



I. CALL MEETING TO ORDER

Board President Nancy Chadwick called the meeting to order at 4:00 p.m.

II. ROLL CALL

TRUSTEES PRESENT:

NANCY C. CHADWICK, M.S.W., M.P.A., PRESIDENT
MICHELE T. NELSON, PH.D., VICE PRESIDENT
MARK R. EVILSIZER, M.A., SECRETARY
DARRELL L. MC MULLEN, M.B.A., TRUSTEE
ROSE MARIE DISHMAN, PH.D., TRUSTEE
ANDREW BISSELL, STUDENT TRUSTEE

EXECUTIVE ADMINISTRATORS PRESENT:

Robert P. Deegan, Superintendent/President
Berta Cuaron, Assistant Superintendent/Vice President, Instruction
Mark Vernoy, Ph.D., Dean, Social & Behavioral Sciences

STAFF PRESENT:

Michelle Barton, Director, Institutional Research & Planning
Josie Silva, Executive Assistant to the Superintendent and Governing Board

Board President Chadwick declared a quorum present, and the meeting proceeded with the order of business.

III. COMMENTS FROM OTHER INDIVIDUALS AND GROUPS – There were none.

IV. BOARD WORKSHOP

Ms. Michelle Barton, Director, Institutional Research & Planning, gave an overview of the workshop. She explained that the Board will discuss the value and purpose of tracking institutional effectiveness; she will present highlights of the ARCC statewide measures; the Board will review institutional effectiveness indicators by college goal including ARCC college measures, peer comparisons, and self assessment; and lastly, the Board will review and discuss its self-evaluations.

A. Annual Institutional Effectiveness Review and B. 2009 ARCC (Accountability Reporting for the Community Colleges) Report

History

- Developed measures of Institutional Effectiveness with first strategic plan as a way of tracking and evaluating progress
- Continued to monitor and review annually these measures with the Board
- Integrated ARCC college measures as part of the process

Purpose and Value

- Serves as “dashboard” indicators (gives us the opportunity to look into certain areas with more detail)
- Facilitates discussion on continuous improvement.

ARCC – Statewide Highlights

Accountability Reporting for the Community Colleges (ARCC) was created as part of legislation AB 1417

The model has two levels of indicators – systemwide (7) and college level (8)

Four categories that these measures fall under (they speak to the college Mission):

- Student Progress and Achievement: Degree/Certificate/Transfer
- Student Progress and Achievement: Vocational/Occupational/Workforce Development
- Pre-Collegiate Improvement – Basic Skills and ESL
- Participation Rates

Ms. Barton explained to the Board that college self-assessments are included in final report to the state in November. The District is given an opportunity to make corrections to the data, then in January the final data is released and the college is given 30 days to prepare a response requesting the college's interpretation and an analysis and assessment of the data in the report. Ms. Barton distributed copies of the ARCC Report dated March 31, 2009.

Ms. Barton reviewed with the Board the ARCC Statewide Measures Highlights as follows:

- The annual percentage of CSU and UC Baccalaureate students who attended a CCC was 45%.
- 106,000 CCC students transferred to a CSU, UC, ISP, or OOS in 2007-08.
- The order of receiving universities by volume of transfer: CSU, ISP, UC, OOS
- The transfer rate of CCC students is 40%.
- There were 8,264 nursing awards received by CCC students in 2007-08.
- The CA median household income in 2006 was \$55,000; the CCC certificate earner's median income in 2006 was \$55,828.
- The increase in CCC participation rates from 2006-07 to 2007-08 went from 71.9 to 74.9.

Institutional Effectiveness and College-level ARCC Indicators

Ms. Barton said the focus should be on Palomar College Institutional Effectiveness and ARCC College-level indicators:

The following measures are included in tracking Institutional Effectiveness (they are organized by Strategic Goal). If there is an asterisk, it is also an ARCC indicator.

Student Success

- Student Progress and Achievement* Indicators
- Success after Palomar – how are they doing at the CSUs or in the business community
- Persistence* - looking at how students are progressing and coming back term-after-term
- Access – looking at our participation rates

Teaching and Learning

- Successful course completion* - tracking course success rate of transfer courses in addition to the ARCC course success rates for basic skills and CTE courses
- Pre-collegiate improvement*
- Course flow –tracking students through course sequences in English and mathematics
- Student engagement – are students actively engaged with instructional activities on campus

- ESL improvement*
- Career Development and College Preparation* (in non-credit courses)

Professional and Organizational Development

- Organizational communication
- Full-time faculty obligation
- Training assessment and satisfaction

Resource Management and Facilities Improvement

- Enrollment Load
- WSCH per FTEF
- Facilities Utilization
- Alternative Funding
- Facilities master planning and bond

As part of the **ARCC Report**, colleges must review their indicators and complete a self-assessment. Additional analysis must be completed by examining trends, comparing the **ARCC indicators** to college peers, and consider other factors that are influencing the indicators (college specific factors), and lastly describe what the college is doing to address identified areas of improvement.

Ms. Barton focused on Palomar's self-assessment using the following indicators:

Student Progress and Achievement Rate
% of Students Who Earned at Least 30 Units
Persistence Rate
Successful Course Completion Rate: Voc Ed
Successful Course Completion Rate: Basic Skills
Improvement Rate Credit Basic Skills
Improvement Rate Credit ESL

The data were reviewed and discussed among Faculty Senate representatives, Vice President Cuaron, and Ms. Barton. This group created and completed Palomar's self-assessment including the following information.

The self assessment regarding the College's Progress and Achievement Rates highlighted the following:

Progress and Achievement Rate

- Length of time to completion
- Capacity
- Scheduling

The self assessment regarding the college's Voc Ed and Basic Skills Completion Rates highlighted the following:

Voc Ed and Basic Skills Completion Rates

- Introduction of a new grade symbol into the success rates by the Chancellor's Office
- Concern regarding the Basic Skills course success rate

The self assessment regarding Persistence, Basic Skills, and ESL Improvement and CDCP highlighted the following:

Persistence, Basic Skills, and ESL Improvement and CDCP

- Title V and Basic Skills Initiative to support Basic Skills and ESL student success
- ESL Coding

Accreditation Self Study Planning Agendas related to Institutional Effectiveness

Ms. Barton stated that as the college prepares its next Strategic Plan meeting in the fall, these Institutional Effectiveness Indicators will be reviewed, further analyzed, and discussed. The Strategic Planning Process will be revised and improved to ensure monitoring, discussing, and assessing of institutional effectiveness is strengthened and clearly identified as a significant component of the process.

C. Review of Governing Board Self-Evaluation

The self-evaluation survey includes 55 items and addresses the following areas: Board Organization/Leadership; Policy; Community Relations/Advocating for the District; Board/Superintendent/President Relations; Standards for District and College Operations and Performance; and Board Education. In addition, the evaluation survey form includes space for Board members to identify their greatest strength; areas for major accomplishments; as well areas for improvement. The Board engages in a cycle of ongoing reflection and improvement, and when the Board sets its goals, activities are carried out to address those goals. Along the way, the Board spends time on evaluating progress on each goal. All of the information the Board is provided, gives the Board the opportunity to reconfirm its goals, revise, update, and modify them as needed. Ms. Barton asked the Board to think about what the Board took away from Institutional Effectiveness Indicators and to consider its self evaluation as they prepare to formulate their goals for the upcoming year in August.

Results of the Self Evaluation

Major Accomplishments

- Revision and update of board policies
- The Board's goal setting and review cycle
- Follow through on Proposition M and the Facilities Master Planning through major projects such as the MIB and Health Sciences building.

Board Strengths

- Focus on students
- Board organization and leadership, including a focus on policy
- Relationship with the Superintendent/President
- Board relations focusing on collegiality, consensus building, and constructive engagement

Areas of Opportunity

- Continue efforts to strengthen the Board and college's relationships with its K-12 and community partnerships
- Identification of ways to support the College's efforts to link planning and budget and implementation of Student Learning Outcomes and Assessment Cycles.

V. ADJOURNMENT – The meeting was adjourned at 7:24 p.m.