

MINUTES

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD REGULAR MEETING

Tuesday, December 9, 2014
Sierra Vista Campus
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
Mr. Don Hudgins (telephonically)
Mrs. Jane Strain

Board Members Absent

Mr. Dennis Nelson

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)

Mrs. Strain, the alternate representation to AADGB, provided the report. She stated the new chair of AADGB, Lloyd Hammonds, from Coconino, did a fabulous job; there was much dialogue among the trustees representing the ten districts in Arizona. They approved the new AADGB mission statement, established a date for the next meeting, and they approved two different blocks of time in April for the proposed Governance Institute on Student Success (GISS). The proposed dates will be provided to ACCT. She added that there was also discussion by the new AC4 Executive Director, Jack Lunsford, outlining his role in the AC4, and how it fits with AADGB.

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

Mrs. Strain stated that ACCT will hold the National Legislative Summit in Washington, DC, February 9 – 12, 2015. This will be an opportunity for 3,000 to 4,000 community college trustees from across the nation and territories, to visit with their elected officials at the Capitol. There will be numerous breakout sessions and key-note speakers; she will also be attending pre-meetings of the state coordinators network and the Member Communications and Education committee.

1.05.3 Senate

Jennifer Graeme, Director of Talent Management, stated that, at their last meeting the Senate reviewed Policy 618 – Job Description and Specifications, which will be before the Board this evening for their consideration. In addition, the Senate approved the policy on academic nepotism, as well as Title IX Compliance. They also reviewed proposed amendments to Policy 654 - Bereavement Leave, which will also be before the Board this evening.

1.05.4 Student Government Association (SGA)

Blake Suarez, President of the Sierra Vista Student Government Association, provided the report. He reported on events occurring since their last report to the Board. He stated there has been much club activity; in November, they participated in the Great American Smoke-out, and in December they held their All Clubs meeting. They also created a float for the 56th Annual Holiday Celebration Parade in Sierra Vista. This week is finals week, and they are holding a stress relief clinic on Wednesday – hopefully this will relieve some of the stress that comes with finals. Mr. Suarez stated the SGA looks forward to serving the student body in the upcoming Spring semester with a lot more planned activities on campus.

1.05.5 College President

Dr. Rottweiler stated he has done some research relating to our budgets in the legislature. We are about to have a significant turnover in the governor's mansion, as well as many legislative leadership positions. Governor Ducey has been a bit slower in announcing his transition team; however, we do have the full request for FTSE funding, equalization funding, and STEM funding in the governor' budget (JLBC). All of those are considered base, STEM funding is full for the rural community colleges, plus an additional \$2M for Pima and Maricopa. Dr. Rottweiler stated he received a text late this afternoon, and it appears that early discussions indicate they are going to start budget negotiations with a potential 5% cut as the starting point. This will cause us to have some interesting discussions, and we will see where this plays out. He also wanted the Board to be aware that work is being done by the Arizona Tax Research Association (ATRA), as it relates to expenditure limitations in the community colleges. He had provided the Board their newsletter that talked about what they would like to do, at least initially, and that would be to move the expenditure limitations formula away from projected enrollment to actual enrollment. This will require next year's expenditure limitation to be based upon last year's numbers, which will again put us in arrears, which is what we have been trying to move away from in the formula. Dr. Rottweiler stated it's important for the Board to realize that, while Cochise College is not faced with an expenditure limitation problem, there are at least three of our sister schools that have a significant

expenditure limitation issue. There is also work being done around provisionals; he is not sure what's happening on a state-wide level. It was reported that Gila Provisional Community College has applied for candidacy with the Higher Learning Commission. It will be interesting to see what happens as we see that transition.

Regarding master facilities, Dr. Rottweiler stated he has been in discussions related to the lawsuit filed in Cochise County Superior Court by the college, and he is now awaiting a response, which he should receive by the end of December/early January.

We're beginning the budgeting process as it relates to master facilities planning. One area we will begin to work on sooner rather than later is the master facilities planning on the Douglas campus – we'd like plan out landscaping and traffic flow, and we're having discussions around continuing the two-way traffic flow or make it one way. The road is fairly narrow, and we need to put some sidewalks in because our students and employees are using the roadway as the walking path, which is a safety issue.

In his general comments, Dr. Rottweiler stated 'the pressure cooker' that is finals is fully upon us. On a very positive note, he reminded the Board of a presentation provided at a couple meetings ago on our default rate. We received a letter and a certificate from USA Funds, recognizing Cochise College for all of our efforts related to reducing our student loan default rates. We're down to 9%, which is easily the lowest rate in Arizona, and may be one of the lowest in the country. He stated that kudos should go to Karen Emmer, Director of Financial Aid and her staff, who have worked diligently to try to make sure that we are making proper use of federal financial aid and student loans.

Dr. Rottweiler stated the FY 16 budget process is well underway. We're trying to free-up resources, not so we can save them, but so we can spend them. We would like to free up any excess resources and move them towards strategic initiatives. We want to try to be as strategic as possible as we move forward. Any time we've had economic down-turns, this college has prided itself on not hunkering down. Now, we need to find resources internally so that we don't hunker down. We've asked budget managers to budget based upon the last three years of actuals rather than last year's budget. Hopefully, that will free up some resources to spend on strategic initiatives we want to carry forward. Part of that will come out of the Strategic Think Tank (STT), which continues to meet monthly, with the exception of December. Dr. Rottweiler stated we will continue to move those initiatives forward, adding he is pleased with where we are in our strategic processes as we continue to try to find the things that will make Cochise unique and set us apart.

Bringing the Board up-to-date on some of the things that have happened since the last meeting, Dr. Rottweiler stated we held the Dinner with Wilford Brimley event on November 15th. It was an amazing opportunity! We filled the Douglas campus and were able to make connections with citizens of Cochise County, who rallied and showed huge support. We received some fairly significant donations out of that event. He recognized Denise Hoyos and the Foundation and External Relations staff for all their hard work on several of our 50th Anniversary events. Dr. Eaton asked if the donations would go to the Rodeo fund, to which Dr. Rottweiler replied yes, as that was the initial intent.

Along the lines of fundraising, Dr. Rottweiler stated we received another donation from Northrup Grumman. He and Ms. Hoyos met with staff from Northrup Grumman,

and it was a wonderful opportunity to participate with them. We have strong community support, both from individuals as well as business and industry.

Dr. Rottweiler informed the Board he had the opportunity to participate in the Fort Huachuca Listening Session. He was asked by the City to be the wrap-up speaker, to tie some things together in a document which spoke on all the key functions, with higher education being one of them. He stated it was his pleasure to be able to participate with them.

Dr. Rottweiler wished the Board a very merry Christmas and a happy new year.

Dr. Eaton stated he has received unsolicited good feedback about Dr. Rottweiler's report at the Listening Session. Mrs. Strain stated that Dr. Rottweiler not only represented Cochise College extremely well, he also represented the value of community colleges in all of these partnerships with all the military installations in Arizona. It was excellent! The statistics and the data in the back of the book that was given to the team of visitors is excellent. She added that the Board should be very pleased and proud of Cochise College in its roll of serving and supporting the components at Fort Huachuca by Dr. Rottweiler.

Dr. Eaton inquired if it could be arranged for the new Executive Director of AC4 to visit Cochise College. Dr. Rottweiler stated that Mr. Lunsford visited in November when he was touring around and meeting with each of the district CEO's. He will plan to return to meet with Boards as the opportunity presents itself. He did meet with AADGB, and the response Dr. Rottweiler is hearing is that the meeting was very positive. He will be sure to get Mr. Lunsford on a future Governing Board meeting agenda. Dr. Eaton then asked if Mr. Lunsford is aware of the non-operating district, to which Dr. Rottweiler replied yes, he is aware.

1.05.6 Monthly Financial Reports – October 2014

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

2. INFORMATION ITEMS

2.01 Communications

- Dr. Rottweiler received a letter from Ms. Sammie Paschal, thanking him for taking the time to provide her the tour of the Douglas campus, as well as the lunch, on October 30, 2014.
- Dr. Rottweiler received electronic correspondence from Mr. Juan M. Franco, Superintendent of Naco Elementary School, thanking Mr. Ben Berry for bringing the Science Alliance to their school for the second consecutive year.
- Dr. Rottweiler received electronic correspondence from Mr. Karl Uterhardt, Superintendent of Tombstone Unified School District, thanking Cochise College and Mr. Ben Berry for making the Science Alliance presentation available to his students at Walter J. Meyer Elementary School and Huachuca City School.

2.02 Hispanic Association of Colleges and Universities (HACU) National Meeting

Ms. Becky Orozco, instructor of History and Political Science, stated she is the head of the Hispanic serving institution community for Cochise College. One of the things they discovered the last few years is that the International Organization of Hispanic Association of Colleges and Universities has two meetings a year. We've attended these meetings, but,

in the last few years we have made an effort to make sure students attend. This year we were doubly honored; we partnered with University of Arizona South and were on the agenda to provide a presentation. Dr. John Walsh, Director of Library Services, put together the presentation, which was enormously successful. Ms. Orozco then turned the floor over to Dr. Walsh, who stated he and four students attended the conference in October. Two of the students were unable to attend this evening's meeting due to their work schedule, but two were in attendance. Their presentation was entitled, "Developing a Culture of Education on the Border", and it pertained to the shared services that we use with the University of Arizona – South (U of A-S). However, Dr. Walsh stated that the student's presentation 'stole the show' – their stories and experiences were so moving that the audience didn't want to speak with the presenters, they only wanted to speak with the students. He then turned the time over to the students, because, after all, it was all about them.

Dr. Walsh then introduced Dylan Hernandez, a Cochise College student majoring in AJS, and Zuezyan Montano, a Cochise College alumni who is now a senior at the U of A-S. Ms. Montano stated she graduated from Cochise College in 2013 and is expecting to graduate from U of A-S in May 2015. She shared that she had a phenomenal experience at HACU. Coming from a family whose father had worked in the farmlands many years ago, she now knows there are many opportunities out there. She found that there are so many people who care about her education and who want to see her succeed. When she presented, she told her story, and there were people in the audience crying. It was a very good experience, one in which she met many other people. Ms. Montano stated we need more people like Dr. Walsh, and people who will guide you through your journey and want to see you succeed, who, if you ask them a question, they always have an answer. They had the opportunity to meet other people and hear guest speakers share their experiences. She shared that when she entered Cochise College, she entered at a very low level of English – Level 100. Dr. Walsh assisted her by showing her how to write a paper, from writing her name, to citing a paper; she is now showing others how the writing process works. Thanks to Dr. Walsh's guidance, she is now able to take 300 and 400 level courses in such a short amount of time. She thanked Dr. Walsh and the Board for supporting her education, because she knows it's possible, and now she is moving toward earning her Master's degree.

Dylan Hernandez stated his experience at HACU was amazing because he never thought he could get far with what he has grown up with. Like Ms. Montano, his family didn't have much, and he didn't think opportunities like this could be handed to him. He is so thankful for Dr. Walsh and for the Governing Board. Mr. Hernandez stated that he, too, scored low as he had a difficult time writing. However, Dr. Walsh's technique just made things so much easier. He is an amazing guy, and he couldn't be more thankful. Mr. Hernandez went on to say he met a lot of people at HACU from all across the nation. It was amazing because they were like him and Ms. Montano, just from a different part of the country – and they didn't have much either. It was just amazing!

Dr. Walsh thanked the Board for the opportunity to present. He stated they would have been very proud of the students in the way they represented the college. He met hundreds of students and other faculty, administrators, and librarians – but our students really stole the show. He shared that he attended other student and faculty presentations, and it is his belief that our students were the highlight of the conference. The common theme throughout the conference was how we have to get down to the grassroots level and do something about the achievement gap between the Hispanic students and the rest of the student population, because the Hispanic students are not graduating at the same rate as other students. Only about 19% of Hispanic students graduate from college - where 35% - 38% of the rest of the student population graduates. That's a large gap that's going to affect the economy in the U.S. He stated that everyone he spoke to were talking about ideas that

they were going to come up with to reduce that achievement gap. However, our presentation was the only one that provided statistics with no achievement gap. Our Hispanic students are outperforming our general population – 35% of our Hispanic students graduate, and approximately 28% to 30% of the rest of the student population graduates, which is something to be very proud of at Cochise College – we have no achievement gap. Dr. Walsh stated that Dr. Fick and the faculty of this college should be very proud of the job they've done in reducing/eliminating that achievement gap.

Dr. Rottweiler inquired if the students had flown before, to which they responded they had. The reason he asked is because the last time we sent students to HACU, in Atlanta, some of them had never flown before, and that was when Atlanta was snowed in. Many of those first time flyers spent the night in the Atlanta airport.

Dr. Rottweiler stated that this is an important initiative for us as it relates to student success, and we want to provide our students an opportunity to experience leadership opportunities. Later in the agenda, Dr. Fick will walk the Board through some of our outcome reports (we are monitoring those things very closely). He stated we should be very proud – this college's achievement gap really does not exist. We need to improve achievements overall, but we do not have the gap that is seen at many other institutions around the country. One of the reasons we always find ourselves on the Aspen Prize Top 150 is because that achievement gap is not there.

Dr. Eaton inquired if these students perform peer counseling. Ms. Orozco stated that most of the students they chose had to have some type of leadership role in terms of working with other students. Part of getting to travel to Denver was that they would then bring the information back and work with other students.

2.03 Higher Learning Commission (HLC) Update

Dr. Rottweiler stated he had mentioned wanting to brief the Board at each monthly meeting over the next year as we prepare for the site visit and has asked Dr. Fick, Vice President for Instruction/Provost, to provide this information. Last month Dr. Fick spoke to the process. Tonight the Board was provided a handout with all five criteria, with the intention of taking one criterion each month and breaking it down so that the Board understands on what standards this college is being judged against as we move forward with accreditation.

Dr. Fick stated that he had spoken about the timetable at the last meeting, and while the process has changed, the timetable is somewhat the same; it's a ten-year cycle, and it has an assurance component that hits heavy in year four and in year ten. Then, there's an improvement project in years 5, 6, 7, and 8 where we work on a specific project.

Dr. Fick began by talking about what's on the 'test' – what are the criteria that they are looking at in terms of standards for higher education institutions. He directed the Board's attention to the handout, outlining all five of the criteria, and stated he would like to spend a little bit more time on each of the criteria over the next several meetings; criterion one - mission, criterion two – integrity, criterion three – quality of teaching and learning, criterion four – improvement of teaching and learning, and criterion five – resources and planning and the improvement of the entire institution. That is the big picture context. Looking at criterion two through five, criterion two pertains to whether we're operating with fair and ethical behavior, whether our Board is autonomous (which isn't an issue for public institutions), and how we deal with freedom of expression and the pursuit of knowledge (more detail on this criterion will be provided at the next meeting). Criterion three and four both deal with teaching and learning; one area in criterion three deals with our quality of

teaching and learning in that, do we provide faculty with the appropriate credentials, do we provide the right kinds of support for students and for our faculty so they can get the job done, do we cover general education in our teaching and learning. Criterion four pertains to teaching and learning from an improvement standpoint. It is in this area where assessment enters in. Criterion five pertains to having adequate resources to accomplish what we're trying to accomplish – do we plan things out, and do we work to improve the institution overall – not just teaching and learning, but all of our processes. We are looking at everything across the board.

He stated that, this evening, he will be emphasizing Criterion One – Mission. The mission is expected to be clear, it is expected that people be aware of it both inside and outside the institution, and it is expected to guide what we do. Our mission: Cochise College provides accessible educational opportunities that are responsive to a diverse population, and lead to constructive citizenship, meaningful careers, and lifelong learning. There are four core components connected to our mission; 1.A. The institution's mission is broadly understood within the institution and guides its operations (are we doing what we said we're going to do with regard to mission?); 1.B. The mission is articulated publicly (does the public understand what we're all about and what we're trying to accomplish?); 1.C. the institution understands the relationship between its mission and the diversity of society (are we making sure we are emphasizing the appropriate aspects of diversity with regard to our function as a college?); and 1.D. the institution's mission demonstrates commitment to the public good (show in the decisions we make and the actions we take that we are interested in more than just promoting the college – service learning projects and how we work with the public, including school districts, universities, communities, industry). The goal is to demonstrate that we meet/follow these four core components. Dr. Eaton stated he believes the community band would be a great connection. Mrs. Strain inquired if the interface with the public would include only Cochise County. Dr. Fick described the public as whatever it may be in a particular situation.

2.04 Flight Program Initiative Update

Belinda Burnett, Director of Aviation, provided a PowerPoint presentation on the flight program partnerships and program direction. She began by informing the Board that, just as the college has a mission, they have a flight training mission of what they are trying to achieve with their students. Their primary goal is to provide a safe training environment. They just received FAA approval for the newest of their FAA training curriculum that will be up and running in January. They will also be taking opportunities moving forward into improving their efficiency – the way the train students, the training provided, and the mechanisms by which they provide that training. One of the things they have been working diligently on since January 2014, is to be in compliance with some new FAA regulations. In the past, those who began flight training 25-30 or more years ago, always had the goal of eventually becoming an airline pilot, whether it be a regional airline pilot or a major airline pilot. Most of them, at that time, knew it would take them 10, or maybe 12 years to even achieve a position at a regional airline. Through some of the regulation changes that have occurred in the last 12 months, there is a clear pathway they can develop for our students that can take a student from beginning the training, through our program, and on to their first job with an airline in less than five years. This is exciting when our recruiters are talking to potential students and they have a clear-cut plan of how they can get to where they want to be. Part of the process is to have a flow, making sure the students understand the mechanism and flow they need to follow to get there – they will be a brand new student to our program, will achieve their pilot certificate in their first semester, the second semester they'll earn their instrument rating, then they will earn their commercial pilot certificate, and then they will earn their flight instructor certificate. At this point, most of our students seek

employment, whether it be with us or outside entities. Now, through some partnerships and pathways we were able to develop, and through changes in regulations, we're now going to be able to offer our students what is called a pipeline instructor program. They would apply for candidacy with one of the regional airlines we have a partnership with. If they pass through that process, get accepted, and get a conditional offer, they are then part of the pipeline program. They then begin working for us at Cochise College while completing their associate's degree. After that, they will do advanced training where they will get their multi-engine training and take some jet transition courses. While working for us they will be building hours toward the key number of 1200 hours. Once the student hits that number, they are now able to move directly to the regional airline. This means, two years of training at Cochise College, approximately 18 months of working as an instructor at Cochise, and then sitting as first officer with a regional airline. There is another pathway they can take – they can go on to earn a bachelor's degree through one of the articulation agreements we have, and that reduces their hour requirement to move to the regional airline from 1200 hours down to 1000 hours.

Ms. Burnett stated there are several factors influencing all these changes in the industry. The first one is the record number of retirements of airline pilots. This was poised to happen about five to seven years ago, but the FAA moved the benchmark from age 60 to age 65, moving the problem down the road a few years. Those few years have now arrived, and it is estimated that over the next 15 to 20 years, two-thirds of the currently employed airline pilots will hit mandatory retirement. This doesn't include movement within the industry, natural attrition, changing jobs, etc. If we start to look at the record number of pilots that are retiring, which basically starts this December, some of the airlines will be hit harder than others because they have an overpopulation. United Airlines is currently forecasting losing 1200 pilots in 2014. In looking at this, we know the industry is hurting. Where are the major airlines going to get their pilots? The answer is from the regional airlines. However, the regional airlines will be suffering the same fate – where are they going to get their pilots? That's where these pathway programs really come into play for us.

The next area influencing the industry is, at the same time that we have these aging-out pilots, the FAA decided to make some rule changes. Historically, a person could become a first officer with a major or regional airline with simply a commercial pilot certificate. If they wanted to upgrade to captain, they had to have an Airline Transport Pilot (ATP) Certificate. Effective in August 2013, that rule changed – everyone, first officer and captain, have to have an ATP certificate. This basically translates into a further delay for a person to end up in the industry. The FAA recognized they made that an issue, so one of the other things they did was change the entire certification process for airline transport pilots. Now, in order to get an ATP certificate, you have to complete a specified number of ground school hours, simulator hours, and flight training device hours before you can even sit for the aeronautical knowledge test. Currently, the only people who are authorized to do this training are airlines. Many schools are working to try to get this certification, but the FAA is being a little bit stingy on issuing those authorizations. Then, the FAA said they realized they made some significant impacts to the industry and they better figure out how to help the industry out. They created what they call a Restricted ATP certificate; it's not a full ATP certificate – it is restricted in that they have reduced the number of hours required to qualify and reduced the age limit associated with that; however, the caveat is that the only way you can get a restricted ATP certificate is by attending flight training and getting a degree through an academic program – and it has to be an aviation degree. While the FAA has made some significant changes, they have also made some pathways that have really transitioned into a huge benefit for college environments.

Then, there's industry growth. No one is going to stop traveling by airlines, no matter the ticket price or how the TSA impacts our life when we go to the airport. The industry is actually posed to grow about 5.5% over the next five years. When you translate that into the pure number of pilots required for a single aircraft on average, right now a major airline requires 12 pilots to crew one airplane. This is based upon crew rest hours, seniority, work schedules, etc. Just because the airplane requires two pilots, a crew of 12 is required to man a single aircraft.

With the restricted ATP, back in the Spring semester we applied to the FAA for the letter of authorization to be granted the authority to certify our students for the restricted ATP under our associates of general studies degree. We received that authorization, and went after the associates of applied science degree right after that, for which we received authorization in August. Our students, by simply completing the associates degree and completing their flight training at Cochise College under our 141 program (which is one of the caveats of this requirement), they must complete their instrument commercial pilot certificate, then they can actually qualify at 1200 hours. This makes it very advantageous for our students.

Ms. Burnett shared that, in order to be able to meet the end goal for our students, we recognized we need to do some things within our department and program to facilitate that. One of the things they have been working on is making some changes and upgrades to their training fleet. They have gone through the RFP process and have made the decision to replace their primary trainer with the Redhawk Cessna 172. There are some real advantages around this aircraft. First, it's not a brand new airplane – a brand new, 2014-2015 aircraft runs in the neighborhood of around \$400,000 for a single airplane. This airplane is a used aircraft that has been completely refurbished. Redhawk is the aircraft being manufactured and built by the company we already have our simulators through called Redbird. They bought mid-1980 model aircraft, completely refurbished them, and put a diesel engine in this aircraft, which now translates into a significant fuel cost savings for us. On average, our planes burn about ten gallons of fuel per hour. These airplanes will burn approximately half that – we will see roughly a 50% savings in fuel costs for our aircraft with this airplane. In addition, through the partnership of acquiring this aircraft, they will be able to participate in a maintenance management program that helps to reduce the amount of inventory they need to keep on hand in order to maintain their fleet. Also, their fleet will be more streamlined and similar so they won't have so many airplanes that they have to keep so many different parts for. They will have a primary fleet of Cessna aircraft, with similar parts that can be transferred between airplanes. Therefore, some significant savings in fuel and maintenance costs will be seen with this aircraft.

Ms. Burnett stated they will also be able to improve their training model. Currently, one of the things she hears a lot from her instructors is, "If we could just quit changing airplanes every time we turn around! We're in this airplane then we're going to switch to this airplane, and then we're going to change the student back to this airplane!" It's not real efficient – it's not efficient for the students, and it adds more costs to their training overall. By having this airplane and changing their training model, the student will stay in the same aircraft all the way through their training, up to completing their commercial pilot certificate. When they do make their transition, it will be from a like airplane to a like airplane. This aircraft also has advanced technologies, including a full glass panel, touch screen radios, and even an advanced fuel monitoring system to be able to manage the fuel burn of the aircraft. Therefore, the technology advantages are great to the student. What this translates into is they are able to upgrade their fleet to newer aircraft, a more technologically advanced aircraft without really having to transfer a significant increase in costs to the student. They will strive to keep it neutral – as equal as they possibly can for the student.

Ms. Burnett then provided a slide showing the training model, including the type of aircraft the student would be in throughout different phases of their training. A highlighted item referred to a CRJ700 Flight Training Device (FTD), which is one piece of a component that they do not yet have in place. This will be a key piece of equipment to get their students prepared from the traditional aircraft they are flying (the primary training airplane), to get them transferred over to being able to compete effectively over the regional airline level.

So, why are we seeking regional airlines as partners? Since a marketing recruiter was hired for the Aviation department, they have been able to make some significant strides in this area that they weren't able to pursue in the past. These regional airlines need pilots, they are losing pilots as fast as the major airlines and are beginning to seek out colleges and universities with which to establish partnerships. The regional airlines serve a significant role in the air transportation industry; most operate the CRJ 700 or 900 series, and these are the type of aircraft we need to prepare our students to be able to operate. Since August, they have been able to host several companies on campus to look at and discuss our program. They have been able to establish some memorandums of understandings or agreements with several regional carriers – the first being Envoy (American Eagle), as well as Ameriflight, Go Jet, Piedmont Airlines, and Flight Safety in Tucson. They have appointments with the following regional airline carriers, who are on the books for the Spring semester - Express Jet, SkyWest, Mesa, Endeavor Air, and Key Lime Air. Ms. Burnett is hopeful to report next time that they have signed memorandums of understanding with them. There are still a host of airlines out there they can pursue, and they will continue to pursue each and every one of them.

There was a period of time in aviation where pilots were paying airlines to get the job – they would pay \$5,000 to work for the airlines, as well as pay for their training. The regional airlines have made a major shift in this area. Our students are looking at anywhere from a \$5,000 to a \$10,000 signing bonus to go to work with a regional airline. This is significant – that's when they show up first day at class. When you wave this in front of a 22 or 23-year old student, they get very excited about the pathway programs in front on them. However, there are some requirements; they need to sign a two-year commitment to stay at that airline (the reason is, not only are they being compensated through a signing bonus, they are also going to receive significant elements of training – it's going to cost the airlines an additional \$8,000 to \$10,000 just to train that pilot). The airline needs to know that the candidate they are pursuing has some potential for success. They can apply at the sophomore level, they need to achieve a minimum overall GPA of 2.5, and a minimum GPA of 3.0 in their core aviation classes, and they need to have completed instrument, commercial, and multi-engine certificates/ratings through Cochise College. They will also have to go through the formal process; human resources, a technical evaluation, simulator flight, background check, final review, and then they will be given a conditional offer of employment. When a student is given a conditional offer of employment, they will actually be an employee of that airline and an employee of Cochise College at the same time. Our job is now to insure the student gets that 1200 hours – serves as a flight instructor to log the hours to get to the number they need to get to. They will be a pipeline instructor for us at the same time they will actually be working for the airline. What's key about working for the airline is they will receive medical and dental benefits, vacation, travel benefits, and most importantly, seniority. The regional airline will also provide the ATP/CTP training, and give them a type rating in the aircraft which, depending upon the airplane, could be valued between \$8,000 and \$10,000.

So, what do we have to do? Ms. Burnett provided a slide of a jet and stated jets fly a lot faster and a lot higher than our airplanes do. Therefore, we have to have a method to train and make that transition, and that's where this jet transition course comes into play. We

need to have a simulator (flight training device), that will provide this transitional training for the students. They will receive ground training in a variety of areas; flight training in the flight training device, how to work as a multi-crew, and how to work with advanced systems in navigation, and long-range flight. It will be able to provide all of this as a precursor to them actually going to the regional airline. Each of these regional airlines has also told them that they are more than willing to hand over and to give and train our instructors on their airline specific policies procedures and flows.

Ms. Burnett then provided a few slides showing images what the CRJ-700 FTD would look like, once it is installed on campus. There is very advanced technology in the cockpit. Basically, what we need to do is make some modifications to the facilities to accommodate the FTD; we need a room of adequate size that is heated and cooled to house the device and to participate in training. We also need to acquire the flight training device, and she is in the RFP process at this time.

Dr. Eaton inquired if our current runway would accommodate the new planes. Ms. Burnett stated it would.

Ms. Burnett introduced the aviation staff; Assistant Chief Flight Instructor, Richard Bell, Full-time Instructor Ross Miller, Marketing Recruiter Liz Stoddard, and Full-time Flight Instructor Jean Small.

Dr. Eaton inquired about the student pool, to which Ms. Burnett replied that the student pool is improving significantly. They have a good number of students coming in through January, with about twice that amount forecasted for July. They need more staff to continue to accommodate the increase in students, which is always a good problem to have. This problem will solve itself through these programs. As they grow, they will be creating their instructors, and where they weren't always able to convince students to become an instructor and serve in that capacity, they now see the clear path. They will be able to create their own instructor pool from within by guaranteeing we have work, we have students, and we also have an exit plan – they will not be hanging around for the next five years building their hours. They will serve as an instructor for about 18-months, and then be out the door so the next group of instructor candidates can come through. Mrs. Strain inquired if most of these students live in the dorms. Ms. Burnett stated that a large number of the aviation students, about 75%, live in the dorms. There are a couple of students from New York state, some from Florida, and some from Pennsylvania. With some of the initiatives the administration has put in place around housing and tuition, when marketed, we are more cost competitive than anyone else. One of the projects she has been working on with Ms. Stoddard is, when working on the marketing piece, if they can convince a student/family that they can come to our program, go through our training, get their associates degree, use our articulation agreement and get their bachelor's degree, and it will cost them 60% less – where are they going to go to school?

2.05 Provost's Report

Dr. Fick provided the Board with a few handouts, but stated his focus would be on the one titled, "2014 – Arizona Community Colleges Outcomes Report", as it touches on some of the key metrics he feels are important, and it will give them a sense of how Cochise College is doing and how the community colleges around the state are doing. We are one of three community colleges in Arizona that are concerned enough about the Voluntary Framework of Accountability (VFA) that we are actually a part of it and participating in its ongoing development. We are part of the leadership from Arizona to help make this go, and he thinks it's a critical effort to get this to be a relevant set of measures for community colleges

to make sense to the public. He stated that everything the Board sees in the report doesn't have statistics attached to it – random variation is all over the place, so he cautioned them not to put more stock in the numbers contained in the report than what they should. (The figures that appear in the report illustrate student progress and outcomes data for Arizona Western College, Central Arizona College, Cochise College, Coconino Community College, Eastern Arizona College, the ten colleges and two skills centers in the Maricopa County Community College District, Mohave Community College, Northland Pioneer College, Pima Community College, and Yavapai College.)

Dr. Fick stated there are three main areas of goals in this particular report that relate to the three steps – access, retention, and completion. These are the global measures that we need to be paying attention to. There are four measures related to completion – the first one being the most obvious is what kind of numbers we have on folks who are completing their degree or certificate. He directed the Board's attention to the first graph, showing degree/certificate completion for those students who have earned at least 12 credit hours by the end of their second year. These are people who most likely are seeking a degree or certificate. Dr. Rottweiler stated that the 12 credits by the end of the second semester just qualify students for the cohort; they finished that to get in the cohort, which is a way of saying this must be someone who is at least serious about doing something educationally, and this is where they have completed within six years. This is the problem community colleges have when we talk about universities. A university student comes in, and they're going to be a full-time student – you know they're in. We have students that come in and take one class – how do we compare those with someone who is attending full-time? The VFA has said, if a student has completed 12 credits by the end of their second semester, they'll count them in the cohort. If they've completed less than that, they get moved out of the cohort. In the past, the Goldwater Institute talked about the horrible graduation rates in community colleges. When you broke that cohort down, they were only dealing with 7% of our student body. You have to be a full-time, first time student, and this is really a small segment of our population. At Harvard University, that's 98% of their student body. That's the comparison.

Referring back to the graph, Dr. Fick stated that, because of the six-year time frame, we are talking about people who began in 2005, 2006, and 2007. They've had quite a few years to try to accomplish that particular credential. The percentages for degree/certificate completion for the ten community college districts were shown, with Cochise College showing 26% in 2005, 30% in 2006, and 33% in 2007. Given the fact that, in Arizona, the average across all the institutions is about 30% - we are right in the middle of the 'pack', but there is the potential for an upside trend. As far as Arizona comparing to the nation, one of the issues we have is that there really aren't a lot of good comparable measures on a national basis. One of the somewhat comparable measures across the county would show that community colleges are at about a 25% rate. In theory, Arizona as a state, at 30%, is doing a bit better than the country as a whole. Dr. Fick stated that, as the VFA continues to cycle, and as we get more people to accept and follow those measures, we will have a better national measure, and hopefully have more accurate measures – then, maybe we can begin to do some statistics.

The next graph pertaining to completion showed the percentage of students transferring with an AGEC and/or a degree. The Arizona General Education Curriculum (AGEC) is a particular set of courses that Arizona has negotiated between the universities and the community colleges, and is usually in the upper 30's in terms of number of credits. They have found that students who have transferred with an AGEC perform much better at the universities than someone who transfers with just college courses. They like to promote the idea that, if you're going to transfer, get your AGEC completed, and ideally, get your transfer

done! The graph showed numbers measured beginning in 2008-2009 through 2012-2013, and the percentages of transfers with AGEC and/or degree. Across the state, the measure was 59% for the last group of students. Cochise College has always been in the top half of the group, at approximately 74%, where Arizona in general is at 59%. Dr. Fick stated that this is statistically significant.

The next graph showed the percent of students in occupational areas that are successfully passing industry examinations (occupational learners earning credentials). These are people taking industry specific tests, whether aviation, building construction, health programs, etc., and it showed how well the students who completed these programs performed on those specific types of tests. In Arizona, we have pretty high success rates, with the last measure being 93% - national average is 83%. Cochise College showed 95% in 2009-2010, and 88% in 2010-2011, with both years being higher than the national average. Mrs. Strain inquired if all the systems across Arizona offer the same credentialing programs. Dr. Fick stated that on one hand it seems to be unique for each institution in terms of what makes a program and what they consider to be an industry recognized credential; however, on the other side, if we all think we're using the nursing test, that would be the same across the state. It should be more reliable to have an industry credential that the student could take anywhere in the country than it is to have just a local community college credential, which may differ as they go to the next community college in the future.

The last measure related to completion, the percent of learners achieving a successful outcome, was shown in the next graph. In years 2005, 2006, and 2007, it showed Cochise College moving from 64% to 70% to 80%, respectively. This graph is an explanation of the reason why VFA and community college-specific metrics is so important. The graph included percentages of degrees or certificates awarded, transfers with no degree or certificate, those students still enrolled after six years, and those who earned 30+ credits. In Arizona, about 80% on average, students who meet this particular definition are successful. Cochise reached the 80% in the 2007 cohort, and at that point we attained the average for the state.

The next two graphs dealt with retention, and how students were staying with the program. One was Fall-to-Fall retention. This graph showed if a student was here in a particular Fall and were still here the next Fall. In Arizona, the number across the state is 77%. Cochise College showed a retention rate of 69% in 2009, 62% in 2010, and 66% in 2011, lower than the Arizona number. Quite a few colleges tend to be lower, but because Maricopa is up at 79%-80%, this can increase the state average. The next graph looked at course success and how many students completed a course. In Arizona, 61% of students will complete their developmental course work. Cochise College students successfully completed 72% of developmental courses and 81% college-level courses in 2009, 70% developmental courses and 80% college-level courses in 2010, and 61% developmental courses and 80% college-level in 2011. Dr. Fick stated that Cochise College is doing better than the state averages in these particular categories.

The next graph pertained to access – success after remediation. Dr. Fick stated that only 32% of students across Arizona were successful in a college-level math course after taking some remedial math courses. This is not too good. When looking at English, close to 50% of students who take developmental English pass. We are looking at some suggested techniques where remedial education is blended in with a regular college course. Cochise College had a 30% success rate after developmental math and a 35% success rate after developmental English/reading in 2005, 28% and 47% respectively in 2006, and 28% and 47% respectively in 2007. Dr. Rottweiler stated we need to turn this around. If he said that 70% of students that come into our college test into developmental math, and then people

wonder why degrees and certificates are at 30% - that's why. There was discussion around why certain classes need to be taken to earn some degrees.

Dr. Rottweiler stated that this is baseline data. Each year, we need to improve, do a little better, recognize our areas of strength, and recognize our areas of weakness. We should not be afraid to contact our sister schools who are doing something amazing and ask what they are doing that's working. In the end, it's about helping students succeed. He encouraged Board members to review the information contained in the handouts and to feel free to contact either him or Dr. Fick with questions.

2.06 External Affairs Report

Denise Hoyos, Director of External Affairs, provided an update on the activities that her office has been working on for the calendar year 2014. Their primary priorities have been planning the celebrations for the college's 50th anniversary. They started off with a Founder's Dinner in September, receiving 168 RSVP's for that event. The dinner was primarily attended by faculty, staff, students, and Board members who had been affiliated with the college in the 1960's, giving them a chance to reunite and share stories on how the college had impacted their lives. That was followed by two performances by a Beatles tribute band, Twist and Shout, with one performance being held on the Sierra Vista campus on Monday, September 22nd and the second one on the Douglas campus the following day. Each performance was attended by approximately 500 guests, and the feedback was very positive. We had put out a call for Cochise College memorabilia some time ago, and we received quite a variety of items from as close to on-campus to as far as from Pennsylvania. In October, those memorabilia went into a display that appeared at the Douglas-Williams House during the same time that the community of Douglas had some significant high school reunions. It is currently on display at the Henry Hauser Museum, and will be there through December 17th; it will move to Benson in February, and to Willcox in April. The Pit Fire Festival followed on October 9th; the Foundation Office was involved in taking registrations and selling soup bowls. This event was also very well attended. In November, the Evening With Wilford Brimley event was held on the Douglas campus. Tickets were sold at \$25 per person or \$125 for a table of six. Ticket sales moved along slowly at first; however, at the end we could probably have sold another 20 seats had we had enough room in the Student Union. We were very pleased with this event. It was more about 'friend' raising than fund raising, as it provided an opportunity to reach out to a population of people who we hadn't been given an opportunity to support the college. This may become a recurring event. Upcoming events include an Aviation Open House and Dinner in March, and in April we will have a Nursing Alumni Reunion and a Hall of Fame induction. The Benson and Willcox Centers are each looking at having their own one/two day anniversary celebration. The Board will be hearing more about those events as the plans come together.

Ms. Hoyos stated that the Office of External Affairs includes Marketing/Creative Services, the Print Services Center, the Public Information Office, and the Cochise College Foundation. Last year at this time, she had informed the Board about a public perception survey the Marketing Department had carried out, and it was learned that a significant number of respondents were not very familiar with the college's affordability. They went about including this type of messaging during the past year. She provided a slide showing a web ad from the Sierra Vista Herald, a billboard that refers to the low cost of college rather than the high cost, which is what most people hear or talk about, and an item showing a female student, as a testimonial from a real student, that appeared in a mailer that gets sent every one to two months to graduating seniors. Last year, she also provided the Board with candy – they were just kicking off an M&M campaign to promote early application for

scholarships and financial aid. That campaign went so well that they are continuing it this year. The idea is to convince students to apply for scholarships by March 31st, and for financial aid by May 1st in order to improve their chances of receiving financial aid, giving the financial aid office an opportunity to package and put things together to be done in a timely manner. Between the efforts of the Marketing Department and the financial aid staff, they actually doubled the number of applications for federal aid. She also shared last year that the Automotive program had recently moved into their new location and had started their own Facebook page. The Marketing Department handles a college-wide Facebook page; the Automotive program was one of the first that did their own. What has happened is that others have followed in their footsteps; this allows the departments to keep in touch with the audience that cares about what they are doing specifically.

The Marketing Department is a member of the National Council for Marketing and Public Relations (NCMRP). The Marketing Department received awards this past year for their work (within the region that includes the southwest, California and Nevada). They received two Gold Awards, one for the 50th Anniversary logo, and one for the March and May (M&M) campaign; two Silver Awards, one for the 'Meet Colin Shannon' mailer that was done to introduce Mr. Shannon, who was the new full-time recruiter, and one for the Accolade, which comes out twice a year from the Foundation Office; and a Bronze Award for another logo – the Cochise Community Creative Writing Celebration. These will be entered into the national competitions, as well.

The Print Services Center, up to this point, has processed approximately 400 copy jobs, including manuals for certain programs, invitations, postcards, CER Economic Outlook booklets, and some athletics media guides. They are in the process of asking departments to budget for their printing services. Print Services is also able to handle some of the lower level/smaller graphic design jobs that were previously handled by another graphic designer.

Ms. Hoyos stated that the goal of the Public Information Officer (PIO) is to obtain positive media coverage. Cochise College was in the news more than 290 times this year, primarily in Cochise County. This is down slightly from 320 times in 2013. As for announcements in 2014, 74 press releases and 30 community calendar roundups were sent out, there were approximately 300 Facebook posts, in 2013 we had about 1,300 likes on our Facebook page and currently we are over 2,000, we are on Twitter and had about 350 tweets, and we had 250 portal announcements. Instagram was fairly new last year, and now there are 125 followers. Special projects taken on by the Public Information Office this year included the 50th Anniversary newspaper insert, which was researched, written, and laid out by the Public Information Officer (except for the cover and center spread, which was done by the graphic designer). There is a baseball blog for the Junior College World Series that was put together last year. The PIO was able to attend again this year and provide coverage locally about what was happening at the World Series related to the Apaches. Also, a digital newsletter comes from the president's office once a month.

Regarding the Cochise College Foundation, Ms. Hoyos stated the year end assets, as of June 30, 2014, were approximately \$9M, and last year, as of June 30, 2013, they were about \$7.3M. Income this year was approximately \$2.4M, which includes over \$1M in interest and investment income – not all is cash contributions or stock. It is fairly evenly divided between permanently restricted, temporarily restricted, and unrestricted income. Expenditures were approximately \$583,000, with about half of that being for scholarships, 35% for program support, and 15% for administrative costs. In terms of the Foundation's total assets, about 25% is in annual income/funds and the other 75% is in endowments. Significant new income for 2013-2014 includes three new endowments in support of Nursing Scholarship support: \$500,000 from the Legacy Foundation, a \$300,000 Col. Isabelle Bagin

Memorial Scholarship, and a \$5,000 Kay Bennett Memorial Scholarship. A \$150,000 Alexander Black Memorial Scholarship (Fire Science) was received, a \$68,000 Birdie Pease Memorial Scholarship (for Cochise county High School Graduating Seniors), and \$180,000 from the sale of Bisbee property (proceeds went into the Bugen Family Fund as this was their family property).

In conclusion, Ms. Hoyos spoke about the Accolade and the Alumni. Last year the Foundation agreed to fund an effort to track down missing alumni. That resulted in about 14,500 new addresses. Prior to that, they had been printing and mailing the Accolade magazine twice a year to primarily donors, employees, and some prospects. The mailing list was in the 6,000 to 8,000 mailing range. If you add 14,500, that is a lot new magazines, and expense. It didn't seem reasonable to do that. So, what happens now is, the Accolade still goes to the same group of people, but there's a separate list of alumni who will receive a postcard that, this time, will say 'Keep in touch on-line', and it will ask them to call for an Accolade or to upload their resume to a job search software program that is managed by Human Resources. As people contact us we will move them to the permanent Accolade mailing list, because they took the time to get in touch with us and we know they're interested in receiving communication from the college.

In terms of where we go from here, Ms. Hoyos stated they spent a lot of time this year focused on tracking down alumni from the 1960's because of the Founder's Dinner and the 50h Anniversary. The next frontier, if their minds, is finding the alumni from the 70's and 80's – it could go on for a while, and their work is cut out for them. They just need to figure out ways to engage these groups in different ways because a Founder's Dinner-type of event isn't quite as meaningful to someone who graduated in the 80's as it would be to someone who graduated in the 60's. Another thing they're doing is meeting with individual departments that are doing/want to do fundraising, or are interested in engaging and talking to their alumni about how the Foundation or Office of External Affairs can help them to reach those goals. There was a brief discussion regarding obtaining/maintaining alumni email addresses, and the problems/roadblocks associated with this possibility.

2.07 Revised Governing Board Policy 213 – Conflict of Interest – First Read

Dr. Rottweiler stated this policy is a first read. We have been reviewing a number of policies, not only as the normal process, but we have a new initiative that came in. On October 17, 2014, the court found that the ban on same sex marriage in Arizona is illegal, and the state chose not to appeal that ruling. We have to recognize that, and in doing so, we need to move our policies from stating 'husband and wife' or 'spouse' to a 'legally recognized spouse'. Therefore, a number of these policies will be coming to the Board in the coming months. In the course of these reviews, we came upon the Conflict of Interest policy, which historically has not been a Governing Board policy; however, in looking more closely at it, it is believed that it should be, as the only conflict mentioned is the Board's conflict. This has been reviewed by the county attorney, and the recommendation is now before the Board. It is Dr. Rottweiler's recommendation to move the policy from Administrative Policy 1003 to Governing Board Policy 213. It conforms to the current Arizona Revised Statutes. This policy will be brought forward at the next Board meeting for approval.

2.08 Revised Governing Board Policy 618 – Job Description and Specifications – First Read

Dr. Rottweiler stated this policy outlines what the college will provide and specifications. It has gone through administrative cabinet, president's cabinet, and employee senate and now comes before the Board for a first read.

2.09 Revised Governing Board Policy 654 – Bereavement Leave

Dr. Rottweiler stated the wording in this policy was changed to 'legally recognized spouse' to make it consistent with the current standing of same sex marriages in Arizona. There will be many state statutes that need to be revised, and we're trying to get out in front of those. We're recognizing, as part of our bereavement leave, 'legally recognized spouse' would also be eligible for bereavement leave.

3. NEW BUSINESS

3.01 Consent Agenda *

The following items were approved:

- 3.01.1 * Administrative Appointment; Appointment (*Colton Bjerke, Academic/Career Advisor, Sierra Vista Campus*)
- 3.01.2 * Administrative Support; Appointment (*Mark Dottle, Director of Fort Huachuca Center, Fort Huachuca*)
- 3.01.3 * Administrative Support; Appointment (*Linda Nichols, Benefits Manager, Sierra Vista Campus*)
- 3.01.4 * Administrative Support; Transfer (*Robert Mucci, USDA Program Specialist, Willcox Center*)
- 3.01.5 * Classified; Resignation (*Gary Putnam, Maintenance Technician Lead Electrician, Sierra Vista Campus*)
- 3.01.6 * Classified; Termination (*Julianna Jennings, Human Resources Office Assistant, Sierra Vista Campus*)
- 3.01.7 * Administrative Support; Resignation (*Edward Roskowski, Director of Marketing and Creative Services, District-wide*)
- 3.01.8 * Administrative Support – Separation (*Ronda Frueauff, Research Analyst SFAz EP3, Sierra Vista Campus*)
- 3.01.9 * Amendment: Administrative Support; Retirement (*Mary Alice Mossburger, Benefits Coordinator, District-wide*)
- 3.01.10 * Curriculum Changes
- 3.01.11 * Acceptance of Minutes for November 4, 2014 – Regular Meeting

Dr. Eaton moved and Mrs. Strain seconded a motion to approve the Consent Agenda. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

Wendy Davis, Vice President for Human Resources, introduced Linda Nichols.

3.02 Memorandum of Understanding Between Cochise County Community College District and High Tech High School for Mechatronics Distant Education

Dr. Rottweiler stated he wanted the Board to be aware that it was through workforce development groups here in Arizona that reached out to Cochise College, and the mechatronics program in particular, to see if we would be willing to provide a distance education program in mechatronics with a high school in New Jersey. We have moved through the MOU process, and he recommends this to the Board for approval. He added

this would be consistent with what we do with the JTED or high school, but this is the first time that we've reached out and done it with someone in New Jersey. Mrs. Strain moved and Dr. Eaton seconded a motion authorizing the college president to execute a Memorandum of Understanding with Hudson County Schools of Technology for High Tech High School. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED.

At this point, Dr. Rottweiler suggested that, since there will be no action taken following the executive session, Mr. DiPeso may wish to open the floor for Governing Board comments. He did so; however, there were no comments from Board members. (See Item 4.)

3.03 Executive Session – Potential Acquisition of Real Property

Mrs. Strain moved and Dr. Eaton seconded a motion to move into Executive Session. There was no further discussion by the Board. The Board unanimously approved. MOTION CARRIED. The Board entered executive session at 8:35 p.m., and Mr. DiPeso adjourned executive session at 9:31 p.m. He reconvened the regular meeting at 9:31 p.m.

4. COMMENTS FROM GOVERNING BOARD MEMBERS

Mr. DiPeso opened the floor for Board comments prior to entertaining a motion to move into Executive Session. There were no comments offered by Board members. Mr. DiPeso then entertained a motion to move into Executive Session.

5. ADJOURNMENT

Mr. DiPeso adjourned the meeting at 9:32 p.m.

Respectfully Submitted:

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

Dr. John Eaton, Secretary of the Governing Board