



**CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
BOARD RETREAT**

**MINUTES
August 8, 2020**

PLACE

Chabot- Las Positas Community College District, 7600 Dublin Blvd, Dublin Ca 94568

CALL TO ORDER

Board President Maduli called the meeting to order at 9:00 a.m., Recording Secretary Debra Nascimento called the roll.

ATTENDANCE

Members Present: Trustee Dr. Hal G. Gin (Via Zoom)
 Trustee Linda Granger (Via Zoom)
 Trustee Maria Heredia (Via Zoom)
 Trustee Mr. Edralin “Ed” Maduli (Via Zoom)
 Trustee Ms. Genevieve Randolph (Via Zoom)
 Trustee Mr. Tim Sbranti (Via Zoom)

Recording Secretary: Ms. Debra Nascimento

Managers Present: Mr. Ronald Gerhard, Chancellor
 Dr. Susan Sperling, President, Chabot College (Via Zoom)
 Dr. Dyrell Foster, President, Las Positas College (Via Zoom)
 Mr. Wyman Fong (Via Zoom)

Others Present: Mr. Rajinder Samra, (Via Zoom)
 Dr. Cynthia Gordon da Cruz, (Via Zoom)
 Ms. Gohar Momjian, (Via Zoom)
 Mr. Kevin Bontenbal (Via Zoom)

1.1 PLEDGE TO FLAG

Chancellor Gerhard led the pledge.

President Maduli thanked everyone for attending and committing their Saturday.

Chancellor Gerhard also thanked everyone for participating.

2.0 PUBLIC COMMENTS

There were no Public Comments offered at this time.

3.0 RETREAT OPENING- INTRODUCTIORY REMARKS

Board members participated in a team building exercise.

4.0 BROWN ACT COMPLIANCE & ETHICS TRAINING (Facilitated by Ms. Laura Schulkind, Liebert Cassidy Whitmore)

Chancellor Gerhard introduced Ms. Laura Schulkind and stated she will give an overview of the Brown Act, Ethics and Conflict of Interest.

AGENDA

- Basic Values as Touchstones for Ethical Decisions
- Avoiding Abuse of Power
 - Laws Relating to Personal Financial Gain
 - Laws Relating to Claiming Perquisites of Office
- Acting in Service to the Institution & Public
 - Laws Relating to Transparency
 - Laws Relating to Fair Processes

DUTY OF PUBLIC OFFICIALS AND EMPLOYEES

- Engender public confidence in government decisions how?
 - Promote transparency in government actions
 - Make government accessible to members of the public
 - Apply rules equally and without bias
 - Make decisions based on merit, not personal interests
 - Provide same level of service to all
 - Treat public with respect, dignity and courtesy

PART ONE: LAWS RELATING TO PERSONAL FINANCIAL GAIN

GOVERNMENT CODE 1090 CONFLICTS

General Rule

- A public officer or employee may not make contracts in which he or she is financially interested.

Penalties

- Civil & Criminal
 - P.v. Honig
 - Thomson v. Call

ETHICS IN PRACTICE: THE RFP

ABC District is looking to hire a new chancellor. To that end, it has issued an RFP for search firms. Applicants that make it to the first screening will be interviewed by an ad hoc committee of 2 board members and the retiring chancellor. The committee will recommend one firm to the board for final approval.

ETHICS IN PRACTICE: THE RFP

1. Trustee Jones in the ad hoc committee. Her live-in boyfriend is a headhunter for a firm that submits a proposal. Jones is sure she can remain objective and says nothing when her BF's firm gets an interview. Problems?
2. What if the BF's firm is recommend to the Board- May it contract with the firm? Should it?
3. At the meeting, board member Smith provides "full disclosure" that his wife is the firm's vice president and that he his official "bowing out" of the process. Does this cure the conflict? May the board delegate the contracting function to cure the conflict?

SUMMARY OF OPERATIVE LEGAL PRINCIPLES

Government Code 1090:

- No public officer may make a contract in which he/she is financially interested.
- Even if contract is fair, just, equitable or more advantageous
- No "good faith" defense
- Contract is void and unenforceable
- Insufficient for interested party to abstain
- Appearance of financial conflict prohibited

Common Law Prohibition

- Public officials may not use their position for private benefit both economic and non-economic
- Public officials must act with undivided loyalty
- Public officials must act with the appearance of fairness

POLITICAL REFORM ACT CONFLICTS

General Rule

- **No public official may:**
 - make/participate/use position to influence decision
 - if knows/should know of disqualifying conflict of interest

ETHNICS IN PRACTICE: FORMING THE INTERVIEW PANEL

The District is in the forming a first-tier interview panel, with representation from the District’s various constituent groups and the community. The board president is furious with the FA president for orchestrating a vote of no confidence against her. She sends the following email to the Chancellor:

I know we have to include union representation on the panel.

ETHNICS IN PRACTICE: BOARD INTERVIEWS

With the assistance of the successful search firm, the interview panel has identified its top 3 chancellor candidates for Board interviews.

Trustee Green (who is up for election) is outraged that the candidates are all Caucasian men. In open session he expresses his disappointment, criticizes the process, and recounts his long history of equal rights efforts.

SUMMARY OF OPERATIVE LEGAL PRINCIPLES

Political Reform Act

- **No public official may:**
 - Make/participate/use position to influence a decision
 - If knows/should know of disqualifying financial conflict of interest
- **Board member must:**
 - Publicly identify the financial interest after announcement of agenda item
 - Leave the room/refrain from participating
- **Common Law Prohibition:**
 - Public officials may not use their position for private benefit-both economic and non-economic
 - Public officials must act with undivided loyalty
 - Public officials must act with appearance of fairness

LAWS RELATING TO CLAIMING PERQUISITES OF OFFICE

GIFTS OF PUBLIC FUNDS PROHIBITED- CALIFORNIA CONST. ART. XVI, SEC VI

The District completed its process and hired new chancellor, Amy Lee. Lee knows she was hired, in part, for her track record increasing participation of women of colors in STEM courses of study. She is eager to establish her leadership in this area at her new district. Among other things, she has brought a proposal to the Board that would fund faculty to participate in a “Girls in STEM” project that is going into high schools around the country.

SUMMARY OF OPERATIVE LEGAL PRINCIPLES

GIFTS OF PUBLIC FUNDS PROHIBITED- CALIFORNIA CONST. ART. XVI, SEC VI

- **All expenditures of public funds must have public purpose.**
- **Test:**
 - **Does expenditures serve public interest?**
 - Ask: Is the purpose of the Expenditure to Benefit the Public Interest or the Interest of Private Individuals or for Private Purposes?

- Note: Good intentions not synonymous with public benefit
- **Is the Expenditure Authorized?**
 - Public Official Possesses Only Those Powers Conferred by Law

GOVERNMENT TRANSPARENCY LAWS

- Financial Disclosure
- Open Meeting (Brown Act)
- Public Records

PROPER USE OF CLOSED SESSION

- Open or Closed
 - Chancellor wants to update board on status of a contract grievance arbitration
 - Board wants to discuss budget with labor negotiator
 - HR Vice Chancellor wants to discuss layoffs under: dismissal, discipline release
 - Board wants to meet with legal counsel to understand options for hiring procedures
 - Board wants to discuss a board member conflict of interest issue

COMMON LAW BIAS PROHIBITIONS

- Common Law Bias Based on Personal Interest:
 - Public officials may not use their position for personal gain (economic & noneconomic)
- Common Law Bias or Prejudice Based on Unofficial Source:
 - Decision at a hearing should be based on the record.
- Common Law Prohibition on Prejudging:
 - Public official should not be committed to an outcome before the hearing. Opinions are okay, but should not approach a hearing with a closed mind.

NEPOTISM

- The Fair Employment and HOUSING Act prohibits discrimination based on marital status, but allows employers to reasonably regulate, for reasons of “supervision, safety, security, or morale” spouses working in the same department, division or facility.
- Public official should not participate in decisions directly affecting family members

ETHICS IN PRACTICE: IT’S ALL ABOUT THE “SMELL TEST”

- Trustee Jones drops in to chat with the successful, brand new chancellor. He casually mentions his daughter is applying for a position in I.T. and that she is “top notch”. Problems?
- When his daughter does not get an interview, he is surprised and calls the Vice Chancellor of H.R. to discuss the selection criteria. Problems?
- The Board President learns of this and has a one-on one with Trustee Jones who insists he has done nothing improper because being a board member doesn’t mean he stops being a father. What are the President’s options?

President Maduli thanked Ms. Schulkind for her presentation.

5.0 BREAK

Trustee Sbranti made a motion, seconded by Trustee Gin to adjourn at 10:34 a.m.

Motion carried unanimously, 6-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Randolph, Sbranti
NOES:
ABSENT:
ABSTENTIONS:

CALL TO ORDER

Board President Maduli called the meeting to order at 10:40 a.m., Recording Secretary Debra Nascimento called the roll.

6.0 ACCREDITATION

Chancellor Gerhard introduced Ms. Gohar Momjian and Mr. Kevin Bontenbal from the ACCJC who gave the following presentation:

Ms. Momjian extended her condolence for the passing of Trustee Mitzman. She stated she has been assigned the staff liaison to Chabot and Las Positas for the past three years. She introduced Mr. Bontenbal, staff liaison who has also been assigned to the District. Mr. Bontenbal stated he has 23 years’ experience with community colleges and is excited to be working with Chabot and Las Positas College.

Ms. Momjian stated today’s presentation will be focused on familiarizing the Trustees on accreditation and what their agency has been going through and evolving in the accreditation standards as it applies to the Governing Board. Ms. Momjian stated she has meet with both colleges’ Leadership Teams and conducted training in preparation for their institutional evaluation process.

THE PURPOSE OF REGIONAL ACCREDITATION

- Provide quality assurance to students, the public, and other institutions that your Colleges are achieving their missions
- Give credibility to degrees and credentials awarded to students
- Stimulate institutional improvement through assessment and evaluation practices
- Gatekeeper of Title IV (Federal Student Aid)

OUR PURPOSE

- **Mission:** The Accrediting Commission for Community and Junior Colleges works with its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.
- **ACCJC Core Values:** Integrity; Quality Assurance; Institutional Improvement; Peer Review; Student Learning and Achievement; Collegiality

- **Strategic Plan & Goals**

ACCJC-MISSION FOCUSED

- VP Portfolio Model
- Improved Trainings and Resources
 - More reliance on education, less on sanctions to effect change
- Lighten the Burden on Members
 - Sub change process
 - Annual report and annual fiscal report
 - Midterm report
- Formative/Summative Approach
- Standards Review (upcoming)

QUALITY ASSURANCE PURPOSE OF ACCREDITATION

- 7-year review cycle based on Standards by the institution, and validated by peers
- Inform the USED, Students, and the public of results
- Monitor certain aspects of institutional quality per federal regulations
 - Fiscal Health
 - Headcount growth or decline
 - Substantive Changes
- Integrity in relation to students and the public

OVERVIEW: ACCREDITATION PROCESS

- Self-Reflection: The ISER (Institutional Self-Evaluation Report)
- Peer Review: The team's ISER Review and Focused Visit
- Affirmation: The Commission's Action
- On-going Commitment to Improvement and Educational Excellence

FORMATIVE/SUMMATIVE PEER REVIEW PROCESS

- **Formative/Summative Peer Review Process**
 - Spring 2022 Formative: Team ISER Review and CORE Inquiries
 - Fall 2022 Summative: Focused Site Visit, Draft Team Report, Errors of Fact and Final Team Report
 - January 2023: Commission Action

President Maduli stated they are a six-person Board, Trustee Gin is the longest serving Trustee.

Trustee Sbranti asked between now and spring 2022 what is the timeline, and where in the process is the Trustees role. Ms. Momjian stated this is the overarching timeline. She stated they have conducted training with each of the colleges and they are engaging in their self-evaluation process and gathering evidence to identify if there are any gaps and improvement that needs to be made. She stated there are accreditation standards that related to leadership and governance and standards related to the presidents, chancellor, governing board and

colleges in multi-districts. She stated with the college presidents and chancellor's leadership internally they will develop a timeline of when they will be gathering this evidence on when you will meet accreditation standards. She stated that periodically the Board should be receiving reports and updates.

Chancellor Gerhard stated the colleges have formed their ISERs to form their reports which started last spring 2019. He stated beginning this fall committee will form to start developing those reports and compiling the evidence behind that and will occur this next academic year. He stated the Board will see the institutional reports next fall. He stated the board will engage this fall as he starts to work with the Board directly in terms of governance for the elements of Standard 4. He added, the colleges are accredited the District is not. He stated he will be working alongside Ms. Momjian on the Districts' governance lenses. He stated there are two elements of Las Positas and Chabot's Institutional Reports talking about governance and decision making that he will be talking with the Board about that will be inserted in the college ISERs about the Districtwide ISERs that takes a narrative shape that we will respond to how we meet the standards. Lastly, he stated there is a checklist that exists that is unique to multi-district mapping of responsibility.

ACCJC STANDARDS

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- Standard II: Student Learning Programs and Services
- Standard III: Resources
- Standard IV: Leadership and Governance

IMPORTANT TENETS EMBEDDED IN THE STANDARDS

- Focus on achieving institutional mission, avoiding diversion to other purposes
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes-completion of meaningful education, learning, demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance

THE STANDARDS

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
 - Mission (4)
 - Assuring Academic Quality and Institutional Effectiveness (9)
 - Institutional Integrity (14)
- Standard II: Student Learning Programs and Support Services
 - Instructional Programs (16)
 - Library and Learning Support Services (4)
 - Student Support Services (8)
- Standard III: Resources
 - Human Resources (15)
 - Physical Resources (4)
 - Technology Resources (5)

- Financial Resources (16)
- Standard IV: Leadership and Governance
 - Decision-Making Roles and Processes (7)
 - Chief Executive Officer (6)
 - Governing Board (13)
 - Multi-College Districts or System (7)

WHY INSTITUTIONAL ACCREDITORS CARE ABOUT GOVERNANCE

- Accreditors are required to assure:
 - Institutional mission (adoption, adherence, fulfillment)
 - Institutional effectiveness (student learning and achievement)
 - Institutional stability (fiscal strength, long-term viability)
 - Institutional integrity (accurate portrayal and delivery of services)
 - Institutional operations (leadership, planning, policies, procedures)
 - Institutional improvement (data-supported planning, resource allocation)
- These are fundamental board-level concerns
- The message “You are accredited” goes ultimately to the board

CLPCCD INFRASTRUCTURE FOR SUCCESS

- Emphasis on Accreditation knowledge, training, and information;
- Existing Integrated Planning and Budget Model (IPBM);
- Accreditation Liaison Officers at Colleges and District;
- Analysis of quality and effectiveness for continuous improvement
- Up-to-Date Webpages;

CLPCCD Functions and Task Map – Summary of Functions

The CLPCCD Function Map contains the Summary of Functions for District and College functions by the ACCJC Standards Model.

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	P	S
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their	P	S

Chancellor Gerhard stated, as mentioned earlier, included in Standard 4 is a checklist with roles and responsibilities he will be reviewing with the Board.

ROLES AND RESPONSIBILITIES OF TRUSTEES AND ADVICE FOR BOARD EXCELLENCE

GOVERNING BOARD HAVE TWO CHALLENGES

- Mission-Directed Leadership, and
- High Performance of the Board and the District/Colleges

Establishing expectations of excellence and measuring performance linked to the District’s goals will help meet both challenges. To perform well, Trustees must be accountable as well as hold others accountable.

WHAT DOES THAT ACCOUNTABILITY LOOK LIKE?

- The Board leads the Colleges-the Board representing the entire district and all stakeholders establishes the mission and vision for the Colleges/District and from that mission, staff, develops the strategic goals and methods of achieving them. The respective roles of board and college staff are iterative; the Board must approve the final mission and vision.

- The Board must then assure itself that the Colleges/District goals are achieved
- Focus on the “what” not the “how”

SEVEN BOARD ROLES TO ENSURE EDUCATIONAL QUALITY

- Develop board capacity for ensuring educational quality
- Ensure that policies and practices promote educational quality
- Ensure that learning is assessed, data is used, and improvements tracked
- Approve and monitor necessary financial resources
- Develop and understanding of academic programs
- Focus on the total educational experience
- Understand accreditation

President Maduli stated one of the two areas that were identified in the Boards’ self-evaluation was accreditation. He stated that with the Board being relatively young, Ms. Momjian presentation is helping the Board better understand accreditation.

Ms. Momjian suggested the Board retain the minutes and presentations of today’s meeting for evidence when submitting their report.

Trustee Gin stated that often times Trustees make requests to the Chancellor regarding programs that then become Study Sessions.

Trustee Sbranti stated the Board regularly receives information from the colleges pertaining to data.

Trustee Heredia stated the Board receives program proposals and data.

Ms. Momjian stated it is the Boards’ role to review these reports. She stated that it is also the Boards mission to increase student outcomes.

Trustee Gin referenced number six; focus on total educational experience, by stating, we do that well during our regular Board meetings by receiving reports from our constituents, faculty, staff, classified senate and presidents.

Ms. Momjian stated those are great examples of how the Board is fulfilling their goals and meeting accreditation standards.

ACCOUNTABILITY RESPONSIBILITIES

- Coordination with Strategic Plan/Mission and Vision-how does the Board know mission and goals are being achieved?
- Process/Frequency/Accountability-how often and when in the planning cycle is the board given data and analyses.
- Focus on reliable data, trends and lagging and leading indicators not stories/anecdotes/feelings-systematic program review data, institutional summative data

- Clarity and Consistency-apply consistent expectations to all colleges through clear communication with the Chancellor

IMPORTANCE OF INTEGRATED PLANNING

- Sample Planning Documents that must fit together to help organize and direct college efforts:
 - The Mission and Vision of the College
 - Planning Documents (e.g. EMPs, District Strategic Plan)
 - Facilities planning, Technology planning, and Budget Allocation Model
 - Unit Plans and Program Plans and Program Plans
- How do college plans fit together? ”roll up” to District plans? How do District priorities “roll down” to colleges?
- How are allocations of resources occurring to effectively support the mission and operations of the Colleges and District?

COMMON AREAS OF BOARD CONCERN BY ACCREDITORS:

- Balancing the budget, especially during an economic downturn
 - Catering to an agenda of a sector of the electoral base
 - “Kicking the can down the road” to a later era, to a subsequent board
- Intruding into daily operations
 - Assuming students and faculty are “my constituency” to be heard directly
 - Not trusting the CEO to manage, or empowering him or her to do so
- Neglecting integrated planning
 - Not linking budget to student achievement initiatives and strategic goals
 - Failure to obtain and use appropriate data as evidence for decision-making
 - Using a top-down, non-inclusive approach; little or no “buy-in” on campus

Chancellor Gerhard referenced balancing the budget by confirming, the commission is looking at the colleges to meet the standards however, if there are concerns there is a plan that is reasonable and there is evidence in place to follow to provide evidence to the commission. Ms. Momjian confirmed Chancellor Gerhard’s assessment.

The Board took part in an interactive exercise.

BOARD QUALITY IS JOB 1 BOARD SELF-ASSESSMENT (IV.C.10)

- Board building is an on-going process of continuous improvement
 - Ask yourself, “What can I do as a Trustee
 - “To make our Board more effective?”
 - “To help our CEO be successful?”
 - “To help our Colleges be successful?”
 - Then ask... What can our Board do better?”

CLPCCD TIMELINE TO FALL 2022 ACCREDITATION

Timeline	District Milestones	status
October 2019	College Midterm Reports Submitted to ACCJC	<input checked="" type="checkbox"/>
March 22, 2020	<u>Board of Trustees Session</u> to increase knowledge and familiarity with ACCJC process.	
March 30, 2020	<u>Senior Leadership Team session</u> , high level information session with ALOs, Senate Presidents.	
April 2020	ISER workshop held on campus for College Accreditation Steering Committee, key stakeholders, and interested individuals invited to attend, learn, and ask clarifying questions. Facilitated by College ALO and ACCJC Liaison.	
➤ April 29, 2020	Chabot College, time <u>tbd</u>	
<i>[Chabot College action plan]</i>		
➤ April 30, 2020	Las Positas College, time <u>tbd</u>	
<i>[Las Positas College action plan]</i>		
May 2021	District response to Standard IV is written and provided to Colleges	
July 2021	College ISERs are written, evidence cited, ready for Shared Governance review	
Early Fall 2021	ISERs go through Senates for first and second readings, drafts are improved.	
Late Fall 2021	ISERs goes to Board of Trustees – November, December 2021	
January 2022	ISERs due to ACCJC	
Spring 2022	ISERs read by Peer Review Team selected by ACCJC	
Fall 2022	Peer Review Team focused visit to Colleges (possibly October)	
January 2023	ACCJC rules on the Peer Review Team Report	

Questions:

President Maduli stated the Board developed and approved ten Ground Rules for good governance at their last Retreat.

Chancellor Gerhard stated the CLPCCD timeline for fall 2022 accreditation has slightly been modified due to COVID-19. He stated this is a depiction of what we are currently working with. Ms. Momjian stated in February the timeline was reviewed but since has changed. Chancellor Gerhard stated the colleges have their established timelines to develop and will take approximately one year to navigate that process to develop their evidence and go through the effective college process. He stated upon Board approval, reports will be submitted to ACCJC January 2022.

Chancellor Gerhard asked how the commissions response to COVID-19 is by doing site visits. Ms. Momjian stated the Department of Education has extended deadlines and is being flexible. She stated

they would continue to do visits through virtual format. She added, after the virtual meeting a small on-site visit will need to take place.

President Maduli thanked both Ms. Momjian and Mr. Bontenbal for providing the Board a better understanding of the accreditation process.

7.0 BREAK

Trustee Gin made a motion, seconded by Trustee Heredia to adjourn at 12:15 p.m.

Motion carried unanimously, 6-0.

Motion carried by the following roll call vote:

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

NOES:

ABSENT:

ABSTENTIONS:

CALL TO ORDER

Board President Maduli called the meeting to order at 12:51 p.m., Recording Secretary Debra Nascimento called the roll.

8.0 VISION FOR SUCCESS

Chancellor Gerhard introduced college Presidents, Dr. Sperling, Dr. Foster and College Institutional Researchers, Mr. Rajinder Samra and Dr. Cynthia Gordon da Cruz.

President Sperling thanked Chancellor Gerhard and the Trustees on behalf of herself, President Foster and the College Institutional Researchers for the opportunity to present. She stated before there was anything officially called Vision for Success prorogated by the State Chancellor's office the goals and objectives were deeply inbedded in the work of the colleges. She stated this is nothing new for Chabot they have been doing this for years. She stated they acknowledge these metrics, and are blessed to have such excellence in research staff at both colleges that work so beautifully together.

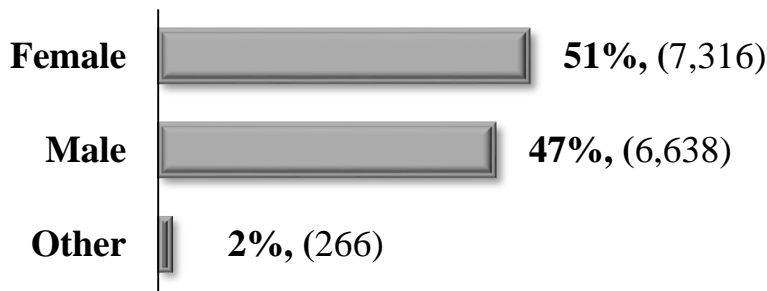
BACKGROUND: VISION FOR SUCCESS

- In 2017, the State Chancellor's Office established 2021-22 system-wide Vision for Success goals for six areas:
 - Increase Completions (e.g., degrees, certificates)
 - Increase Transfers
 - Reduce Unit Accumulation of Associate Degree Earners
 - Workforce-Related
 - Reduce Equity Gaps

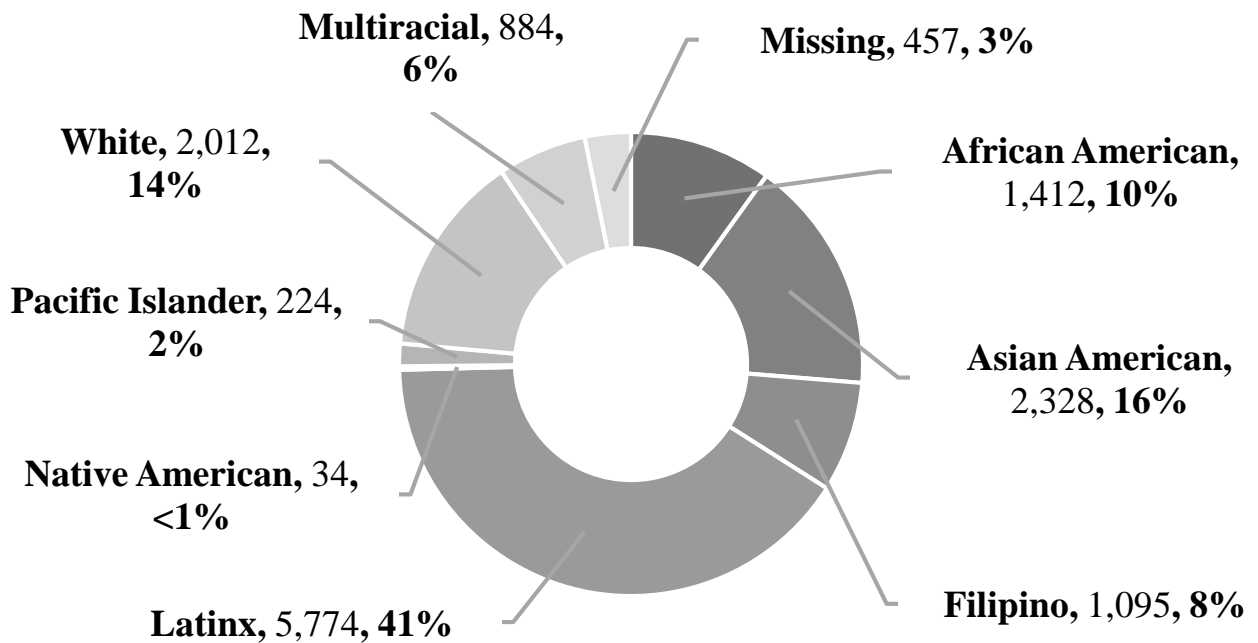
- Reduce Regional Achievement Gaps
- State Chancellor’s Office provided data to all colleges for each metric and requested that colleges set 2021-22 Vision for Success goals using 2016-17 data as the base year
- Chabot and Las Positas went through their shared governance process to set college-specific Vision for Success goals
- CLPCCD Board of Trustees Adopted Local Vision for Success Goals for each college on May 21, 2019

CHABOT COLLEGE STUDENT DEMOGRAPHICS: FALL 2019

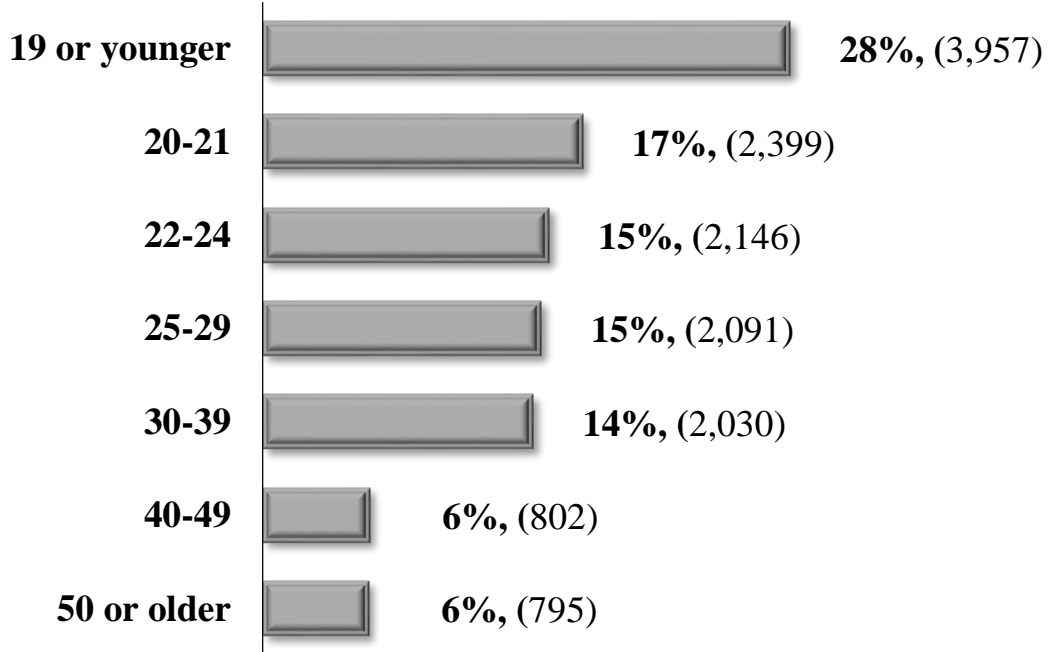
Gender: Total Number of Students: 14,220



CHABOT COLLEGE STUDENT DEMOGRAPHICS: FALL 2019/ RACE/ETHNICITY



CHABOT COLLEGE STUDENT DEMOGRAPHICS: FALL 2019 /AGE



CHABOT COLLEGE STUDENT DEMOGRAPHICS: FALL 2019 /UNIT LOAD

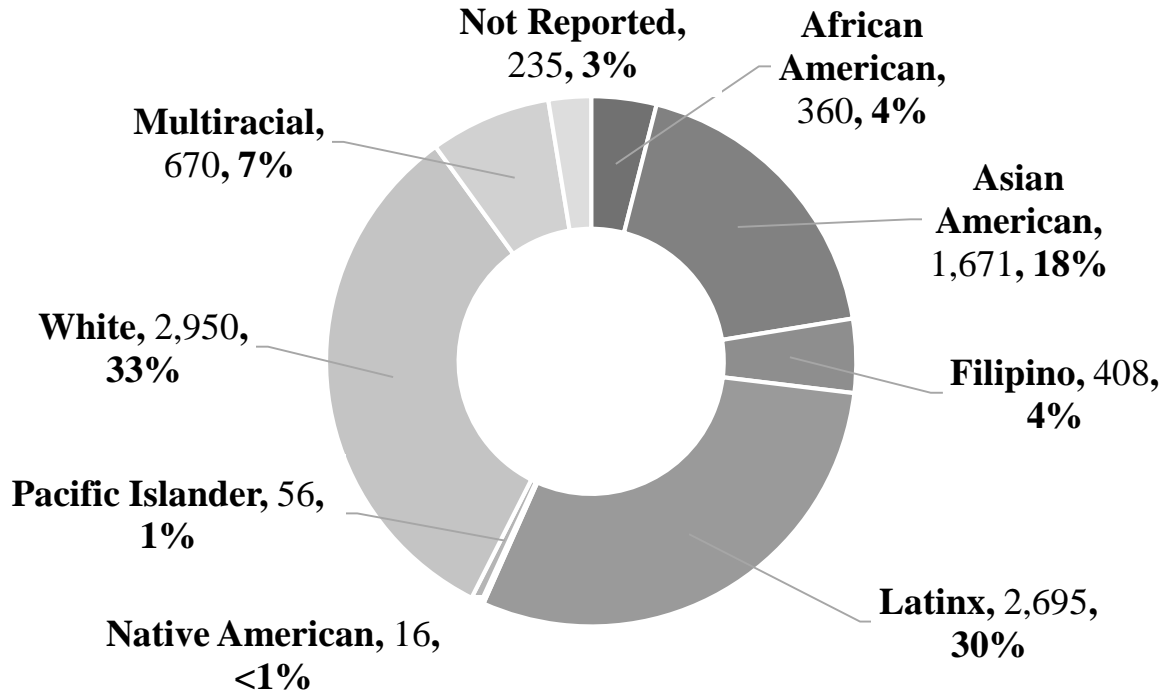


LAS POSITAS COLLEGE STUDENT DEMOGRAPHICS: FALL 2019 /GENDER

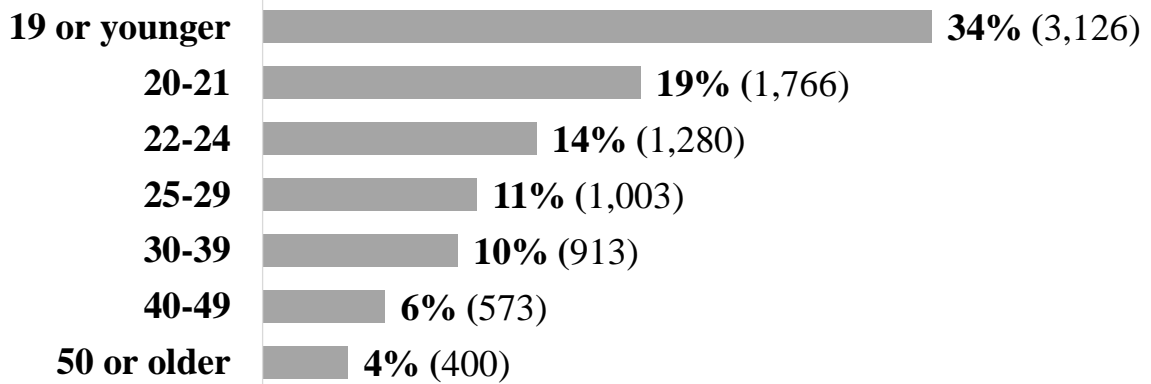
Gender: Total Number of Students: 9,061



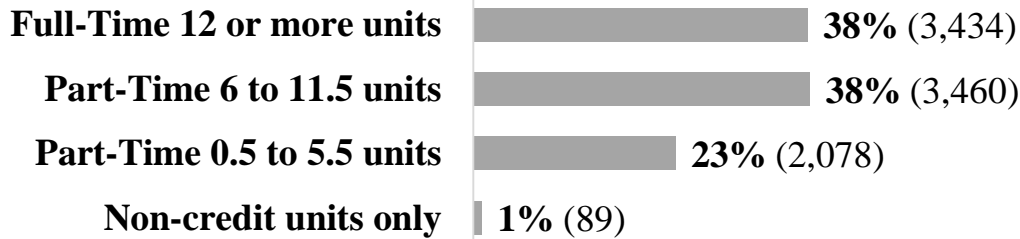
LAS POSITAS COLLEGE STUDENT DEMOGRAPHICS: FALL 2019 /RACE/ETHNICITY



LAS POSITAS COLLEGE STUDENT DEMOGRAPHICS: FALL 2019 /AGE



LAS POSITAS COLLEGE STUDENT DEMOGRAPHICS: FALL 2019 /UNIT LOAD



METRICS SELECTED BY COLLEGES FOR VISION FOR SUCCESS GOALS

Goal 1: Completion (Associate Degree/Certificate)	Chabot	LPC
Metric 1A: Increase All Students Who Earned an Associate Degree (including Associate Degrees for Transfer-ADTs)		X
Metric 1B: Increase All Students Who Earned a Chancellor’s Office Approved Certificate		
Metric 1C: Increase All Students Who Attained the Vision Goal Completion Definition (earned any associate degree or state chancellor recognized certificate)	X	

Goal 2: Transfer	Chabot	LPC
Metric 2A: Increase All Students Who Earned an Associate Degree for Transfer	X	X
Metric 2B: Increase All Students Who Transferred to CSU or UC Institution		
Goal 3: Unit Accumulation	Chabot	Chabot
Metric 2A: Increase All Students Who Earned an Associate Degree for Transfer	X	X

Goal 4: Workforce	Chabot	LPC
Metric 4A: Increase Median Annual Earnings of All Students		
Metric 4B: Increase All Students Who Attained the Living Wage		
Metric 4C: Increase All Students with a Job Closely Related to Their Field of Study	X	X

Goal 5: Equity	Chabot	LPC
Metric 5.1A: Increase All Students Who Earned an Associate Degree (including ADTs)		X
Metric 5.1C: Increase All Students Who Attained the Vision Goal Completion Definition	X	
Metric 5.2A: Increase All Students Who Earned an Associate Degree for Transfer	X	X

Goal 6: Regional Achievement Gaps	Chabot	LPC
Reduce Regional Achievement Gaps	Not Applicable	

MAJOR DISCLAIMER

In June 2020, the State Chancellor's Office operationally redefined and re-ran the data for all metrics, including for the 2016-17 base year.

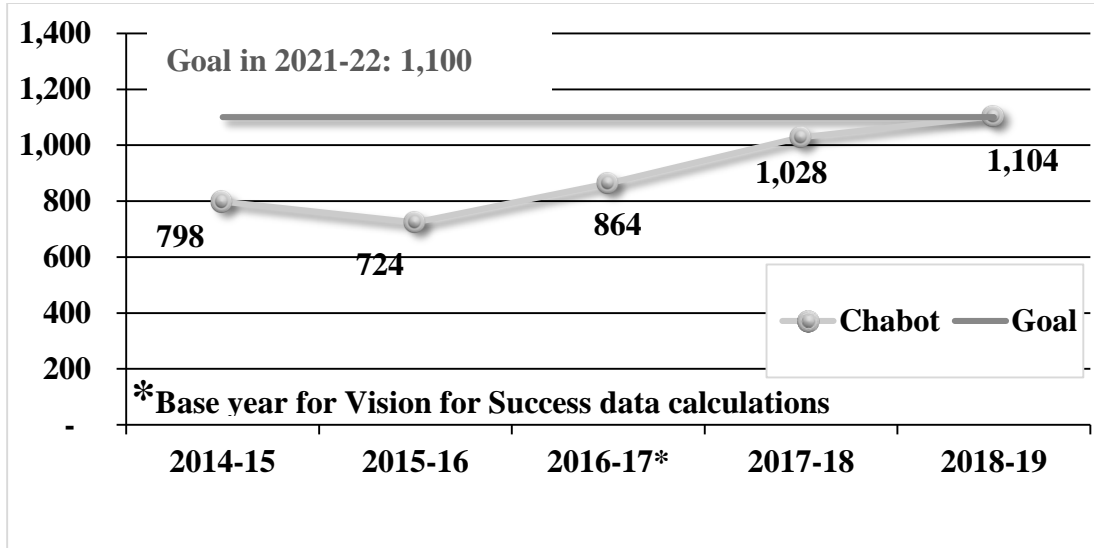
CHABOT COLLEGE VISION FOR SUCCESS METRIC OUTCOMES

Chabot Vision for Success Goal 1: Completion

Metric 1C: Increase All Students Who Attained the Vision Goal Completion Definition

- Chabot College: By 2022, increase by 20% (from 916 in 2016-17 to 1,100 in 2021-22) among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approve certificate and/or associate degree (and had an enrollment in the selected year).

CHABOT ANNUAL HEADCOUNT OF STUDENTS WHO ATTAINED VISION GOALS COMPLETION

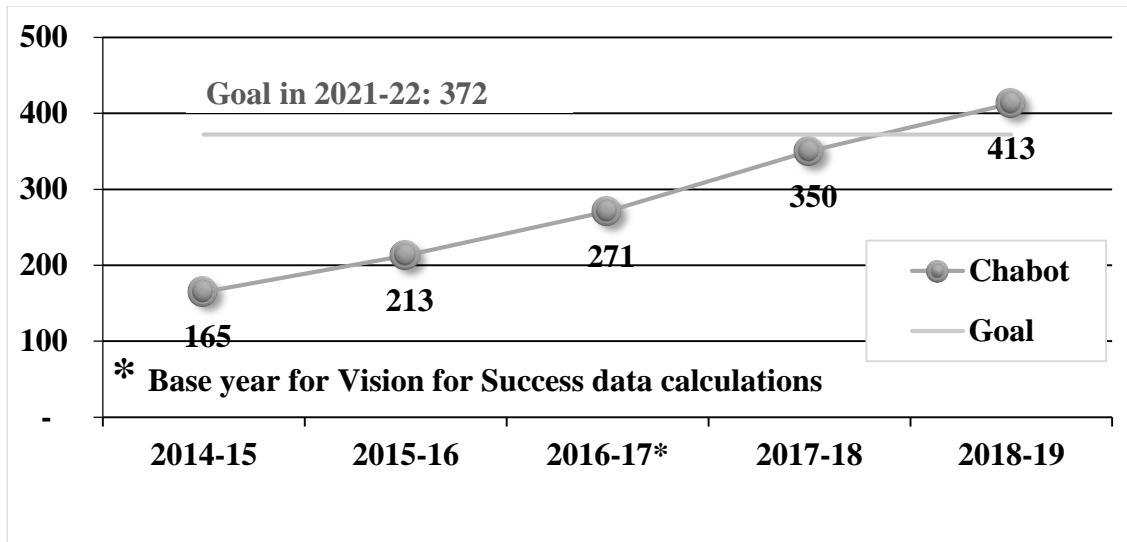


CHABOT VISION FOR SUCCESS GOAL 2

Metric 2A: Increase All Students Who Earned an Associate Degree for Transfer

- Chabot College: By 2022, increase by 30% (from 286 in 2016-17 to 372 in 2021-22) among all students, the number who earned an associate degree for transfer in the selected year.

CHABOT ANNUAL HEADCOUNT OF STUDENTS WHO EARNED ADTs

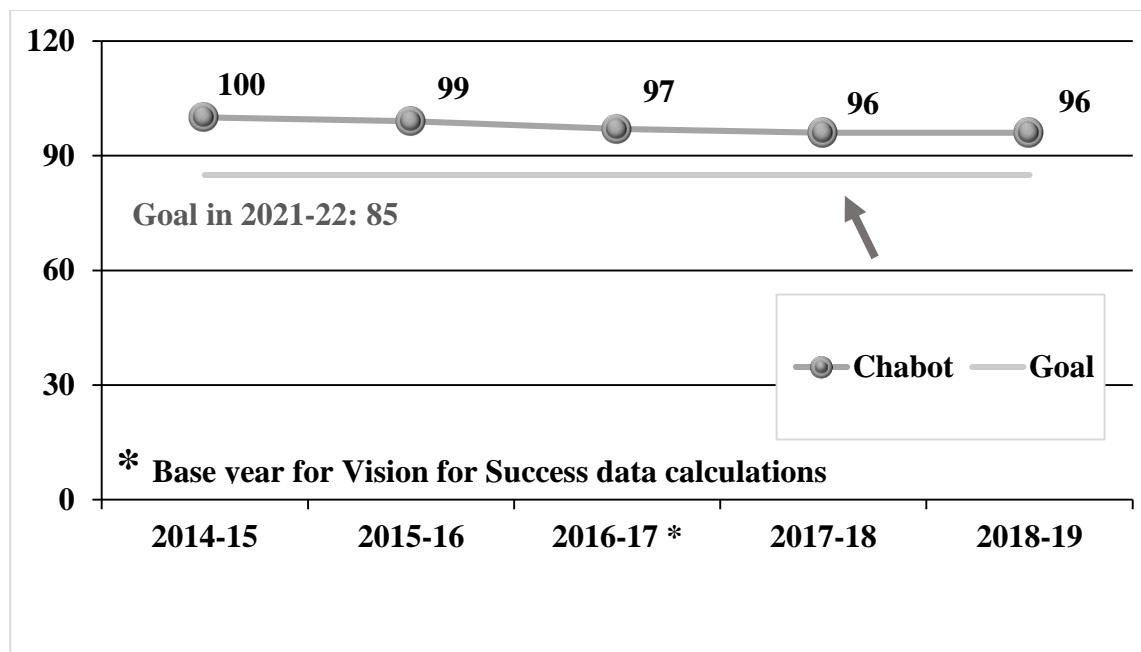


CHABOT VISION FOR SUCCESS GOAL 3

Metric 3A: Decrease Average Number of Units Accumulated by Associate Degree Earners

- Chabot College: By 2022, decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California community college system (among students who had completed at least 60 units at any community college) from 91 units in 2016-17 to 85 units in 2021-22.

CHABOT AVERAGE NUMBER OF UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS (AAs/Ass/ADTs)

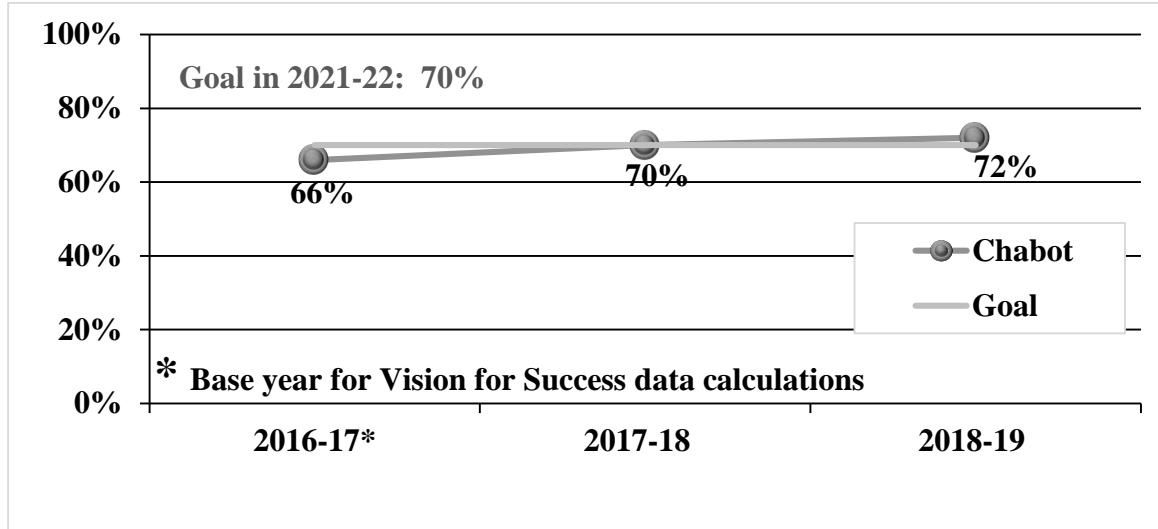


CHABOT VISION FOR SUCCESS GOAL 5.1C

Metric 5.1c: Reduce equity gaps in Vision Goal Completion (two student groups with equity gaps on this metric)

- Chabot College: By 2022 increase Foster Youth Students who attain the Vision Goal Completion from 11 in 2016-17 to 17 in 2021-22 (55% increase)
- Chabot College: By 2022 increase LGBT Student who attain the Vision Goal Completion from 14 in 2016-17 to 20 in 2021-22 (43% increase).

CHABOT ANNUAL HEADCOUNT OF FOSTER YOUTH STUDENTS WHO ATTAINED VISION GOAL COMPLETION

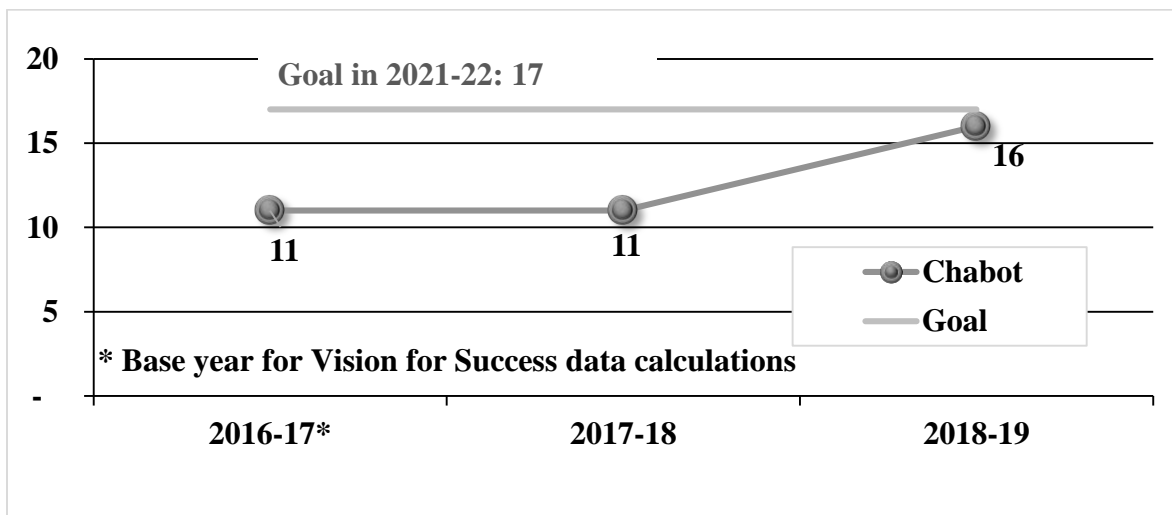


CHABOT VISION FOR SUCCESS GOALS 5.1C

Metric 5.1C: Reduce equity gaps in Vision Goal Completion (two student groups with equity gaps on this metric)

- Chabot College: By 2022 increase Foster Youth Students who attain the Vision Goal Completion from 11 in 2016-17 to 17 in 2021-22 (55% increase).
- Chabot College: By 2022 increase LGBT Students who attain the Vision Goal Completion from 14 in 2016-17 to 20 in 2021-22 (43% increase).

CHABOT ANNUAL HEADCOUNT OF FOSTER YOUTH STUDENTS WHO ATTAINED VISION GOAL COMPLETION

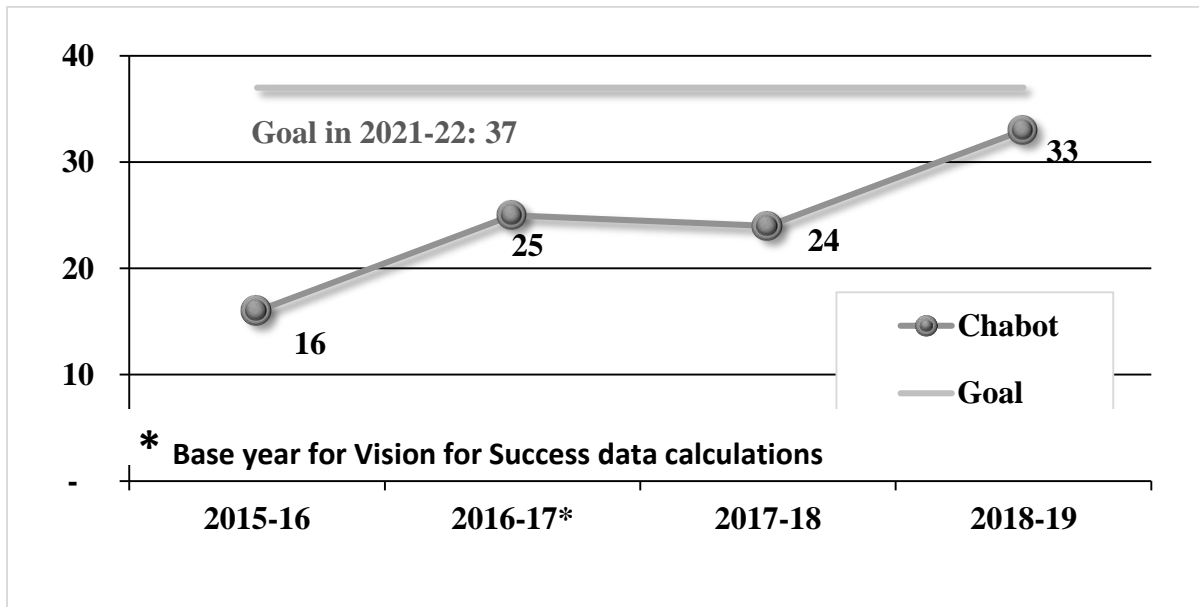


CHABOT VISION FOR SUCCESS GOAL 5.2A

Metric 5.2A: Reduce equity gaps in Associate Degree for Transfer (one group with equity gap on this metric)

- Chabot College: By 2020, increase African American Students who earn an Associate Degree for Transfer from 26 in 2016-17 to 37 in 2021-22

CHABOT ANNUAL HEADCOUNT OF BLACK OR AFRICAN AMERICAN STUDENTS WHO EARNED ADTs



CHABOT SAMPLE OF PROJECTS THAT ADDRESS VISION FOR SUCCESS GOALS

Sample Project/Initiatives		Completion (Degree/Cert)	Transfer	Reduce Units	Workforce	Equity
Clear Pathways for Students	Establish Career and Learning Pathways (meta majors)	X	X	X	X	X
	Develop experiential program maps	X	X	X	X	X
	AB 705: Math and English pathways to transfer level	X	X	X		X
Holistic and Integrated Student Supports	Sparkpoint and food pantry	X	X		X	X
	Mental health services	X	X		X	X
	Improving onboarding	X	X			X
	10x10 Villages and support for black students	X	X			X

LAS POSITAS COLLEGE VISION FOR SUCCESS METRIC OUTCOMES

LPC's VISION FOR SUCCESS GOALS

- Metric 1A: Increase All Students Who Earned an Associate Degree (including ADTs) from 711 in 2016-17 to 853 in 2021-22
- Metric 2A: Increase All Students Who Earned an Associate Degree for Transfer from 244 in 2016-17 to 329 in 2021-22
- Metric 3A: Decrease Average Number of Units Accumulated by Associate Degree Earners from 83 units in 2016-17 to 79 in 2021-22
- Metric 4C: Increase All Students with a Job Closely Related to Their Field of Study from 66% in 2016-17 to 69% in 2021-22

LPC's VISION FOR SUCCESS GOALS

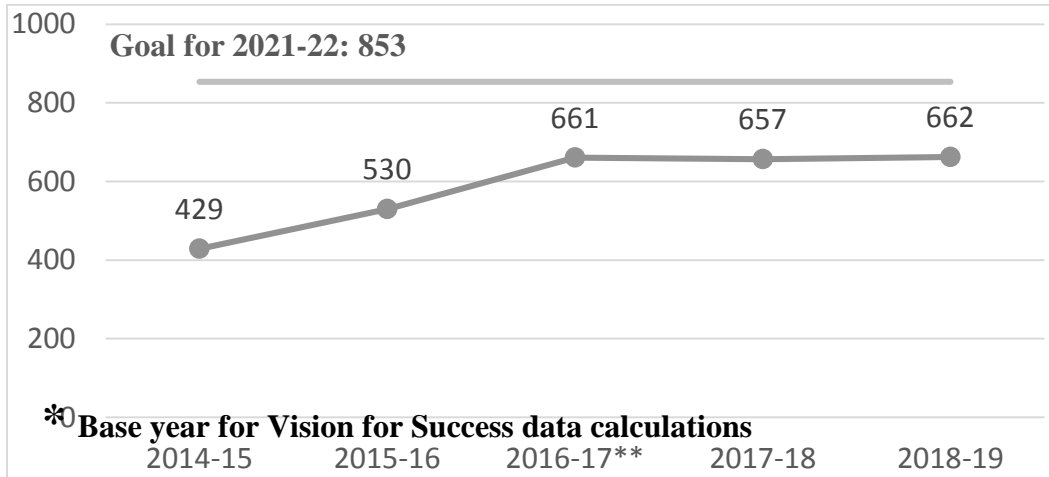
- **Equity Goals:**
 - Metric 5.1A: Increase Black or African American Students who earn an Associate Degree (including ADTs) from 22 in 2016-17 to 36 in 2021-22
 - Metric 5.1A: Increase Asian American Students who earn an Associate Degree (including ADTs) from 73 in 2016-17 to 96 in 2021-22
 - Metric 5.2a: Increase Black or African American Students who Earned an Associate Degree for Transfer from 10 in 2016-17 to 14 in 2021-22

LAS POSITAS COLLEGE VISION FOR SUCCESS GOAL 1: COMPLETION

Metric 1A: Increase All Students Who Earned an Associate Degree (including ADTs)

- Las Positas College: By 2022, increase by 20% (from 611 in 2016-17 in 2016-17 to 853 in 2021-22) among all students, the unduplicated count of students who earned an associate degree (including ADTs) and had an enrollment in the selected year.

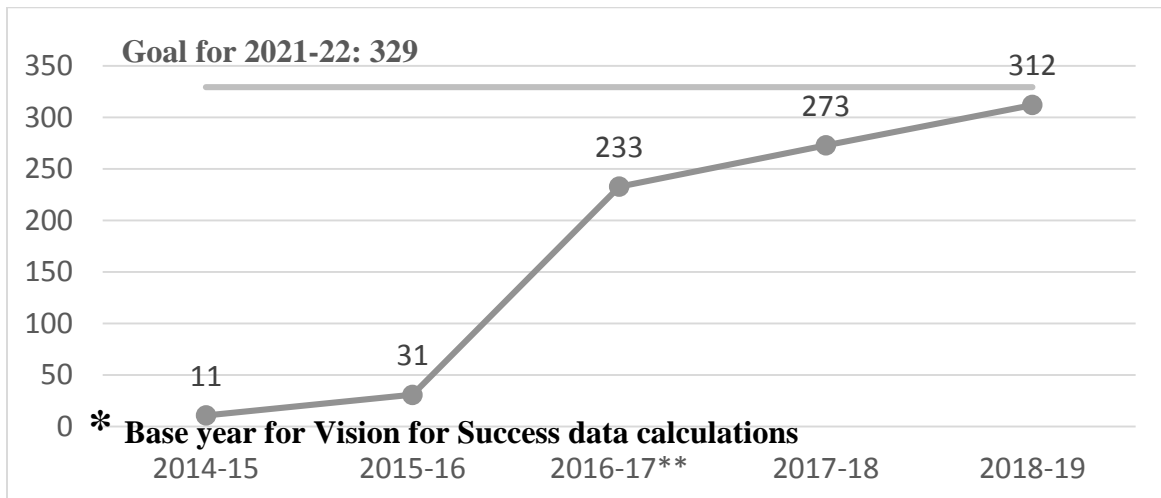
LAS POSITAS COLLEGE STUDENTS WHO EARNED AN ASSOCIATE DEGREE (including ADTs)



LAS POSITAS COLLEGE VISION FOR SUCCESS GOAL 2

Metric 2A: Increase All Students Who Earned an Associate Degree for Transfer

- Las Positas College: By 2022, increase by 35% (from 244 in 2016-17 to 329 in 2021-22) among all students, the number who earned an associate degree for transfer in the selected year.

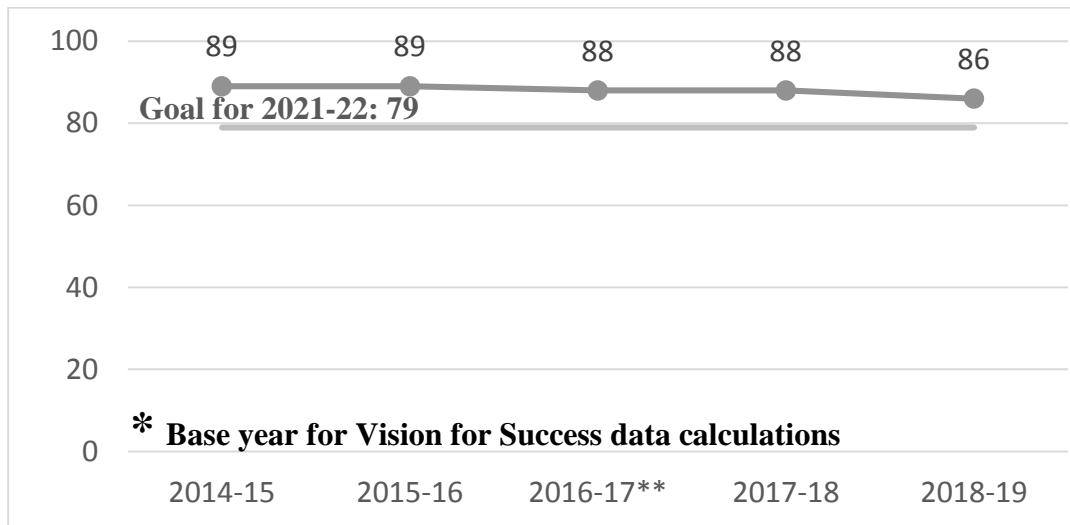


LAS POSITAS COLLEGE VISION FOR SUCCESS GOAL 3

Metric 3A: Decrease Average Number of Units Accumulated by Associate Degree Earners

- Las Positas College: By 2022, decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California community college system (among students who had completed at least 60 units at any community college) from 83 units in 2016-17 to 79 units in 2021-22.

LAS POSITAS COLLEGE AVERAGE UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS

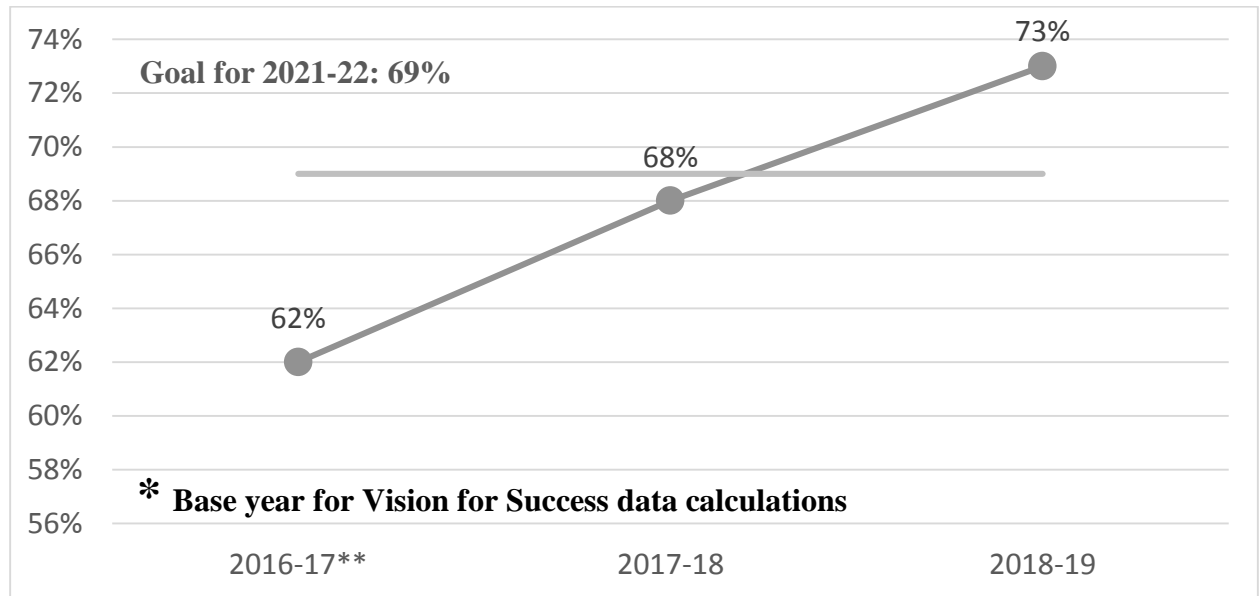


LAS POSITAS COLLEGE VISION FOR SUCCESS GOAL 5

Metric 4C: Increase All Students with a Job Closely Related to Their Field of Study

- Las Positas College: By 2022, increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 66% in 2016-17 to 69% in 2021-22.

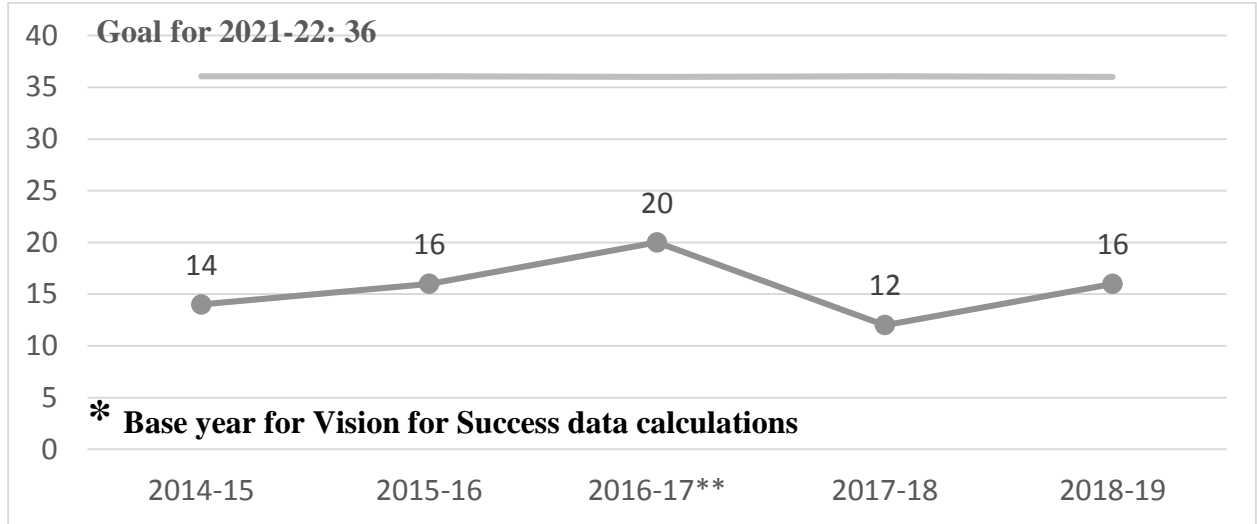
LAS POSITAS PERCENTAGE EMPLOYED IN JOB CLOSELY RELATED TO FIELD OF STUDY



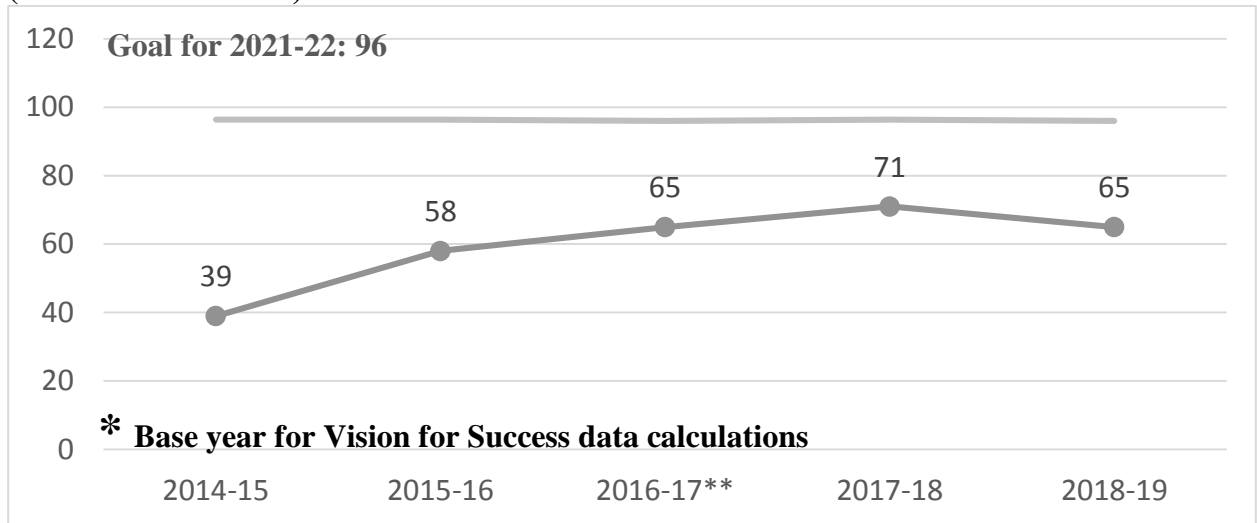
LPC's VISION FOR SUCCESS GOALS

- **Equity Goals**
 - **Metric 5.1A:**
 - Increase Black or African American Students who earn an Associate Degree (including ADTs) from 22 in 2016-17 TO 36 in 2021-22
 - Increase Asian American Students who earn an Associate Degree (including ADTs) from 73 in 2016-17 to 96 in 2021-22
 - **Metric 5.2A:**
 - Increase Black or African American Students Who Earned an Associate Degree for Transfer from 10 in 2016-17 to 14 in 2021-22

LAS POSITAS BLACK STUDENTS WHO EARNED AN ASSOCIATE DEGREE (INCLUDING ADTs)



LAS POSITAS ASIAN AMERICAN STUDENTS WHO EARNED AN ASSOCIATE DEGREE (INCLUDING ADTs)



LAS POSITAS SAMPLE OF PROJECTS THAT ADDRESS VISION FOR SUCCESS GOALS

Sample Projects/Initiatives	Completion (Degree/Cert)	Transfer	Reduce Units	Workforce	Equity
Guided Pathways-Creating paths, getting & keeping students on their paths, and ensuring students learning	X	X	X	X	X
AB705- Increasing success in transfer English and Math	X	X	X		X
Learning Communities-Increasing learning & support	X	X			X
Strong Workforce-Developing workforce opportunities & lifting low-wage workers into living-wage jobs	X			X	

DISTRICT-WIDE SAMPLE OF PROJECTS THAT ADDRESS VISION FOR SUCCESS GOALS

Sample Projects/Initiatives	Completion (Degree/Cert)	Transfer	Reduce Units	Workforce	Equity
East Bay College Agile Network (EBCAN)	X	X	X		X
Year to Career (T2C)	X		X	X	X

President Foster acknowledged how important this time is at both colleges in system and structural changes at our institutions. He stated to get where we need to be we need to reexamine our institution in a way that examining our structure. He stated at Las Positas they are in there third year of planning for Guided Pathways. He stated their planning is focused on getting students on the path, and the best way to improve application to registration. He also stated that they are focusing on retention and persistence both inside and outside the class.

Questions:

Trustee Heredia stated the numbers are impressive however, we have some work to do in certain areas. She stated she is concerned about the Associate Degree Transfer, ADT that does not cover all the numbers it should. She suggested approaching the students that are in ADT and guide them to apply for an Associate Degree. She stated that articulation needs to happen with the UC system given the fact that the State Chancellor's office has invested in Pathways.

Trustee Gin thanked both colleges for an excellent presentation. He stated the amount of work and research that went into this highlights the collaboration between both colleges.

Trustee Randolph thanked both colleges for their informative presentation. She asked how she should respond when asked by a high school student what they should work towards, an associate or transfer.

President Sperling stated it is desirable especially with Guided Pathways for students to do both. Dr. Gordon de Cruz echoed President Sperling.

Trustee Gin stated the numbers are clear from students that want to attend a UC.

Trustee Sbranti thanked everyone for the great presentation. He stated he is hopeful to see a process put in place to capture the data for those that will be transferring to ensure credit that is given. He stated both colleges have excellent projects, some are unique to the circumstances and how we are capturing the success of each project. He asked how is the success being captured for each project and how do we tie a specific measurement and the effectiveness.

President Sperling stated the 10x10 project is centered on black student's equality and are integrated with studying and measuring outcomes.

Dr. Gordon de Cruz stated yes, we want to measure the success of projects and outcomes. She added that in her studies small learning groups are associated with higher success rates. She stated in the 10x10 village over the next year they will be identifying what is not equitable and talking to the students, faculty and staff.

Mr. Samra stated included in Guided Pathways they are looking at momentum points. He stated that at Las Positas they started auto awarding certificates; 2018-19 two hundred and twenty and 2019-20 five hundred and twenty-nine were given.

Trustee Granger thanked everyone for the in depth presentation and stated this helps her be a more effective advocate. She asked what happens if we do or do not meet the 2021-22 outcomes and is the cycle every three years.

Mr. Samra stated in terms of not meeting goals he has not heard of there being any consequences.

Chancellor Gerhard agreed with Mr. Samra by stating there are no consequences on meeting or not meeting the institutional established goals. He stated even though there is not a repercussion for not meeting these goals, they are embedded within the Student Success Goals. He stated as a District a lot of effort has been put forth on advocating for this in addition to the East Bay CAN project, Cal State East Bay and Year to Career. He added, over the past 18 months they have also tried to shape and reshape the Funding Formula that better reflects what students are coming in with and better identify their educational goals. He stated he suspects the college revisit these goals, and then the Board will approve them. He stated that there will be other metrics in there that the state will change to reflect the SCFF to include First Gen. He stated that our collective advocating and coalition that now has over a dozen Districts will help reshape and form to our state Chancellor's disappointment.

Trustee Granger asked what efforts are being made to implement AB705.

President Sperling referred to Dr. Gordon de Cruz to speak about the data on the Umoja Project.

Dr. Gordon de Cruz stated they are cautiously hopeful. She stated at Chabot in fall 2019 through put rates English and Math for transfer as the highest they have ever been. She stated the success rates bounce around and they are not where they would like them to be. She stated the equity gaps that they have seen through race and ethnicity has stayed constant in transfer level English. She stated that an analyst for the entire year will be done soon. Mr. Samra stated their overall success rates have slightly dropped.

President Maduli stated through the Boards’ Self Evaluation this is an area the Board asked for more information on so the session has been extended. He asked is the data being disaggregated to see how well our Latin students are doing in terms of transfers.

Mr. Samra stated the data is ran by the State Chancellor’s office where they disaggregate the data for us so we can see which groups are affected. He stated when the data is ran locally and can be operationalize, it is more meaningful.

Trustee Maduli thanked Chabot and Las Positas for the presentation.

9.0 BREAK

Trustee Gin made a motion, seconded by Trustee Heredia to adjourn at 2:55 p.m.

Motion carried unanimously, 6-0.

Motion carried by the following roll call vote:

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

NOES:

ABSENT:

ABSTENTIONS:

CALL TO ORDER

Board President Maduli called the meeting to order at 3:03 p.m., Recording Secretary Debra Nascimento called the roll.

10.0 BOARD PRIORITIES & GOALS

Chancellor Gerhard reviewed the Board Goals and stated today’s theme is “where are we going as a District”.

- a. Monitor the progress of the Chancellor’s implementation of district priorities:
 - i. Develop a system of student support that provides access and equity of outcomes for all students.

Chancellor Gerhard stated some Trustees have participated in the Association of Community College Trustees, ACCT Fellowship Symposium where much of today's data has been shared with Trustees at a District level. He stated today's presentation allowed us to get into a granularity of achievement and where we are going with the Vision for Success Goals. He stated he is optimistic that we expand our programs and the infrastructure within them to serve our communities and shared students to cease opportunities to increase success rates within the Vision for Success Goals.

b. Develop a system of effective communication

Chancellor Gerhard stated this goal is very relevant not only is communication between the Board and the Chancellor critical but with the constituents and community partners.

c. Create a culture of collaboration, equity and inclusion among staff and the community

Chancellor Gerhard stated the college's collaboration was evidence today in hearing and seeing our Institutional Researchers' collaboration.

d. Continue developing systems that support student achievement

Chancellor Gerhard stated we are proactively awarding certificate, if students complete 12 or more units in that pathway. He stated this positively affect us in terms of the Funding Formula. He stated other programs that are being developed are the East Bay CAN and Year to Career program. He stated that they are also continuing to develop the apprenticeship programs and pathways for the CTE areas.

e. Provide effective management of District fiscal resources and priorities

Chancellor Gerhard stated the reason we did not have reductions this year, even though we are in Hold Harmless, is that the state thought a Fourth-Federal Stimulus package was on its way. He stated we will watch the three drivers of the state budget, property, personal income, corporate and sales taxes and gage what next year's budget will look like.

He stated there are many great things going on in terms of programs for students that is generating student success. He stated the challenge for fiscal years 2021-2022 and 2023 would be continuing that work and effort in the environment where we have fewer resources available to continue those efforts.

Chancellor Gerhard stated this portion of the retreat was to have a check in on the Board Priorities and revisiting them by taking some of the things discussed today and embedding them under what the Board has approved.

Questions:

President Maduli asked what the target is of implementing the fiscal allocation model.

Chancellor Gerhard stated we have a committee that meets monthly. He stated that he is envisioning it taking a better part of a year before a new recommended allocation model is presented to the Board.

Trustee Heredia asked if private colleges accept certificates that we issue.

Chancellor Gerhard stated CSUs do however, private colleges do not. He stated it his goal to provide the Board with data from the Institutional Researchers twice a year.

Trustee Sbranti stated the biggest take away from attending the ACCT Fellowship Symposium was the Board needing to be more engaged on the elements of the Vision and Chancellor's Priorities. He stated it would help the focus of the Board and staff if more high-level presentations were made during Board meetings that are connected to the Boards' Goals.

President Maduli agreed with Trustee Sbranti by stating, at his last District they came up with a program that the Chancellor and presidents developed over 12 months called Educational and Student Support.

Trustee Granger agreed with Trustee Sbranti and President Maduli by stating we need to look at the year as a whole and identify the major initiatives and appropriate timing for our members to hear about them.

Trustee Heredia suggested quarterly presentations.

Chancellor Gerhard stated the Board would have its next Retreat February or March of 2021. He stated if we continue with that schedule, we would have a segment on the agenda discussing updates on Vision for Success, Guided Pathways, AB705 and the Funding Formula since they are intrinsically linked. He stated that he would develop a recommended calendar of presentation topics that he will review with President Maduli.

11.0 INFORMATION AND DISCUSSION ITEMS

President Maduli stated he registered for the upcoming annual ACCT Congress and encouraged his fellow Trustees also attend.

Trustee Granger stated the way the Board handles Board Information Items is different from the way K12 handles it. She asked if the Board wants to rethink an opportunity for anyone to ask questions as a way to remind us if there is anything that needs to be asked.

Trustee Gin suggested moving forward once we approach Informational Items the Board Chair asked if there are any questions from the Trustees.

Trustee Sbranti agreed with Trustee Gin.

Trustee Granger asked President Maduli moving forward if we can do that.

President Maduli stated yes.

ADJOURNMENT

Motion No. 5

Trustee Gin made a motion, seconded by Trustee Sbranti to adjourn the meeting at 3:44 p.m.

Motion carried unanimously, 6-0.

Motion carried by the following roll call vote:

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

NOES:

ABSENT:

ABSTENTIONS:

NEXT MEETING

The next meeting of the Board is a Regular Meeting scheduled for August 18, 2020 at the District Office, Dublin.

Minutes prepared by:

Debra Nascimento
Recording Secretary

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