

**CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
STUDY MEETING**

**MINUTES
June 1, 2010**

PLACE

Chabot-Las Positas Community College District, 5020 Franklin Dr., Pleasanton, California 94588.

CALL TO ORDER

The meeting was called to order at 5:00 p.m. Recording Secretary Mary Hargiss called the roll. All Board Members were present at the time of roll. The Board immediately adjourned to a Closed Session, which ended at 6:26 p.m.

The Board readjoined in Open Session at 6:30 p.m. Recording Secretary Mary Hargiss called the roll. All Board Members were present at the time of roll.

ATTENDANCE

Members Present: Trustee Arnulfo Cedillo
 Trustee Isobel F. Dvorsky
 Trustee Donald L. "Dobie" Gelles
 Trustee Hal G. Gin
 Trustee Barbara F. Mertes
 Trustee Marshall Mitzman
 Trustee Carlo Vecchiarelli (left at 7:00 p.m.)
 Student Trustee Anthony J. Colagross

Members Absent: None

Managers Present: Dr. Joel L. Kinnamon, Chancellor
 Dr. DeRionne Pollard, President, Las Positas College
 Dr. George Railey, For President, Chabot College
 Ms. Julia Dozier
 Dr. MaryAnne Gularte
 Mr. Jeffrey Kingston
 Mr. Bob Kratochvil
 Dr. Pam Luster
 Ms. Jeannine Methe

Recording Secretary: Ms. Mary Hargiss

Others Present : Mr. Michael Absher, President, Chabot College Academic Senate
Ms. Jennifer Adams, Las Positas College
Dr. Carolyn Arnold, Coordinator, Research and Grants, Chabot College
Ms. Natasha Lang, President, Las Positas College Classified Senate
Dr. Amber Machamer, Director, Research and Planning, Las Positas College
Mr. Gordon Watt, President, Chabot College Classified Senate

PLEDGE TO FLAG

Student Trustee Colagross led the pledge to the flag.

PUBLIC COMMENTS

There were no Public Comments offered at this meeting.

PRESENTATION: ACCOUNTABILITY REPORTING FOR THE COMMUNITY COLLEGES (ARCC) — 2010 REPORT

Chancellor Joel Kinnamon introduced and welcomed speakers Dr. Carolyn Arnold of Chabot College and Dr. Amber Machamer of Las Positas College.

Dr. Machamer opened the presentation by giving an overview, background, and methodology of the Accountability Reporting for the Community Colleges (ARCC). Dr. Machamer explained that ARCC is an annual evaluation of community college performance and measures statewide. The report gives state legislators information around parameters and outcomes of how community colleges are doing. Our IT Department submits the information to the State Chancellor's Office who publishes the report. The Colleges are also required to submit a self-study. She reported that the law (AB 1417) requires that the Board interact with the report. She reported that the actual report that becomes part of the record includes: College Measures, Peer Groups, and Self-Assessment.

Dr. Carolyn Arnold, Coordinator of Research and Grants, Chabot College, reviewed the College Measures, Peer Groups, and College Self-Assessment.

College Measures

- Degree/Certificate/Transfer
 - Progress and Achievement Rate
 - Percentage of Students Earning 30 or More Units
 - Fall to Fall Persistence Rate for New Students
- Workforce Development
 - Annual Success Rate for Vocational Courses
- Pre-Collegiate Improvement
 - Annual Success Rate for Basic Skills Courses
 - Basic Skills Improvement Rate
 - ESL Improvement Rate

Peer Groups

- For each college outcome, college peer groups were developed statistically based on similar college or local characteristics
- Benchmarking within peer groups
- Not diagnostic within college (shows what, not why)
- Chabot and Las Positas were usually in different peer groups

Self-Assessment

- Each college composed a one-page analysis of their performance
- Analyzed status within peer groups
- Identified college activities and local factors that could impact the numbers

Dr. Arnold reviewed, using a PowerPoint Presentation, the Chabot College Performance as follows:

Measures	Chabot	Peer Group High	Peer Group Low	Peer Group Average
Student Progress and Achievement Rate (2003-09)	53%	55%	38%	47%
Percent of Students who Earned at Least 30 Units (2003-09)	76%	82%	63%	72%
Fall to Fall Persistence Rate (2007 to 2008)	72%	75%	59%	67%
Annual Success Rate for Vocational Courses (2008-09)	70%	89%	62%	76%
Annual Success Rate for Basic Skills Courses (2008-09)	60%	74%	55%	64%
Annual Improvement Rate for Basic Skills Courses (2006-09)	58%	64%	33%	49%
Annual Improvement Rate for ESL Courses (2006-09)	49%	100%	0%	42%

Dr. Arnold reported that Chabot College has put a tremendous amount of effort in Basic Skills, since 85% of all students coming to Chabot need Basic Skills. In addition to the Basic Skills initiative funds that all colleges receive, Chabot College has had for the past few years, a Title III Grant focusing on Basic Skills. The Chabot College Strategic Plan includes goals to increase the success rates of Basic Skills courses.

Dr. Machamer reviewed, using a PowerPoint Presentation, the Las Positas College Performance as follows:

Measures	Las Positas	Peer Group High	Peer Group Low	Peer Group Average
Student Progress and Achievement Rate (2003-09)	60%	71%	52%	60%
Percent of Students who Earned at Least 30 Units (2003-09)	76%	77%	52%	68%
Fall to Fall Persistence Rate (2007 to 2008)	79%	79%	48%	71%
Annual Success Rate for Vocational Courses (2008-09)	75%	89%	62%	76%
Annual Success Rate for Basic Skills Courses (2008-09)	62%	74%	55%	64%
Annual Improvement Rate for Basic Skills Courses (2006-09)	62%	70%	35%	54%
Annual Improvement Rate for ESL Courses (2006-09)	52%	100%	0%	42%

Dr. Machamer reported that Las Positas, like Chabot, is pointing resources at Basic Skills courses, both in English and Mathematics.

Dr. Machamer reviewed "What's Next":

- Review and monitor data for accuracy and consistency
- Use results in program and strategic planning
- Participate in state review of measures

Board Questions/Comments:

Trustee Vecchiarelli noted that he is always impressed with the great work done by both Dr. Arnold and Dr. Machamer. He expressed that Basic Skills for both Colleges is important and the curriculum needs to reflect the data results.

Trustee Mitzman questioned why in non-academic (vocational) areas, the research indicators are using a three year academic year when we are a two year school? Dr. Arnold explained that the research comparison is over a three year period. She explained that some indicators are for six years and that is because hardly any student completes in two years. The mean average is three or four years. Trustee Mitzman questioned if research addressed that fact, perhaps reflecting the ability to get the classes or having to work longer to pay for the classes. Dr. Arnold responded that it is all of those reasons, and the federal government recognizes this fact. She reported that the colleges are tracking this data and will bring it to the Board at a later time.

Trustee Dvorsky noted that she found it very interesting that the two colleges are parallel in their findings when the population of the two colleges is quite different. In response, Dr. Arnold reported that in four of the seven measures, the two colleges are in different peer groups, and so the fact that they are in similar relationship to their peer groups is a testimony to the peer groups themselves that they do reflect the groups they are in. Dr. Machamer added that there may be policy issues with the two colleges having similar levels of Basic Skills English and Basic Skills Mathematics. The two colleges also have similar unit requirements for General Education; noting that colleges with 18 units required for General Education may have different student completion patterns.

In response to a question raised by Trustee Dvorsky, Dr. Arnold reported that the seven peer groups change with each measure. Dr. Machamer reported that the variables that put a college into peer groups are not just size and urbanization or location, but include variables such as percentage of students who are in a particular age group, gender, per capita income and household income, distance from UC or CSU, poverty index, and area SAT scores. Dr. Arnold reported that Chabot and Las Positas share the same peer groups in Basic Skills to include Allan Hancock, Cabrillo, Canada, Citrus, Coastline, Contra Costa, Cosumnes, Cuesta, Cuyamaca, Cypress, Evergreen-Valley, Gavilan, Hartnell, Grossmont, Napa Valley, Ohlone, San Diego-Miramar, Ventura, West Valley, and Skyline.

Dr. Arnold further reported that in the Degree and Transfer Measure, Las Positas College is included with Crafton Hills, Cuesta, DeAnza, Diablo Valley, Fullerton, Golden West, Grossmont, Los Angeles Pierce, Orange Coast, Pasadena, Sacramento City, Santa Barbara, Santa Monica, Skyline, and Ventura; and Chabot College is included with Cooper Mountain, Desert, Gavilan, Imperial Valley, Redwoods, and Southwestern.

Trustee Mertes thanked Dr. Arnold and Dr. Machamer for their presentation, noting “as usual, a first-class job.”

Trustee Gin questioned how the peer groups have changed annually and who determines how they are changed? Dr. Arnold reported that it used to change annually but for the first time this year, the Chancellor's Office kept the same peer groups and the same indicators. Dr. Gin expressed that we need to feel good about the results of the report, but we need to be higher than the average. He expressed that "we could be better."

Trustee Cedillo reported that the report provides information with regard to achievement, persistence, and success rates and lends itself to improvement with regard to counseling, support services, and teaching pedagogy and methodology; and for that purpose, he appreciates getting the report on an annual basis. However, for him, perhaps just as useful or more so, he would like information on demographics of the entire student body of Las Positas College (information provided in the Chabot College report). Secondly, he would like to see the breakdown of our faculty, classified staff and administrators, as this would begin to tell the Board how many people we will lose in the next five to ten years due to retirement. The Board also needs to know from the faculty, numbers by gender and ethnic background, because one of the things that occur in many institutions is demographically diverse student body with a white faculty and staff. He believes that this plays into the success of our students. Dr. Arnold reported that she would look forward to presenting this information to the Board and would like to present some of their other recent research as well. She reported that the information Dr. Cedillo refers to is on the College websites. Chabot College includes the student and faculty demographics by gender and ethnicity. Dr. Arnold reported that from the looks of the people who have been interviewing at the Chabot College, we are becoming more reflective of our student body. Dr. Machamer reported that the Las Positas College website has similar information and is also included in their Accreditation Self-Study. She authored the Unconscious Bias in Hiring document that is now included in the College's Hiring Procedures and training for committees. She noted that tracking the information and making it a priority is something the College needs to do and will be doing as part of their Strategic Plan.

Student Trustee Colagross thanked the presenters, noting that as a student he sees all the statistics from the ground level and appreciates seeing an overview of the information.

Chancellor Kinnamon thanked Dr. Arnold and Dr. Machamer for their well-done presentation. He noted in the report that in almost every standard, except two or three, the trajectory was up and improving, in light of everything else people are distracted with.

Trustee Gelles thanked Dr. Arnold and Dr. Machamer for the information. He expressed that Trustee Cedillo's questions should be very germane to how we see things the more we understand.

Dr. Pollard expressed that we have an exceptional research team at both Colleges and commended them. She commented that she recently heard Dr. Kay McClenney, Director, Center for Community College Student Engagement, speak and one of the things she was quoted saying was “students don’t do optional.” In looking at the issues related to Basic Skills and ESL in Career programs, Dr. Pollard believes that if we want to see significant increases, we will need to look at the things we make “optional.” She expressed there are some significant policy and practice issues both in terms of curriculum but also in terms of how we create pathways for students, that would be a very interesting analysis. Many colleges across the country are having conversations around the idea of mandatory assessment, mandatory orientation, and very clear pathways for students to go through a curriculum. She believes we will have to start looking at those things if we really want to meet those challenges by 2020.

ADJOURNMENT

Motion No. 1

Trustee Mitzman made a motion, seconded by Trustee Dvorsky, to adjourn the meeting at 7:12 p.m.

Motion carried 6-0, with Trustee Vecchiarelli absent at the time of adjournment.

NEXT MEETING

The next Board of Trustees Meeting is scheduled for Tuesday, June 15, 2010 at 6:30 p.m. at the District Office.

Minutes prepared by:

Beverly Bailey

Secretary, Board of Trustees
Chabot-Las Positas Community College District