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

MINUTES
October 4, 2011

PLACE

Chabot-Las Positas Community College District, Las Positas College, 3000 Campus Hill Drive, Livermore, California.

CALL TO ORDER

The meeting was called to order at 5:30 p.m. by Trustee Dvorsky. Recording Secretary Beverly Bailey called the roll. Trustees Mertes and Mitzman were absent at the time of roll and excused.

PUBLIC COMMENTS

There were no Public Comments offered at this time.

CLOSED SESSION

The Board immediately adjourned to a Closed Session, which ended at 6:25 p.m.

OPEN SESSION

The Board readjoined in Open Session at 6:32 p.m. Recording Secretary Beverly Bailey called the roll. Trustees Mertes and Mitzman were absent at the time of roll and excused. Student Trustee Hiraki was absent 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 Carlo Vecchiarelli
- Student Trustee Nkechi "Pat" Okpara

Members Absent: Trustee Barbara F. Mertes (excused)
Trustee Marshall Mitzman (excused)
Student Trustee Takeo Hiraki

Recording Secretary: Ms. Beverly Bailey

Managers Present: Dr. Joel L. Kinnamon, Chancellor
Dr. Celia Barberena, President, Chabot College
Dr. Kevin Walthers, President, Las Positas College
Mr. Jeff Baker
Ms. Rita Brown
Dr. Marcia Corcoran
Ms. Julia Dozier
Mr. Wyman Fong
Dr. MaryAnne Gularte
Dr. Howard Irvin
Ms. Marge Maloney
Ms. Sylvia Rodriguez
Mr. Rajinder Samra
Ms. Tram Vo-Kumamoto
Ms. Laura Weaver

Others Present: Ms. Jennifer Adams, Las Positas College
Dr. Carolyn Arnold, Chabot College
Mr. Jared Howard, Las Positas College
Mr. Todd Steffan, President, Las Positas College Classified
Senate
Ms. Sarah Thompson, President, Las Positas College
Academic Senate
Ms. Rachel Ugale, District Services
Ms. Yvonne Wu-Craig, President, Chabot College Classified
Senate

APPOINTMENT OF ACTING BOARD PRESIDENT AND BOARD SECRETARY

In the absence of Board President Mertes, Trustee Dvorsky was appointed Board President, and Trustee Cedillo was appointed Board Secretary for this meeting.

REPORT OF ACTION TAKEN IN CLOSED SESSION

Acting Board President Dvorsky reported that in Closed Session the Board agreed to enter into a legal agreement with the Law Offices of Larry Frierson.

PLEDGE TO FLAG

Ms. Sarah Thompson led the pledge to the flag.

PUBLIC COMMENTS

Mr. Todd Steffan, Las Positas College Veterans First, recognized Ms. Sylvia Rodriguez, Mr. Jared Howard and Mr. Bob Kratochvil for their efforts with the 9/11 Memorial Observance held on campus on September 8, 2011.

Dr. Kevin Walthers introduced the video made of the 9/11 Memorial Observance, which was played at this time.

On behalf of the Board, Acting Board President Dvorsky thanked all those involved with the video.

PRESENTATION: ACCOUNTABILITY REPORTING FOR THE COMMUNITY COLLEGES (ARCC)

Institutional Researchers Dr. Carolyn Arnold, Chabot College, and Mr. Rajinder Samra, Las Positas College, presented a PowerPoint Presentation on the Accountability Report for the Community Colleges (ARCC) for 2011.

Presenters gave an overview, background, and methodology of the Accountability Reporting for the Community Colleges. It was explained that ARCC is an annual evaluation of community college performance on student outcome measures. The report is compiled by the California Community Colleges Chancellor's Office and gives state legislators information around parameters and outcomes of how community colleges are doing. The Colleges are also required to submit a self-study. It was reported that the law (AB 1417) requires that the Board interact with the report. The report that becomes part of the record includes: College Measures, Peer Groups, and 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

College Peer Groups:

- For each of the seven outcome measures, college peer groups were developed statistically based on similar college or local characteristics
- Chabot and Las Positas were in different peer groups for four out of the seven outcomes measured
- Peer groups remained the same for the 2009, 2010, and 2011 reports (will be different next year)
- Allows benchmarking within peer groups
- Not diagnostic within college (shows what, not why)

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 the Chabot College Performance as follows:

Measures	Chabot	Peer Group High	Peer Group Low	Peer Group Average
Student Progress and Achievement Rate Degree/Certificate/Transfer (2004-10)	50%	52%	36%	47%
Percent of Students who Earned at Least 30 Units Degree/Certificate/Transfer (2004-10)	72%	80%	58%	72%
Fall to Fall Persistence Rate Degree/Certificate/Transfer (2008 to 2009)	72%	81%	57%	69%
Annual Success Course Completion Rate for Vocational Courses (2009-10)	71%	88%	62%	76%
Annual Success Rate for Basic Skills Courses (2009-10)	60%	73%	50%	63%
Annual Improvement Rate for Basic Skills Courses (2007-10)	64%	67%	30%	53%
Annual Improvement Rate for ESL Courses (2007-10)	51%	83%	10%	49%

Mr. Samra reviewed the Las Positas College Performance as follows:

Measures	Las Positas	Peer Group High	Peer Group Low	Peer Group Average
Student Progress and Achievement Rate Degree/Certificate/Transfer (2004-10)	65%	73%	48%	61%
Percent of Students who Earned at Least 30 Units Degree/Certificate/Transfer (2004-10)	80%	80%	58%	70%
Fall to Fall Persistence Rate Degree/Certificate/Transfer (2008 to 2009)	78%	80%	60%	73%
Annual Success Course Completion Rate for Vocational Courses (2009-10)	76%	88%	62%	76%
Annual Success Rate for Basic Skills Courses (2009-10)	63%	73%	50%	63%
Annual Improvement Rate for Basic Skills Courses (2007-10)	59%	76%	40%	58%
Annual Improvement Rate for ESL Courses (2007-10)	47%	83%	10%	49%

What's Next?

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

The presenters responded to Board Questions and Comments:

Trustee Gin thanked the presenters for the excellent presentation. He raised a question regarding the Peer Groups. Dr. Arnold reported that Chabot and Las Positas College share the same peer groups in three of the seven Measures. A list of the Peer Groups was provided for the Board. She reported that the peer groups change with each measure and vary year to year. She 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.

Trustee Gelles noted that each year he shares this information with Castro Valley Schools. He questioned if Faculty come to the Researchers to request specific data. It was reported that Faculty request data relevant to their specific discipline.

Trustee Gelles expressed that as long as he sits on the Board, the Research Department will be a forefront in his mind because it serves a sincere purpose and critical information to the staff.

Trustee Vecchiarelli expressed appreciation for the material presented. He questioned what happens if students can't make it at the community college level and questioned if there is articulation of curriculum with adult schools. Dr. Carolyn reported that recently ESL Faculty did a study of their curriculum with the high schools and adult schools.

Trustee Vecchiarelli expressed that with the poor economy, he would think that the retention rates would increase. Dr. Arnold reported that students are taking more units and staying in them. Mr. Samra reported that only 8% of students are dropping out of all classes.

Trustee Vecchiarelli questioned how the lottery system and strict admission policy in Dental Hygiene and Nursing affects the retention rate in those programs. Dr. Arnold reported that legislators just changed the Nursing Program admission from the lottery to the merit system, effective next year.

Trustee Cedillo questioned if there is any community college that rates consistently high or that surfaces as an overall leader within the peer groups. He suggested that perhaps there is something that we could learn from them. Dr. Arnold reported that the report is geared to look at your own college. She reported that she could look at a specific college to compare how it measures.

Trustee Dvorsky requested further dialogue in regards to students' improvements in English.

Mr. Samra reported on the efforts that are being undertaken in the English Department at Las Positas College, focusing more on reading.

Dr. Marcia Corcoran, Dean of Language Arts at Chabot College, reported on the efforts that are being undertaken in the English Department at Chabot College, noting that they are offering two options for developmental students in English: an open-access 4-unit course (English 102) that leads directly to college English 1A in one semester, (accelerated course), or an open-access two-semester 8-unit developmental sequence (English 101A and English 101B). Data revealed that students in the accelerated course went on to complete college English at twice the rate of students from the two-semester path. The department

has gradually converted its offerings, increasing the accelerated sections. Students who only have to complete one level instead of two are more likely to succeed, and this conversion of offerings may be the reason for our students' improvement.

Dr. Corcoran also reported that in preparing students for transfer-level English, the department teaches them with similar pedagogy in the developmental courses, including integrated language arts, critical reading of academic texts, and writing essays integrating ideas from the texts. ESL improvement rates may be due to efforts to offer more lab opportunities, i.e. tutoring, and to contextualize learning in support courses, i.e. pairing ESL courses with Career Technical Education courses.

Ms. Tram Vo-Kumamoto, Dean of Science and Math at Chabot College, reported that, in addition to the work being done in the English Program, when looking closer at the data, the longer the sequence of courses required, the less likely the student will complete the entire sequence, even with 90% success rates and 90% persistence rates. For example, if there are four courses in the sequence, only 48% of the students will complete the sequence. When looked at on a systemic level, it is our system and the exit points we have created with our curriculum that is keeping students from completion. This discovery is referred to as the "multiplication principle" and is pulled from an article that was written by Katie Hern and Myra Snell. Ms. Vo-Kumamoto reported that the Math Division has started working on addressing the "multiplication principle" by tailoring the math curriculum to student majors, focusing on the math sequence for non-science, technology, engineering and math (STEM) majors first. The goal is to lessen the course sequence for these non-STEM students in order to increase student completion.

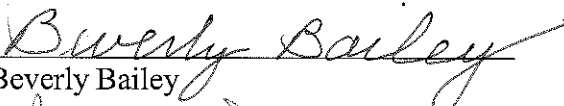
ADJOURNMENT


Acting Board President Dvorsky adjourned the Study Meeting at 7:42 p.m.

NEXT MEETING

The next Meeting of the Board of Trustees is scheduled for October 18, 2011.

Minutes prepared by:


Beverly Bailey


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