



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

**MINUTES**  
**June 4, 2022**

**PLACE**

Pleasanton Marriott, 11950 Dublin Canyon Road (Danville Rm.), Pleasanton, CA 94588.

**1.0 CALL TO ORDER**

Board President Sbranti called the Board Retreat to order at 9:01am. Recording Secretary Maisha Jameson called the roll. Trustee Reynoso was absent at the time of the roll call. Trustee Maduli was out due to an excused absence.

Members present:     Trustee Dr. Hal G. Gin  
                              Trustee Ms. Linda Granger  
                              Trustee Ms. Maria Heredia  
                              Trustee Mr. Harris Mojadedi  
                              Trustee Dr. Luis Reynoso (NOT PRESENT AT ROLL CALL)  
                              Board President Mr. Tim Sbranti  
                              Student Trustee Ms. Vivianna Patino, Chabot College (NOT PRESENT AT ROLL CALL)

Recording Secretary: Ms. Maisha Jameson

Managers present:    Mr. Ronald Gerhard, Chancellor  
                              Dr. Jamal Cooks, Chabot College  
                              Dr. Dyrell Foster, President, Las Positas College  
                              Mr. Bruce Griffin, District  
                              Dr. Theresa Fleischer Rowland, District  
                              Mr. Wyman Fong, District  
                              Mr. Owen Letcher, District  
                              Ms. Dionicia Ramos, District  
                              Dr. Rajinder Samra, Las Positas College  
                              Mr. Brian Goo, Chabot College  
                              Dr. Jeanne Wilson, Las Positas College

**1.1 PLEDGE TO FLAG**

All stood for the pledge of allegiance.

## 2.0 PUBLIC COMMENTS

No public comments were given.

## 3.0 RETREAT OPENING – INTRODUCTORY REMARKS

- Chancellor Gerhard opened the Retreat by providing an overview of the agenda and framework for what would be covered during the day.
  - The intended outcomes for the day's retreat is to share the progress that has been made by the District towards achieving its existing goals (Educational Master Plan goals, Vision for Success Goals, Strategic Plan goals, chancellor/senior leadership annual performance goals, etc.). To provide an overview of some planning documents that help drive the vision of our institutions. To also provide a data informed assessment.
- The priorities for the Board of Trustees that were set in spring 2019 were shared. They serve as the “North Star” for our planning. Since the development of those goals, the work has continued to use those five board priorities as the district-wide guiding principles within our annual and academic planning. The chancellor and senior leadership goals, as well as the colleges’ educational master plans and strategic plans are then aligned back up to these priorities and goals.
- The Board is currently working on its own self-evaluation, which will ultimately lead to the question --> Are our existing board priorities and goals still relevant? Do they still resonate with the Board in providing governance level direction to our District for the next 3-5 years?
- Appreciation was shared for the Board, senior leadership team and staff involved in making this retreat happen.
- All participated in an ice breaker activity.

## 4.0 PRESENTATION: Vision for Success and Strategic Goals Update



CHABOT - LAS POSITAS | Community College District

**CLPCCD Board Retreat**

June 4, 2022

## Today's Agenda

- I. Planning Refresh – Led by VC Fleischer Rowland
- II. Connecting the Dots – Led by President Sperling and President Foster
- III. Envisioning Our Future – Led by President Sperling and President Foster
- IV. Integrated Team Effort – Led by VC Fleischer Rowland
- IV. Connecting Back to Board Priorities – Led by Chancellor Gerhard

Chancellor Gerhard introduced Dr. Theresa Fleischer Rowland, Vice Chancellor of Educational Services & Student Success, to lead the “Planning Refresh” segment of the Vision for Success and Strategic Goals Update presentation.

Appreciation of Kelly Costello was shared for her support in planning the retreat.

### PLANNING REFRESH

- Dr. Fleischer Rowland shared the planning process for the District. She began with providing an overview of Board Policy 3250 related to institutional planning. This board policy will go through our policy review cycle in the fall. Our district follows a collaborative, broad-based comprehensive, systematic and integrated system of planning that is based on institutional research.
- Planning Timeline - Our district follows a six-year planning cycle for our district-wide strategic plan, college educational master plans, and district facilities and technology plans. The last district-wide strategic plan we completed was in 2012. The pandemic slowed down some of our planning efforts. To start the next planning cycle in 2023 – for a planned completion in 2024.
- These plans inform our priorities, activities as well as our resource allocation.
- The following things are to be highlighted through-out today's presentation(s):
  1. Cohesiveness across the District on goals
  2. Support for the unique aspects of each of the colleges
  3. Ways we are addressing the needs of our students (both pre and post pandemic)
- The district-wide strategic planning was a campus-driven process and involved the institutional research offices. District leadership waited until the colleges developed their strategic goals before they began the district-wide strategic planning process.
- Emerged with five strategic directions that are reflected in the two educational master plans. Presented to the Board in spring 2021. Decided to develop a five-year district-wide strategic plan.

- Once these plans were completed, it was time to move into developing our accreditation self-evaluation reports, which were approved by the Board in December of 2021. Follow-up is on schedule to be able to bring progress on these goals next year.

Chief Technology Officer Bruce Griffin presented an update on the District-wide Technology Master Plan (TMP).

- He noted that an update was recently provided to the Board on our Technology Master Plan (TMP).
- We have our foundational plans in place --> 3 separate, but interconnected TMPs (one for each college + one for the District) for 2022-26.
- This is a 4-year plan, with a built-in year of reflection before the cycle to update is started again. During this review period, to include assessment of governance, technology adoption strategies and methods, community feedback and a review of the Total Cost of Ownership Model.
- To consolidate highlights from those plans into a final report that will be presented to the Board soon.

Vice Chancellor of Facilities/Bond Program & Operations Owen Letcher presented an update on the district-wide Facilities Master Plan (FMP).

- The Facilities Master Plan is college-driven. The campuses set the priorities of which projects they want to be focused on. This sets the foundation for the Facilities Master Plan (FMP).
- FMPs are also on a six-year cycle. The last time our District went through this process was in 2018. The next FMP cycle will begin in 2023, with a planned completion in 2024.
- The Five-Year Capital Outlay Plan is updated annually and is scheduled to be submitted to the Board in June. It identifies projects that are eligible for state funding.
- Physical Plan & Instructional Support, previously known as “Scheduled Maintenance” is associated with what we plan for maintenance projects in order to improve our infrastructure & facilities. There are proposed changes to this year’s funding included within the Governor’s budget:
  - No longer a \$700K cap on projects to qualify under scheduled planned projects
  - Sustainability projects now included
  - Significant increase in the amount of funding we will receive to help our district reach our facility related goals
- Vice Chancellor Theresa Fleischer Rowland provided a forward projection of the planning cycles.

## Thinking Through Planning Cycles

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
EMPs, DSP	X					X					X				
Tech Plan		X				Addendum	X				Addendum	X			
Facility Plan			X					X							X
ISERs	X							X							X

- It was noted to keep in mind that applying this timeline to the realities that we are navigating related to Covid, reinforces a need for us to remain flexible in planning.
- Summer Planning - half of our classes are virtual and half are face-to-face.
- Spring Planning – starting off with 70% face-to face and 30% virtual, which is a significant shift from what we have traditionally seen (i.e. 10-15% virtual). With students choosing the virtual modality more, it has a significant influence on our planning. Examples were provided on how these changes could potentially impact our resource needs in the areas of technology, facilities and staffing.
- Covid may have changed things going forward for a while or into the future. There are annual updates of our planning documents (ex. FMP, TMP), as they are to be updated as needed.
- Planning cycles most often launch in January and have been aligned with the calendar years.
  - Trustees Heredia and Sbranti shared that they liked the forward thinking of our planning cycles.
- We have cycles of evaluation that are on-going so that we are regularly tracking our progress throughout the planning cycle.

### CONNECTING THE DOTS

Chancellor Gerhard introduced Dr. Jamal Cooks, Vice President of Academic Services at Chabot College, presenting on behalf of President Susan Sperling, to lead the Chabot College “Connecting the Dots” segment of the Vision for Success and Strategic Goals Update presentation, entitled “Continuity and Challenges”.

- Dr. Cooks provided an overview of the process by which the district-level plans and strategic goals/priorities are communicated with the administration at the colleges so that their annual goals will all be developed in alignment with these overarching critical priorities. This is one way we operate to “connect the dots”.
- Dr. Cooks shared an overview of the mission-critical priorities for Chabot College.



## Continuity

### MISSION CRITICAL PRIORITY #1

Equity: Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees. Each student and employee will receive the support, guidance, and/or education s/he/they need to achieve her/his/their goals and thrive in the Chabot College Community.

- An overview was provided on the various learning communities at Chabot College: Puente, Umoja, a new API learning community, Strong Black Brothers, My Sisters Keeper, and other first-generation groups, TRIO, etc.
- Proposing to partner with Las Positas College to create a shared position that will coordinate many of the activities for African-American students at both campuses.

### MISSION CRITICAL PRIORITY #2

Access: Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College. Residents from the community will choose Chabot College as their pathway to higher education and viable career options.

- Working to remove barriers from all areas, including the application processes, student services, instruction and technology-wise, etc.
- Looking to add a dual enrollment coordination position to increase support in this area.
- Dr. Cooks shared some of the specialty programs supporting students at Chabot - CTE programs, a Healthy Aging program for our older students, zero textbook costs program, etc. It was noted that some of the students who are enrolling in order to participate in these specialty programs, often sign up for additional classes.
- In alignment with this priority, Chabot is working to determine what are the things we need to be focusing on when it comes to our enrollment:
  - Developing non-credit offerings
  - Examining the online offerings
  - How can we use more hybrid or flex classrooms?
  - Examining our first-year and dual-enrollment experiences
- 



## Continuity

### MISSION CRITICAL PRIORITY #3

Critical Pedagogy and Praxis: Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.

Students gain the knowledge, skills, and abilities needed to thrive in continued education, the workforce, and in serving the community.



- Working to ensure that we are preparing students for the workforce – Shared the various programs that are examples of this praxis on critical pedagogy and preparing students for the

success in the workforce (i.e. Machine Tool, Auto, Dental, Nursing and the Fire and Sheriff's Academies, etc.).

#### MISSION CRITICAL PRIORITY #4

Academic and Career Success: Providing holistic and integrated support and services to ensure students reach their educational and career goals.

Systems and processes adequately support the campus community and are responsive to student needs, relevant to student academics, and ensure learning.

- Dr. Cooks noted that he is excited about what Chabot is doing related to Guided Pathways. The five pathways are: Arts and Design, Business, Health & Wellness, Science and Math, Society Culture & Ideas, Industrial and Information Applied Technology. Working to prepare each student for their career goals.
- Shared some of the units of the College that are supporting students on the Student Services side – the student loan program, Financial Aid and Counseling, etc.. Shared information about the Rise Program (for formerly incarcerated and justice-impacted students). To hopefully begin offering classes at Santa Rita jail soon. This program's start has been delayed due to Covid.



## Continuity

#### MISSION CRITICAL PRIORITY #5

Community and Partnerships: Cultivating strategic relationships that support the needs and goals of the college community.

Chabot collaborates with internal and external partners to offer support and experiences students need for their education and beyond.

- Dr. Cooks shared some of the partnerships that Chabot has, including with the Regional Occupation Program (ROP), the Hayward Promise program, Rubicon, all of the apprenticeships & local schools, etc.. Working to expand partnerships with AC Transit, Mazda and Mercedes.
- Dr. Cooks shared some major recent accomplishments:



### Recent Major Accomplishments

- The Black Excellence Collective 10x10
- El Centro/Title V
- Shared Governance Redesign
- Open Educational Resources and Zero Textbook Cost Degrees
- Online Learning Department Redesign
- Restorative Integrated Self-Education



15



### Recent Major Accomplishments

- Instructional Technology/Student Loan Program
- Fire Academy – Collaboration With Hayward
- Sheriff's Academy
- Chabot College Music Department
- Educational Master Plan 2021-2026
- \$1.5M Asian American and Native American Pacific Islander Service Institution (AANAPISI) Grant



16

- Trustee Heredia asked if we are looking at the enrichment courses? Shared that there are some areas where we may not be getting the appropriate credit. Discussion ensued about how we define “success” (degrees/certificates vs. classes). She asked how do we ensure we are getting acknowledged for these enrichment courses? She noted that not everyone is enrolling for a degree or to transfer. Some are here to be enriched or learn a language/skill.
  - Vice Chancellor Fleischer Rowland shared that there has been consideration when reviewing curriculum about the delivery to students and embedding things that students will need in order to be successful.
  - Some of these skills are taught in other classes that are offered as well, i.e. First Year Experience workshops, courses/workshops to teach navigating the library, and career & educational planning college readiness classes.
  - Many of the Student-Centered Funding Formula (SCFF) funding markers are based off of certificates and degrees.



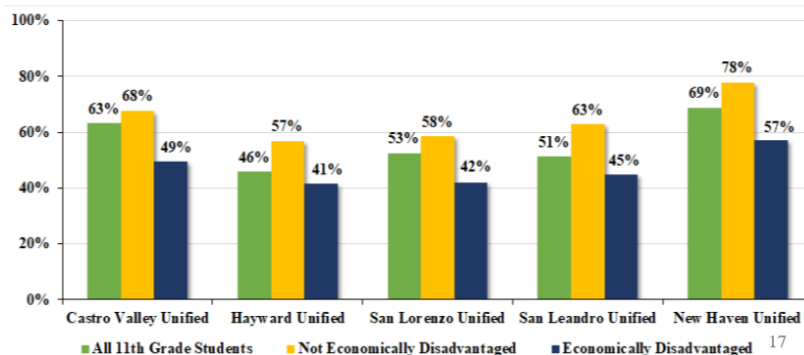
- Non-credit courses serve as a natural entry point that will potentially lead to certificates and degrees.
  - Trustee Granger asked once we are off Hold Harmless, how might the SCFF impact our ability to offer some of these enrichment courses? Dr. Cooks responded that we need to start preparing for not being on Hold Harmless, and that this extensive planning is ahead of us.
    - Chancellor Gerhard noted that enrichment is not included within the Board of Governor's Success Goals. Context was provided on how the State cut off repeatability by capping the number of times a student can take a course. A discussion ensued about how (repeatability) legislation has changed the way students are able to enroll in community colleges for life-long learning and/or enrichment courses, and now this has negatively affected those that come to us strictly to enroll in these courses. This continues to be a challenge and has significantly affected enrollment for a lot of districts state-wide. We have been thinking of ways to embed these courses within the pathways to other programs/courses to ensure we maintain access to these students.
  - Student Trustee Patino shared her own experience about how she never got the career planning support/course that she needed to prepare for her future. Noted how she supports prioritizing something that encourages students to develop their ed plans around their interests and strengths. Vice Chancellor Fleischer Rowland shared that this is along the lines of what Guided Pathways is to address. Student Trustee Patino also added that she would like for the District to offer support resources to students before and through-out their classes to ensure that they are taking the correct support classes/workshops that they need. She noted that many don't know what support is available.
    - Chancellor Gerhard noted that student surveys consistently identify a need for more counselors as a top priority.
    - Dr. Cooks noted that this is working well in many areas/courses/learning community cohorts, but we are working on how to scale this college-wide. Dean Abigail Patton who is over Academic Pathways and Student Success at Chabot is to head this effort so that we are more effective and efficient in supporting our students. Looking at the possibility of consolidating programs in order to be able to support more students.
  - Board President Sbranti added that he is interested in us finding out how to scale these programs that have already proved to be successful so that we can reach and support the students that are not lucky enough to be in one of our learning community/special program cohorts.
  - Trustee Heredia noted that we need to determine how to strengthen these programs like Punte. Stated that the bottom line is that we need to be prepared to invest here. She also indicated that it would be wise to organize and physically consolidate these programs within the same building/area on campus.
    - President Foster shared that Guided Pathways at LPC is also designed to provide a student success team for all students based on their career pathway/academic majors/programs. This is a way that we are scaling-up these additional services and support to offer to all students. These

pathways are important to keep students focused and supported along their path.

- Board President Sbranti spoke to how part of the purpose of the TMP is to focus our work on how we can use technology to support our students. For example, sending targeted messages to students to make them aware of the resources.
    - o CTO Bruce Griffin shared that that we are working to secure/implement CR Advise, which is an early alert and counseling support program that is intended to serve as a tool to help keep students on track academically and on their pathway. This serves to break down silos by focusing on the student vs. the special program.
  - Trustee Heredia noted that we need to make sure to maintain a balance between in-person services and remote/technology.
  - Student Trustee Patino suggested that we organize our counselors by major in order to be more focused/skilled in their support for students.
  - Trustee Mojadedi asked how do we get the students to feel like they belong? Noted that the demographics for our communities are changing and hence it warrants a new discussion that includes the API movement. This is a group that is very marginalized and needs a lot of support. He offered that simple things like adding API students to our collateral materials and the photos that we present would make a difference.
- Dr. Cooks shared some of the challenges that Chabot College is experiencing associated with the readiness of students coming from feeder district high schools, specifically within the areas of English and math. He went on to share how AB705 – the idea that all students have to complete college-level English and math within the first year – has resulted in challenges for our students.

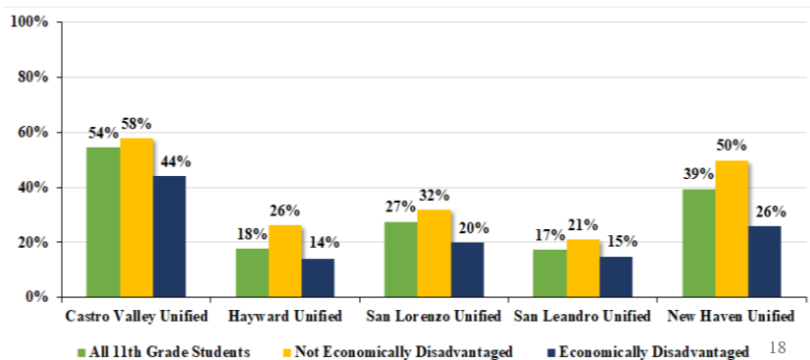
**Challenges**

Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced English Language Arts Assessment by Economic Status (Figure A-5 Chabot College ISER)



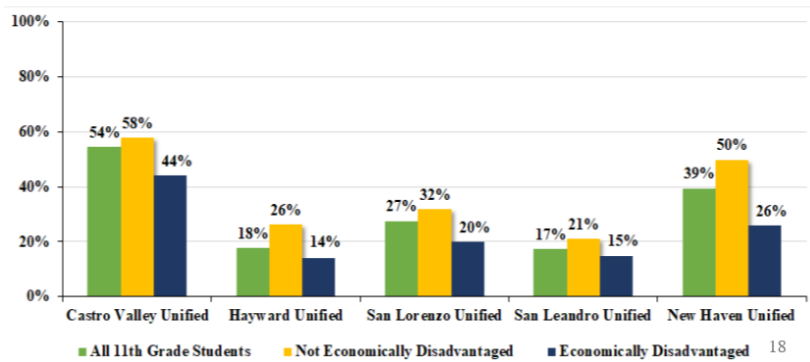
**Challenges**

Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced **Mathematics Assessment** by Economic Status (Figure A-6 Chabot College ISER)



**Challenges**

Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced **Mathematics Assessment** by Economic Status (Figure A-6 Chabot College ISER)



- Chancellor Gerhard spoke to how AB705’s mandate was intended to require that districts come up with a better way for student assessment that allows for the greatest probability for students to successfully transition into college-level English and math courses. This came out of concern that traditionally economically disadvantaged students were being regularly placed into basic skills (remedial level) courses, and the data showed that only 13% of those students would elevate into college-level courses. Out of concern with these success rates, the State is pushing to pass AB1705 which strengthens the legislation. This has been a controversial debate between educators and the state for many years.

  - Trustee Heredia shared the challenges that certain students were experiencing in basic skills courses pre AB705, and how by the time they were able to transition out of these remedial courses, they were no longer able to sustain their education.

**BREAK**

Board President Sbranti introduced President Dyrell Foster to lead the Las Positas College (LPC) “Connecting the Dots” segment of the Vision for Success and Strategic Goals Update presentation, entitled “Mission Critical Goals & Priorities”.

- President Foster noted that the goals and priorities for Las Positas College are directly from their Educational Master Plan (EMP). Additionally, all of the goals for the LPC management team and divisions are directly aligned to those EMP goals.
- Dr. Foster shared an overview of the Mission Critical Goals & Priorities for Las Positas College:

## Mission Critical Goals & Priorities



### Prioritize Equity and Anti-Racism

- Create a welcoming campus environment where all students feel a sense of belonging and connectedness
  - Be the destination campus for Black students and other students of color
  - Foster a culturally-informed and equity-focused curriculum
  - Strengthen access to student support services, and create physical cultural centers
  - Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices
- Las Positas College (LPC) would like to be a destination educational location for students of color and is working to ensure they are creating a welcoming campus that allows its students to have a sense of belonging. This has been challenging during the pandemic.
  - The College relies heavily on data when addressing equity. The College's institutional researchers are at the forefront on providing the data which allows us to take informed action.
  - LPC has embedded processes as a part of its program review, curriculum development and guided pathways that include an equity lens and which challenges faculty, staff and departments to determine what they are doing to move the equity needle forward.

## Mission Critical Goals & Priorities



### Educational Excellence

- Increase student success and completion by focusing on both, access & retention:
  - remove barriers
  - academic & personal (basic needs) support
  - professional development
- Design accessible and inclusive course offerings
- Align education programs with industry demands and regional workforce needs
- Working on improving programs and services to ensure that LPC's offerings match student demand.
- One major focus is working to bring enrollment back to what it was pre-pandemic. Working on improving access from the application process to enrollment, from recruitment to retention. Identifying and removing barriers for students.
- Chancellor Gerhard has made a commitment to look at this from a district-wide level.

- In May of 2021 we engaged a consulting team to develop an economic and workforce strategic goal planning document to inform aligning our offerings with industry demands and workforce needs. There is continued engagement with advisory committees.

## Mission Critical Goals & Priorities



### Community Collaboration

- Collaborate with community partners to provide educational opportunities that best serve the needs of our students and our community
  - Paid internships, work experience, scholarships
- Engage with local school districts to promote the opportunities offered by the College
  - Concurrent enrollment
- Enhance the transfer experience of our students through partnerships with 4-year institutions
- Strengthen collaboration with business partners to meet regional workforce needs
- Continuing to pursue partnerships to provide internship opportunities for our students. This allows us to work closely with Economic Development and Contract Education (EDCE).
- Aligning educational programs with industry needs and regional workforce needs.
- Working to ramp-up partnerships with our local school districts by:
  - continuing to support LPC's Middle College high-school program.
  - working to increase efforts to boost and support concurrent and dual enrollment.
  - continuing to support our partnerships with four-year institutions through East Bay College Agile Network (CAN).

## Mission Critical Goals & Priorities



### Organizational Effectiveness

- Ensure institutional stability and long-term institutional health
- Strengthen fiscal stability
- Pursue and secure alternative revenue sources for the college
- Provide appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities
- Working to continue being fiscally stable and responsible stewards of our allotted resources.
- Working to enhance relationships through the LPC Foundation Board and nurturing other partnerships to bring in additional revenue and resources to support our students.
- Currently have a joint Transfer/Career Center. To increase staffing here to be able to better serve students.
- Dr. Foster shared information about some of the mission-driven highlights below:
  - Prioritizing Equity and Anti-Racism
    - President's Advisory Council on Race & Equity – This is a large well-represented group that meets quarterly to review LPC's EMP goals.

- To conduct a campus climate survey for students and employees to assess how the College is doing.
- Educational Excellence
  - The focus here is on Guided Pathways. The changes to be instituted in the fall will align counselors to various pathways in order to support student pathway success.
  - The Caring Campus Initiative goal - Classified staff to identify specific behaviors to be implemented across the institution to help foster a sense of belonging and welcoming for our students. To meet to develop a plan for rolling this out in the upcoming year.
- Community Collaboration
  - Working closely with District Public Relations, Marketing and Government Relations (PRMG) on implementing a strategic outreach plan. Dr. Foster shared specific outreach measures that have ramped-up since Director of PRMG Dionicia Ramos has come on board. Some of the strategic outreach initiatives include social media, parent information nights, marketing, community fairs, etc.
  - Continuing to provide courses at the Women's prison in Dublin.
  - Working on an MOU with UC Merced to increase concurrent enrollment between the two institutions. To be submitted to the Board for approval this summer.
  - To bring on board a Business/Industry Liaison professional (would be a contractor role) to ensure we are investing in making and nurturing these community collaboration partnerships. Working on streamlining this process and identifying a centralized place for employers to engage with our college.
- Organizational Effectiveness
  - Board President Sbranti shared appreciation for the efforts being made to ensure appropriate levels of staffing to allow for institutional effectiveness.
  - Trustee Gin noted that it was his hope that the two colleges are making it a point to share best practices and support each other to scale out what is working on any particular campus.
    - Chancellor Gerhard shared how in a multi-college district, the colleges have historically operated more autonomously, but because of the new State initiatives (AB705, Guided Pathways, SCFF), we are seeing that more and more students are attending both colleges, and hence we are needing to collaborate across the colleges more. The plan is to ensure a common student experience for students who attend both colleges.
- To soon implement a CRM (central relationship manager) that will serve as a central repository for student information across the District and at both campuses.

Board President Sbranti introduced Vice Chancellor Theresa Fleischer Rowland to lead the Strategic Plan segment of the Vision for Success and Strategic Goals Update presentation entitled "Examples of Goal Alignment Across CC, LPC, and District Office Session".

- Vice Chancellor Fleischer Rowland reiterated that she hopes the following three themes will stand-out through-out the day: 1. cohesiveness across priorities and goals, 2. support for the unique aspects of the colleges, and 3. the ways we are addressing the needs of our students.

#### District-wide Strategic Plan

- This is a district-wide plan that compliments the two college educational master plans and develops an overarching strategic plan for implementation district-wide.
- The plan resulted in five strategic directions that were presented to the Board last spring.

#### **District-wide Strategic Plan**



2021-2026 presented to Board at Spring 2021 Retreat

#### **District-wide Strategic Directions**

1. Educational Excellence
  2. Community Partnerships
  3. Sustained Prioritized Resources
  4. Institutional Effectiveness
  5. Call to Action to address Anti-Blackness, Racism, and Barriers to Equity
- Ways in which the District service center units support the educational master plans through these strategic directions were presented.
    - Office of Educational Services and Student Success – Vice Chancellor Fleischer Rowland provided two examples from the Educational Services and Student Success (ESSS) Unit.
      - In support of the strategic goal related to addressing anti-blackness, anti-racism and barriers to equity, the ESSS Office has led the review of 160 Board Policies and Administrative Procedures. These policies are intentionally reviewed with an equity lens to ensure that the language reflects inclusion.
      - In support of the strategic goal related to sustaining prioritized resources, the ESSS Office oversees the District Enrollment Management Committee and EDCE. Both enrollment and partnerships serve as revenue generating arms of the District.
        - Board President Sbranti asked how we encourage the apprenticeships without them being in competition with EDCE, and vice versa? Vice Chancellor Fleischer Rowland responded that EDCE is the central point to our apprenticeships. There are no apprenticeships that take place without EDCE management and oversight, and EDCE cannot offer or be a partner with a program sponsor without the colleges. Examples of how this works were shared. Board President Sbranti noted that it would be ideal if we could organize so that students don't have to choose between securing apprenticeships and a earning a degree. They should be able to participate in an apprenticeship while working on their degree, and allow the income generated to help them pay for college. He noted that it's important to share that apprenticeships are for everyone.

- Office of Business Services – Chancellor Ron Gerhard presented on behalf of Vice Chancellor Nicholas. He shared the following:
  - Leads the district-wide planning efforts that integrate with budget and resources.
  - Works to develop a district-wide Budget Allocation Model that takes into consideration our new SCFF funding model. We continue to make progress on this through our District Planning and Budget Committee, which Vice Chancellor Nicholas co-chairs along with Academic Senate President Sara Thompson and former Classified Senate President Noell Adams.
  - This office also provides regular financial statements provided to the board and through the governance bodies so that there is transparency with regard to the budget and spending.
  - Works to prepare and present on the tentative budget at the June Board meeting, and the final adopted budget at the September Board meeting.
  - Works to ensuring that the District remains in compliance with other Faculty Obligation Number (FON)/50% Law.
  - In addition to this, the Business Services unit works with Vice Chancellor Letcher on Bond implementation. Shared an example of this office recently selling \$200M in general obligation bonds, providing cash for the bond program on our campuses. This saved tax-payers approximately \$30M.
  - Oversees and manages the District’s long-term liabilities.
    - Board President Sbranti asked that we schedule to have a more detailed conversation about how we are planning to address our long-term liabilities and irrevocable trust at one of our upcoming board meetings. Would like a presentation on the progress and long-term projections in this area.
- Office of Facilities/Bond Program & Operations – Vice Chancellor Owen Letcher presented a couple of examples of how this office supports the goals of the colleges.
  - In support of the strategic plan goal related to sustained prioritized resources, the Facilities unit develops and maintains facilities and climate-sustainable campuses, as well as social spaces for engagement. These are included in our facilities plans.
  - In support of the strategic plan goal related to institutional effectiveness, this unit also makes meaningful connections between our academic programs and local economic needs and opportunities.
- Office of Human Resource – Vice Chancellor Wyman Fong presented on how Human Resources supports our District strategic plan.
  - Vice Chancellor Fong spoke to the more recent changes in our workforce. Since the pandemic, we have had over 189 vacancies. We now have a newer workforce (35% have been employed with the District for five years or less, 65% over five years).
  - Hires and onboards over 100 positions each year.
  - Working on professional development and training to develop our existing staff.
  - Continuing to work to enhance diversity, equity and inclusion.



- Received \$250,000 from the State Chancellor's Office to support DEI and creating a sense of belonging. Partnering with three organizations (Collegas, AMEND & APAHE) to provide training in this area.
  - Working to partner with the California State University system.
  - Working to collaborate for Asian American support as well.
  - Working with college constituents to develop a new Equal Employment Opportunity (EEO) advisory committee.
  - Our District will be highlighted by the State Chancellor's Office as a best practice for our Classified Leadership Institute for Professionals (CLIP) program serving as a model for diversity, equity and inclusion. This has been a successful program for over six years. Encourages staff to get training/advanced degrees in order to be hired within CLPCCD to contribute in other capacities. Includes speakers and curriculum. Asked the question, how do we expand this for other employee groups (management and faculty)?
    - Trustee Mojadedi shared how appreciative he is of the professional development for staff. We need to focus on more educational technology for faculty, especially if it seems that our students are wanting more remote offerings. Would like to see training for managers (ex. Admin 101).
  - We are starting to do orientations for administration as well.
  - Chancellor Gerhard spoke about plans to put in place a professional development plan for the District's senior leadership team members, and how this will be a priority.
  - VP Cooks spoke to how investing in our classified staff is beneficial to the staff member, as well as to the District, as they are less likely to leave the District for alternative employment.
    - Trustee Gin noted that we should be sharing the CLIP Program widely/nationally, as it is a great model and can bring us positive visibility.
    - Board President Sbranti spoke to the need for educational technology training for our faculty and the need for professional development for our managers around leadership and how to be great leaders.
  - Chancellor Gerhard spoke to his plans for professional development for all levels of administrators. This is embedded within professional goals and reinforced at orientation.
- Office of Information Technology Services (ITS) CTO Bruce Griffin presented on how ITS supports our District's strategic goals. He shared the following:
    - ITS has strategically deployed technologies to the cloud to provide for a more effective workforce and hence efficient student experience. Upgrading to the cloud saves us resources on the number of servers we would need to support those systems. Examples include migrating to Office 365 and moving email to the cloud. This enables us to realign staff to other priorities. Have selected a cloud-based student retention and early alert system. Spoke to the benefit of moving to this system.
    - ITS is much more integrated in all of our work than it used to be. It's now a central resource to almost all of our work.

- Another priority is our work to address cyber security. This is a real problem. Spoke to the ways that ITS is working to protect the District from security breaches. Shared how this problem is posing more and more of a risk to doing business. These breaches can be very costly – both to the District and as well as the impact on the student or staff members. We are conducting an IT security assessment and deploying a double firewall. Also piloting a new program for our remote users.
- Spoke to the need to begin thinking about how we support this financially moving forward.
- Office of Public Relations, Marketing and Governmental Relations (PRMG) – Director Ramos presented on how PRMG supports our District’s strategic goals, as well as the colleges, through the District-wide Marketing Campaign. She shared the following:
  - A PRMG priority is to improve/increase CLPCCD reputation as leader in education and providing an outstanding student experience.
  - Works with colleges to develop their online presence. This is serving as a serious outreach tool.
  - Working to make the website a marketing tool. Will be working with both colleges on this. Want to ensure that the students see themselves on our platforms.
  - Works to communicate to our community where our colleges are and what they offer. Working to improve brand awareness and make sure the public knows how to register. Want to drive applications.
  - Assists colleges with communication strategies for student success.
  - Building strategic partnerships with our community partners and strengthening our relationships with our local cities/municipalities.
  - Providing outreach to high schools. Should have the results soon on the outreach survey that went out to the counselors at our feeder schools.
  - Targeted messages to students (ex. important deadlines).
  - The colleges are urging PRMG to find new and creative methods to reach hard to reach communities.
  - Working on how we work with the local municipalities to bring resources to our students so that there is more equity across all of our areas of representation.
  - Trustee Mojadedi shared his appreciation for the work of the PRMG team. He noted how our social media presence has been very active and how this is great for marketing/communication. He shared that one of his priorities is to bring these resources to the Chabot College service area and to make sure there is parity across our represented areas. He noted that he appreciated that effort was being placed around also strengthening our relationships and partnerships with those outside of the Tri-Valley area as well. Spoke to the challenge of representing such diverse communities across our District.
  - Board President Sbranti offered a suggestion to use student groups as ambassadors for our colleges. Noted that students can be a very important tool for public relations. It would be great to increase their engagement in

the community. Their voice is strategically important in reaching out to our community. This could be beneficial for the District, as well as for our students. Other four-year universities do this all the time. Students know what attracts and deflects other students the most.

- Trustee Heredia shared that she wants us to be careful to not over-burden our students. Suggested that we maybe make these opportunities paid jobs because a lot of students need to work.

## 5.0 LUNCH BREAK

Board President welcomed everyone back from lunch.

## 6.0 **PRESENTATION: Vision for Success and Strategic Goals Update (Continued)**



### **Vision For Success Goals**

The CLPCCD Board of Trustees adopted [Vision for Success](#) goals for each college nearly five years ago to set a path to increase certificate and degree attainment, to improve transfer, and to close equity gaps.

## VISION FOR SUCCESS (VFS) GOALS

- Chancellor Gerhard noted that in 2016-17 the State Chancellor’s Office came out with their Vision for Success Goals. Each college was to then set Vision for Success Goals for each of their institutions. We did so in 2019. Today an update will be provided on where we are in terms of achieving those goals (listed below).
- Chancellor Gerhard introduced Dr. Rajinder Samra, Director of Research & Planning at Las Positas College and Brian Goo, Director of Research & Planning at Chabot College to lead the “Vision for Success Metrics, Goals, and Outcomes” segment of the Vision for Success and Strategic Goals Update presentation.

**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 (does not apply to Bay Area)
  
- The State had these VFS goals developed because students were either not completing or taking too long to complete. These goals are intended to ensure that institutions focus on the end goals for students.
- Las Positas College Director of Research & Planning, Rajinder Samra presented data on the Vision for Success metrics for the Chabot-Las Positas CCD. He made note that the State Chancellor’s Office has run the data, defined the data and have changed the methodology by which these metrics are calculated over time. They are aligning it more towards the SCFF.
- Chabot College Director of Research & Planning Brian Goo added that this is tied to other State initiatives, in particular the SCFF and Guided Pathways.

**Metrics Selected by Colleges for Vision for Success Metrics, Goals, and Outcomes**

- Chabot and Las Positas went through their participatory 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

Major Disclaimer

In 2020 and 2021, the State Chancellor’s Office operationally redefined some metrics and re-ran the data, including for the 2016-17 base year.

42



- Director Goo continued to share data illustrating where Chabot College lands metric-wise, on the path to achieving their VFS goals.

**Metrics, Goals, and Performance**



Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 1C: Increase All Students Who Attained Vision Goal Completion	20% ↑ Recalc: 1033 Adopted: 1100	861	1028	1104	1085	1219
Metric 2A: Earn an Associate Degree for Transfer	30% ↑ Recalc: 352 Adopted: 372	271	351	413	452	547
Metric 3A: Unit Accumulation of Associate Degree Earners	7% ↓ Recalc: 82 Adopted: 85	88	87	88	87	83



**Metrics, Goals, and Performance**

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 4C: Job Closely Related to Field of Study	11% ↑ Recalc: 73% Adopted: 70%	66% (73%)	72%	71%	73%	70%
Metric 5.1C: Attain Vision Goal Completion ( <i>Foster Youth</i> )	55% ↑ Recalc: 17 Adopted: 17	11	12	16	17	27
Metric 5.1A: Attain Vision Goal Completion ( <i>LGBT</i> )	43% ↑ Adopted: 17	< 10	< 10	< 10	< 10	< 10



**Metrics, Goals, and Performance**

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 5.2A: Earn an Associate Degree for Transfer ( <i>African American Students</i> )	42% ↑ Recalc: 36 Adopted: 37	25	24	33	40	33

- Overall, we are making steady progress and even more so through this year (not included in slides). Even with our enrollment decline, these numbers have continued to improve.
- This data came from our MIS data that was uploaded to the State.
- Next year we will report on our 5-year measurements.
  - Trustee Heredia shared that the data on Foster Youth is likely skewed given that many students stay with extended family or friends and hence are not considered officially as foster youth. Given this, we are likely serving more foster youth than which is being counted.
- Director Samra continued to share data illustrating where Las Positas College lands metric-wise, on the path to achieving their VFS goals.



**Metrics, Goals, and Performance**

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 1A: Earn an Associate Degree	20% ↑ Recalc: 731 Adopted: 853	609 <i>(Initial Base: 711)</i>	607	619	673	683
Metric 2A: Earn an Associate Degree for Transfer	35% ↑ Recalc: 320 Adopted: 329	237 <i>(Initial Base: 244)</i>	281	313	395	410
Metric 3A: Unit Accumulation of Associate Degree Earners	5% ↓ Recalc: 78 Adopted: 79	82 <i>(Initial Base: 83)</i>	81	82	78	78



**Metrics, Goals, and Performance**

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 4C: Job Closely Related to Field of Study	5% ↑ Recalc: 69% Adopted: 69%	66% <i>(Initial Base: 66%)</i>	69%	72%	70%	67%
Metric 5.1A: Earn an Associate Degree (African American Students)	64% ↑ Recalc: 26 Adopted: 36	16 <i>(Initial Base: 22)</i>	17	19	11	22
Metric 5.1A: Earn an Associate Degree (Asian American Students)	32% ↑ Recalc: 75 Adopted: 96	57 <i>(Initial Base: 73)</i>	67	64	104	85



**Metrics, Goals, and Performance**

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 5.2A: Earn an Associate Degree for Transfer (African American Students)	40% ↑ Recalc: 14 Adopted: 14	10 <i>(Initial base: 10)</i>	<10	<10	<10	10

ENVISIONING OUR FUTURE

- Vice Chancellor Fleischer Rowland introduced President Foster and Vice President Cooks to lead the “Envisioning Our Future” segment of the Vision for Success and Strategic Goals Update presentation.

- President Foster introduced Directors Rajinder Samra and Brian Goo to present the data from the student surveys that were administered by our Offices of Planning & Research.



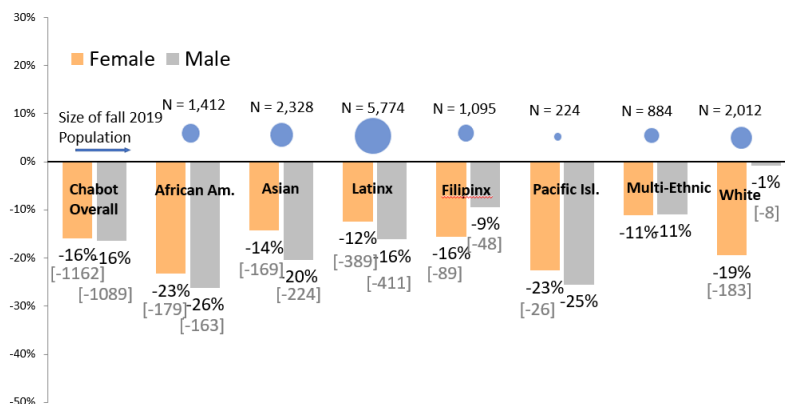
### What Students are Telling Us

Institutional Research

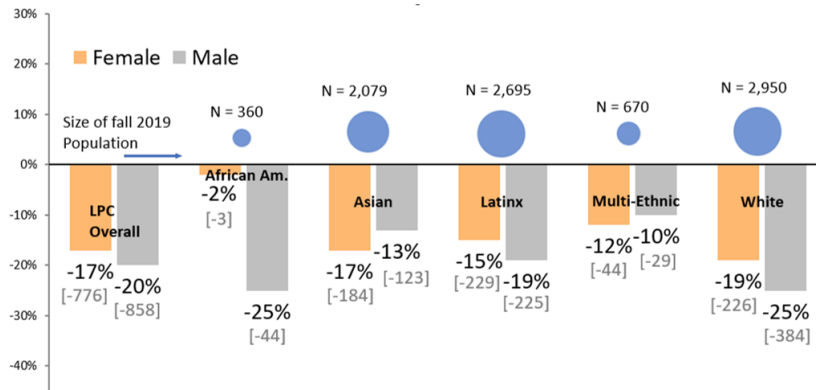
- Director Brian Goo
- Director Rajinder Samra
  - Demographics
  - Student preferences for Fall 2022
    - Spring 2022 Survey: 1087 Currently Enrolled CLPCCD Students
    - Chabot College, n = 733
    - Las Positas College, n = 354

- The surveys included questions related to the enrollment and student preferences as it relates to mode of instruction and mode of student services.
- The data on enrollment was shared.
- Themes that came out of this data were discussed.
  - Enrollment for African-Americans, White women, and some segments of the Asian populations were most affected.
    - Pacific Islander and Asian Americans have concerning data. Overall their enrollment fell by 19%. The Asian Indian population, however, went up by 2%.
    - Enrollment for African-American females dropped 25% vs. males at 2%.

### Chabot College Population Changes by Race/Ethnicity & Gender Fall 2021 Compared to Fall 2019

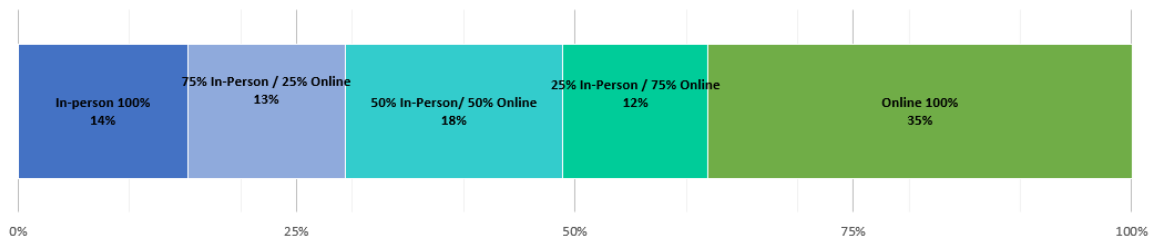


**Las Positas College  
Population Changes by Race/Ethnicity & Gender  
Fall 2021 Compared to Fall 2019**



- Board President Sbranti pointed out that there was a steep decline in enrollment for White women at Chabot and African-American men at Las Positas. He asked if there was anything that showed up in the research that could provide understanding around why this is.
- Trustee Gin asked if we follow-up to ask the students why they are leaving.
  - o Response: We haven't recently.
- The data on student preferences related to modality of service was shared?

**Chabot College  
Student Modality Preference for Fall 2022**



**Las Positas College  
Student Modality Preference for Fall 2022**





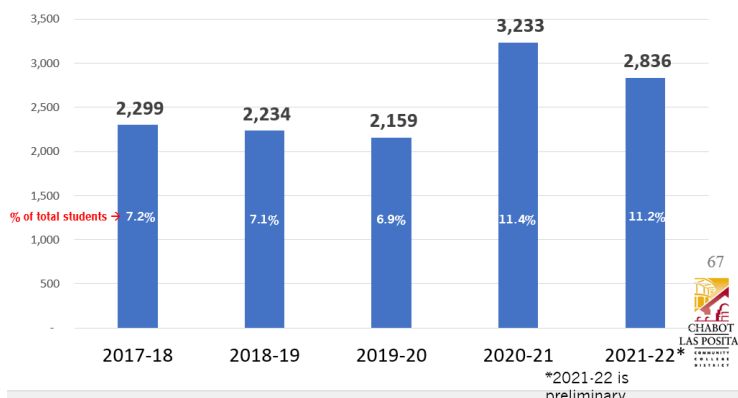
- Some highlights from the survey data related to student preferences and the effectiveness between the various modes of instruction were shared.
  - It was noted that we only surveyed currently enrolled students.
  - Asynchronous and in-person were the preferred modes of instruction.
  - Online synchronous resulted in the least effective, while in-person resulted in the highest success rates.
  - It was noted that more faculty are coming to be trained.
    - Board President Sbranti asked if there is data that indicates the varying success rates between all modes of instruction?
      - Response: Vice Chancellor Fleischer Rowland noted that the colleges do have this data. Success rate variances: 66% for synchronous, 71% for overall, and 82% for in-person.
  - Most students prefer to take classes in-person.
    - Trustee Granger asked about the breakdown for modality of offerings planned for fall 2022.
      - Response: For seats still available at LPC, it’s roughly 40% in person, 40% asynchronous, 9% hybrid, 4% HyFlex. For sections, the breakdown is approximately 2/3 in person and 1/3 online. Trustee Granger shared that she’s hearing that the high-school students want more in-person classes.

*(Note: Trustee Reynoso arrived at 1:15pm.)*

The data showed that most students do want some level of online access to student services. Overwhelmingly they want access to both.

- Students shared in the comments section that they wanted the campuses opened back up.
  - Chancellor Gerhard asked if it was asked whether any of the students were enrolled in learning community cohorts, as he is interested in comparing the success rates of students in these cohorts to all other students.
- Data on the student headcount of those that took classes at both colleges during any given academic year was shared. This number has increased significantly since the pandemic when more courses have been online.

**Headcount of Students Taking Classes at Both Chabot and Las Positas Colleges**



- Trustee Reynoso asked about whether access to the campus and on-campus resources served as a contributing factor to these numbers? Asked if there is a way to mitigate the cost of transportation for students? For example, can parking be made free for students given that gas is so high?
  - o It was noted that this is being discussed within Student Services.
    - President Foster spoke to the pandemic's impact on enrollment. We don't know why we have lost so many students. We assume the pandemic is a huge factor, but we are remaining focused on making sure we are a welcoming environment.
- Board President Sbranti asked whether the colleges have surveyed the students that we have lost so that we can understand why we have lost them?
  - o Chancellor Gerhard responded that this question has stumped the colleges as well. Applications are up (20%), yet actual enrollment is down. We are trying to figure out why these students have decided not to register/enroll. Noted that we need to identify the barriers. In order to help with this effort, we are looking into the following: hiring a firm to analyze this, holding focus groups to hear from the students, conducting secret shopper initiatives.
- Trustee Gin suggested that we be intentional about following-up to check in on why students leave because it signifies to students that we care and that they are valued.
- Trustee Heredia asked if we know how many of our students that left, have come back?
- Director Rajinder noted that we are looking into making it so that our concurrent enrollment students don't need to apply each year.

### BREAK

- Chancellor Gerhard introduced Chabot College Vice President of Academic Services Dr. Jamal Cooks to lead the "Chabot Collaborative for Equity and Professional Growth (CCEPG)" segment of the Vision for Success and Strategic Goals Update presentation.
- VP Cooks spoke to how Chabot College is focusing on professional development. To hold workshops amongst the administration over the summer. To include discussions about leadership and increasing enrollment in those sessions.
- Also holding a series of workshops over the summer to train instructors on how to use canvas and teach hybrid courses.
  - o VP Cooks provided an overview of the Chabot Collaborative for Equity and Professional Growth (CCEPG) program which has been active on the Chabot campus for years. It helps facilitate learning experiences for staff to foster relationship building and institutional transformation with the intent with the intent of deconstructing the different isms and being aware as to how this impacts our curriculum, instruction and assessment as we work with students on campus. VP Cooks went on to share the focus, activities/projects and impact of the CCEPG.
  - o If we are leading with Equity, we can't assume everyone knows what that means. Putting together the Practical Anti-Racist Teaching Institute that will be an

- ongoing source of professional development in the area of equity. Considering designing leveled workshops for those that are not new to these conversations.
- VP Cooks shared data on the impact of this program from 2015-17 that showed an increase in success for students who took classes from faculty that participated in this program.
    - Trustee Granger asked about updated assessment data for this program.
  - Vice Chancellor Fleischer Rowland introduced President Dyrell Foster who led the “The Persistence Project” segment of the Vision for Success and Strategic Goals Update presentation on behalf of Dr. Kristina Whalen.
    - President Foster provided an overview of the Persistence Project which was launched in 2021. This was an award-winning model used in an Illinois institution that was making a positive impact on student success once implemented. President Foster shared how this is a program that reframes how we connect with students. Examples included one-on-one meetings with each student, committing to learn students names, providing timely feedback on assignments, etc.
    - Spoke to the impact of this program on affecting student success. Found that student success rates were positively impacted as a result of this program. Working to scale this project up in order to expand the reach of this resource for more of our students to have access.
    - Details related to participation were shared. Data is showing that it is making a difference in success rates and that the students are appreciating it and finding it helpful.
    - Looking to house this within the Professional Development (PD) Committee and PD offerings, as well as embedding it within the new faculty requirements communicated upon onboarding.
  - Chabot College Vice President of Student Services, Matt Kritscher was not in attendance, but shared a message via video to lead the Chabot College “Student Outreach and Engagement” segment of the Vision for Success and Strategic Goals Update presentation. The video was played for everyone.
    - Shared strategies for engagement and re-engagement for our students who may have stopped out. Efforts to reach out to these students include text, email, text and flyers.
    - Chabot has implemented the ability to use a QR code to access the Chabot App for registering and enrolling via cell phone.
    - Have implemented a rather comprehensive Peer Guide Support Line and a Phone Call Outreach Team to support outreach to students who have stopped out or have not fully enrolled, in order to offer support and information.
    - Using a CRM system to monitor our contacts with students district-wide.
    - Working with PRMG to conduct additional outreach via email that welcomes new students and alerts them to the various resources. Shared the flyers used to communicate the benefits of enrolling at Chabot. Engaging in this outreach and follow-up work to encourage prospective students who have applied, to enroll, and for previous students, to come back.
    - District-wide slogan = “Invest in You”

- Vice Chancellor Fleischer Rowland introduced Las Positas College Vice President of Student Services Jeanne Wilson to lead the Las Positas College “Student Outreach and Engagement” segment of the Vision for Success and Strategic Goals Update presentation.
  - After being mostly online for the last couple of years, LPC is working to reintroduce the College to the community. Doing this through telling our stories, and highlighting the benefits of LPC. Created four mini video campaigns that will be uploaded to the website.
  - Partnered with “Niche” which is a platform that allows potential students to search for community colleges in their areas. LPC was awarded Niche’s 2022 Best Colleges Award. This enables us to be able to track data on student engagement on our website and produce detailed reports with contact information to allow for follow-up outreach.
  - VPSS Wilson spoke to how outreach conducted via social media has become an important “free” marketing tool, especially with our younger students. We are currently working to increase traffic to the existing district sites. The College provides content for District PRMG to post.
  - Concurrent/Dual Enrollment – Working to make it less complicated to enroll students. Developed a new parent portal or website to allow for close engagement and information about their student’s education. To be up and running soon.
  - Changed the cut-off enrollment date for concurrent/dual enrollment students from two months before classes begin, to two weeks.
  - An outreach mailing publication was shared with all in attendance.
  - Created an annual calendar of events.
  - Noted that the website has been serving as an extension of our campus during the pandemic.
  - Spoke to the issue of students wanting to speak to someone in person. All phone lines have been turned back on (after being mistakenly left off during the pandemic). This is an access problem, and has been addressed.
  - If we are going to increase student success and completion, we must change some of our overwhelming, complicated and antiquated processes, starting with onboarding. One example of how we are doing this is through the “Application Inquiry Project” that led to major changes. One example of a change is a review of the major codes in CCCApply. The 150 major codes have been reduced to 8 major guided pathways for careers.
  - Working with ITS on how to make this process easier for our existing and prospective students to navigate through.
  - Undergoing a Student Services website redesign to update our website so that it is more tailored towards a student perspective. To include academic support services.
  - Starting this fall we have instituted new Guided Pathways Success Teams, made up of counselors who self-selected which of the eight pathways they want to be a part of. To have social-work interns within those pathways. Will have an opt out approach. Want to hire students to be a part of the success teams.
- Retention, Connectedness & Belonging -
  - Implementing 3-4 touch points for retention of students to provide a warm and welcoming environment where all students feel a sense of belonging to the campus.

- Spoke to the ways in which LPC will accomplish this.
- Using State funding to hire new classified supervisors to support our programs.



**Retention, Connectedness & Belonging**



**CARING CAMPUS**

- Intentional Focus
- Warm Welcoming Environment
- Intentional Hiring w \$ to Support
- Dream Center Coordinator (Undocumented)
- UMOJA/BCRC Coordinator
- New FT Counselor ~ Passionate about AAPI
- Basic Needs/Student Resource Coordinator
- Career, Transfer, Employment Coordinator
- Mental Health Services Support
- LGBTQ+ One Time Funding
- State Mandated Refocus on Intentional Equity Focused Spending of SEA \$
- Identified Staff Interpreters w Contact Info & Photo

- Looking at creating a mini food pantry for students (through partnership with Alameda County Food Bank). Will be able to offer meal cards, gas cards, etc.
- Investing in Mental Health Services Support
- To post pictures of all student services staff to the website and include mention of the different languages they speak.
  - Trustee Mojadedi shared his sincere appreciation for this presentation and all of the ways in which LPC is supporting our students, and how it is all rooted in equity.

INTEGRATED TEAM EFFORT

- Vice Chancellor Fleischer Rowland provided a recap of the major themes shared in today’s presentation(s) and shared how it represents a systematic approach to planning, learning, implementation and continuous improvement. She spoke to how the work at the colleges and District Office are integrated and how the data is being thought through so that our work is data informed and makes a difference.

**Integrated Planning and Budget Model**

- District-wide Participatory Governance
- Continuous Improvement – Survey 2021, 2022
- Annual Planning Across Committees
- Committee Annual Goals
- Meet Accreditation Standards



- Vice Chancellor Fleischer Rowland provided an overview of the district-wide participatory governance structure that serves as an integrated planning and budget model. The college committees align with the district committees.
- Vice Chancellor Fleischer Rowland acknowledged how the last few years have been some of the most challenging years for our institutions, and yet the following work is continuing.

### **Endemic-related Decisions & Growing Community Impact**

While concurrently...

- Delivering: Accreditation Standards, Mission-centered Programs and Services, Multi-Year Enrollment Planning, new Budget Allocation Model.
- Crosswalking: Local Priorities, Institutional Goals, in support of College Culture, Master Plans, and the Vision for Success Goals
- Leveraging CCCCO Mandates: Guided Pathways, AB705, SEAP, SWP, Basic Needs
- Re-engaging face-to-face and welcoming campuses
- Positioning Distance Education capacity to meet demand

88

### **Endemic-related Decisions & Growing Community Impact**

- Leveraging Partnerships with Employers, Education, Civic and Nonprofit Organizations
- Leading large national grants to support our students (HSI, AANAPISI, STEM, etc...)
- Deepening intersegmental efforts across UC, CSU, CC, and K-12
- Defining Outreach and In-reach to increase student access and retention
- Implementing strategies to increase student success and enrollment, such as Credit for Prior Learning, Year to Career, Dual Enrollment/CCAP Agreements, Special Populations, Financial Aid, Apprenticeship

89



- Spoke to the Endemic-related Decision & Growing Community Impact
- Shared deep appreciation and respect for the resilient and deeply committed leadership at the colleges and District Office who are in regular and constant communication.
- Working to model self-care.
- Vice Chancellor Fleischer Rowland closed by indicating that she would bring back additional updates to the Board for review.

## Conclusion

- Recognition and gratitude
- Key: regular communication, supporting self-care for our teams and ourselves
- Bringing back to the Board of Trustees:
  - Accreditation determination: January 2023
  - EMP and DSP progress: Spring 2023
  - Vision for Success update: Summer 2023

## CONNECTING BACK TO THE BOARD PRIORITIES



### Board Priorities – Revisit

On April 16, [2019](#) the Board of Trustees reviewed their Priorities for the period of 2019 to 2022. The following priorities were approved:

- Develop a system of student support that provides access and equity of outcomes for all students
- Develop a system of effective communication
- Create a culture of collaboration among staff and the community
- Continue developing systems that support student achievement
- Provide effective management of District fiscal resources



### Board Goals – Revisit

On April 16, [2019](#) the Board of Trustees reviewed and adopted the 2019-2022 Board Goals. They include:

- Ensure the district maintains fiscal responsibility (ongoing)
- Maintain advocacy at state and national level on matters of importance to the district (ongoing)
- Ensure community connectivity by supporting and attending various community events (ongoing)
- Full participation in CCLC's Excellence in Trusteeship Program (ongoing)
- Review accreditation standards and practices for good governance and use them as part of the Board's annual self-evaluation process (ongoing)
- Create new trustee orientation program (completed)
- Monitor the progress of the Chancellor's implementation of district priorities (ongoing)

94



- Chancellor Gerhard asked the question, “What does the future look like for our District?” Our response must be grounded by the student data. This gives us a framework for what the future looks like and it should inform our Board priorities, and the Chancellor’s goals as well.
- Flexibility will be most important to our success in moving forward to ensure that we are able to meet students where they are.
- Chancellor Gerhard provided an overview as to how this all connects back to the board priorities and goals.
  - Board President Sbranti shared that he likes the fact that this Retreat is happening in June because it aligns with the timing of the Board’s self-evaluation and the chancellor’s evaluation. Noted that we would hold-off until the until the August 20<sup>th</sup> Board Retreat to continue the discussion about the Board priorities and goals.
  - Trustee Gin shared that this is the best CLPCCD retreat he’s attended. He noted that he is walking away feeling confident that we are in a good place.
  - Trustee Mojadedi shared appreciation for the staff for putting on such a well-planned and informative Retreat.

## 7.0 ADJOURNMENT

### Motion No. 1

Trustee Gin made a motion, seconded by Trustee Granger, to adjourn the meeting at 2:46 p.m.

Motion carried, 6-0.


Motion carried by the following roll call vote:

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

## 8.0 NEXT MEETING

The next meeting of the Board is a Regular Meeting scheduled for June 21, 2022 at the District Office, Dublin, CA.

Minutes prepared by:

  
 \_\_\_\_\_  
 Maisha Jameson  
 Recording Secretary

  
 \_\_\_\_\_  
 Linda Granger  
 Secretary, Board of Trustees  
 Chabot-Las Positas Community College District