic Ed program, we had already had our matching dollars. We are

following this closely to see if they are going to put that back in, but we're in some interesting times related to funding. The state needed to put forth \$4M to leverage \$11M from the federal government, and chose not to do it and completely abandoned the most at-risk and at-need students in our state.

Mr. Nelson then inquired about tuition costs. Ms. Morss stated we have not charged for classes, but she will be bringing a proposal to the Board for a sliding scale. The cost will be very nominal; from \$20 - \$80. Students have not paid for classes in the past, and students don't even have books to take home. They have to pay for the tests on their own. The last version of the test cost \$80, which was a lot of money for many of the students; the new test will cost \$140. That's why the competition may be a good thing!

Dr. Rottweiler stated that the state has to make some decisions, because it is still about high school equivalency exam preparation. Currently, everything is geared towards GED prep. If we switch over to one of the other vendors, it may mean a complete curriculum adjustment, even though they are all, in theory, following the same standards. His concern is, we average from 300 – 400 GED/high school equivalency exam graduates. That is the second largest high school graduating class in the county. We're providing services to a population that is at the most at-risk and in the greatest need of our services, and yet we now continue to see increased costs causing them to carry a larger burden.

Dr. Eaton inquired as to the average age of these students, to which Ms. Morss replied that the largest group is in the 28-44 year-old age range. However, she added that 16 year olds who have withdrawn from high school may attend the classes or take GED.

Mrs. Strain added that, from the First Things First Early Childhood Learning aspect, we know that if a parent isn't reading – a child isn't reading.

2.04 Provost's Report

Dr. Verlyn Fick, Vice President for Instruction/Provost provided the report. He began by providing the Board with the Spring 2014 Enrollment Report, and directed their attention to duplicated headcount, FTSE, and unduplicated headcount - we are where we were last year at this time. There are some areas that are up quite a bit in numbers and some that are down quite a bit. He pointed out that the Santa Cruz Center is up significantly, benefitted largely by putting a new facility in place and hiring their first three full-time faculty for Math, English, and Biology. Bottom line on enrollment is 'steady as she goes'.

While Dr. Rottweiler and Ms. Morss spoke about improvement, adaptive planning, action research, and innovation, Dr. Fick stated he would be speaking a bit about some of the things we're doing in terms of systems/processes with regard to improvement. The first area he spoke on was CLIP – Cochise Learning Improvement Project. Last semester they formally moved the Assessment Committee out and moved in the Learning Improvement Committee. Part of the reason for doing that was they feel that assessment consists pretty much of just testing in that side of the equation. They felt they weren't getting to the point of actually improving the learning. Therefore, they have tried to change everyone's focus by talking about learning improvement. He reviewed the new models and pointed out how they are trying to help faculty and others move to the point of actually improving learning through three stages. Stage 1 - Investigation, to come up with a plan, collect data, and then try to find the 'weakest link' – to find the lowest area of performance, because that is a great opportunity for improvement. Stage 2 – Experimentation, pilots, action research – the first thing they were asked to do,

based on what they found in their measurement, is to try to figure out some possible solutions, what do we have to do to help the students to successfully learn that particular piece of information or to be able to perform a particular function. They put out some possible solutions with the goal of coming up with the one that has the best chance of having impact, and then put together a plan/pilot and measure the results and perform an analysis. At times, they will find they came up with a good solution and were able to change the outcomes and improve student performance. However, in some cases they may find that it was great idea, but when they tried it, it didn't help the particular performance issue. So, they may need to rethink the process, come up with a new solution, try to experiment with that, and hopefully, at some point, they come up with a way to improve student performance. Stage 3 – Integration, where the question here is, you came up with something and it worked, helped improve performance, how are we going to integrate it into the institution so people are using it? They've asked for two things; a plan for the integration and then to confirm they've actually carried out the plan. The final stage is to write up a project summary, outlining problems encountered and solutions arrived at.

Currently, at this part of the year, we have 62 different programs, some degree, some certificate, and in some instances, they may just be a cluster of courses that serve a particular purpose, such as science courses that serve the health programs. Associated with each of the 62 programs is a general educational program/project as well. They include communication, creativity, critical thinking, diverse and global perspectives, information literacy, and technology.

Dr. Fick stated that another area where we've been doing improvement/action research has to do with part of our NSF grant, specifically around mathematics – Mathematics Professional Learning Council (PLC). This group is trying to help improve student performance/entrance into math or math related areas. The council consists of a retired superintendent who serves as the chair, the co-chair is a math faculty from Cochise, six K-12 faculty, four additional Cochise faculty, one faculty from University of Arizona, one K-12 administrator, and seven Cochise staff and administrators. The K-12 institutions represented are Buena, Colonel Smith Middle School, Douglas, Imagine, Palominas, and Tombstone. They have been working on various research projects over the past two and a half years and are now at the point where they are ready to go to the next phase, taking things they've learned and putting the next level of research projects in place. The goal is to ultimately have that come forward with things that can be taken to the school districts and superintendents.

In another area, Student Success, there are a couple of groups that are specifically trying to come up with ways that we could test to see if they would help improve our student success. One of those areas deals with developmental education issues. We currently have five pilots that have been approved; combine ENG 090 and ENG 095, Supplemental Studio for MAT 151, Concurrent RDG 110 and RDG 122, combine GED and ENG 095, and Modular RDG 019 and RDG 020. We're going to be trying some of these experiments and then seeing if they work, because in the end if these pilots are successful, our goal is to change the way we do business in developmental education. The other side of student success has to do with shepherding. Dr. Fick provided a list of some of the pilots that this particular group is putting together relating to shepherding, trying to talk about everything from things we do with the student before they sign up for class, orientation, things we might do with them for during the first year experience, etc. There will also be pilot placement testing preparation and practice with some high school students. There are a lot of different projects with the idea of how to improve student success by getting them into the system and going successfully.

Since we are trying to promote innovation, one other area Dr. Fick is working on with Ms. Hoyos and the Foundation, is around trying to come up with a way to have an annual award for innovation in student success-type projects, innovation in program learning improvement, innovation in general education learning improvement, and innovation in continuous improvement.

2.05 Inventory of Native American Human Remains in the Possession of the Anthropology Resource Center of Cochise College

Dr. Rottweiler stated this dates back to the earliest programming at Cochise College. Beginning in the 1960's and up to the 1980's, the college had one of the premier (community college) archaeology departments in the country. With that, based upon the area in which we are located, there were a number of full scientific digs, among other things. Through the course of all that, once you're known as a place that has an archaeology program, everyone wants to bring you things, and then you become the receptacle of lots of interesting artifacts. In 1990, the federal government changed some laws and established what is referred to as NAGPRA – the Native American Graves Protection and Repatriation Act, which basically says, as it relates to all human remains – they need to be inventoried, fully recognized, and then returned to the tribes or various groups, as required. Cochise College has followed those guidelines; the remains have been inventoried and stored properly. We then sent information to all the tribes to see which would be interested in taking the remains. The Tohono O'odham Nation is willing to receive the remains, and will appropriately take care of the remains moving forward. On March 7th, some elders, as well as archaeologists from the Tohono O'odham Nation, will receive the remains on behalf of the tribes, as they have a grave site that has been established to repatriate those remains. While the remains were the property of Cochise College, federal law requires us to return them. The college will retain a number of ceramic and pottery pieces, but all things related to human remains that are protected under NAGPRA will be taken care of. Dr. Rottweiler acknowledged Becky Orozco for her hard work in earlier years as Director of Southwest Studies.

Mr. Nelson commented that for much of his career he worked for various Indian tribes, and this is a subject that is very sensitive and important to them. He is very pleased that we are in compliance with the federal law, but this, in the spirit of returning these remains, is very significant, and he is very glad to see the college doing this.

Dr. Rottweiler thanked Mr. Nelson for his comment. He added that part of the reason it has taken awhile to move forward with this is that the bulk of the remains, by the studies that were done out of Arizona State University and the University of Arizona, were deemed to be of Apache origin; however, the Apache tribe doesn't deal with anything pertaining to the dead. The Tohono O'odham tribe, on the other hand, said they would be happy to receive them.

3. NEW BUSINESS *

Consent Agenda *

The following items were approved:

- 3.01.1 * Administrative Support; Appointment (*Ronda Frueauff, Research Analyst-STEM, Sierra Vista Campus*)

- 3.01.2 * Administrative Support; Appointment (*Mark Romo, Research Programmer Analyst, Sierra Vista Campus*)
- 3.01.3 * Administrative Support; Appointment (*Nicolas Santos, Assistant Athletic Trainer, Douglas Campus*)
- 3.01.4 * Classified; Resignation (*Timothy Dabovich, Property Control Technician, Douglas Campus*)
- 3.01.5 * Administrative Support; Resignation (*Maureen Florez, Academic Career Advisor, Sierra Vista Campus*)
- 3.01.6 * Administrative Support; Retirement (*Sheila DeVoe Heidman, Dean of Extended Learning, District-wide*) – **Pulled by Mrs. Strain for separate discussion.**
- 3.01.7 * Faculty; Retirement (*Raymond Battee, Instructor of Mathematics, Douglas Campus*)
- 3.01.8 * Classified; Salary Adjustment (*Mario Ibarra, Grounds Technician /Inmate Supervisor, Sierra Vista Campus*)
- 3.01.9 * Acceptance of Minutes for January 14, 2014 – Regular Meeting

Dr. Rottweiler reminded the Board that the start date for item 3.01.3 should be February 17th. Mr. Hudgins moved and Mr. Nelson seconded a motion to approve the Consent Agenda, with the exception of item 3.01.6, which was earlier pulled for further discussion by Mrs. Strain. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

Dr. Verlyn Fick introduced Mark Romo.

Dr. Rottweiler, for the record, recognized the retirement of Professor Ray Battee, who has been a long-time faculty member, 17 years at the college, teaching Math primarily on the Douglas campus. He stated Mr. Battee is one of our innovators in doing things through interactive television and online. He will complete his service to the college at the end of his contract this year. Dr. Rottweiler wanted to recognize Mr. Battee for his diligence and hard work with our student body.

3.01.6 Administrative Support; Retirement (Sheila DeVoe Heidman, Dean of Extended Learning, District-wide)

Mrs. Strain recognized Ms. DeVoe Heidman as a true professional, someone who has been on staff for a long time, who is certainly a joy, and someone who will be sorely missed. Mr. DiPeso also stated that she will be greatly missed, and that the Board appreciates all the work she has done. Mr. Nelson moved and Dr. Eaton seconded a motion to approve the retirement of Sheila DeVoe Heidman, Dean of Extended Learning, District-wide. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

Dr. Rottweiler then added that Ms. DeVoe Heidman has been amazing to work with. She has made his transition to the college very easy, always willing to step up and help. Her hands can be seen in a little bit of everything at the college. On behalf of the President's office, he thanked Ms. DeVoe Heidman for her years of service.

3.02 Agreement for Flight Training Device and Part 142 Training Programs

Dr. Fick and Ms. Belinda Burnett, Director of Aviation, provided the Board with information on the agreement for the A-320 Aviation Training Project. Dr. Fick provided some background information, including significant FAA regulatory changes for first

officers – airline transport pilot (ATP) certification, minimum flight hours, minimum flight hours with AAS degree, and the ATP certification training program (CTP). He stated there will be an increasing demand for airline pilots worldwide; currently there are approximately 231,000 pilots, but by 2032, approximately 500,000 pilots will be needed. Between regulatory changes and increases in demand, this will be an opportunity to continue to build the reputation of Cochise College's aviation program. The agreement will formally be with the Avenger Flight Group, which will primarily be involved by providing financial arrangements to enable us to obtain the flight training device (\$1.5M), with the other key partner being Aerostar Training Services, which will provide the Part 142 program certification, instructor training, curriculum, and customer connections. Dr. Fick reviewed the ATP-CTP training example, which contains three program components; there's 30 hours of classroom coursework, four hours of Flight Training Device (FTD) training, and there are six hours of Full Flight Simulator (FFS) training. The simulator is actually what is used for the final stages of training. Transportation would be provided from the Tucson airport to the Douglas campus on Sunday afternoon, housing and food would be provided, 6.5 hours of classroom and one hour of FTD training would be provided Monday through Thursday, with four hours of classroom training and travel to the Tucson airport on Friday. The student would then travel to Las Vegas for six hours of FFS training at the Aerostar facility. Dr. Fick provided pictures of the flight simulator, which he explained is a self-contained unit, as well as a picture of the cockpit. Training is performed with a crew and two students at a time. Dr. Fick provided the Board with the agreement.

Discussion followed around commitment term (six years), up-front costs, guaranteed usage, cost per hour, and cost per student. There was also discussion around breaking the agreement if this endeavor doesn't work out, the possibility of training for 737's, (there are more aircraft orders currently being placed for A-320's and projected into the future than there are for 737's, particularly on the international market), where the AA degree fits into this, recruiting (which will require major recruiting, and Avenger Flight Group and Aerostar is willing to assist with this), the possibility of contracts with airline carriers, competition, security and insurance of equipment, and maintenance and upgrade of device. Dr. Eaton moved and Mrs. Strain seconded a motion to authorize the college president to enter into an agreement with Avenger Flight Group, LLC, to utilize an A-320 Flight Training Device, and to collaborate in offering Part 142 Training. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

3.03 Executive Session – President's Annual Evaluation and Contract

Mrs. Strain moved and Mr. Nelson seconded a motion to enter into executive session for the purpose of discussing the college president's employment/performance. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

Mr. DiPeso adjourned the regular meeting at 8:05 p.m., and, following a short break, he called the Executive Session to order at 8:16 p.m. He adjourned the Executive Session at 8:57 p.m.

3.04 Contract for the College President

Mr. DiPeso reconvened the regular meeting of the Cochise County Community College District Governing Board at 8:58 p.m. Mr. Nelson moved to extend the President's employment contract for an additional year, that he be granted salary increase

compensation in line with what is given to employees in general, and a one-half percent of his salary go into his deferred pension plan. Mrs. Strain seconded the motion. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

4. COMMENTS FROM GOVERNING BOARD MEMBERS

Mr. DiPeso turned the time over to the Board for comments. No comments were offered by the Board members.

5. ADJOURNMENT

Mr. DiPeso called for a motion to adjourn the meeting. Dr. Eaton moved and Mrs. Strain seconded the motion to adjourn the meeting. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED. The meeting was adjourned at 9:03 p.m.

Respectfully Submitted:

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

Dr. John Eaton, Secretary of the Governing Board