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

MINUTES
June 24, 2014

PLACE

Chabot-Las Positas Community College District, 7600 Dublin Blvd., 3rd Floor, Dublin, California.

CALL TO ORDER

The Special Meeting was called to order at 4:05 p.m. by Board President Dr. Gin. Recording Secretary Beverly Bailey called the roll. Trustees Dr. Mertes and Dr. Mitzman were absent at the time of roll.

ATTENDANCE

Members Present: Trustee Dr. Arnulfo Cedillo (Excused at 6:05 p.m.)
Trustee Mrs. Isobel F. Dvorsky
Trustee Mr. Donald L. "Dobie" Gelles
Trustee Dr. Hal G. Gin
Trustee Marshall Mitzman (arrived at 4:45 p.m.)
Trustee Mr. Carlo Vecchiarelli

Members Absent: Trustee Dr. Barbara F. Mertes (Excused)

Recording Secretary: Ms. Beverly Bailey

Managers Present: Dr. Jannett N. Jackson, Chancellor
Dr. Susan Sperling, President, Chabot College
Dr. Barry Russell, President, Las Positas College
Mr. Ken Agustin
Ms. Julia Dozier
Mr. Wyman Fong
Mr. Jeffrey Kingston
Mr. Lorenzo Legaspi
Ms. Paulette Lino
Ms. Jeannine Methe
Ms. Barbara Morrissey

Dr. Janice Noble
Dr. Maria Ochoa
Ms. Diana Rodriguez
Mr. Rajinder Samra
Dr. Stacy Thompson
Ms. Connie Willis
Dr. Jeanne Wilson
Ms. Sylvia Wodyka

Others Present:

Ms. Carolyn Arnold, Chabot College
Mr. Jeff Bowser, Pleasanton Unified School District
Ms. ValJean Dale, Chabot College
Ms. Deonne Kunkel, Chabot College
Ms. Amy Robbins, Livermore Valley Joint Unified School
District
Ms. Rachel Ugale, District Services

PUBLIC COMMENTS

There were no Public Comments offered at this meeting.

PRESENTATION: STUDENT SUCCESS

Chancellor Jackson reported that the Colleges will present an overview of the steps they have taken to comply with Student Success. She reported that Board Members attended a 3 day Government Institute on Student Success (GISS) workshop sponsored by ACCT held at Chabot College on March 14-16, 2014. The workshop was an intensive overview of the role of Boards in Student Success. She reported that as a result, the District Board developed an Action Agenda as follows:

- Review Mission (Immediate, 1-2 months);
- Increase Knowledge (within the next 4 months);
- Establish a Student Success Council (pending);
- Strategic Planning (within the next 8 months – Fall Semester);
- Define Student Success – Look at Outcomes (KPIs, Certificates, Completion, Transfer, etc.);
- Convocation – Showcasing our students, share their stories, who led them to their success;
- Agendize so that it remains a priority – updates, status reports (quarterly basis);
- Accreditation Fall 2015 – Board should guide a holistic approach;
- Opportunity to Invest in “You” – Leadership Development.

Student Success: Who Completes?

Ms. Carolyn Arnold and Mr. Rajinder Samra presented a PowerPoint Presentation Overview of Student Success. The components of Student Success were reviewed:

- Successfully enrolling in courses;
- Successfully passing courses;
- Persisting to next semester, to next courses;
- Earning a certificate;
- Earning a degree;
- Becoming ready to transfer;
- Transferring to a four-year college.

It was reported that Success can be measured in success rates, persistence rates, and number of certificates, degrees and transfers. It was reported that success rates and graduation numbers don't show how many students started in our colleges; how many wanted degrees, certificates, or transfers; and of these, how many completed them.

Factors that affect completion were reviewed:

- Economic Status — New First Time Students 2007-08;
 - Chabot College – Economically Disadvantaged 74% (1,183);
 - Las Positas College – Economically Disadvantaged 56% (710);
- First Generation College Student Status – All Students 2012-13;
 - Chabot College – 73% (9,864);
 - Las Positas College – 50% (4,430);
- Academic Preparedness Level – New First Time Students 2007-08;
 - Chabot College – Unprepared 78% (1,1259);
 - Las Positas College – Unprepared 70% (892);

Completion Rates within Six Years from the Student Success Scorecard were reviewed within the above factors. Completion was reviewed by degree, certificate, transfer to a four-year, and transfer ready. In addition, preparedness and completion by race-ethnicity by College were reviewed. A summary of Who Completes was reviewed as follows:

- Completion rates are much lower for students unprepared for college (our Basic Skills students);
- Most Chabot College and Las Positas College students start in Basic Skills; (It was noted that there are not enough Basic Skills courses offered.)
- Basic Skills and completion rates vary by race-ethnicity;
- Most Chabot College students and many Las Positas College students are also economically disadvantaged and first generation college students;

- Basic Skills, economically disadvantaged, and first generation students need more support to be successful in college.

Strategic Planning for Student Success at Chabot College

Dr. Susan Sperling, President, Chabot College, presented a PowerPoint Presentation on Student Success. She reported for the last two years, Chabot's Planning, Review and Budget Committee (PRBC) has been studying equity through the lens of success data and student interviews. Over a year of collaboration, they developed a strategic goal that directs their efforts and expenditures. The Strategic Goal is to: "Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support."

She reported that to assist the PRBC in implementing its college-wide strategic goal, she convened a Presidential Task Force to involve the entire campus by tying together the existing programs and grant work. The Task Force's objective is to oversee the coordination of initiatives designed to create an infrastructure and environment that directly supports students to move from entry to engagement to achievement; this includes aligning services, learning support, academics, and community in order to function in an entirely integrated and intentional manner.

She reported that the college's institutional efforts have been coordinated to support strategic goals, including facilities, grants and community outreach efforts. She noted as an example, the cooperation with the Hayward Promise Neighborhood (HPN) grant which they are integrating into the Equity Plan and First Year Experience. It is their hope that in five years, almost all incoming students will have access to the scaled up and aligned pathways/ support programs.

Strategic Planning for Student Success at Las Positas College

Dr. Barry Russell, President, Las Positas College, presented a PowerPoint Presentation on Student Success. He reported that Las Positas College's Major Focus for 2014-15 is Equity, Completion, and Excellence (from the Mission, Vision, Values Statement). The College's Planning Priorities for Student Success are: 1) support for the curriculum process; 2) Technology utilization, emphasizing staff development; 3) Success and persistence in Basic Skills; and 4) Accreditation.

Role of Student Services in Strategic Planning for Student Success

Dr. Matthew Kritscher, Vice President, Chabot College, and Ms. Diana Rodriguez, Vice President, Las Positas College, jointly presented a PowerPoint Presentation on the role of Student Services in Strategic Planning for Student Success. They outlined the SB 1456 required services. "At a minimum, each community college district shall provide students with all of the following Student Success and Support Program Services:"

- a. Orientation on a timely basis;
- b. Assessment for all non-exempt students;
- c. Counseling, advising, or other education planning services for non-exempt students;
- d. Assistance in developing a Student Education Plan (SEP) which identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them;
- e. Follow-up services to evaluate the academic progress of, and provide support services to, at-risk students.

Vice Presidents Kritscher and Rodriguez also reviewed the SB 1456 Student Success and Support Program Credit Funding Formula.

Vice Presidents Kritscher and Rodriguez also reviewed Degree Works – a comprehensive academic advising, transfer articulation, and degree audit solution that helps students and their Counselors successfully negotiate curriculum requirements. The benefits Degree Works provides for students are: Real-time advice and counsel; interactive "what if" scenario planning; more transparent course and credit transfer; faster time to graduation; and easy access to related services and advice.

Vice Presidents Kritscher and Rodriguez also reviewed the Priority Enrollment Concept in the Proposed Title 5 Regulation in order of priority:

1. Ed Code: Active duty military and veteran students and current and former foster youth who are new and fully matriculated or continuing in good standing;
2. Existing Title 5: New and continuing fully matriculated EOPS and DSPS students in good standing;
3. Continuing students in good standing and new, fully matriculated students.
4. District flexibility to set priorities and categories for other students.

It was reported that the Colleges and District IT have been meeting jointly on Student Success and Supportive Program Planning for over a year. In addition, the Colleges are sharing resources (flyers, email templates, data collection consistency, process and practices alignment, etc.); and cooperatively responding to new policy developments.

Dr. Kritscher also reviewed the Campus Sexual Violence Elimination Act (Campus SaVE Act) that President Obama signed into law on March 7, 2013. The Law is a compliment to Title IX and an update to the Jeanne Clery Act, as part of the reauthorization of the Violence Against Women Act. The new law is designed to help institutions better protect their students and employees from sexual violence. One crucial requirement of the law requires that we can “show good faith effort” as a college moving towards full implementation of programs and training for all.

Campus Highlights: Chabot College First Year Experience (FYE): From Entry to Engagement to Completion

Dr. Stacy Thompson, Vice President, Academic Services, and Professor Deonne Kunkel, Learning Connections Coordination, presented a PowerPoint Presentation on the College’s First Year Experience. The First Year Experience is:

- Math and English packaged together along with an introductory themed General Education (GE) and support course;
- Interdisciplinary cooperation between instructors;
- Embedded Peer Mentors and Tutors;
- Enhanced Orientations;
- Culminating Experience; and
- Community Outreach.

The First Year Experience will serve: 1) students who assess into Basic Skills Math or English; and 2) students who choose one of the FYE Interest Areas. The FYE Interest Areas are:

- Science, Technology, Engineering and Math (STEM);
- Business (Accounting, Management, Entrepreneurship, Marketing, and Retail);
- Change it Now! Social Justice;
- Athletics;
- Hayward Promise Neighborhood (HPN);
- Daraja; and
- Puente.

The anticipated results of the First Year of College are - Entry, Engagement, Completion:

- Complete college level English and Math;
- Better understand their area of interest; and
- Prepared to succeed.

Campus Highlights: Las Positas College Middle College

Dr. Janice Noble, Vice President, Academic Services, presented a PowerPoint Presentation on the Las Positas College “Middle College” – a future Student Success Initiative. The Middle College is an opportunity for students to complete high school graduation requirements while dually enrolled in college-level courses. High school students in grades 11 and 12 attend college classes on the college campus (30 students in each cohort). It was reported that the Middle College prepares students for transfer and high skill careers; engages students in rigorous college preparatory curriculum; improves high school graduation rates; and removes barriers to post-secondary degree attainment such as costs, curriculum alignment, and uncoordinated support services. The prospective students are disengaged youth, first generation college bound students, and underrepresented populations. The students must apply and are selected to attend the Middle College. The cohort of students attend high school classes mid-day for English and Social Sciences. Dr. Noble recognized those involved in the Tri-Valley Educational Collaborative (TEC) Middle College Career Pathway Project as follows:

- Las Positas College;
- Dublin Unified School District;
- Livermore Joint Unified School District;
- Pleasanton Unified School District;
- Tri-Valley Regional Occupational Program;
- Tri-Valley Educational Collaborative.

Further, Dr. Noble reported that the Mission of the Tri-Valley Educational Collaborative is to ensure that all students learn and apply the academic, thinking, interpersonal skills, and personal qualities to be successful in their life’s work.

Ms. Amy Robbins, Livermore Valley Joint Unified School District, spoke in support of the Program. She reported that the Collaborative partnership has been in existence and thriving for 23 years. She reported that the Administrative Council, which consists of representatives of the partners, meets monthly; and their focus is on professional development and engaging business and industry. In addition, they strive to find funding opportunities.

Learning Reconsidered: A Campus-wide Focus on the Student Experience

Dr. Jackson expressed appreciation to all who prepared and presented this presentation. She also expressed appreciation to the IT Department for their assistance. She commended the Colleges’ efforts in improving the learning experiences for students. She noted the Learning Reconsidered concept, which is an argument for the integrated use of all of higher education’s resources in the education and preparation of the whole student. It is also an

introduction to new ways of understanding and supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education – a holistic process of learning that places the student at the center of the learning experience. (*The National Association of Student Personnel Administrators; The American College Personnel Association – January 2004*)

Trustees' Comments and/or Questions

Trustee Dr. Cedillo stressed the importance that the Board recognizes what the State is imposing on the Colleges. He expressed that these impositions may create needs for the Colleges, i.e., manpower and financial needs. He believes that this District is far above the curve. He also stressed the importance that the Board receives quarterly status reports.

At this time, Trustee Dr. Cedillo asked that he be excused due to a prior commitment (6:05 p.m.)

Trustee Mr. Vecchiarelli expressed that he is pleased that the Colleges are working together. He questioned the results of Math X as opposed to standardized Math courses.

In response to Trustee Mr. Vecchiarelli's request for further explanation of Degree Works, Ms. Rodriguez reported that it is self-driven by the students to view their educational plans, financial aid status, etc. She also reported that it can be driven by Counselors/Advisors. Dr. Jackson noted that further information on Degree Works can be added to the quarterly status report; possibly including a demonstration.

Trustee Mr. Vecchiarelli also questioned what the Colleges are doing with poor student progression. Dr. Kritscher noted that this issue would be addressed when Counselors meet with students. He noted that meetings with Counselors have not been mandated for poor progress because of limited resources; however, additional funding will soon be available from the State for Student Success. However, additional counseling is mandated for academic probation. He also noted that with withdrawals counting now as well as D's and F's and the new Repeatability Law which allows only three repetitions of a course, the discussion for mandated appointments and/or workshops will need to be addressed so that it includes poor progress students.

Trustee Mr. Vecchiarelli also questioned if the non-public high schools will be included in the Middle College. In response, Dr. Noble reported that they have already provided college courses to the charter schools and would have the opportunity to apply to the Middle College.

In response to Trustee Mr. Vecchiarelli's inquiry, it was reported that Math is a challenge across the State. It was reported that the Middle College does an excellent job of bridging

that gap. Ms. Deonne Kunkel reported that a significant percentage of high school students do not take Math in their Junior and Senior Year. She reported that it is hoped to pilot a Math Jam in the First Year Experience for 2-3 weeks in the summer, which is an intensive stop gap Math. Students can then re-take the assessment. This sometimes offers the opportunity to skip 2-3 levels. She noted that at Chabot College, it has been a problem funding the Math Jam. She noted that they are looking at a number of grants that would fund the Math Jam.

Dr. Thompson reported that funding is also an issue for a software package called Alex, which is a self-paced Math program. In addition, students can get assistance with test anxiety.

Dr. Jackson reported that Chabot College was successful in part of the AB 86 grant for approximately \$1.2 million. This money will address the pathway for students from K-12 to Community Colleges. This money could also be used to fund areas that have been identified at the Colleges.

Mr. Rajinder Samra reported that in Spring 2016, Las Positas College will pilot a Math Jam, funded by Basic Skills Grant money. He noted that as part of an instructor's Sabbatical Leave, they will assist with this.

Trustee Mrs. Dvorsky expressed that she is particularly impressed with Dr. Kritscher's statements about what does and doesn't appeal in motivating students. She also expressed that she is impressed with the cooperation and collaboration with the Colleges. She is pleased that the Colleges are making sure that students are succeeding.

Trustee Dr. Mitzman expressed appreciation for the presentations. He questioned the Program recently approved by the Board with Hayward Unified School District, which is similar to the Middle College Program but the classes are held at the high schools rather than on the college campus. He questioned if this was a matter of funding. In response, Dr. Jackson reported that the Hayward Unified School District program is held at the high school by intent of the program and not a matter of funding. Dr. Kritscher reported that in addition to concurrent enrollment, this program was in response to a Memorandum of Understanding as requested by Hayward Unified Schools.

In regards to the Middle College, Trustee Dr. Mitzman questioned if we are setting the prospective students up for failure, in college-level courses. He noted that these prospective students are disengaged youth, first-generation college bound students, and underrepresented populations. In response, Dr. Noble reported that if after taking the assessment for English and Math, students are not ready, they are encouraged to remain in the high school classes. She reported that students are evaluated and interviewed prior to enrollment. In addition, students have a support system through the high school and access

to the Las Positas College support system. Trustee Dr. Mitzman stressed that he is looking for results.

Trustee Mr. Vecchiarelli questioned how the Middle College is funded. Dr. Noble reported they are looking at grant funding and the high schools are looking at their portion. She reported that the College will offer monthly space and will generate FTES; while the high schools will generate ADA. It is a "win-win" for the college, high schools and students. She reported that high schools provide textbooks and transportation. In addition, if students stay under a certain number of units, they don't pay for the classes.

Trustee Mr. Vecchiarelli questioned if FTES generation causes a problem with the CAP (the maximum amount of FTES for which the state will fund apportionment). It was reported that it does not.

Trustee Mr. Gelles questioned if the number of economically disadvantaged and first-generation students is the same as five years ago. Ms. Arnold reported that it hasn't changed considerably but it is now measured differently by the State.

Trustee Mr. Gelles questioned if other colleges are doing the Middle College. In response, Dr. Noble noted the Colleges that were visited that have long-term successful programs - San Mateo Community College, Contra Costa Community Colleges, and Delta College.

Trustee Mr. Gelles expressed that we do whatever we have to do to reach those students. "We all have to go the extra mile and school districts have to put money into programs." He expressed concern the disadvantaged students will feel that they have to go to College because their parents want them to or because it's the thing to do.

Dr. Jackson recognized her staff for their work in preparing materials for this meeting. She highlighted the red binders provided for Board Members for filing of Student Success materials. She stressed the importance of student success figures.

Trustee Dr. Gin expressed appreciation to the presenters, and especially thanked the researchers. He reported that he had a math "fobia" when he was in high school until a creative math instructor motivated and excited him about the subject. He expressed that there is much ahead to look forward to.

Trustee Dr. Gin recognized Mr. Jeff Bowser, member of the Tri-Valley Collaborative and Trustee of the Pleasanton Unified School District, whom he has known for many years. Mr. Bowser recognized Dr. Janice Noble and expressed his support of the Middle College.

DISTRICT/CAMPUS CHANGE UPDATES

Dr. Jackson reported that this item is on the agenda because of some questions regarding protocol and general guidance parameters for notification of Board Members to issues arising on the campuses.

Trustee Mr. Gelles expressed that if something happens on campus of critical importance, the Board should be notified by telephone or through e-mail. He does not want to read about it in the newspaper first.

In response to a question raised by Trustee Mr. Gelles, Dr. Jackson explained the parameters of the Brown Act. If she sends a communication to all Board Members it is acceptable; when it becomes an email discussion that it would be in violation of the Brown Act.

Trustee Dr. Gin voiced that the weekly or twice monthly updates from the Chancellor should be continued.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT FOUNDATION UPDATE

Chancellor Jackson noted that the Board was provided an independent auditor's report and Financial Statement for the Chabot-Las Positas Community College District Foundation for the period ending June 30, 2013. There was no further discussion on this agenda item.

PRIOR CHABOT COLLEGE FOUNDATION UPDATE

Dr. Susan Sperling distributed and read a Summary of History Regarding the Former Chabot College Independent Foundation. She reported that she has met with and has been assured by Mr. Walters, Chair, that the Foundation is in the process of formally dissolving and papers of dissolution will be filed at the Office of the Attorney General. She reported that it has not been possible to obtain any remaining funds from the Foundation. She reported that it has been confirmed in our own records that approximately \$72,000 in restricted funds for Chabot College students and programs were turned over to the District's Auxiliary Foundation in 2011. In addition, the prior Chabot Foundation contributed approximately \$30,000 to ASCC for furniture and other improvements. She reported that Mr. Walters reports that there is approximately \$10,000 left of unrestricted funds in the former Foundation account.

Trustee Mr. Vecchiarelli expressed concern that there had never been an annual audit as required by law. He believes there should be more funds left in the former Foundation than is reported by Mr. Walters. In addition, he questioned the fact that the former Foundation

donated \$30,000 to ASCC may be potentially illegal as ASCC is not a qualified 501.c.3. He expressed that the Board/District should ask for an audit.

Dr. Sperling reported that the prior Foundation has been asked to provide an audit as well as their financial statements. She reported that in discussions with the District Legal Counsel, Mr. Randy Parent, she has been advised that the former Chabot Foundation is an independent non-profit entity and it does not have a legal obligation to report to the District.

Dr. Jackson reported that the former Foundation has been cooperating with the District on dissolution, and is working with Dr. Sperling and Dr. Ochoa. She stressed that the former Foundation is an independent entity and does not have to provide an audit to the District. She expressed concern regarding legal costs for trying to recoup the money.

Trustee Dr. Mitzman reported that he was a Founding Chair of the Chabot College Foundation and expressed his concern regarding what has transpired. He reported that the intentions of those involved from the start were only good with the intent to support students. He provided additional background details.

Dr. Sperling expressed that it is important to keep in mind that Chabot College now has an auxiliary foundation and the College and the Foundation are moving forward and is supported and detached from this sad history. She has been advised by District Legal Counsel that we have done what we can to get the money and information.

Trustee Mr. Gelles reported that he believes that this issue needs to be put to rest. He expressed that we need a letter from the attorney noting that the District has done all it can and has done everything within the legal parameters. He expressed concern that the District administratively didn't do anything illegal, i.e. in regards to the approval of the ASCC expenditure for furniture, which was provided by the former Foundation.

Trustee Mr. Vecchiarelli expressed that many individuals gave donations to what they thought was going towards students and scholarships and have expressed concern. He strongly feels we need to ask for an audit.

Dr. Jackson reported that she does not know how we can require an audit since Legal Counsel says that we can't mandate them to provide this information. She reported that if the Board wants this audit, it should make a motion.

Trustee Dr. Gin requested that this item be placed on the next Board Agenda.

Dr. Jackson reported that she will have Mr. Randy Parent draft a motion for the Board to review.

Trustee Mr. Gelles noted that as a Trustee, he has complete confidence in the current Foundation and Dr. Ochoa.

CLOSING REMARKS

Dr. Gin noted the speaker from Evolve that spoke to the Board at its last meeting regarding support for reforming Proposition 13. He asked the Board for their comments regarding placing this item on the next Board Agenda.

Trustee Dr. Mitzman requested information on the value of supporting this reform for this District. He suggested that the District talk to others who have passed a similar resolution in support.

By consensus, the Board asked the Chancellor to place this item on the next Board Agenda for action.

ADJOURNMENT

Motion No. 1


Trustee Mr. Gelles made a motion, seconded by Trustee Mrs. Dvorsky, to adjourn the Special Meeting at 7:10 p.m.


Motion carried unanimously, 5-0.

NEXT MEETING

The next meeting of the Board of Trustees is scheduled for July 15, 2014 at 6:30 p.m. at the District Office.

Minutes prepared by:


Beverly Bailey
Recording Secretary


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