



C H A B O T - L A S P O S I T A S

*Community College District*

# **CCCCO/Aspen Institute Trustee Fellowship**

**May 18, 2021**



# Trustee Fellowship: What

- Facilitated by the Aspen Institute, teams of board members and presidents will engage in learning drawn from board and presidents at community colleges that have been finalists for the Aspen Prize and those particularly successful in implementing transformational change through guided pathways reforms.
  - Areas of focus:
    - Identify key reform strategies and understand why these strategies are important for our students
    - What metrics the Board should monitor
    - What do the reform strategies mean in terms of the student experience
    - Development of a Board action plan



# Trustee Fellowship: Design

- Two full-day conferences: spring 2020 and spring 2021
- Seven half-day convenings focusing on student success data and metrics



# Trustee Fellowship: Goal

- Align the effort and outcome of the Trustee Fellowship program with the development of the colleges' Educational Master Plans and District-wide Strategic Plan
- Identified Goal: Consistent with Board approved Vision for Success Goals, close student achievement gaps between DI groups within 5 years





# Trustee Fellowship: Goal (continued)

Goal	Category	Description	Chabot	Las Positas	District Strategic Plan
1	Completion	Increase Earned Associate Degrees or ADTs over 5 years (2021-22)		20%	<ul style="list-style-type: none"> <li>Educational Excellence</li> <li>Institutional Effectiveness</li> <li>Community Partnerships</li> </ul>
1.a	Completion	Increase certificates, AA, ADT, or BA over 5 years (2021-22)	20%		<ul style="list-style-type: none"> <li>Educational Excellence</li> <li>Institutional Effectiveness</li> <li>Community Partnerships</li> </ul>
2	Transfer	Increase all students who earn an Associates Degree for Transfer (2021-22)	30%	35%	<ul style="list-style-type: none"> <li>Educational Excellence</li> <li>Institutional Effectiveness</li> <li>Community Partnerships</li> </ul>
3	Unit Accumulation	Decrease average units accumulated by students earning an associates degree	7%	5%	<ul style="list-style-type: none"> <li>Educational Excellence</li> <li>Institutional Effectiveness</li> </ul>
4	Workforce	Increase all students with a job	12%	2%	<ul style="list-style-type: none"> <li>Educational Excellence</li> <li>Institutional Effectiveness</li> </ul>
5	Equity	Increase students who earn an associates degree or ADT			<ul style="list-style-type: none"> <li>Call to Action to Address Anti-Blackness, Racism, and Barriers to Equity</li> <li>Sustained Prioritized Resources</li> </ul>
		i. Black or African American	42%		
5.a	Equity	Increase students who earn an associates degree or ADT			<ul style="list-style-type: none"> <li>Call to Action to Address Anti-Blackness, Racism, and Barriers to Equity</li> <li>Sustained Prioritized Resources</li> </ul>
		i. Asian		32%	
		ii. Black or African American		64%	

## Board Priorities

- 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



# Trustee Fellowship: Strategy

## Chabot College: (sample taken from EMP)

- Support and strengthen special programs.
- Offer support services and resources to address academic challenges and non-academic needs.
- Enhance and expand learning communities for DI groups. Chabot College will continue to expand the integration of student supports with academics.
- Dedicate within its annual operating budget comprehensive financial resources to support DI groups.
- Conduct campus climate surveys annually.
- Expand culturally relevant, responsive, and revitalizing curriculum and pedagogy.
- Support professional development and mentoring for students, faculty, classified professionals, and administrators.
- Potential performance indicators, both leading and lagging, include:
  - Decreased equity gaps and DI groups
  - Increased student satisfaction, through student satisfaction survey
  - Improved campus climate, as measured through annual survey
  - Increased employee diversity and satisfaction



# Trustee Fellowship: Strategy

## Las Positas College: (sample taken from EMP)

- Establish itself as a destination campus for Black students and other students of color by nurturing culturally-informed and equity focused curriculum, strengthening access to student support services, and creating physical and virtual cultural centers.
- Analyze data to take urgent action to eliminate student opportunity gaps associated with systemic racism and investigate the effects of other structural inequities.
- Identify, assess and work to eliminate inequities associated with racism and implicit bias in hiring, promotions, and employee experiences.
- Potential performance Indicators, both leading and lagging, include:
  - Student satisfaction survey on campus climate
  - Employee satisfaction survey on campus climate
  - Student outcomes assessment analysis, disaggregated by student demographics



# Trustee Fellowship: What's next?

- Continued monitoring of progress made towards achievement of Board Priorities and Vision for Success Goals
  - Develop systems of student support that provide access and equity of outcomes for all students
  - Continue developing systems that support student achievement
- State grant of \$65,750 to support colleges' efforts to achieve goal





**Thank you**