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

MINUTES
November 16, 2021

PLACE

Chabot-Las Positas Community College District, 7600 Dublin Blvd, Dublin Ca 94568. Due to the current pandemic and social distancing restrictions, this meeting was held through Teleconference, Zoom.

CALL TO ORDER

Board President Randolph called the regular meeting to order at 5:30 p.m., Recording Secretary Debra Nascimento called the roll.

PUBLIC COMMENTS

There were no Public Comments offered at this time.

CLOSED SESSION

Motion No. 1

Motion made by Trustee Maduli and seconded by Trustee Gin, the Board immediately adjourned to Closed Session at 5:30 p.m.

Motion carried unanimously, 7-0.

Motion carried by the following roll call vote:

AYES:	Gin, Granger, Heredia, Maduli, Randolph, Reynoso, Sbranti
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

OPEN SESSION

The Board re-adjourned in Open Session at 6:30 p.m. Recording Secretary Debra Nascimento called the roll.

ATTENDANCE

Members Present:	Trustee Dr. Hal G. Gin Trustee Ms. Linda Granger Trustee Ms. Maria Heredia Trustee Mr. Edralin “Ed” Maduli Trustee Ms. Genevieve Randolph Trustee Dr. Luis Reynoso (Left at 7:06 p.m.) Trustee Mr. Tim Sbranti Student Trustee Ms. Sara Kim, Las Positas College Student Trustee Ms. Viviana Polanco, Chabot College
Recording Secretary:	Ms. Debra Nascimento
Managers Present:	Mr. Ronald Gerhard, Chancellor Dr. Susan Sperling, President, Chabot College Dr. Dyrell Foster, President, Las Positas College Dr. Theresa Fleischer Rowland Mr. Wyman Fong Mr. Bruce Griffin Mr. Jonah Nicholas
Others Present:	Ms. Sarah Thompson, President, Las Positas College Faculty Senate Mr. Miguel Colon, President, Chabot College Faculty Senate Ms. Heather Hernandez, President, Chabot College Classified Senate Ms. Elizabeth McWhorter, Vice President, Las Positas College Classified Senate Ms. Rachel Ugale, Chapter President, SEIU Mr. David Fouquet, President, Faculty Association Ms. Shelly Lapkoff, Lapkoff and Gobalet Demographic Research, Inc

REPORT OUT: ACTION TAKEN IN CLOSED SESSION

No action was taken in Closed Session.

1.6 PLEDGE TO FLAG

Trustee Gin led the pledge.

1.7 PUBLIC COMMENTS

There were no Public Comments offered at this time.

1.8 APPROVE CONSENT ITEMS (cc)

Motion No. 2

Trustee Maduli made a motion, seconded by Trustee Gin, to approve the Consent Calendar.

Motion carried unanimously, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Randolph, Reynoso, Sbranti

NOES:

ABSENT:

ABSTENTIONS:

The following items were approved on the Consent Calendar:

3.0 PERSONNEL

- (cc) 3.1 Classified Personnel
- (cc) 3.2 Faculty
- (cc) 3.3 Management Personnel

4.0 EDUCATIONAL SERVICES

- (cc) 4.1 Approval of Agreement for College and Career Access Pathways Partnership Agreement for Dual Enrollment between New Haven Unified School District and Chabot Las Positas Community College District, Chabot College
- (cc) 4.2 Approval of Curriculum Changes, Chabot-Las Positas Community College District, Chabot College
- (cc) 4.3 Approval of Services Agreement between the Foundation of California Community Colleges and Chabot-Las Positas Community College District, Las Positas
- (cc) 4.4 Approval of Subrecipient Commitment for Joint Project with California State University, East Bay and Chabot-Las Positas Community College District Entitled the East Bay, College Agile Network Funded by the ECMC Foundation
- (cc) 4.5 Acceptance of Grant Award – United Way Bay Area SparkPoint Grant for the purpose of operating and leading a SparkPoint Center at Chabot College

5.0 BUSINESS SERVICES

- (cc) 5.1 Approval of Commercial Warrant Registers
- (cc) 5.2 Approval of Payroll Warrant Registers
- (cc) 5.3 Approval of Agreement to Upgrade Ellucian CRM to Software-as-a-Service
- (cc) 5.4 Approval of Community College League of California Open Purchase Order Augmentation Form, Chabot-Las Positas Community College District, Chabot College
- (cc) 5.5 Approval of Declaration of Surplus Property to be Sold at Public Auction Sale and Donation or Disposal of Any Items Not Sold
- (cc) 5.6 Approval of the First Amendment to the Agreement between the City of Pleasanton and Chabot-Las Positas Community College District - Las Positas College for the use of the Fire Training Facility

6.0 FACILITIES PLANNING AND DEVELOPMENT

- (cc) 6.1 Approval of Appointment to Citizens' Bond Oversight Committee for Measure B and Measure A
- (cc) 6.3 Approval of Award of Contract with Construction Testing Services for DSA Approved Testing and Inspection Services for the Library and Learning Connection Building at Chabot College
- (cc) 6.4 Approval of Modification to the Contract with Brick Architecture for Design and Engineering Services for the new Building 3000 Maintenance, Operations Warehouse and Garage Project at Chabot College
- (cc) 6.5 Approval of Modification to the Contract with Ninyo & Moore for DSA Approved Testing and Inspection Services for the Agricultural Sciences: Horticulture Facility at Las Positas College

7.0 ECONOMIC DEVELOPMENT/CONTRACT EDUCATION

- (cc) 7.1 Approval of Agreement – USF Reddaway Inc., District-Economic Development

8.0 INFORMATION AND DISCUSSION ITEMS (No Action)

- 8.1 Informational Personnel Report
- 8.2 Institutional Self-Evaluation Report-Chabot College
- 8.3 Institutional Self-Evaluation Report-Las Positas College
- 8.4 First Reading of New, Reviewed, or Revised Administrative Procedures
 - AP 2410 Board Policy and Administrative Procedure
 - AP 3310 Records Retention and Destruction
 - AP 5017 Responding to Inquiries of Immigration Status
 - AP 5140 Disabled Student Programs and Services
 - AP 5200 Student Health Services
 - AP 5300 Student Equity
 - AP 5410 Associated Students Elections

- AP 5430 Co-Curricular Activities
 - AP 5530 Student Rights and Grievances
- 8.5 First Reading of New, Reviewed, or Revised Board Policies
- BP 2410 Board Policy and Administrative Procedure
 - BP 3310 Records Retention and Destruction
 - BP 5016 Transfer of Units
 - BP 5140 Disabled Student Programs and Services
 - BP 5200 Student Health Services
 - BP 5300 Student Equity
 - BP 5530 Student Rights and Grievances
- 8.6 Annual CCFS 311 Report (311A)

9.1 OTHER ACTIONS

10.0 REPORTS- SENIOR LEADERSHIP AND TRUSTEES

- 10.1 Presidents of Chabot College and Las Positas College
- 10.2 Chancellor
- 10.3 Recognitions
- 10.4 Trustee Reports and/or Official Communications

1.9 APPROVAL OF MINUTES OF OCTOBER 19, 2021, REGULAR

1.10 PUBLIC HEARING: Chabot-Las Positas Faculty Association Proposal for the Collective Bargaining Agreement with the Chabot-Las Positas Community College District ending June 30, 2022

President Randolph opened the Public Hearing at 6:36 p.m. with no public comments, the Hearing was closed.

1.11 PRESENTATION: Las Positas College's Students Programs and Works of Distinction.

Chancellor Gerhard stated as we do this time of year it is that that time to recognize and celebrate our students, faculty and classified professionals. President Foster thanked the Board for the opportunity to share Las Positas Student programs and distinction this evening. He stated tonight they will highlight the amazing work that has taken place to implement the Guided Pathways framework. He stated the implementation of Guided Pathways is recognized in the State Chancellor's Vision for Success; not only as a strategy to align and integrate the various initiatives and programs currently underway at our colleges but the evidence-based practices that anchor the Guided Pathways framework. He stated LPC increased their understanding of not having clear pathways and the challenges of students experience when trying to complete their degree. As a result of these conversations the past three years the faculty, classified professionals and administrators have embraced this change to improve the experiences for their students. He stated although they still have some exciting work ahead their progress is because of the outstanding leadership. He introduced VP Whalen, Ms. Angella VenJohn, Ms. Kristy Woods and Ms. Nan Ho who gave the following presentation.

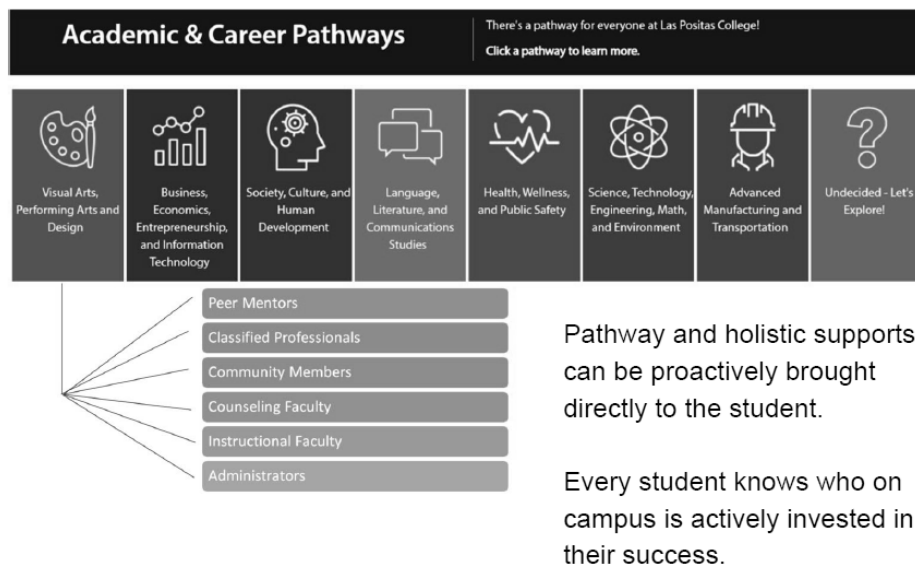
CALIFORNIA GUIDED PATHWAYS DEMONSTRATION PROJECT 2.0

- Goal: to empower college teams to take the work of guided pathways back to their college campus and move forward on implementing or evolving guided pathways
- Las Positas College selected as 1 of 20 California community colleges (2020)
- Focus on development and implementation of Student Success Teams
- Cross-Functional Team

STUDENT SUCCESS TEAMS

A student success team can be an academic, student and administrative services team that collaborates to plan and implement data-informed, equity-infused practices and holistic support along the student journey.

ACADEMIC AND CAREER PATHWAYS SERVES OUR STUDENTS



PROGRAM MAPPER SERVES OUR STUDENTS

Students can enroll in classes with confidence in our degrees and certificates, using a suggested course sequence.

CAREER COACH SERVES OUR STUDENTS

Students explore careers, salary, and employment opportunities linked to our LPC degrees and certificates.

DATA LITERACY SERVES OUR STUDENTS

Data on our students in our Pathways allow us to know who are the students in each pathway, what are their needs and how are they succeeding to inform our work.

MILESTONE ALONG OUR STUDENTS' JOURNEY

Knowing where our students are along their journey allows us to provide key milestone support. Students enrolled in a Persistence Project section in Spring 2021 had a 10% higher success rate.

GUIDED PATHWAYS-THE YEAR AHEAD- STUDENT SUCCESS TEAMS

- Information Gathering Students and Practitioners Fall 2021
- Synthesis of Lessons Learned January 2022
- Development of Success Teams Spring 2022

STUDENT SUCCESS TEAMS SUPPORT OUR STUDENTS TO TRANSFER

- Students will connect to next steps at CSU East Bay
- This is in collaboration with our East Bay CAN and CSU Chancellor's Office Program Pathway Mapper Project

STUDENT SUCCESS TEAMS SUPPORT OUR STUDENTS' CAREER AND EMPLOYMENT EXPLORATION

The collage features several promotional materials for Las Positas College:

- Tri-Valley One-Stop Career Center and LAS POSITAS COLLEGE Spring CAREER EXPO**: Held on Wednesday, May 11, from 10:30 am to 1:30 pm outside on the quad. It lists participating employers and provides contact information for more details.
- PATHWAYS TO PROFESSIONS IN SCIENCE AND ENGINEERING**: A virtual information session on Monday, October 26, from 6:00-7:00 pm, featuring professionals from LLNL.
- THIS WEEK'S SMARTSHOPS**: A series of workshops on Monday, Tuesday, and Wednesday, October 25-27, covering topics like conjunctions, interweaving tips, and financial wellness.
- Discover Las Positas College Virtual Information Sessions**: A series of sessions on Monday, October 26, from 6:00-7:00 pm, focusing on career exploration and transfer information.
- Las Positas College Information Night for Parents and Families**: An introduction to the college and its programs, held on Thursday, April 14, from 6:00 pm to 7:00 pm.
- CAREER COACH**: A resource for students to explore their career path and discover the LPC program.
- The Las Positas College Internship & Job Board is Now Powered By Handshake**: A platform for students to find jobs and internships, with a sign-up link provided.

Questions:

Trustee Sbranti thanked everyone for the great work and inspiring presentation. He asked how many student success teams are there and how are the students engaged in the findings. Ms. Woods stated they are on a journey to student success teams by the spring of 2023. She stated they are engaging students through student panels as well as reaching out to employers and the community to find out what are the bridges that they would like to be built. She stated this is the three-year California Demonstration Project. Trustee Sbranti stated he encourages continuing to survey students and employers. Ms. Woods stated student have suggested peer mentors are apart of the student success team makeup and is built into the vision for success. Trustee Sbranti suggested a “soft rollout”.

Trustee Heredia asked if faculty will have an active roll is this development. Ms. Woods stated yes there is a lot of momentum and excitement on campus with faculty around this.

Trustee Granger thanked the presenters and stated it was enheartening how data was used to identify what students need. She applauded the “through the gate” concept that includes employment and bachelor degree options for students. She asked if there is training for faculty for the persistence project. Ms. Woods stated a canvas course has been designed that includes orientation and training throughout the semester.

Trustee Reynoso complimented the presenters and stated he is looking forward to seeing the data and this in practice.

President Randolph stated she was impressed with the “career coach” that is available for students and seeing how that carries out. She thanked Las Positas College for the great presentation.

1.12 PRESENTATION AND DISCUSSION: Redistricting Plan with the 2021 Census-Lapkoff and Gobalet Demographic Research, Inc.

Chancellor Gerhard stated this presentation is a follow-up presentation from the October 19th Board meeting. He introduced Ms. Lapkoff who presented the following presentation.

AGENDA

- Short Review
- Plan 1
- Provide direction for demographer

WHAT IS REDISTRICTING

- Every 10 years, community college districts that elect boards by Trustee Area must redistrict (adjust Trustee Area boundaries to have equal total populations)
- Federal and state laws apply
- Each community college district must adopt new Trustee Area boundaries before March 1, 2022 (by law)
- The new Trustee Areas will be used until Census 2030 data are released
- Current Trustees complete their terms of office even if they no longer live in the Trustee Area they were elected to represent

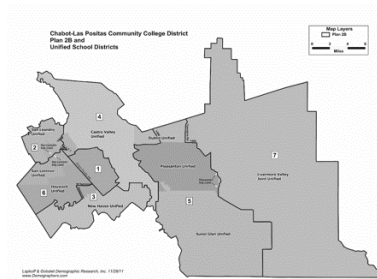
CLPCCD's CURRENT TRUSTEE AREA POPULATIONS ARE NOT BALANCED, SO THE BOUNDARIES NEED TO BE ADJUSTED

District	2020 Population	Deviation	% Deviation
1	100,155	-2,169	-2.1%
2	93,963	-8,361	-8.2%
3	94,430	-7,894	-7.7%
4	99,209	-3,115	-3.0%
5	114,720	12,396	12.1%
6	97,030	-5,294	-5.2%
7*	116,758	14,434	14.1%
Total	716,265	22,795	22.3%

Ideal Population 102,324

Using 2020 Census data (unadjusted by SWDB)

* District 7's population is an estimate at this time, due to SRVUSD



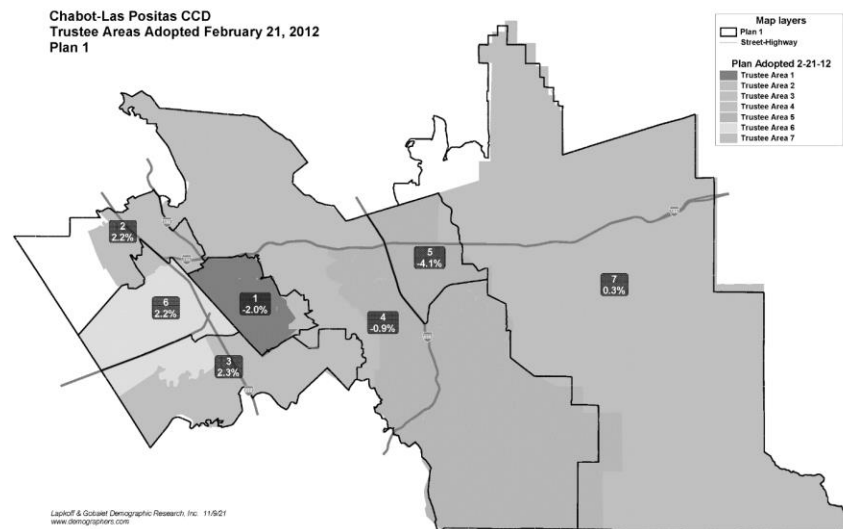
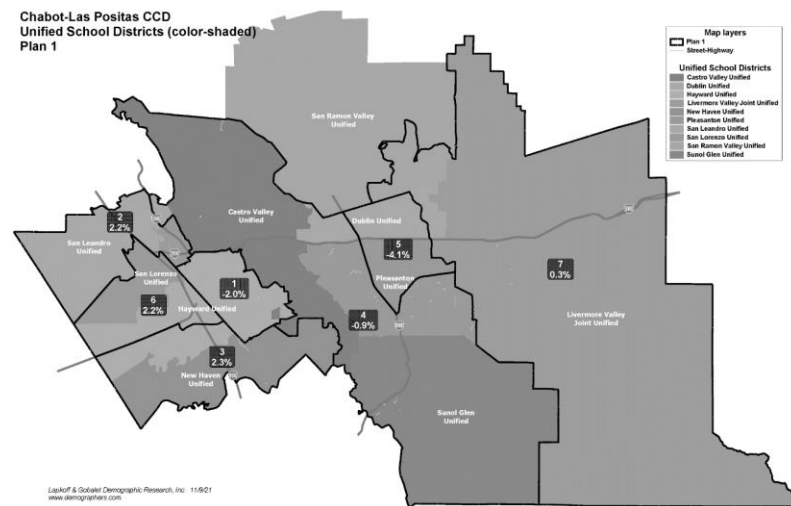
PLAN 1

Trustee Area Boundaries

- Extensive use of school district boundaries to form the boundary between trustee areas
- When school district boundaries were not possible, we used highly identifiable geographic features, like Interstate 680, Interstate 580, Railroad tracks, major roads
- Trustee Areas 1, 2, 3, 6 and 7 similar to current plan
- Trustee Areas 4 and 5 use Interstate 680 as a dividing line

Each incumbent is a separate trustee area

Plan deviation is 6.4%



CLPCCD Plan 1**Ethnic Distribution of the Total Population**

District	Total			Latino/ Hispanic	Non-Hispanic				Total
	Population	Deviation	% Deviation		White	Black	Asian	Other	
1	100,697	-2,035	-2.0%	38%	19%	12%	25%	5%	100%
2	104,988	2,256	2.2%	35%	18%	14%	30%	4%	100%
3	105,105	2,373	2.3%	26%	11%	5%	54%	4%	100%
4	101,796	-936	-0.9%	14%	41%	4%	36%	4%	100%
5	98,482	-4,250	-4.1%	11%	33%	3%	50%	3%	100%
6	105,014	2,282	2.2%	43%	15%	7%	31%	5%	100%
7	103,043	311	0.3%	19%	50%	2%	25%	4%	100%
Total	719,125			27%	26%	7%	36%	4%	100%

Most populous trustee area	2,373
Least populous trustee area	(4,250)
Difference	6,623
Ideal trustee area population	102,732
Plan's Percent Deviation	6.4%

Questions:

Trustee Sbranti asked if San Ramon road that runs parallel can be shifted west and put the area in between San Ramon road and Highway 680 back into trustee area five. Ms. Lapkoff stated she will adjust the lines. Trustee Sbranti stated he understands we have to balance populations however, he would be curious if we took one slice from the outset border and see what it does to the population deviations.

Trustee Granger asked if there is going to be an alternative plan that will be presented with more detail based on the suggestions made this evening. Ms. Lapkoff stated yes it will be presented at the December 14th meeting. Trustee Granger stated she has concerns about five of the school districts being split between trustees. Ms. Lapkoff stated Hayward is too large not to split but she will work on doing less splitting. She stated she was concerned about splitting Dublin into three pieces.

Chancellor Gerhard stated based on tonight's feedback he will work with Ms. Lapkoff on other scenarios that we can be presented at the December Board meeting.

President Randolph thanked Ms. Lapkoff for the presentation.

President Randolph stated Trustee Reynoso had an emergency and had to leave the meeting.

1.13 PRESENTATION: Accreditation

Chancellor Gerhard stated both colleges will present their Institutional Self-Evaluation Presentations. He stated Chabot College will go first and introduced President Sperling who then introduced InterimVP Cooks who gave the presentation.

INSTITUTIONAL SELF-EVALUATION REPORT- CHABOT COLLEGE

ACKNOWLEDGMENTS

- President Susan Sperling, Ph.D.
- Chabot Accreditation Leadership Team (CALTeam)
- Chabot Accreditation Steering Committee
- Chabot Faculty Senate
- Chabot Classified Senate
- Student Senate of Chabot College
- Chabot Shared Governance Committees
 - Chabot Senior Administrators, Deans, and Program Directors
 - Chabot Institutional Research Office

CHABOT ACCREDITATION LEADERSHIP TEAM (CAL TEAM)

- Jamal Cooks, Ph.D., Interim Vice President, Academic Services/ALO
- Heather Clements, Faculty, Co-Chair
- John Chan, J.D., Evidence Coordinator
- Cynthia Gordon da Cruz, Ed.D., Coordinator, Institutional Research
- Deonne Kunkel Wu, Ph.D., Editor
- Pedro Reynoso, Faculty Lead
- Audrey Trotter, Ph.D., External Consultant
- Sara Henry, Ph.D., Heartful Editor
- Stacy Thompson, Ed.D. Retired, Vice President, Academic Services/ALO (Through August 2021)
- Samantha Kessler, Ed.D., Director of Institutional Effectiveness (Through July 2021)

CHABOT COLLEGE 2022 ISER ACCREDITATION STEERING COMMITTEE

Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity	Standard II Student Learning Programs and Support Services	Standard III Resources	Standard IV Leadership and Governance
Standard I: Co-Leads (SCL) Jennifer Lange (F) Bobby Nakamoto, Ed.D. (A) Standard Team Members: I.A. Mission Bobby Nakamoto, Ed.D. (ACL) Jennifer Lange (FCL) and Writer Trish Shannon, Ph.D. (F) Terri Anderson, Ed.D. (A) Ghazal Hamid (S) Martin Medeiros (F) Standard Team Members: I.B. Assuring Academic Quality and Institutional Effectiveness Bobby Nakamoto, Ed.D. (ACL) and Writer Jennifer Lange (FCL) Trish Shannon, Ph.D. (F) Terri Anderson, Ed.D. (A) and Writer Ghazal Hamid (S) Martin Medeiros (F) Standard Team Members: I.C. Institutional Integrity Arnold Paguio (ACL) Julie Coan (FCL) Megan Parker (CCL) Lanneth Calvillo (C) Paulette Lino (A) Mark Anderson (F) Manny Kang (F) and Writer Mark Anderson (F) Writer	Standard II: Co-Leads (SCL) Jamal Cooks, Ph.D. (A) Abigail Patton (A) Standard Team Members: I.I.A. Instructional Programs Kristin Lima, Ed.D. (ACL) Safiyah Forbes, Ph.D. (ACL) Aaron Deetz (FCL) and Writer Cheree Manicki (CCL) Lael Adediji (A) Ming Ho (F) and Writer Kim Morrison (F) Dara Greene (F) Na Liu, Ph.D. (C) Susan Williams (C) Clara McLean, Ph.D. (F) and Writer Standard Team Members: I.I.B. Library and Learning Support Services Jamal Cooks, Ph.D. (ACL) Abby Patton (ACL) Pedro Reynoso (FCL) and Writer Rachael Tuppen-Eoff (C) and Writer Gabe Chaparro (A) Jane Wolford (F) Roland Belcher (C) Patrick Mwamba (C) Salimah "Mrs. Mak" Shabazz (S) Standard Team Members: I.I.C. Student Support Services Debbie Trigg (ACL) Jeanne Wilson, Ed.D. (ACL) Shannon Stanley (FCL) and Writer Kathy Medina (A) Paulette Lino (A) Frances Fon (F) and Writer Patricia Molina (F) Yvette Nahinu (C) Sean Day (C) Theresa Pedrosa (S)	Standard III: Co-Leads (SCL) Kevin Kramer (A) Standard Team Members III.A Human Resources Matt Kritscher, Ed.D. (ACL) and Writer Sadie Ashraf (FCL) K Metcalf (CCL) Mona Abdoun (F) Scott Hildreth (F) Wyman Fong (A) Jennifer Druley (A) and Writer Theresa Pedrosa (S) Standard Team Members III.B Physical Resources Kevin Kramer (ACL) and Writer Mark Stephens (FCL) Christine Hererra (CCL) Christina Read (A) Bob Buel (F) Rick Hassler (C) and Writer Ellie Hirstien (C) Standard Team Members III.C Technology Resources Nathaniel Rice (ACL) Mumtaj Jomali (FCL) Morgan Butler (CCL) and Writer Sara Woods (A) Christy Davis (C) Manny Kang (F) Thomas Dourie (C) Standard III Team Members Standard III.D Financial Resources Dale Waggoner (ACL) Heather Hernandez (CCL) Writer Mimi Munoz (A) Billy De Los Santos (C) Angela Castellanos (C)	Standard IV: Co-Leads (SCL) Yvonne Wu Craig (A) Noeli Adams (C) Standard Team Members IV.A Decision-Making Roles and Processes Yvonne Wu Craig (ACL) and Writer Miguel Colon (FCL) and Writer Noeli Adams (CCL) and Writer Andrew Pierson, Ph.D. (F) Katrina Field (C) Virginia Criswell (C) Student (S) Standard Team Members IV.B Chief Executive Officer Susan Sperling, Ph.D. Samantha Kessler, Ed.D. Standard Team Members: IV.C Governing Board District Coordination Standard Team Members IV.D Multi-College Districts or Systems District Coordination QFE Lead and Writer Pedro Reynosa

SPECIAL THANKS

- Na Liu, Ph.D., Research Analyst, Institutional Research Office
- Indra Liauw, Ph.D., Research Analyst, Institutional Research Office
- Cheree Manicki, Executive Assistant, Vice President, Academic Services
- Sienna Dalton, Senior Administrative Assistant, Language Arts Division

- Kirti Reddy, Executive Assistant, Office of the President
- Wing Kam, Webmaster, Office of the President

INSTITUTIONAL SELF-EVALUATION REPORT (ISER)

“The self-evaluation process is an opportunity for deep, intentional reflection on current institutional conditions, achievements, and goals, and for thorough examination of the quality and effectiveness of programs, services, and institutional operations.” (ACCJC Guide)

OVERVIEW

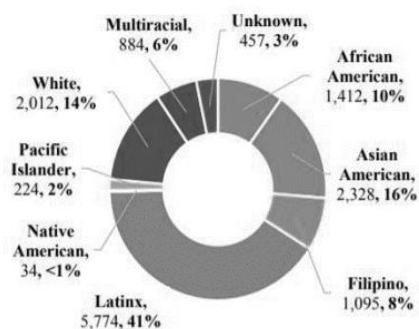
- Introduction
- Standard I
- Standard II
- Standard III
- Standard IV
- Improvement Plans
- Learning from Institutional Self-Evaluation
- QFE
- Questions

INTRODUCTION

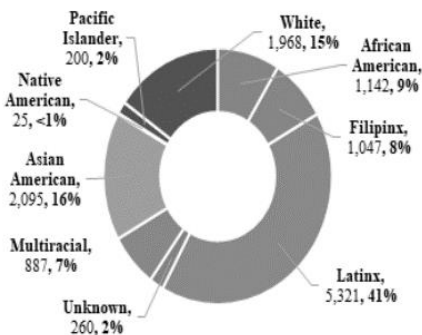
- Chabot College is in the 60th year of a proud history of creating superb educational opportunities, support, and mentoring for generations of students who display persistence, endurance, and academic achievement.
- We value high standards of instruction, integrity of our community, inclusion of all, and innovation to improve the teaching and learning of all students.

CHABOT STUDENTS' RACE/ETHNICITY IN FALL 2019 AND FALL 2020

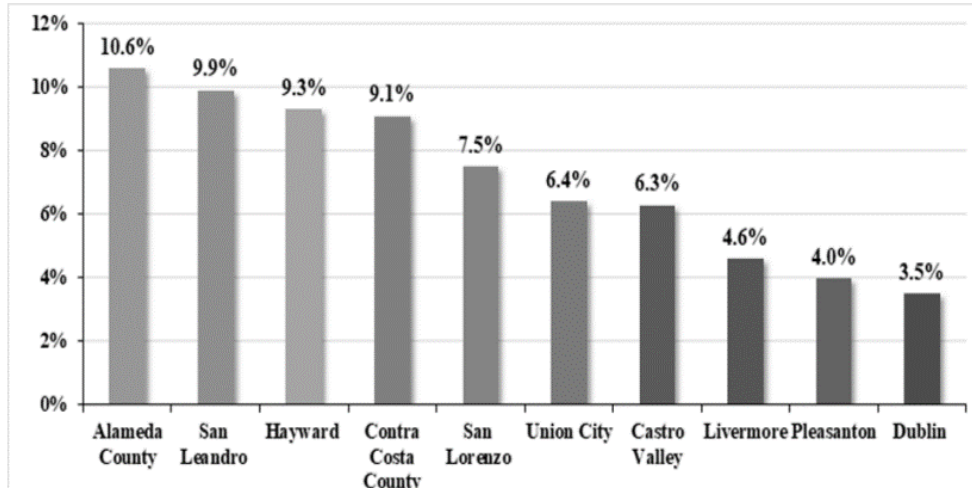
Fall 2019



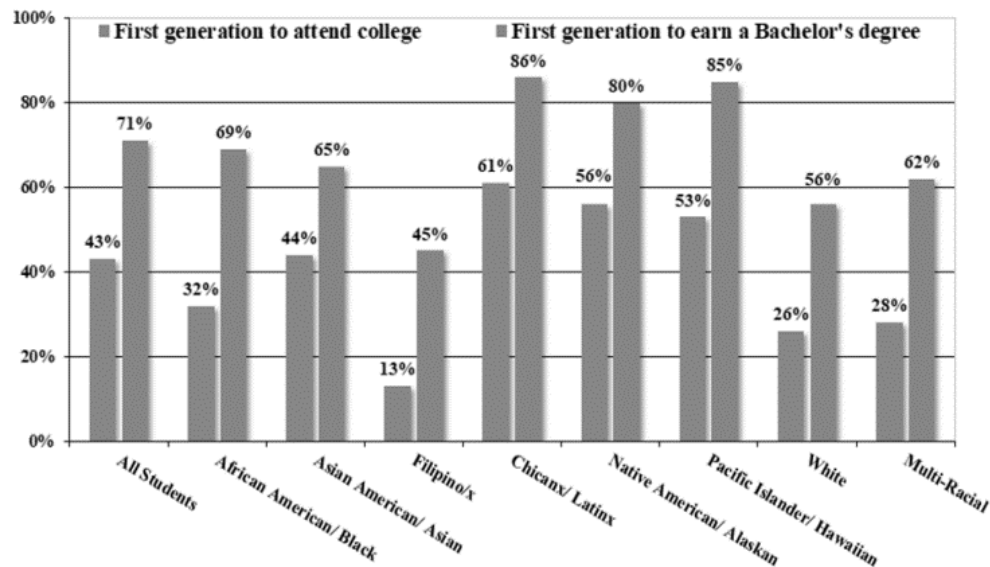
Fall 2021



COUNTY AND SERVICE AREA COMPARISON-PERCENT OF PEOPLE LIVING BELOW POVERTY THRESHOLD, 2018



PERCENTAGE OF FIRST-GENERATION COLLEGE STUDENTS AT CHABOT BY RACE/ETHNICITY, FALL 2020



INSTITUTION SET STANDARDS AND STRETCH GOALS FOR ACCJC

- ACCJC requires all colleges to set two types of goals on student outcome metrics: – 1) institution-set standards: minimum baseline values that metrics should not drop below, and – 2) stretch goals: goals above the current level of performance that we aspire to achieve.
- Chabot's performance on ACCJC metrics are posted on the Chabot IR website.

INSTITUTION SET STANDARDS AND STRETCH GOALS FOR ACCJC: COURSE SUCCESS RATES

Successful Course Completion Rates*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	69.37%	70.55%	71.12%	Yes	Yes
2018-19	69.66%	71.86%	72.59%	Yes	Yes
2019-20	69.97%	73.93%	71.23%	Yes	No

INSTITUTION SET STANDARDS AND STRETCH GOALS FOR ACCJC: ASSOCIATE DEGREES

Number of Associate Degrees* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	803	1,119	1,146	Yes	Yes
2018-19	887	1,278	1,308	Yes	Yes
2019-20	925	1,503	1,322	Yes	No

INSTITUTION SET STANDARDS AND STRETCH GOALS FOR ACCJC: NUMBER OF CERTIFICATES AWARDED

Number of Certificates* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	266	384	407	Yes	Yes
2018-19	272	476	689	Yes	Yes
2019-20	311	882	648	Yes	No

INSTITUTION SET STANDARDS AND STRETCH GOALS FOR ACCJC: TRANSFERS

Transfers*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	781	896	957	Yes	Yes
2018-19	878	1,000	957	Yes	No
2019-20	875	996	1,092	Yes	Yes

INSTITUTION SET STANDARDS AND STRETCH GOALS FOR ACCJC: LICENSURE EXAMINATION PASS RATES

Program	Licensure Examination Pass Rates				
	Exam (National, State, Other)	Institution-Set Standard	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Dental Hygiene	State	85%	100%	100%	100%
Dental Hygiene	National	85%	100%	100%	100%
Nursing	State	85%	100%	100%	100%

STANDARD I- MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- The institution is committed to a mission that emphasizes student learning and student achievement.
- The institution demonstrates integrity in all policies, actions, and communication.
- The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD I-HIGHLIGHTS

- The Chabot College mission is widely available and informs decision making using both quantitative and qualitative data to meet the College's Mission.
 - The assessment processes align budget and planning with the mission, vision, and values of the College.
- Chabot College's website, the College Catalog, the Class Schedule, and various employee handbooks publish accurate information in regard to accrediting status, outcomes data, and cost to attend.

STANDARD II - STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission.

- The institution assesses its educational quality and uses the results to improve educational quality and institutional effectiveness.
- The institution defines and incorporates into all of its degree programs a substantial component of GE designed to ensure breadth of knowledge and to promote intellectual inquiry.

STANDARD II – HIGHLIGHTS

- The Library and the Learning Connection (LC) assesses its educational quality makes results of its assessments and uses results to improve educational quality and institutional effectiveness.
- The Library and the LC provide a comprehensive collection of educational equipment, materials, and services, both in person and online, which support the College's educational programs, regardless of location or means of delivery.
- Chabot College provides services and resources that are sufficient in quantity, currency, depth, and variety to support educational programs and thus enable student learning and achievement.

STANDARD III – RESOURCES

- The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to meet institutional effectiveness.
- Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system.
- The district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD III – HIGHLIGHT

- The District and College employs a sufficient number of well-qualified faculty, professional staff, and administrators who meet the minimum and desirable qualifications for their position in support of the College's mission.
- The College provides and maintains safe and sufficient physical resources in support of the College's mission to provide equitable educational opportunities to students and the community.
- The College works collaboratively to meet technology needs for students, faculty, and staff. Chabot's policies and procedures prioritize the long-range planning of technology resources aimed at fulfilling the College's mission.

STANDARD IV - LEADERSHIP AND GOVERNANCE

- The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success and sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.
- Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness.
- Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

STANDARD IV – HIGHLIGHTS

- Through established policies, procedures, and practices, the College demonstrates its commitment to promoting student success and sustaining academic quality and fiscal stability.
 - The Shared Governance Process clearly delineates and recognizes the roles committees and constituent groups have in the decision-making process.
 - The College will continue implementing its IEPI Institutional Innovation and Effectiveness Plan.
 - The President oversees the institutional structure, including the administrative team, and assures the implementation of statutes, regulations, and governing board policies.

IMPROVEMENT PLANS

- Currently, 47% of Program Learning Outcomes (PLOs) assessment data has been recorded.
- All PLOs will be assessed and entered into CurricUNET by Spring 2022.

LEARNING FROM INSTITUTIONAL SELF-EVALUATION

- The College has effective policies, procedures, and practices in place to support institutional continuous quality improvement.
- Significance of continuing to accomplish the College plan and goals identified through our Institutional Effectiveness Partnership Initiative (IEPI) grants:
 - Ongoing refinement to our shared governance processes
 - Achievement of braided funding within the integrated planning and resource allocation processes
 - Implementing new processes and software systems to support resource allocation and budget planning.

WHAT IS THE QFE?

“The Quality Focus Essay (QFE) is the component of the ISER which provides the opportunity for institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement.”

QUALITY FOCUS ESSAY (QFE)

- Project 1: Building upon the Guided Pathways framework with an equity and technology lens
- Activities:
 - Implementing and embedding Student Success Teams in Learning and Career Pathways
 - Establishing a Guided Pathways Student Council
 - Integrating Learning and Career Pathways in Current Systems
- Project 2: Further Development of the Black Excellence Collective 10x10 Village Project with a mental health and technology lens
- Activities:
 - Mental Health Outreach & Capacity Building
 - Integrating a Mental Wellness Mobile App
 - Student Engagement & Mental Health Services

INSTITUTIONAL SELF EVALUATION REPORT-LAS POISTAS COLLEGE

President Foster stated he too is proud of the work that has taken place. He stated the report is a true authentic and reflection of where they are as an institution. He stated there is much to be proud of, the ISER catches validates the hard work that they do across the college and it reflects the great way they teach and support their students and each other as well highlights areas they need to continue to improve. He thanked each member of the accreditation steering committee, research planning and institutional effectiveness for their contributions. He thanked VP Whalen for putting in long hours and for leading Las Positas through this accreditation cycle successfully. He introduced VP Whalen who gave the presentation.

ACKNOWLEDGEMENTS

Accreditation Team Steering Committee: Elena Cole, Tina Inzerilla, Rajinder Samra, Tim Druley, Stuart McElderry, Carolyn Scott, Kristina Whalen

Expanded Steering Committee; Andrea Migliaccio, Nadiyah Taylor, Ann Hight, Jin Tsubota, Anette Raichbart, Sui Song, Rajeev Chopra, Angella VenJohn, Heidi Ulrech, Steve Gunderson, Jennifer Druley, Heike Gecox, Kyle Johnson, Angelica Cazarez, Titian Lish, David Rodriquez, Sheri Moore

OVERVIEW

- Introduction
- ISER Expectations
- Standard I
- Standard II
- Standard III
- Standard IV
- Improvement Plans
- QFE
- Questions

ISER ORGANIZATION OF PROCESS

Year of Reflection

Each Standard was worked on in committee for over two months. The process:

Committee Session 1: Interpret the Standard

Committee Session 2: Review the evidence

Committee Session 3: Sketch answers

Committee Session 4: Draft narrative

INTRODUCTION

Highlights

- Call to Action--Anti-Racism
- Shared Governance Improvements
- Lasting Educational Partnerships
- Guided Pathways Momentum

- Student Leadership
- Support for the Arts
- Pandemic Response

STANDARD 1- MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD I- HIGHLIGHTS/REFLECTIONS

- Equity in our mission led to quick incorporation of equity at center of key institutional process and documents.
- Innovations that increase equitable opportunities for students; must continue to tackle hard problems and institutionalize sustainable solutions.
- Program review a meaningful and valued process for the institution

STANDARD II- STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

STANDARD II-HIGHLIGHTS/REFLECTIONS

- Instruction and Student Services adapted admirably to tectonic shifts
 - Distance Education
 - Credit for Prior Learning
 - Equity auditing – New GE requirements
 - SSSP to SEA
- Learning support services efficient and well-run, ensuring student success even during the COVID-19 Pandemic

STANDARD II-RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

STANDARD III-HIGHLIGHTS/REFLECTIONS

- Large part of the budget is consumed by human resources but survey data surfaces a feeling that we do not have enough human resources.

- The College is leveraging technology to create opportunities and efficiencies.
- Magnitude of work in technology is astounding.

STANDARD IV – LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

STANDARD IV- HIGHLIGHTS/REFLECTIONS

- Strong commitment to continuous review of process and policies
- Accreditation standards seamlessly incorporated
- Campus-wide participation—invitation to implementation

IMPROVEMENT PLAN

Las Positas College is committed to appropriate participation in institutional decision-making by all of its constituent groups. Even so, some constituency groups, namely classified professionals and students, have been inadequately represented on college committees. LPC recognizes the need to improve in this area and will develop ways to ensure that classified professionals and students are not only invited and encouraged to participate, but are actually engaged in the college's decision-making processes at levels prescribed in the Shared Governance Handbook

QUALITY FOCUS ESSAY

Project 1: Prioritize, coordinate and sustain regular and relevant equity and anti-racism professional development for all classified professionals and faculty.

Project 2: Develop student Success Teams to enhance the college experience and career preparation for all students

Project 3: Develop, optimize, and institutionalize a comprehensive system of tutoring and other learning support services

Questions:

President Randolph thanked interim VPs Cooks and Whalen for their presentations.

Trustee Maduli asked interim VP Cooks what is Chabot Colleges financial resources for Standard Three. Interim VP Cooks stated the presentation does not highlight the financials however, they are included in the report. VP Whalen stated a Budget Committee was created to weekly monitor the budget and updates are given at Town Hall and Council meetings.

VC Nicholas stated the biggest highlight to Standard Three is the establishment of the irrevocable trust. Trustee Maduli stated the irrevocable trust is a major accomplishment.

Trustee Gin thanked interim VP Cook and VP Whalen for making the presentation easy to understand. He asked if the Chabot Stretch Goals are related to the pandemic. Interim VP Cooks confirmed, the data was from 2019-2020.

Trustee Sbranti thanked the presenters for the thoughtfulness and study that went into the presentation. He suggested communicating the successes and milestones that both colleges have done to the community. He stated regarding next steps, the district and campus leadership need to be intentional in supporting these efforts.

President Randolph echoed Trustee Sbranti, accreditation is a lot of work and she is impressed with the number of people that have been involved. She stated looking at the quality focus essay for both colleges' students are our focus.

1.14 PRESENTATION: Development of Budget Allocation Model

Chancellor Gerhard stated this presentation is to provide an update to the Board on the development of a revised budget allocation model. He introduced three members of the tri-chair, Ms. Adams, VC Nicholas and Ms. Thompson who gave the following presentation.

GUIDING PRINCIPLES ON BUDGET ALLOCATION MODEL

- The model must be perceived as fair;
- The model must be easily understood;
- The model must provide proper performance incentives; and
- The model must work in years of growth and contraction.

REVENUE TIED TO SCFF METRICS

- The Budget Allocation Model will calculate revenue in the same fashion we receive the revenue from the State
 - 3-year average FTES accounting for approximately 70% of all apportionment revenue;
 - Supplemental Allocation approximately 20% of all apportionment revenue (Pell, AB540, and Promise Grant students)
 - Success Allocation makes up the remaining 10% of revenue and presents challenges in disaggregating the data by college

M&O AND DISTRICT OFFICE

- M&O will be funded based upon Total Cost of Ownership
 - Future increases/decreases based upon square footage
- District Office will be funded on a percentage basis (TBD) and share with the colleges any increases/decreases in M&O funding and other districtwide expenses

- Multiple methods for funding the District Office have been assessed. Consensus was reached that the District Office should share in certain cost increases as it is fair, equitable, and promotes good fiscal stewardship.

NEXT DECISION POINTS AND CURRENT TIMELINE

- Districtwide Expenses (currently called Step 3A)
 - Will be discussed at the next PBC meeting later in November
- Reserves at the sites
 - What is appropriate? Should there be a ceiling? A Floor?
 - What best reflects our mission?
- Possible overspending at sites
 - How will this be addressed?
- Hold Harmless funds
 - These dollars are significant and currently needed to sustain operations at present levels
 - A distribution of these funds may be recommended to rebalance the fund balances at the sites.
- Tying DEMC recommendations to budget allocations
 - Progress is already being made in associating DEMC recommendations with the budget (tables in next slide will illustrate)
- These conversations will continue to occur through the first part of 2022.

5-YEAR ADJUNCT FACULTY- BUDGET VS. ACTUALS

Chabot College - Adjunct Faculty					
	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22 Est.
Budget	8,020,960	8,143,043	8,143,043	11,005,415	13,898,749
Actuals	10,934,916	11,021,488	11,413,662	13,372,875	13,993,203
Difference	(2,913,956)	(2,878,445)	(3,270,619)	(2,367,460)	(94,454)

Las Positas College - Adjunct Faculty					
	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
Budget	6,804,655	7,756,311	7,038,900	8,013,958	8,340,157
Actuals	8,649,661	8,531,136	8,749,786	8,437,313	8,315,082
Difference	(1,845,006)	(774,825)	(1,710,886)	(423,355)	25,075

WORK CONTINUES IN PBC

- PBC continues to meet twice per month with the Budget Allocation Model a standing item in each of those monthly meetings

Questions:

Trustee Maduli stated the colleges are having difficulty balancing their budgets. He asked why the colleges need a reserve, when the district covers both; it would be wiser to use the budget to allocate their needs and additional reserve. VC Nicholas stated whether the colleges and district hold the reserves, there should not be a negative reserve. Trustee Maduli stated at the end of the year the budget needs to be balanced. He stated this is a revenue allocation model, it does not cover all of the expenditures. VC Nicholas stated the colleges are incentivized if they are able to keep their reserves. Trustee Maduli stated if he looks at the FON numbers between the two colleges he will find a mismatch. VC Nicholas stated the data has been incorporated into the DEMC spreadsheets which then tells them how many full-time equivalent faculty are needed. He stated the second component is they look at how many instructional full-time faculty are in position control and that will be the first component of taking from the total FTEF and the remainder has to come from part-time ranks. He stated this work is ongoing and is indicative of the change in the current fiscal year of the small variance between the budgets to the actual as it is currently predicted. Trustee Maduli stated he again would like to see a balanced budget with negative reserves.

President Randolph asked if the Budget Committee will look at the reserves at the colleges. VC Nicholas stated yes, essentially a movement of reserves will need to happen from the district to the colleges to bring them out of the negative.

Trustee Sbranti stated the alignment between DEMC and PBC is important however, there will be factors beyond our control and intervention check points are critical.

President Randolph thanked the tri-chairs for their presentation.

2.0 REPORTS, FACULTY, CLASSIFIED AND STUDENT SENATES

2.1 PRESIDENTS OF CHABOT AND LAS POSITAS COLLEGES FACULTY SENATES

Las Positas College Academic Senate President, Ms. Sarah Thompson provided the following report:

October Accomplishments:

- 1) Return to Campus - We are working with the President's office and the other constituency groups to make the difficult move to reopening as supportive as possible for students. We particularly appreciate the close working relationship we have with the LPC Student Government and their President, Kyle Johnson, for helping us identify where gaps exist and how to fill them.
- 2) Participating as a team in the 2.2 for 22 Virtual Challenge in recognition of the 22 veterans we lose to suicide every day. We are so honored to be a part of this wonderful event sponsored by the LPC Veteran's First Program and the Student Veteran Organization. Thank you to Todd Steffan for encouraging our participation!
- 3) Further Developing a plan to initiate an Auditing option at the College.

- 4) Agreed to move forward with planning a district wide Hi Flex professional development program in the Summer
- 5) Approved certificates/degrees/or programs in Cyber Security and Social Justice Studies with an emphasis on Women and Gender
- 6) Working through concerns of enrollment barriers with Student Services

Subcommittee Work:

- 1) LGBTQ+ Advisory Committee: This committee has laid the groundwork for the upcoming Spring sessions of professional development for faculty and staff. We have crafted language syllabi for faculty to welcome students, create safe spaces, and instruct students on the importance of identifying personal pronouns as well as directions as how to change one's legal name to one's preferred name in Canvas and other non-legal documents. In collaboration with the LPC Student Government (with many thanks to Kyle Johnson for organizing) we had a student LGBTQ+ panel on Flex Day to give us a snapshot of the barriers and needs of our students.
- 2) Faculty diversification Advisory Committee: Working with EEOAC, approved a statement of commitment and process for promoting equitable hiring practices.
- 3) Addressing Anti-Black Racism Advisory Committee: Conducted a student survey to see where Black students are experiencing "sludge" – barriers to interfacing with matriculation and registration.
- 4) Compressed Calendar Exploratory Committee – gathering research on districts who have recently switched to 16-week semesters.

FACCC/Statewide Advocacy:

- 1) FACCC Legislation and Advocacy Committee – developing a working relationship with the SCFF Equity Coalition in terms of lobbying State Legislators for fundamental changes to the SCFF model.
- 2) I am now swerving on the ASCCC (Academic Senate for California Community Colleges – the statewide Academic Senate) Legislation and Advocacy Committee.

Fundraiser:

- 1) We are holding our inaugural Winter Wine Raffle now through December 15. Please see the attached email announcement!

Recognition of Kristina Whalen:

- 1) In my 26 years as a faculty member, I have been an active participant in 2 accreditation self studies and 2 midterm reports – this experience usually leading to frustration, yelling, and hair loss. Until this cycle. Because there was absolutely no need for me to be involved. We were blessed this time around with an amazing team of veterans like faculty member Elena Cole (our past ALO) and newcomers like writing extraordinaire Dean Stuart McElderry. The real difference, however, was the leadership coming from Vice President Kristina Whalen. She is very humble, and will always direct credit elsewhere, but she tackled this project with clarity and optimism, and the end result is obvious. We thank you for your gifts, Kristina!

Chabot College Academic Senate President, Mr. Miguel Colon stated the following:

Chabot 2030

Milestones and Deliverables

October 31st

Form Senate Workgroup formed - Completed

Heather Hernandez

Noell Adams

Jennifer Lange

Miguel Colón

Dov Hassan

Zeraka Mitchell

Arnold Paguio

December 31st

Revised plan presented to Senates – Push to January 2022?

March 31, 2022

Presentations to Shared Governance Committees - Underway

September 30, 2022

Formal plan and resource request to College President

January 1, 2023

Commence Presentations to Community

Joint Full and Transparent Communication Resolution

Delivered during Nov 9th Chancellor's Counsel

Special thanks (shout out) to VCs Owen and Fletcher

Work Group formed to explore campus Bullying

Faculty to faculty

Faculty to classified professional

2.2 PRESIDENTS OF CHABOT AND LAS POSITAS COLLEGES AND DISTRICT CLASSIFIED SENATES

Las Positas College Classified Senate President, Ms. Jean O'Neil-Opipari provided the following report:

- Thank you to Kyle for attending the LPC Classified Senate meeting this month. The presence of the student voice reminds us that students are at the center of our work. We look forward to collaborating LPCSG in the future.
- Through the generous support of the California Community College Chancellor's Office (CCCCO), the Institute for Evidence-Based Change (IEBC) will be expanding the Caring Campus effort in California. LPC was notified last week that we are in consideration to be one of 15 California Community Colleges to be included in the cohort beginning in 2022.
We are in the process of completing a Readiness Assessment. The cohort of 15 schools will be announced January 31, 2022.

- We have one Classified Professional, Aubrie Ross, attending LIFT (Leadership Institute for Tomorrow) sponsored by the State Chancellor's office. We hope to be able to share what she learns this week in a Flex Day session in the Spring.
- LPC Classified Professionals are working on a few volunteer projects:
 - There was a Classified Professionals team for the 2.2 Challenge Walk for Veterans that concluded on Saturday, November 13.
 - Today Classified Professionals volunteered to serve Thanksgiving Dinner at Arbor Vista, a senior, affordable housing site in Livermore.
 - We are planning a Classified volunteer day in December at the LPC Market (free food distribution coordinated by the LPCSG).
- Members of the Classified professional development team have coordinated an Equity for Classified Get-Together which will take place once a month. It is a time for Classified to get to know each other and share experiences.

Chabot College Classified Senate President, Ms. Heather Hernandez provided the following report:

Senate Priorities AY 21-22

- Engage classified professionals in the decision-making process through thoughtful participation, and leadership, in college and district governance structures.
- Strengthen standards, policies, procedures, and practices that support student and classified success and equity.
- Enhance classified professional knowledge and roles in the areas of institutional planning, budget, and accreditation.

Recent Classified Senate Business/Activities

- The Chabot College Classified Senate would like to congratulate Patricia Molina on her appointment as the new Dean of Special Programs for Chabot College. We look forward to working with Dean Molina in her new role.
- We had a second reading and review of the draft Institutional Self-Evaluation Report with the Accreditation Leadership Team and provided feedback on the Quality Focus Essay at our October senate meeting. Our membership was encouraged by the opportunities to participate in the drafting and evidence collection process and voted to endorse the ISER. I would like to recognize the Classified Professionals who helped to draft standard narratives and/or lead their standard teams: Heather Hernandez, Christine Herrera, Megan Parker, Morgan Butler, Noell Adams, Karen Metcalf, Cheree Manicki, Rick Hassler and Rachael Tupper-Eoff, along with many other Classified Professionals who served on the standard teams. This was a truly collaborative effort among the college constituency groups, and a special recognition should be given to our Chabot Accreditation Leadership

Team for their dedicated work and inclusion of all voices in our 2021 Institutional Self-Evaluation Report.

- At our October senate meeting, we were provided an update by Dean Abby Patton on Guided Pathways as well as a Flex Day workshop, Interrogating Guided Pathways through a Classified Professional's Lens. Classified Professionals were able to share their barriers to participation, brainstorm possible solutions, and were introduced to new opportunities to engage in this critical student-focused work.
- The APIEA & Classified Senate workgroup also provided an outstanding Flex Day session, *Amplifying Asian American and Pacific Islander Voices at Chabot College*. To honor the contributions of Asian American and Pacific Islander colleagues and students in the Chabot community, APIEA and Classified Senate members prepared a speaker panel with key voices in our college. Through this panel discussion, guest speakers shared their experiences of working in our college and highlighted their personal experiences within their families and community. Special thank you to the Classified Professionals that lead this effort: Rozen Bondoc, Anamarie Navarro, Craig Shira, Sarah Flores, Sean Day, Victoria Ugaki, Na Liu, and Nicole Albrecht.
- Our joint resolution on Clear and Transparent Communication around Covid-19 has gone forward to college and district leadership and a new Covid-19 dashboard is under development. Thank you to VC Owen Letcher for taking the lead on this.
- Three members of the Classified Senate will be working on the Chabot 2030 workgroup, along with President Colon and the team. The group hopes to identify areas of improvement within the current enrollment infrastructure, work to identify opportunities to grow enrollment to 30,000 students by 2030, and build upon Chabot's impact in the community by expanding relationships and cultivating successful programs.

2.3 PRESIDENT OF STUDENT SENATE OF CHABOT AND PRESIDENT OF ASSOCIATED STUDENTS OF LAS POSITAS COLLEGE

Chabot College Student Senate Vice President, Ms. Theresa Pedrosa reported on the following items:

She stated she attended the Flex Day Session on OEI. She stated the senate is promoting ZTC and LTZ classes for students. She stated they are also working on De Stress Week that will include; food pantry, holiday luncheon with the president's office, distribution of school supplies and snack, virtual game night and virtual yoga and meditation. She stated they are partnering with Tiburcio Vasquez Health Center and CARES Mental Health Team this year on the Great American Smoke Out scheduled November 18th. Lastly, she stated the senate is in the process of reviewing the Accreditation ISER draft.

Las Positas College Student Senate President, Mr. Kyle Johnson reported on the following:

He thanked Senate President Thompson for her continued support and leadership in guiding him through shared governance. He stated the senate approved \$21,000 for the student life room on campus; the name of the room will be "the nest". He stated final revisions of the Student Newsletter "week bites" are being made. He stated he sent a letter to all students regarding the mandate and explaining the registration process. He stated that the senate would like to encourage the district to develop a work

group on addressing communication to students. He stated he is excited to be a part of a work group that is developing a messaging system. He stated the Emotional Regulation and Discipline event and Welcome Week is coming up. He stated 72 student families and 64 outside community families were served at today's market. He stated the senate is looking to revise AP 5041 language. Lastly, he thanked his team for their support.

GOOD OF THE ORDER

Ms. Rachel Ugale, Chapter President SEIU, reported on the following:

She stated with the vaccine mandate they have a number of members in their bargaining unit that they are working in tandem with Human Resources. She stated each member regardless of their status is a part of their unit and they stay united in solidarity. She acknowledged the SEIU chapter leadership team, HR and everyone that is serving on hiring committees.

Mr. David Fouquet, President, Chabot-Las Positas Faculty Association, provided the following report:

I would like to recognize Patricia Molina, the FA's Grievance Officer at Chabot College, for having been selected to move to the *dark side* (as we like to say) and serve as Dean of Special Programs and Services. Patricia has been a great GO, and we will miss her. But this is definitely a case where a loss for the FA is a gain for the college.

I am happy to report that the faculty response to the rollout of the COVID-19 Vaccine Mandate has been robust. My understanding is that all Full-time faculty, and all but around 10 active Part-time faculty have either uploaded their vaccine record, or requested a medical or religious exemption from the mandate.

One thing worth mentioning in general terms: there is at least one case of a faculty member who is vaccinated and requesting a medical accommodation, whose doctors have been given guidance, from their own leadership, not to cooperate with regard to filling out the required questionnaire, or indeed to specify work restrictions for their patients. Needless to say, the FA is doing what we can, by providing legal guidance, etc. to try to sort through these kinds of issues.

The FA Negotiating team is currently in discussions with the District, regarding some follow-up provisions for Spring 2022. FA issues center to large extent around the uncertainty in how large our classes will be, or should be, due to the difficulty in projecting the COVID infection rates between now and the start of Spring classes, and the impact of same on our students' comfort-level in coming back to our campuses. One thing is increasingly clear: a sense of the new post-COVID normal will take some time to emerge. It's actually quite fortuitous that the District is on Hold Harmless in times such as these, because of the stable funding that provides.

8.0 INFORMATION AND DISCUSSION ITEMS

9.1 ADOPTION OF RESOLUTION NO. 04-2022- TO IMPLEMENT TELECONFERENCE REQUIREMENTS DURING A PROCLAIMED STATE OF EMERGENCY

Chancellor Gerhard stated this item comes before the Board in light of AB361.

Motion No. 3

Trustee Sbranti made a motion, seconded by Trustee Gin to approve agenda item 9.1.

Motion carried unanimously, 6-1. Trustee Reynoso was absent.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Randolph, Sbranti

NOES:

ABSENT: Reynoso

ABSTENTIONS:

10.1 PRESIDENTS OF CHABOT AND LAS POSITAS COLLEGES

Dr. Dyrell Foster, President, Las Positas College reported on the following items:

President Foster stated his written report represents the outstanding work that continues to take place at LPC. He thanked the Guided Pathways Team. He also thanked VP Whalen and the Accreditation Steering Committee for completing the ISERS report.

Dr. Susan Sperling, President, Chabot College and reported on the following items:

President Sperling congratulated and welcomed Dean Molina and recognized her as the new director of the Statewide California Mentor Teacher Program. She stated Student Services assembled the Cares Counseling Advocacy Resources that offers several support services. She stated the Board can find links regarding mental health D stigmatization and awareness campaign in her detailed report. Lastly, she recognized and thanked the accreditation team for putting together a worthy document that reflects the colleges strengths and areas they need to make improvements.

10.2 CHANCELLOR REPORT

Chancellor Gerhard thanked CTO Griffin, Ms. Followwill, VC Letcher, VC Fong, Director Druley and the implementation team for their herculean efforts the last two months for setting procedures and processes in place. He stated today marks one week since spring registration opened and as of this evening we have reached out to 39,000 students. He stated 3,500 students have completed the upload process and have received the blue pass that essentially gives them the ability to register for classes.

10.4 TRUSTEE REPORT AND/OR OFFICIAL COMMUNICATIONS

Student Trustee Patino stated she is happy to hear about Student Pathways.

Trustee Maduli thanked the Budget Allocation Tri-Chairs Ms. Adams and Ms. Thompson. He acknowledged Mr. Steffan for putting on a successful Veterans Day event.

Trustee Gin thanked the presenter and stated he enjoyed hearing the various campus activities and programs. He congratulated Chabot College for being recognized as one of the 2021 colleges of champions of higher education for excellence in transfers. He wished everyone a Happy Thanksgiving.

Trustee Heredia thanked everyone for their reports and particularly the presenters.

President Randolph thanked Mr. Steffan and the Student Veterans for the putting on the Veterans Day event and the 2x2 challenge. She wished everyone a Happy Thanksgiving on behalf of the Board.

ADJOURNMENT

Motion No. 4

Trustee Gin made a motion, seconded by Trustee Maduli to adjourn the meeting at 9:34 p.m.

Motion carried unanimously, 6-0.

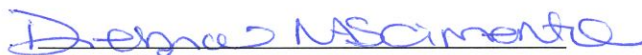
Motion carried by the following roll call vote:

AYES:	Gin, Granger, Heredia, Maduli, Randolph, Sbranti
NOES:	None
ABSENT:	Reynoso
ABSTENTIONS:	None

NEXT MEETING

The next meeting of the Board is a Regular Meeting scheduled for December 14, 2021 at the District Office, Dublin.

Minutes prepared by:



Debra Nascimento

Recording Secretary


Secretary, Board of Trustees

Chabot-Las Positas Community College District