

Palomar College Board of Trustees Workshop

VISION FOR SUCCESS AND EQUITY LOCAL GOALS

REVIEW OF BOARD OF TRUSTEES SELF-EVALUATION FORM

APRIL 23, 2019

Purpose of Self-Evaluation

- “...Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness.” *Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation* by CCLC
- Involves looking at the board as a unit – It’s about how the board works together to govern the district.
- Purpose is to identify areas of board functioning that are working well and those that may need improvement.

Purpose of Self-Evaluation

Board Responsibilities:

- Adopt a board self-evaluation policy and process;
- Implement the policy – regularly conduct a board self-evaluation;
- Discuss the results of the evaluation to identify strengths and areas for improvement; and
- Use the results to enhance board effectiveness and set annual board goals.

Purpose of Self-Evaluation

Evaluation focuses on:

- Board policies and practices
- the role of the Board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness

Self-evaluation survey addresses:

- Board performance on characteristics of effective board functioning
- Progress on achieving board priorities and tasks set the previous year

Timeline for Self-Evaluation

- April 18- April 26: Trustees review/refine self-evaluation instrument
- April 29-May 17: Trustees complete self-evaluation
- May 18-May 22: Results tallied
- May 28: Trustees review/discuss results

Vision for Success Local Goal Alignment

TUESDAY, APRIL 23, 2019

GOVERNING BOARD WORKSHOP

Vision for Success

Vision for Success (2017)

- Many students do not complete their studies
- Many students take a long time, accumulate a lot of units
- Older and working students often left behind
- Community colleges are more expensive than we think
- Persistent equity gaps exists in outcomes

<http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>

Seven Core Commitments

1. Focus on students' goals.
2. Design with students' experience in mind.
3. Pair high expectations with high support.
4. Foster the use of data and evidence.
5. Take ownership of goals and performance.
6. Thoughtful innovation and action.
7. Cross-system partnerships.

Vision for Success Goals



Degree/Certificate Completion: Increase by at least 20%.



Transfer: Increase by 35% percent the number of CCC students transferring annually to a UC or CSU.

Vision for Success Goals



Decrease Average # Units to Degree: Decrease the average number of units from approximately 87 total units to 79 total units.



Employed in Field of Study : Increase the percent of exiting CTE students who report being employed in their field of study, from 69 percent to 76 percent.

Vision for Success

Goals



Equity Gaps: Reduce equity gaps among traditionally underrepresented student groups by 40% within 5 years and fully close achievement gaps within 10 years.



Regional Achievement Gaps: Reduce regional achievement gaps with ultimate goal of fully closing them within 10 years.

Local Goal Alignment

New Student Centered Funding Formula Legislation (AB1809) established requirement for local goal alignment

Districts must establish goals that:

- Are aligned with the system-wide VFS goals,
- Are numerically measurable, and
- Specify the time for achievement.

Local Goal Alignment

District must:

- Adopt goals at public board meeting.
- Include an agenda item explaining how the goals align with system-wide goals.
- Provide agenda item and summary of action to the CO.
- Align its comprehensive plan to its local goals.
- Align its budget with the comprehensive plan.

Goals must be set by May 2019.

WAIT!!!!

- Student Equity Plan due June 2019
- Includes college-level goals and goals for Disproportionately Impacted student categories
- Different than the Vision for Success goals.



Process! Process! Process!

Strategic Planning Council and Student Success and Equity Council working on setting the goals/targets for both VfS and Equity.

Step 1: Review longitudinal data showing trends over time.

Step 2: Engage in discussions to answer the following questions:

- What is Palomar currently doing to affect progress on these goals?
- What could Palomar do to further move the needle on these goals?
- How much change might we expect by implementing the strategies identified in bullets 1 and 2?

Step 3: Based on discussions, identify a goal that is truly a stretch goal, but not completely out of reach.

Step 4: For all related Equity goals, set targets to reduce equity gaps by 40% by 2021-22.



Vision for Success Goals

Goal 1: Degree/Cert Completion	Baseline	Target	% Increase	+ / = / - CO Rate
1a. Increase degrees	1,484	1,806	22%	=
1b. Increase certificates	1,463	1,536	5%	-
1c. Increase completions	1,976	2,188	11%	-
Goal 2: Transfer				
2a. Increase ADTs	304	456	50%	+
2b. Increase transfers to CSU/UC	1,629	1,873	15%	-
Goal 3: Decrease Cumulative Units				
3a. Decrease Average	87	82	7%	-
Goal 4: Workforce				
4c. Increase students working in job closely related to field of study	68%	72%	6%	-

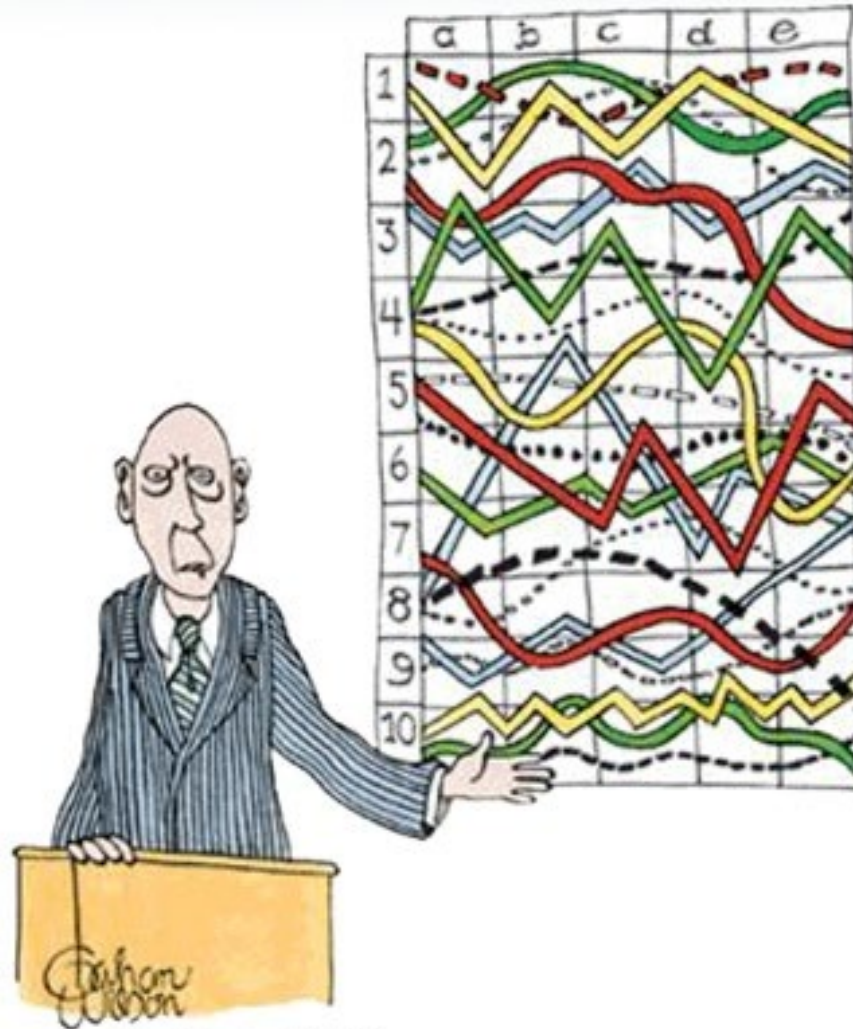
VfS Observations of Possible Disproportionate Impact

Chancellor's Office VfS Goal is to Reduce Equity Gaps by 40% by 2021-22 and Eliminate within 10 years

Goal 1a Degrees	Goal 1b Certificates	Goal 1c Unduplicated Completions	Goal 2a ADTs	Goal 2b Transfer to UC and CSU	Goal 4: Work in Job Closely Related
American Indian/Alaskan Native			American Indian/Alaska Native	American Indian/Alaska Native	No DI Observed
Black or African American	Black or African American	Black or African American	Black or African American	Black or African American	
	Foster Youth	Foster Youth	Foster Youth	Foster Youth	
LGBT*	LGBT*	LGBT*		LGBT*	
			Veteran**	Veteran**	

* LGBT is severely underreported for Palomar and includes only students who completed an application to attend another CCC in the past few years, so very few LGBT affirmative and likely much younger distribution than in other categories. Therefore, not reliable indicator yet.

** Age likely a driver



New Yorker Magazine, 12/6/2010

**“I’ll pause
for a moment
so you can let
this information
sink in.”**



LET'S TALK
ABOUT IT

Equity Plan Institutional Goals

	Baseline 2017-18	Target 2021-22	% Increase
Increase successful enrollment (<u>Access</u>)	15,539	19,936	Move from 37% to 42% or system average
Increase Fall to Spring <u>retention</u>	67.6%	73.0%	8.0%
Increase <u>transfer-level math and English</u> completion in one year	6.4%	20.0%	212.5%
Increase <u>transfers</u> (all)	2,553	2,753	7.8%
Increase VfS Completion (<u>Degrees and Certificates</u>)	1,921	2,188	13.9%

SEA Equity Categories

Overarching Goal for Equity Categories is to reduce equity gap by 40% by 2021-22

Success Enrollment	Retention	TL Math & English	Completion (VfS)	Transfer
Gender	African American	African American	African American	
	Foster Youth	Foster Youth	Foster Youth	Foster Youth
		American Indian/Alaskan Native	American Indian/Alaskan Native	American Indian/Alaskan Native
		Hispanic**	Hispanic**	Hispanic
		Disability	Native Hawaiian or Other Pac Islander	

** Hispanic students did not show up as DI in the CO dataset because they are the significant group in each of these categories and were included in the CO's average for total students. IR&Ps follow-up analysis does show DI for this category. CO is rerunning the data...

(*) = Both Males and Females

F = Females

M = Males

SEA Equity Categories

Overarching Goal for Equity Categories is to reduce equity gap by 40% by 2021-22

Success Enrollment	Retention	TL Math & English	Completion (VfS)	Transfer
Female	African American(*)	African American(*)	African American*	African American (M)
Six race/ethnicity (Females)	Foster Youth(*)	Foster Youth(F)	Foster Youth(M)	Foster Youth(*)
One race/ethnicity (Male)		American Indian/Alaskan Native(*)	American Indian/Alaskan Native (*)	American Indian/Alaskan Native (M)
Foster Youth		Hispanic (three years)	Hispanic (M)	Hispanic (M)
		Disability*	Native Hawaiian or Other Pac Islander(*)	
	Veterans (M) Some other race (M)	Some other Race (F) LGTBQ(M)(!) Veteran(*)	Some other Race (*) LGBTQ(M)	LGBTQ(*) (!)

SEA Summary

- Successful Enrollment metric will change as CCCApply data becomes available.
- Making sense of the data – what to do! - Big Themes / Big Ideas!
 - Foster Youth
 - Black or African American
 - American Indian/Alaska Native
 - Hispanic(*)
 - Math and English Completion (data shows All student struggle to complete)
- Goals – 40% reduction in gap/ minimum achievement if it is less