

Board of Trustees - Special Board Meeting
Saturday, August 08, 2020 9:00 AM
Via Teleconference
<https://cccconfer.zoom.us/j/94251825556>

ORDER OF BUSINESS

Pledge of Allegiance

Pursuant to Governor Newsom's Executive Order N-29-20, dated March 17, 2020, members of the Board of Trustees of the Riverside Community College District, staff and the public will participate in the Board of Trustees meeting via teleconference. No in-person attendance will be accommodated or permitted. To avoid exposure to COVID-19 this meeting will be held via live streaming on RCC's YouTube Channel:

https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured?disable_polymer=1

Should you wish to participate in public comments, please submit your comments electronically by emailing WrittenPublicComments@rccd.edu. Submissions by email must be received prior to 4:00 pm the day of the meeting to be included.

I.COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Due to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II.WELCOME & INTRODUCTIONS

III.ACCT SELF-ASSESSMENT

IV.COMMUNICATION PROTOCOLS & NORMS

V.BOARD PRIORITIES & GOALS FOR 2020-2021

VI.CHANCELLOR'S REPORT

VII.ADJOURNMENT

RCCD Board of Trustees

Refresher: Roles and Responsibilities Of Trustees

Outcomes:

- 1. Trustees will review PPT in
Preparation for the Retreat*
- 2. Trustees will complete Six Points Survey (see slide #2)
and submit results to Jose Leyba by Friday, July 31, 2020 12:00pm*
- 3. Trustees will complete Expectations Activity prior to the retreat (see slide #18)*



- ▶ **SIX POINTS SURVEY: COMPLETE PRIOR TO RETREAT-**
- ▶ California State Chancellor's Call To Action: Six Points
- ▶ (please rate: 1 HIGHEST PRIORITY-6 LOWEST PRIORITY)
- ▶ A. _____ System wide review of police and first responder training and curriculum
- ▶ B. _____ Campus Leaders host open dialogue and address campus climate
- ▶ C. _____ Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racist curriculum
- ▶ D. _____ District Board review and update Equity plans
- ▶ E. _____ Shorten the time for full implementation of the Diversity, Equity, and Inclusions Integration Plan
- ▶ G. _____ Engage in the Vision Resource Center "Community Colleges for Change."
- ▶ Six Points Survey and Retreat Survey results will be utilized in setting Board Goals and Priorities.
- ▶ **Please submit your responses to Jose Leyba by Friday, July 31, 12:0pm. (leyba.jose@gmail.com)**



**WHAT ARE THE CHARACTERISTICS
OF AN EFFECTIVE & EFFICIENT BOARD?**

CHARACTERISTICS

OF AN EFFECTIVE & EFFICIENT BOARD

- ✓ **Clear board goals and values**
 - ❖ *“How do students benefit from this decision?”*
- ✓ **Common voice to key questions**
 - ❖ *Why do we care? Why do we exist? What is our dream? How do we behave? What are we willing to risk?*
- ✓ **Live by a strong *Code of Ethics***
- ✓ **Clear role of board president & strong board/Chancellor relationship**
- ✓ **Clear role of individual trustees**
- ✓ **Participate in professional development**

A JOB DESCRIPTION *FOR INDIVIDUAL TRUSTEES*

- ▶ Possess a sincere desire to provide a public service
- ▶ Carryout the legal, ethical, and moral obligations of a trustee
- ▶ Freely donate service and time to the District
- ▶ Represent all the interests of the community and State
- ▶ Do not speak for the board



A JOB DESCRIPTION FOR *THE BOARD*

- ▶ Meet legal requirements (Brown Act, Policies & Procedures)
- ▶ Should be representative of community
- ▶ Demonstrate commitment and unity in carrying out the mission of the District
- ▶ Identify new and emerging educational and social needs of the country
- ▶ Strive for quality
- ▶ Employ a competent Chancellor
- ▶ Draft position description for Chancellor
- ▶ Evaluate and support the Chancellor
- ▶ Support efforts to obtain financial support
- ▶ Bring about meaningful change and viable educational programs
- ▶ Channel all issues/concerns through the Chancellor

THE ROLE OF TRUSTEES

Governance	Responsibilities
• Leadership	• Statutory
• Oversight	• Fiduciary
• Challenge	• Coordinating
• Directs	• Motivating
• Supports	
• Protects	
• Advocates	
• Guides	

MANAGEMENT RESPONSIBILITY VS. POLICY DEVELOPMENT



THE ROLE OF THE BOARD IS TO GOVERN, NOT MANAGE THE DISTRICT, BY:

- 1
 - Conducting the business of the governing board
- 2
 - Establishing policy
- 3
 - Running effective meetings to achieve that objective

SPEAK WITH ONE VOICE



Agree to Disagree Respectfully



ESTABLISH CLEAR COMMUNICATION PROTOCOLS & NORMS; CONSISTENTLY REVISE, REVIEW



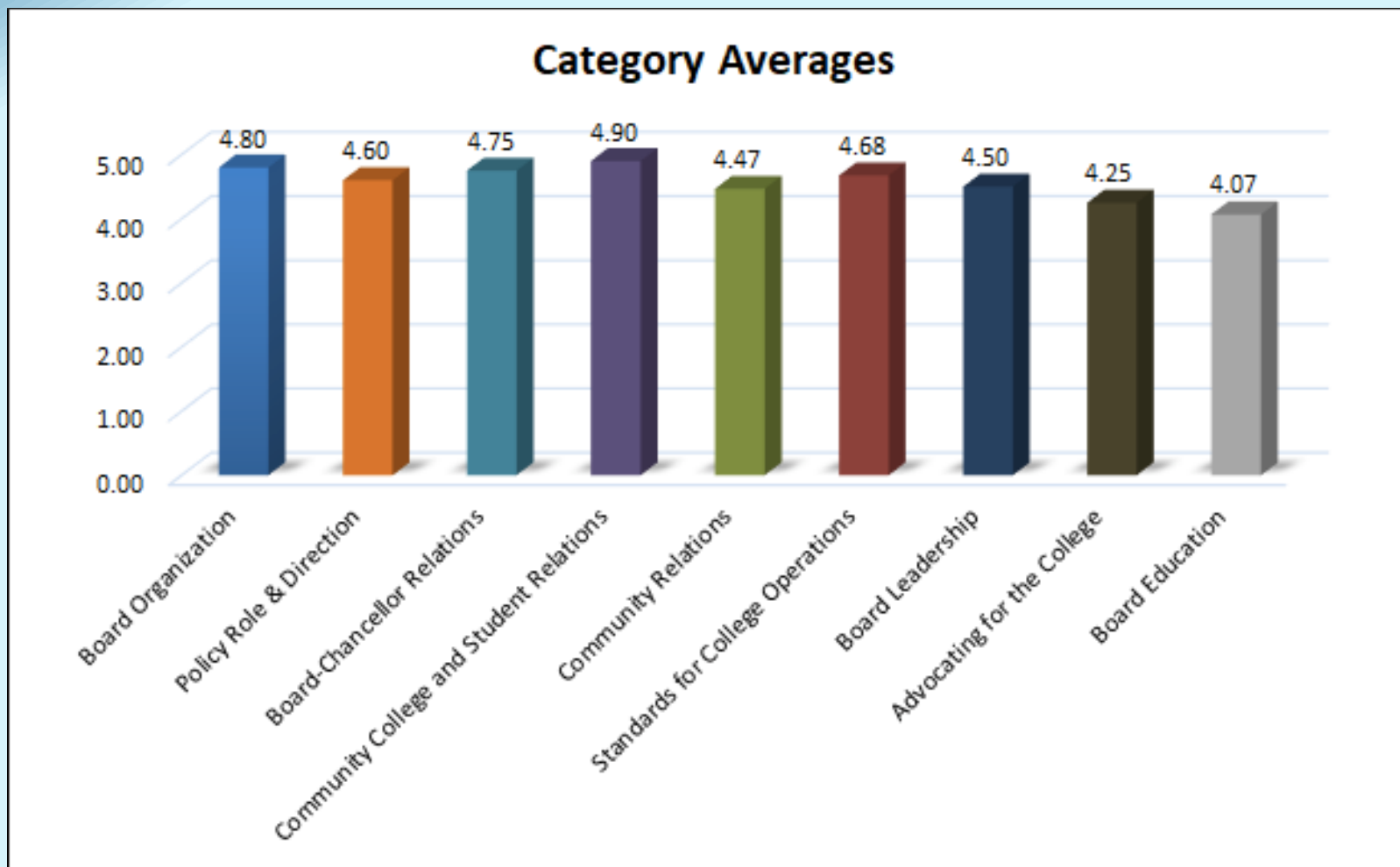
EFFECTIVE/EFFICIENT COMMUNICATION

- ▶ District email address provided to all trustees
- ▶ Board communicates all request through the Chancellor
- ▶ Committee staff to copy Chancellor; Committee Board members also copy Chancellor
- ▶ Communication with individual employees must begin with trustee indicating that any information shared be directed to the Chancellor
- ▶ Trustees will respect the boundaries established by their governance and policy role and limit direct communication with constituency groups

Board Self-Assessment

Effective boards engage in a continuing process of self-assessment or evaluation of their performance.

- Self-assessment helps boards to identify where they are performing well, and where they might improve.
- Self-assessment provides an opportunity to discuss board roles and responsibilities.
- Self-assessment can strengthen communication and understanding among board members, and can lead to stronger, more cohesive working groups.
- Self-assessment serves as a model for the rest of the institution. It indicates that board members take their responsibilities very seriously.



2019 RCCD BOARD OF TRUSTEES SELF ASSESSMENT AVERAGES

CHANCELLOR EVALUATION

Evaluating the Chancellor is one of the central functions of the Board of Trustees.

A mutually agreeable evaluation process creates a proactive forum where the leadership needs of the institution, and the new and emerging leadership role for the board and Chancellor, can be considered.

Strengthen relationship & set expectations



SAMPLE OPEN ENDED QUESTIONS TO CONSIDER IN PREPARATION FOR 2021 EVALUATION

- ▶ What initiatives/projects should the chancellor focus on over the next year?
- ▶ Identify performance goals for 2020-2021?

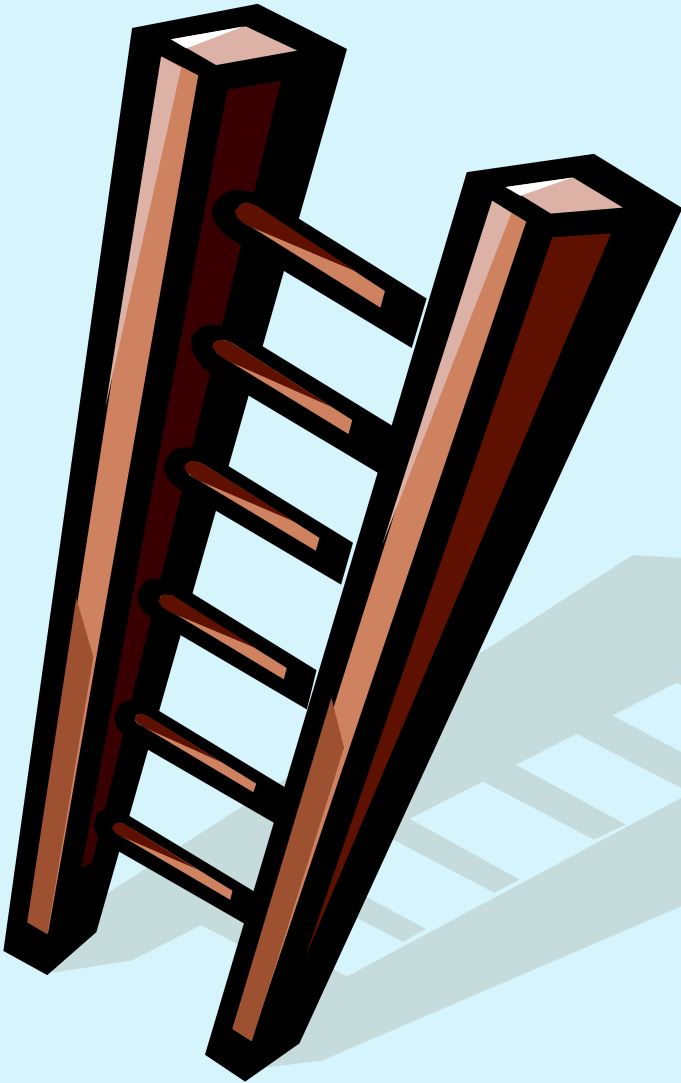
Please complete prior to Board Retreat. Expectations Activity: Instructions: In order to achieve optimal board effectiveness, the board and the chancellor must be clear on what they expect from each other. Use the lines below to list what the board expects from the chancellor (left side) and what the chancellor needs from the board (right side).

Chancellor

What the board expects from the chancellor

Board of Trustees

What the chancellor needs from the board



...the biggest strength of the RCCD Board is: “all are here to serve the district.” 2019 Board Assessment Comments



INSTITUTIONAL DATA WORKBOOK

CALIFORNIA COMMUNITY COLLEGE TRUSTEE FELLOWSHIP
JULY 24, 2020

Riverside Community College District

As the COVID-19 pandemic exacerbates economic hardships and disproportionately impacts populations of color, community colleges must accelerate their efforts to reform their practices and policies so that more students succeed, especially the low-income students and students of color who need efficient paths to degrees and credentials of value now more than ever. California Community Colleges district governing boards play an essential role in advancing a holistic student success agenda needed to reach that goal. Specifically, boards at colleges that close equity gaps and achieve high and improving levels of student success work closely with their presidents to set key priorities, approve policies and budgets, and monitor the data needed to measure success.

This workbook is designed to build your understanding of how well your district is achieving its equity-focused student success goals. We suggest you meet with your district's Trustee Fellowship team in advance of the July 24th virtual workshop session to discuss and reflect on these district data. The reflection questions on page 10 – which we ask that you complete prior to the July 24th virtual workshop session – will help you explore data in ways that can support your efforts to advance student success and equity.

Please complete this workbook by reviewing the data and responding to the reflection questions to prepare for discussion. Please print a copy of your local goals to support your team's discussion at the July 24th virtual workshop.

The data contained in this workbook were extracted from LaunchBoard, a source that is available to the public: <https://www.calpassplus.org/Launchboard/Home.aspx>. This source may produce incomplete data for various reasons including data that are either missing because of reporting gaps or that are privacy suppressed. Data are privacy suppressed when fewer than ten students are included in the cohort or fewer than ten students attained the metric. We recommend that trustees and CEOs work with their district institutional research staff to access more complete data, where necessary.

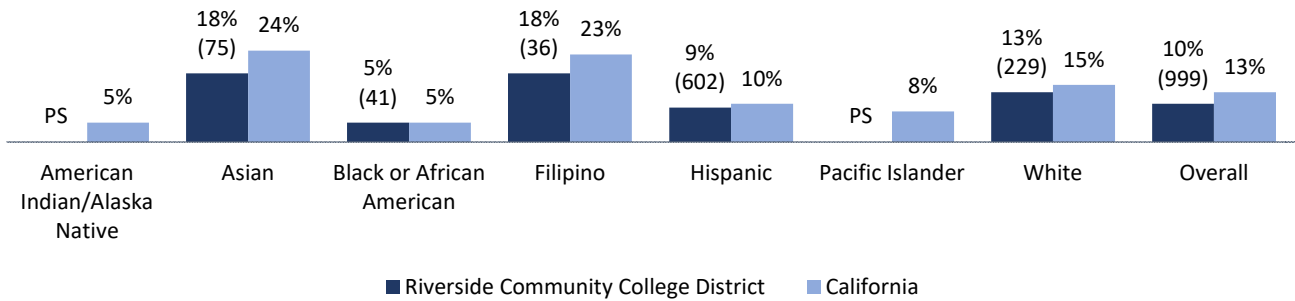
1. LEARNING PROGRESS

1. Success in Transfer-Level Math & English Courses in the First Academic Year

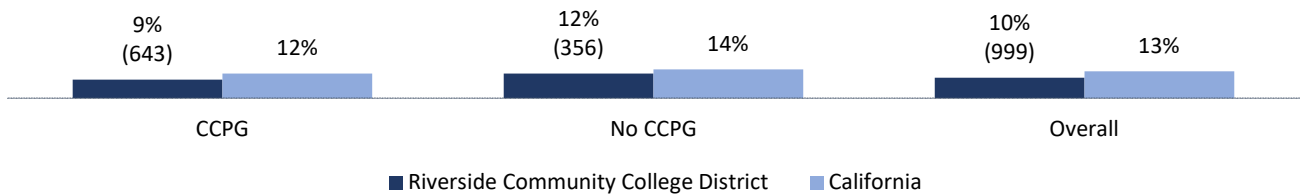
As a Vision for Success strategy, Equitable Placement and Support eliminates placement strategies that disproportionately impact students of color. Completing transfer-level math and English in the first academic year puts students on a strong path towards degree/certificate completion and successful transfer. Among the degree/transfer-seeking students in your district, how many are successfully completing these courses within their first year of enrollment? What gaps exist by race/ethnicity, income, age, and gender?

Note: Data labels include student count in parentheses. M = Missing and PS = Privacy Suppressed

Completed Transfer-Level Math and English Courses by **Race/Ethnicity** in the 2018-19 Academic Year

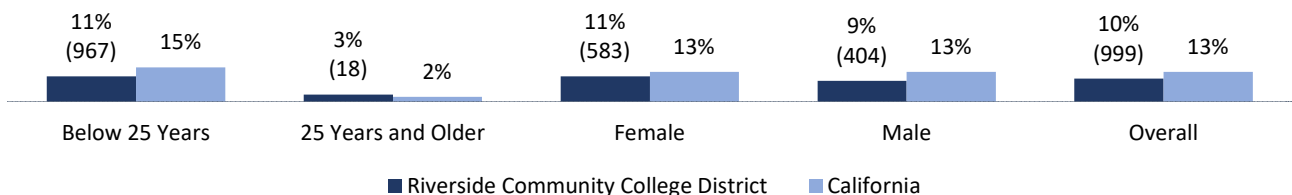


Completed Transfer-Level Math and English Courses by **California College Promise Grant Status (formerly BOG Waiver status)** in the 2018-19 Academic Year



Note: Students must meet income eligibility requirements to receive a CCPG to cover tuition costs.

Completed Transfer-Level Math and English Courses by **Age and Gender** in the 2018-19 Academic Year



2. SUCCESS

1. Completion of Certificates & Degrees

The first goal of the Vision for Success is to increase the number of students completing certificates and degrees. Each district has set goals aligned with the Vision. Has your district made progress toward your goal? Does the number vary significantly by race/ethnicity, income level, age, or gender?

Note: The 2016-17 academic year is the baseline year for the Vision for Success goals. M = Missing and PS = Privacy Suppressed

Students Completing Certificates and Degrees by Race/Ethnicity				
Race/Ethnicity	District Completion Count 2017	District Completion Count 2019	District Percent Change 2017 - 2019	California Percent Change 2017 - 2019
American Indian/Alaska Native	PS	PS		16%
Asian	121	178	47%	20%
Black or African American	194	240	24%	11%
Filipino	60	107	78%	14%
Hispanic	1502	2277	52%	28%
Pacific Islander or Native Hawaiian	PS	12		7%
White	547	815	49%	12%
Overall	2538	3760	48%	21%

Students Completing Certificates and Degrees by California College Promise Grant Status				
CCPG Status	District Completion Count 2017	District Completion Count 2019	District Percent Change 2017 - 2019	California Percent Change 2017 - 2019
CCPG Eligible	2176	3106	43%	16%
Not CCPG Eligible	362	654	81%	20%
Overall	2538	3760	48%	28%

Students Completing Certificates and Degrees by Age and Gender				
Age and Gender	District Completion Count 2017	District Completion Count 2019	District Percent Change 2017 - 2019	California Percent Change 2017 - 2019
Below 25 Years	1536	2229	45%	16%
25 Years and Older	1002	1531	53%	20%
Female	1609	2280	42%	11%
Male	913	1453	59%	14%
Overall	2538	3760	48%	28%

2. Transfer to Baccalaureate Institutions

The Vision for Success calls on colleges to increase the number of students transferring to baccalaureate institutions. Has your district made progress toward increasing the number of students transferring? Does the number of students transferring vary significantly by race/ethnicity, income, age, or gender?

Students Transferring to a Baccalaureate Institution by Race/Ethnicity				
Race/Ethnicity	District Transfer Count 2017	District Transfer Count 2018	District Percent Change 2017 - 2018	California Percent Change 2017 - 2018
American Indian/Alaska Native	PS	PS		2%
Asian	134	146	9%	3%
Black or African American	204	212	4%	3%
Filipino	65	67	3%	2%
Hispanic	1227	1465	19%	9%
Pacific Islander or Hawaiian Native	PS	PS		10%
White	543	608	12%	1%
Overall	2296	2612	14%	5%

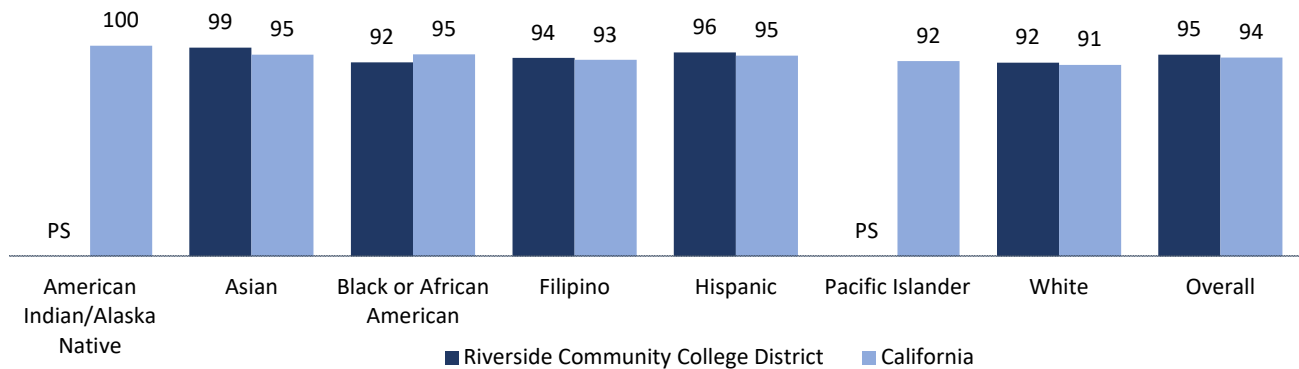
Students Transferring to a Baccalaureate Institution by California College Promise Grant Status				
CCPG Status	District Transfer Count 2017	District Transfer Count 2018	District Percent Change 2017 - 2018	California Percent Change 2017 - 2018
CCPG Eligible	1890	2125	12%	4%
Not CCPG Eligible	406	487	20%	6%
Overall	2296	2612	14%	5%

Students Transferring to a Baccalaureate Institution by Age and Gender				
Age and Gender	District Transfer Count 2017	District Transfer Count 2018	District Percent Change 2017 - 2018	California Percent Change 2017 - 2018
Below 25 Years	1546	1724	12%	4%
25 Years and Older	663	888	34%	5%
Female	1315	1527	16%	5%
Male	966	1065	10%	4%
Overall	2296	2612	14%	5%

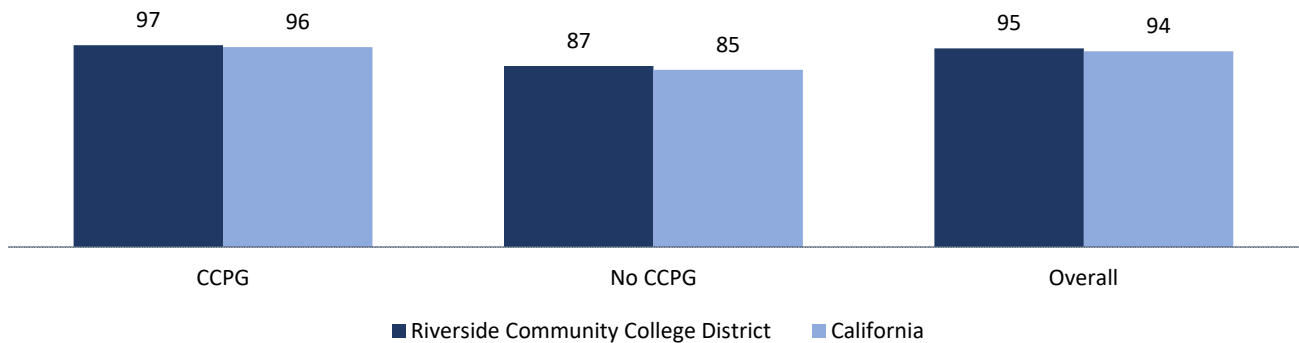
3. Credits Accumulated by Associate Degree Earners

The Vision for Success calls on colleges to reduce the number of excess units students accumulate in pursuit of their goals. Students are required to earn 60 units to receive an associate degree. What is the average number of credits earned by students completing an associate degree? Does the average vary by race/ethnicity, income, age, or gender?

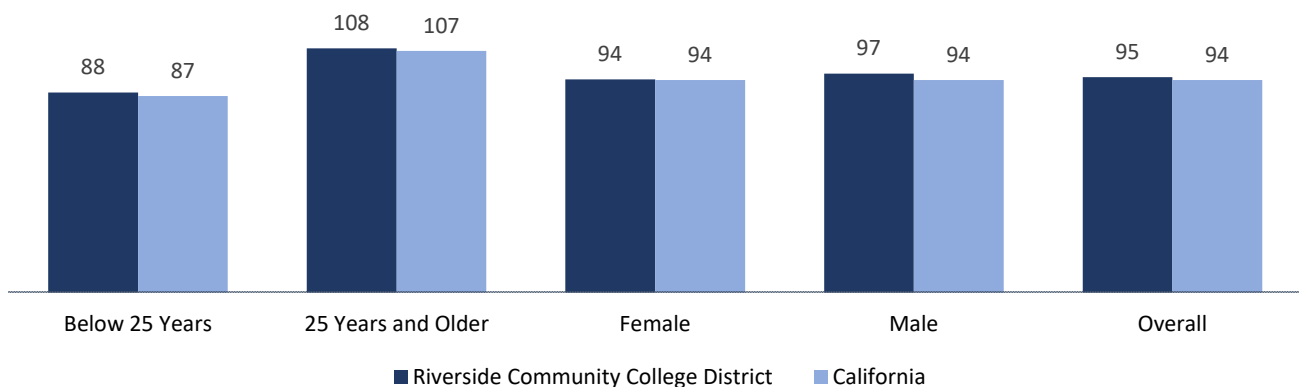
Average Units Accumulated by Associate Degree Earners by **Race/Ethnicity** in the 2018-19 Academic Year



Average Units Accumulated by Associate Degree Earners by **California College Promise Grant Status (formerly BOG Waiver status)** in the 2018-19 Academic Year



Average Units Accumulated by Associate Degree Earners by **Age and Gender** in the 2018-19 Academic Year



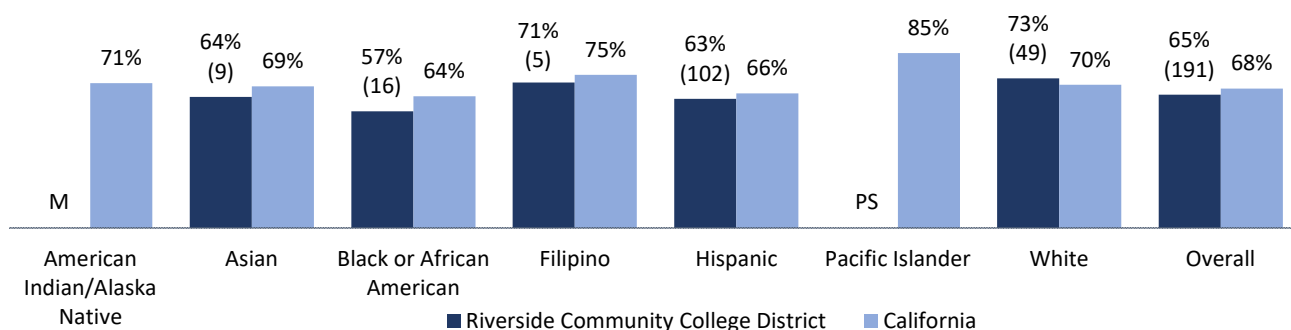
3. EMPLOYMENT

1. Job Closely Related to Field of Study

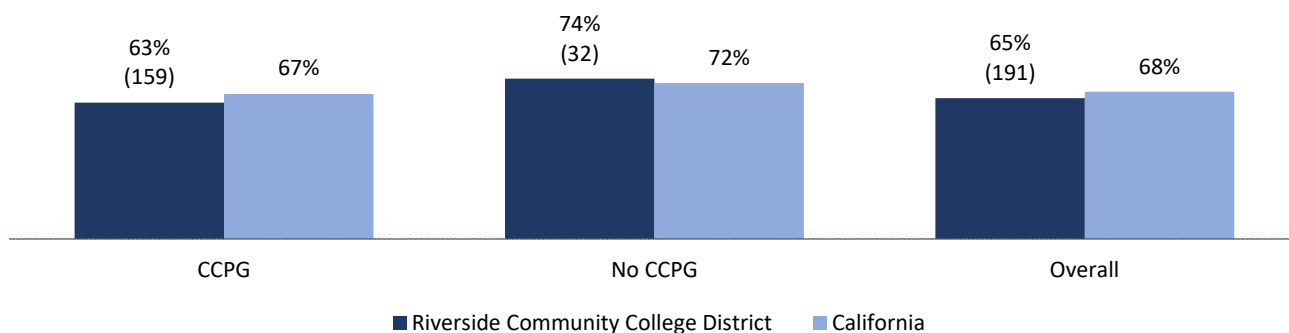
The Vision for Success seeks to increase the percentage of students who attain jobs aligned with their fields of study. What percentage of students who are no longer enrolled and did not transfer – whether they completed a credential at your institution or not – have secured employment in fields aligned with their programs of study? Do employment rates vary by race/ethnicity, income, age, or gender?

Note: Data labels include student count in parentheses. M = Missing and PS = Privacy Suppressed

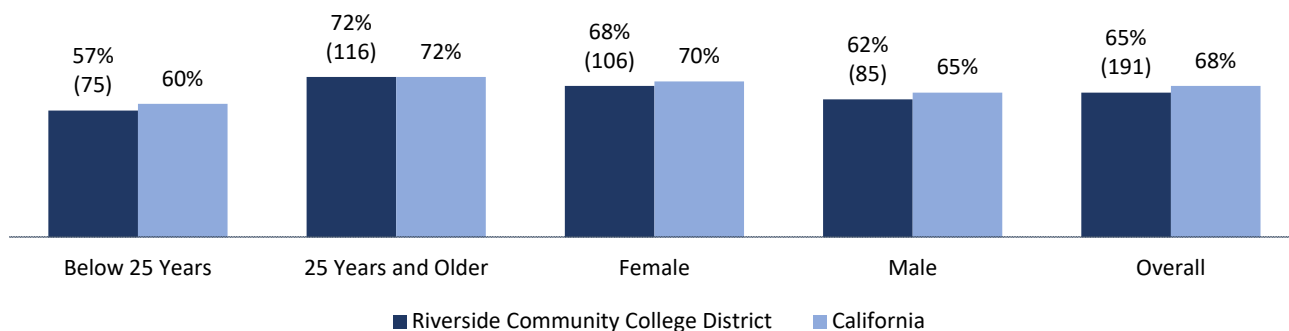
Employed in Field of Study by **Race/Ethnicity** in the 2016-17 Academic Year



Employed in Field of Study by **California College Promise Grant Status (formerly BOG Waiver status)** in the 2016-17 Academic Year



Employed in Field of Study by **Age and Gender** in the 2016-17 Academic Year

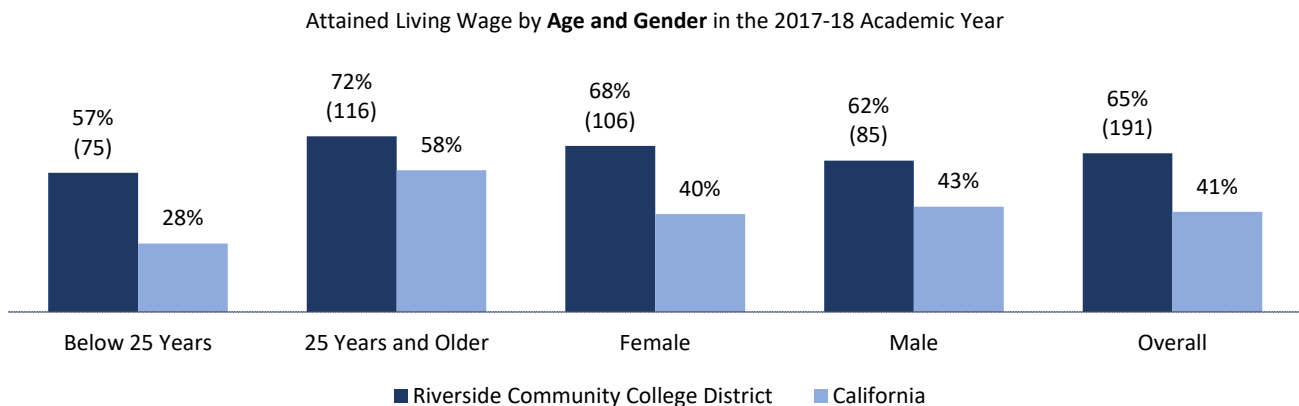
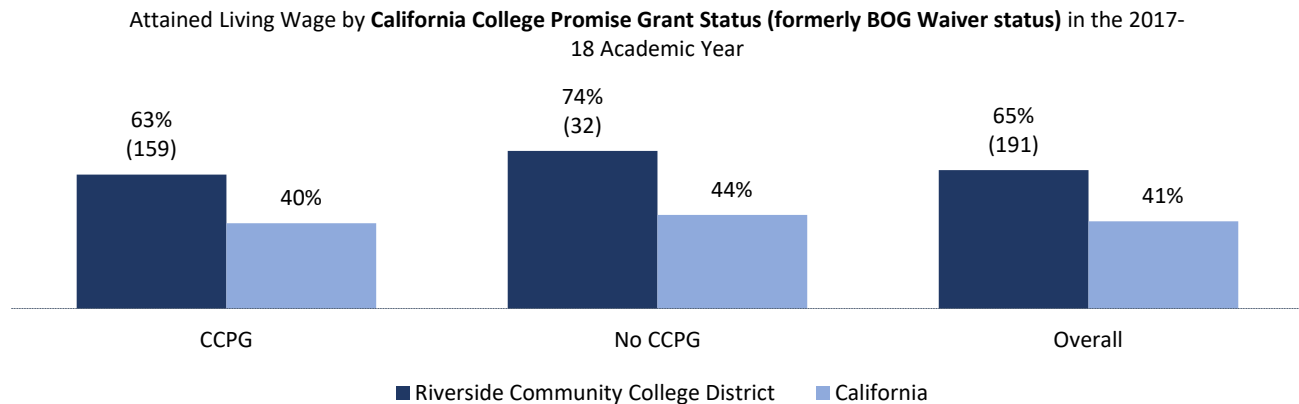
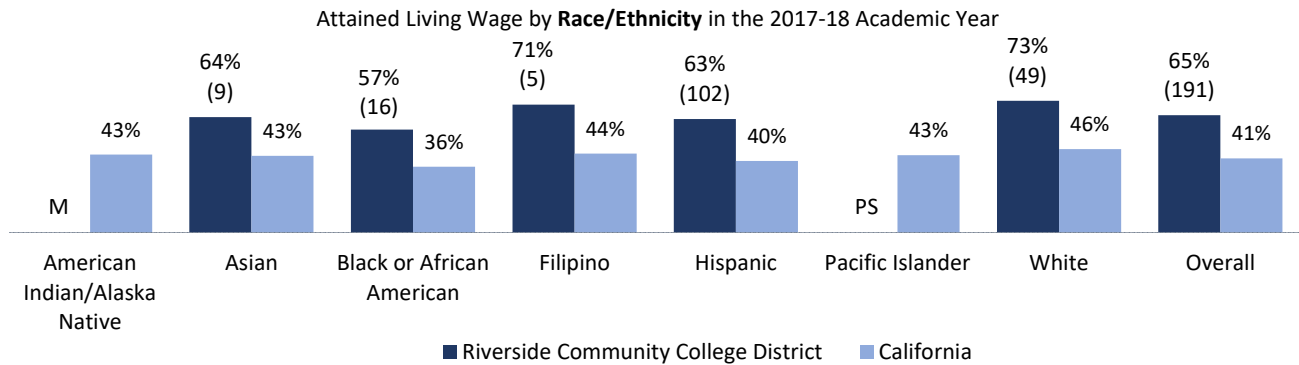


4. EARNINGS

1. Attained the Living Wage

What percentage of students in the district who exited – whether they completed a credential at your institution or not – and did not transfer to any postsecondary institution attained the living wage for a single adult in the district/county within the year after exiting college? Are there disparities by race/ethnicity, income, age, or gender?

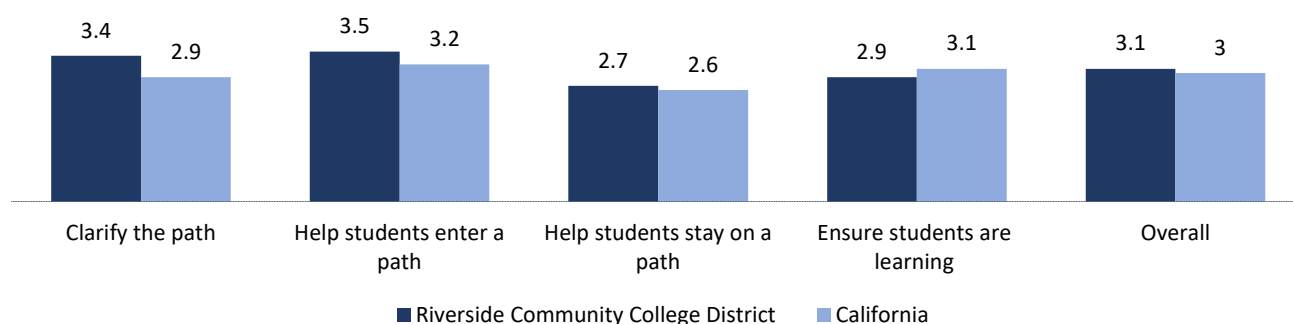
Note: Data labels include student count in parentheses. Living wages for a single adult are based on the county where the college district is located. M = Missing and PS = Privacy Suppressed



5. GUIDED PATHWAYS IMPLEMENTATION

Guided Pathways is an organizing framework to help streamline students' paths to degrees and to coordinate activities to advance a holistic student success agenda. There are four pillars within the Guided Pathways framework, and colleges measure their implementation on each pillar every year on a scale of 1 to 5, with 5 being "fully implemented" (see legend below). How far along is your district in implementing Guided Pathways?

Guided Pathways Implementation Score by Domain



Code	Scale of Adoption	Definition
1	<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
2	<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
3	<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
4	<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
5	<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study

Additional Note to Consider:

The data presented in this workbook are introductory and provide a starting point for a series of more in-depth data discussions that will take place throughout the Fellowship. In future sessions, we will analyze additional success and equity-related metrics for your region and your institutions and create specific plans for how your boards can regularly monitor what matters. You are strongly encouraged to work with your IR departments to dive deeper on specific metrics throughout the course of this Fellowship, including the following:

- Participation rates by program for Black, Latinx, Asian, and Pell students (analyzed also in terms of high- vs. low-remuneration programs)
- Program offerings aligned to jobs in your district's workforce region or those that pay above the federal poverty level
- Percent student of color enrollment relative to service area demographics
- Equity in program participation rates by ultimate outcomes

5. REFLECTING ON THE DATA



QUESTIONS TO CONSIDER

Based on the institutional data in this workbook, please answer the following questions:

1

Which of these metrics are most familiar to you? What metrics do you already discuss on a regular basis in your board meetings? What metrics are you using to track progress towards local goals?

2 Which metrics are least familiar and/or are not discussed at board meetings?

Among those, which are most important to consider regularly?

Are any especially important in the context of the COVID-19 pandemic?

3 For which student populations is the institution doing well on these metrics, especially those you have decided are most important?

For which populations are results disproportionately low?

Methodology

Source: Data in this workbook come from the California Community Colleges' Student Success Metrics reported on the LaunchBoard website and are limited to students in the degree/transfer journey type. Students in the degree/transfer student journey type have indicated that they wish to earn a two-year associate degree and/or transfer to a baccalaureate institution, either on their application form or after enrolling in the community college.

Metric Definitions

1. Completion of Transfer-Level Math and English: Among degree/transfer students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the reporting district only. Completion of the course is defined as passing, earning a letter grade of C or above, or having an incomplete grade.

2. Completion of Certificates and Degrees: Among degree/transfer students, the unduplicated count of students who attained the Vision Goal definition of completion by earning one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district.

3. Transfer to Baccalaureate Institutions: Unduplicated count of students in the selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year and who enrolled in a CSU, UC or any private or public in-state or out-of-state four-year institution between 07/01 of the selected year and 06/30 of the subsequent year. Enrollment records were reported by CSU or UC, or by the National Student Clearinghouse for any other four-year institutions.

4. Credits Accumulated by Associate Degree Earners: Among degree/transfer students who earned an associate degree and who were enrolled in the selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college. Students are only counted once toward the college average even if they earn more than one degree

5. Job Closely Related to Field of Study: Among degree/transfer students who exited the community college system and did not transfer to any postsecondary institution and who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

Students included in the survey generally include those who received a vocational certificate or degree and were not enrolled or were minimally enrolled (0 – 5 credits) in the subsequent year. Students who completed at least nine units (within the prior three years) that were SAM coded AD (with at least one course SAM coded AC) in any TOP code and were not enrolled in the subsequent year and did not transfer or receive a certificate or vocational degree.

6. Attained the Living Wage: Among degree/transfer students who exited the community college system and who did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following the academic year of exit. Data contain wages only for those employed in an occupation or industry covered by Unemployment Insurance in California, which excludes individuals employed by the military or federal government, and those who are self-employed, employed out of state, unemployed, or not in the workforce after completion of an award. Wages will always be calculated using the fourth quarter (i.e. October to December) of the year of exit.

Chancellor's 2020-2021 Goals

Access

- Access increased by 3% across the board with greater emphasis on the <19-25 year olds.
- Increase dual enrollment in the K-12 by 5% annually
- Increase our capture rates from our feeder high schools by 3%
- Increase our FT students by 5% annually
- Increase all special population groups by 3% per year

Success

- Increase students earning ≥ 12 units per semester by 5%
- Increase students earning ≥ 24 units by end of first year by 5%
- Increase students earning ≥ 36 units by end of semester three by 5%
- Increase students earning ≥ 48 units by end of year two by 5%
- Increase graduation rate of ADT, AA, AS by end of year three by 10% per year
- Increase transfer rate to 4-year universities by end of three years by 10% per year
- Increase ≥ 18 units CTE graduation rate, at the end of year one by 10%
- Increase employment rates in their field of study by 5%

Equity

- a. Diversification in the hiring of personnel
- b. Bridging the equity gap in student success by 10% per year
- c. Cultivation of equity mindedness by conducting at least two workshops per year



The Pathways Model

An **integrated, institution -wide** approach to student success and equity based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide **each** student effectively and efficiently from her/his point of entry through to attainment of high-quality post-secondary credentials and careers with value in the labor market.

Achieving Equity



- Won't happen by itself.
- Is accomplished through change in the educational experience designed for students – as it incorporates the best of what we've learned about what matters.
- Requires getting well past disaggregation of data...to the difficult work of uncovering and the addressing sources of institutional racism and unconscious bias.
- Equality  Equity

Equity and Guided Pathways



- Examine program mix. Then, review processes to support students in exploring options and making choices.
- Integrate dramatically redesigned placement practice and basic skills development into pathways.
- Embed academic support within courses
- Attend to students' nonacademic needs.
- Strengthen culturally responsive teaching and advising; address unconscious bias and microaggression.
- Diversify faculty/staff/administration.

Rethinking Institutional Culture



FROM:

TO:

“Are students college-ready?”



“Is the college student-ready?”

Equity as an afterthought



Equity as design principle

Sanctioned wandering



Purposeful progress/ student momentum

Divisions everywhere



Barriers busted through systemic design

Siloed bliss



Cross-functional teams

Proliferated projects



Coherent educational experiences

Referral to optional services



Embedded, inescapable support

Classes faculty want to teach,
when they want to teach them



Classes students need to take, when they need
to take them

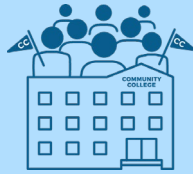
California Community Colleges Trustee Fellowship Curriculum Timeline

Today



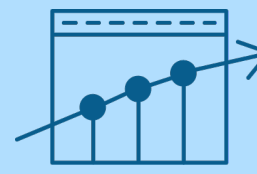
- Understand why student-oriented, institution-wide change is needed
- Analyze regional context indicators

July 24



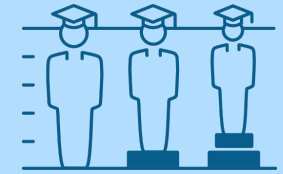
- Understand how reforms support a holistic student success agenda
- Analyze institutional data

Regional Workshops



- Explore strategies for how boards can monitor and support progress toward student success and equity goals

Symposium II



- Examine how the board can support reform strategies to achieve student success and equity goals



Level-Setting: Access

- Considering college access in your service area, which student populations are likely to be most negatively impacted by the COVID-19 pandemic?
- What data does the board want to monitor to make sure that these populations are enrolling and being served?



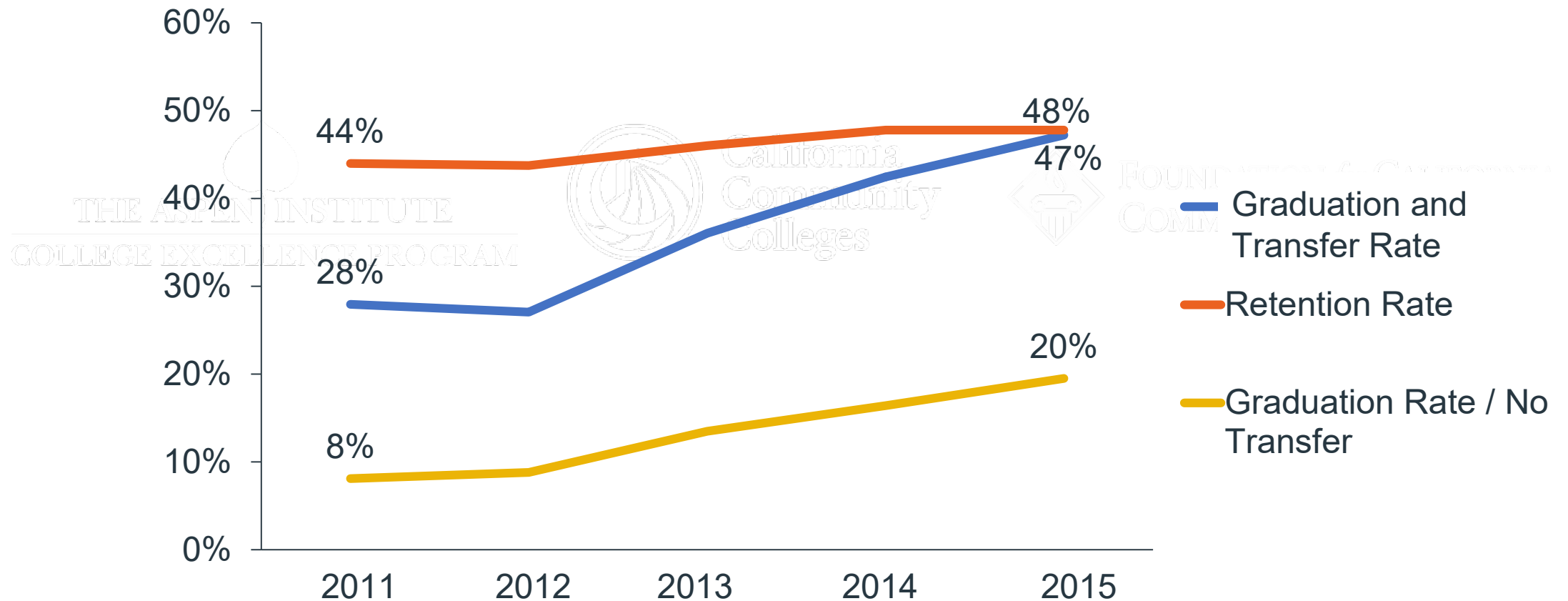
Level-Setting: Budgets and Policies

- Has the board initiated data-informed, student-success-centered discussions regarding institutional funding priorities in case of revenue losses?
- What are the potentially helpful ways that governing boards can shift their work now to set up better work on student success and equity in the long term?
- Consider time spent in working sessions and retreats, reviewing student success and equity priorities, and understanding where in the budget student success priorities are most significantly implicated.

2019 Aspen Prize Rising Star

Palo Alto College (TX)

Student Success Rates



How can trustees support institutional change?

Understand, Commit, and Set Goals

Understand why institutional change is important for the community, for students, and for equity.



Understand the reform strategy in broad terms.



Set internal student success and equity goals, including leading and lagging indicators.



Set post-graduation student success goals, including transfer and workforce.



Align Board Actions to Goals

Monitor what matters: progress toward student success and equity goals as a board.

Focus board committees, review, and retreat on student success and equity goals.

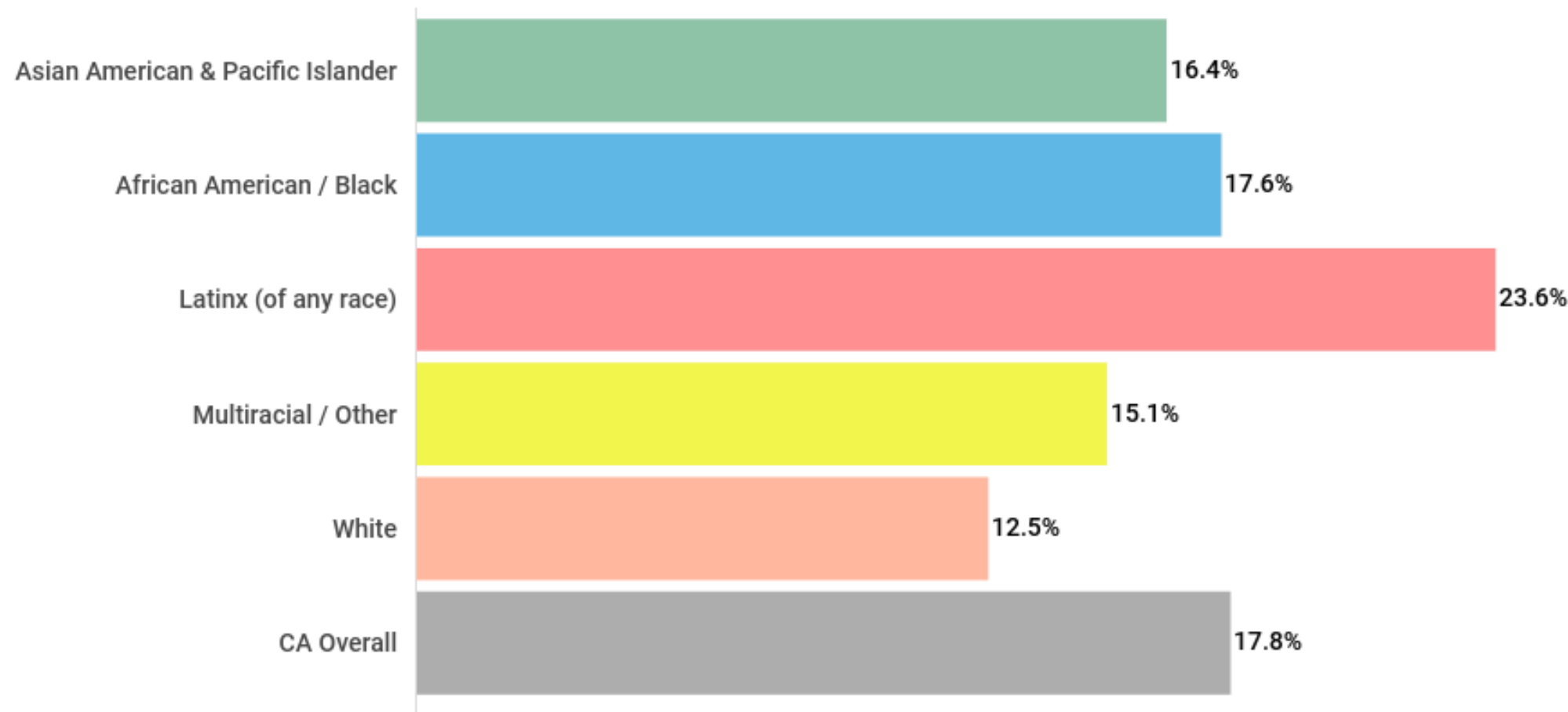
Align vision, policies, and budget to student success and equity goals.

Conduct presidential hiring, transitions, and evaluation with student success and equity goals at forefront.

What is it that trustees do to support institution-wide reform?

- Own and understand why reform is needed and what the broad reform strategy is
- Keep focus on the need for continuous improvement related to student success, equity, and community vitality
- Continue student success and equity agenda if the CEO changes institutions or retires
- **Sustain reform through times of crisis and tumult, financial or otherwise**

Poverty rates in California by race/ethnicity



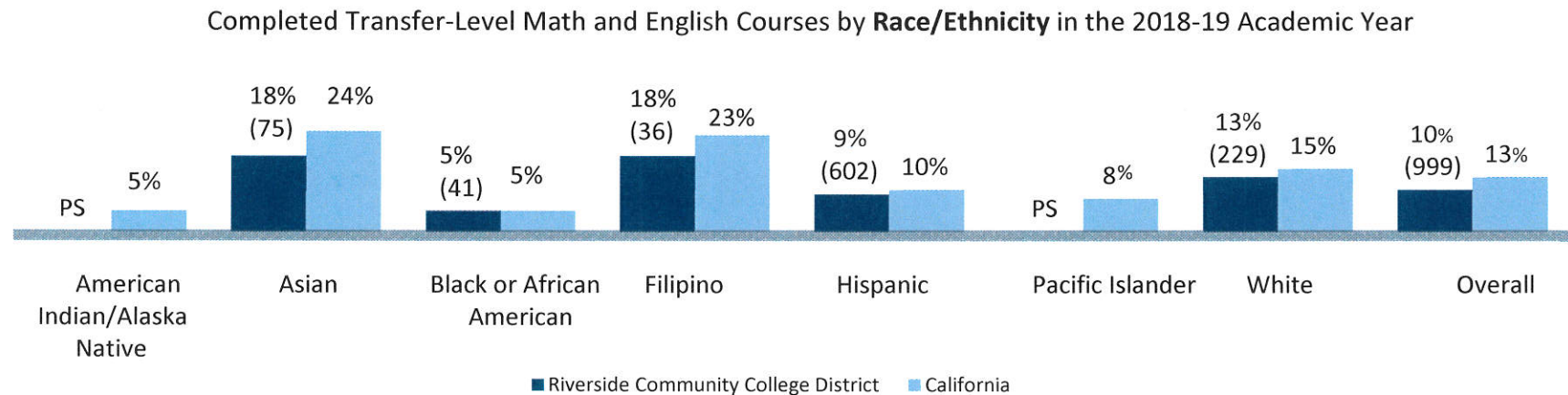
Public Policy Institute of California, California Poverty Measure, 2017

1. LEARNING PROGRESS

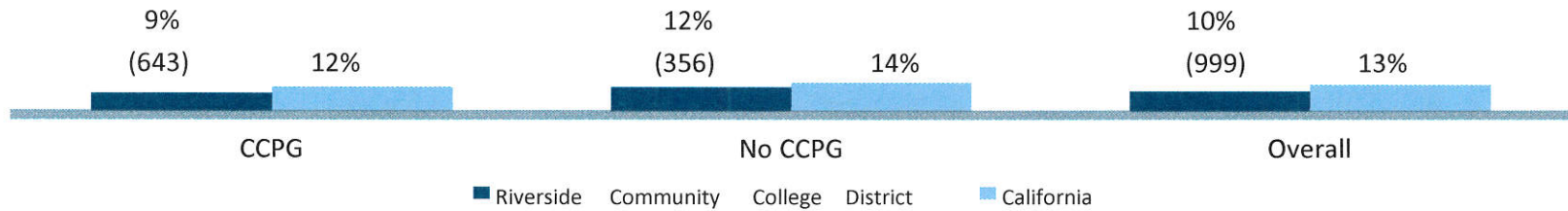
1. Success in Transfer-Level Math & English Courses in the First Academic Year

As a Vision for Success strategy, Equitable Placement and Support eliminates placement strategies that disproportionately impact students of color. Completing transfer-level math and English in the first academic year puts students on a strong path towards degree/certificate completion and successful transfer. Among the degree/transfer-seeking students in your district, how many are successfully completing these courses within their first year of enrollment? What gaps exist by race/ethnicity, income, age, and gender?

Note: Data labels include student count in parentheses. M = Missing and PS = Privacy Suppressed

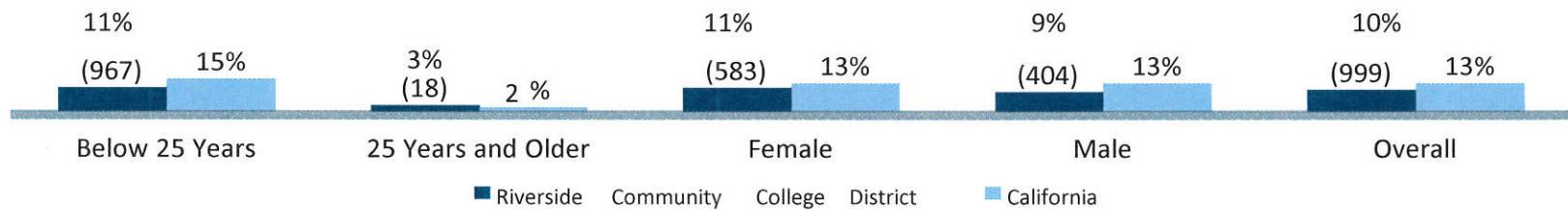


Completed Transfer-Level Math and English Courses by **California College Promise Grant Status (formerly BOG Waiver status)** in the 2018-19 Academic Year



Note: Students must meet income eligibility requirements to receive a CCPG to cover tuition costs.

Completed Transfer-Level Math and English Courses by **Age and Gender** in the 2018-19 Academic Year



2. SUCCESS

1. Completion of Certificates & Degrees

The first goal of the Vision for Success is to increase the number of students completing certificates and degrees. Each district has set goals aligned with the Vision. Has your district made progress toward your goal? Does the number vary significantly by race/ethnicity, income level, age, or gender?

Note: The 2016-17 academic year is the baseline year for the Vision for Success goals. M = Missing and PS = Privacy Suppressed

Students Completing Certificates and Degrees by Race/Ethnicity				
Race/Ethnicity	District Completion Count 2017	District Completion Count 2019	District Percent Change 2017-2019	California Percent Change
American Indian/Alaska Native	PS	PS		16%
Asian	121	178	47%	20%
Black or African American	194	240	24%	11%
Filipino	60	107	78%	14%
Hispanic	1502	2277	52%	28%
Pacific Islander or Native Hawaiian	PS	12		7%
White	547	815	49%	12%
Overall	2538	3760	48%	21%

Students Completing Certificates and Degrees by California College Promise Grant Status				
CCPG Status	District Completion Count 2017	District Completion Count 2019	District Percent Change 2017-2019	California Percent Change 2017-2019
CCPG Eligible	2176	3106	43%	16%
Not CCPG Eligible	362	654	81%	20%
Overall	2538	3760	48%	28%

Students Completing Certificates and Degrees by Age and Gender				
Age and Gender	District Completion Count 2017	District Completion Count 2019	District Percent Change 2017 - 2019	California Percent Change 2017 - 2019
Below 25 Years	1536	2229	45%	16%
25 Years and Older	1002	1531	53%	20%
Female	1609	2280	42%	11%
Male	913	1453	59%	14%
Overall	2538	3760	48%	28%

2. Transfer to Baccalaureate Institutions

The Vision for Success calls on colleges to increase the number of students transferring to baccalaureate institutions. Has your district made progress toward increasing the number of students transferring? Does the number of students transferring vary significantly by race/ethnicity, income, age, or gender?

Students Transferring to a Baccalaureate Institution by Race/Ethnicity				
Race/Ethnicity	District Transfer Count 2017	District Transfer Count 2018	District Percent Change 2017-2018	California Percent Change 2017-2018
American Indian/Alaska Native	PS	PS		2%
Asian	134	146	9%	3%
Black or African American	204	212	4%	3%
Filipino	65	67	3%	2%
Hispanic	1227	1465	19%	9%
Pacific Islander or Hawaiian Native	PS	PS		10%
White	543	608	12%	1%
Overall	2296	2612	14%	5%

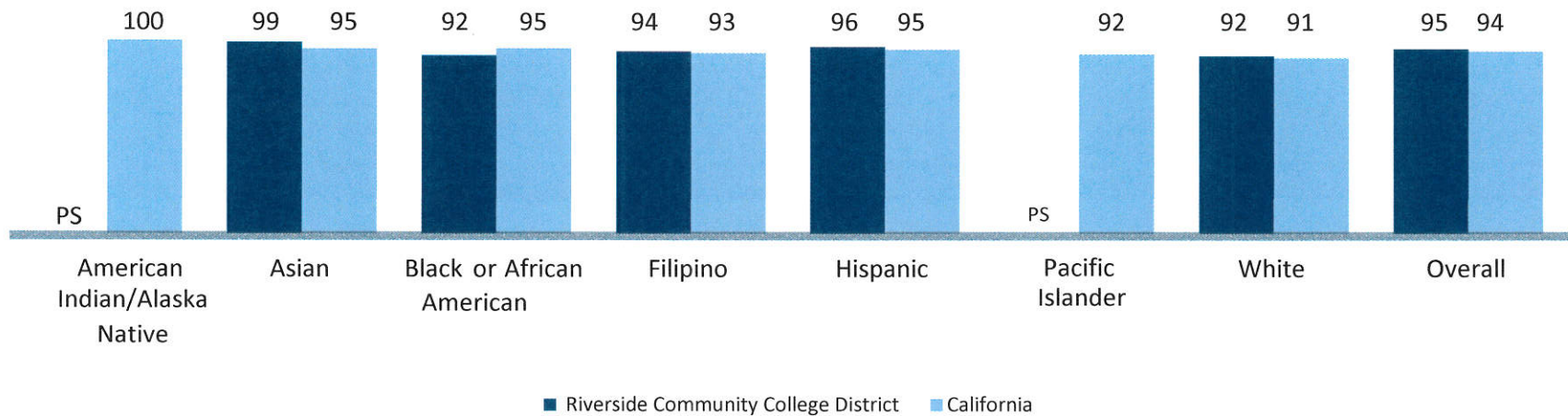
Students Transferring to a Baccalaureate Institution by California College Promise Grant Status				
CCPG Status	District Transfer Count 2017	District Transfer 2018	District Percent Change 2017-2018	California Percent Change 2017-2018
CCPG Eligible	1890	2125	12%	4%
Not CCPG Eligible	406	487	20%	6%
Overall	2296	2612	14%	5%

Students Transferring to a Baccalaureate Institution by Age and Gender				
Age and Gender	District Transfer Count 2017	District Transfer Count 2018	District Percent Change 2017-2018	California Percent Change 2017-2018
Below 25 Years	1546	1724	12%	4%
25 Years and Older	663	888	34%	5%
Female	1315	1527	16%	5%
Male	966	1065	10%	4%
Overall	2296	2612	14%	5%

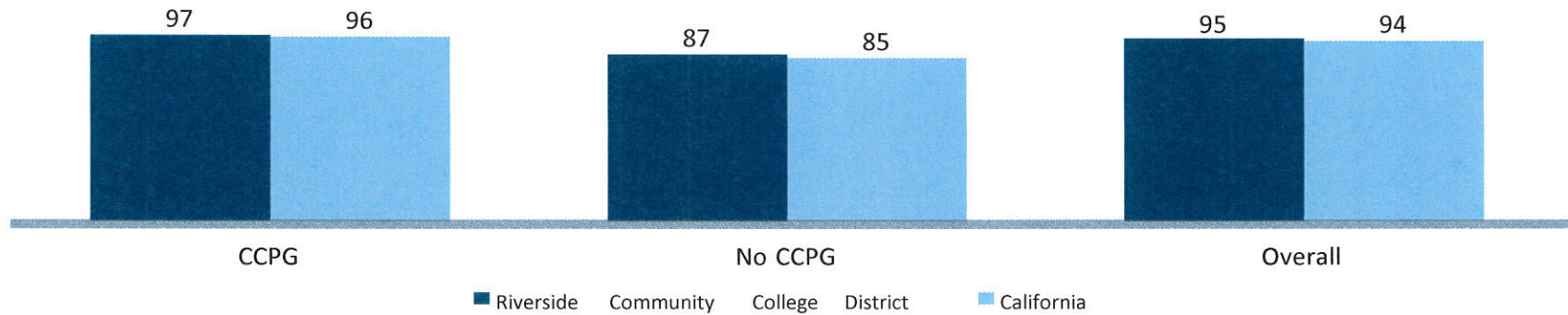
3. Credits Accumulated by Associate Degree Earners

The Vision for Success calls on colleges to reduce the number of excess units students accumulate in pursuit of their goals. Students are required to earn 60 units to receive an associate degree. What is the average number of credits earned by students completing an associate degree? Does the average vary by race/ethnicity, income, age, or gender?

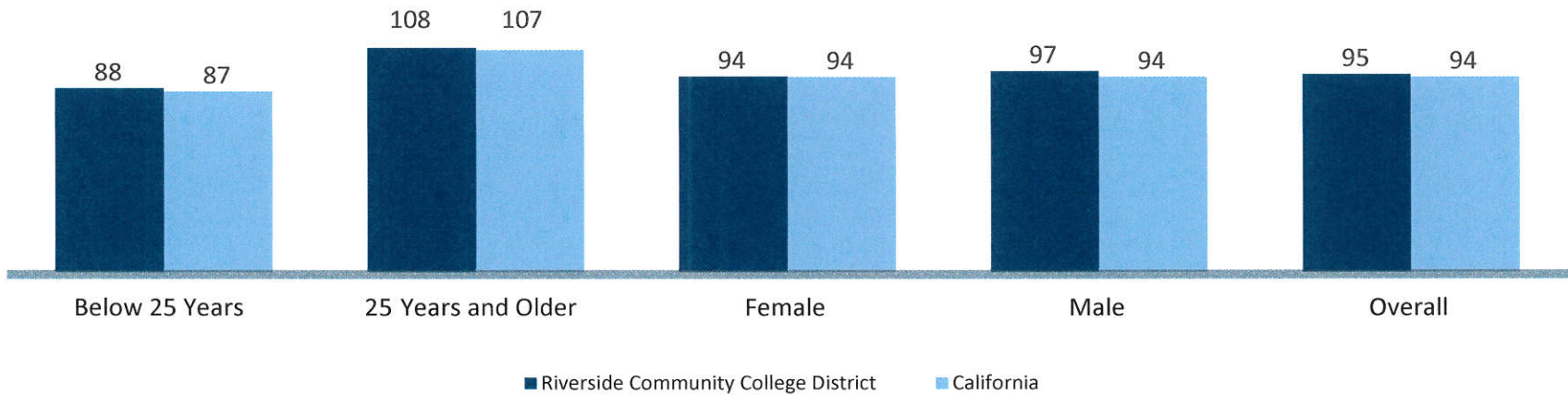
Average Units Accumulated by Associate Degree Earners by **Race/Ethnicity** in the 2018-19 Academic Year



Average Units Accumulated by Associate Degree Earners by **California College Promise Grant Status**
(formerly BOG Waiver status) in the 2018-19 Academic Year



Average Units Accumulated by Associate Degree Earners by **Age and Gender** in the 2018-19 Academic Year



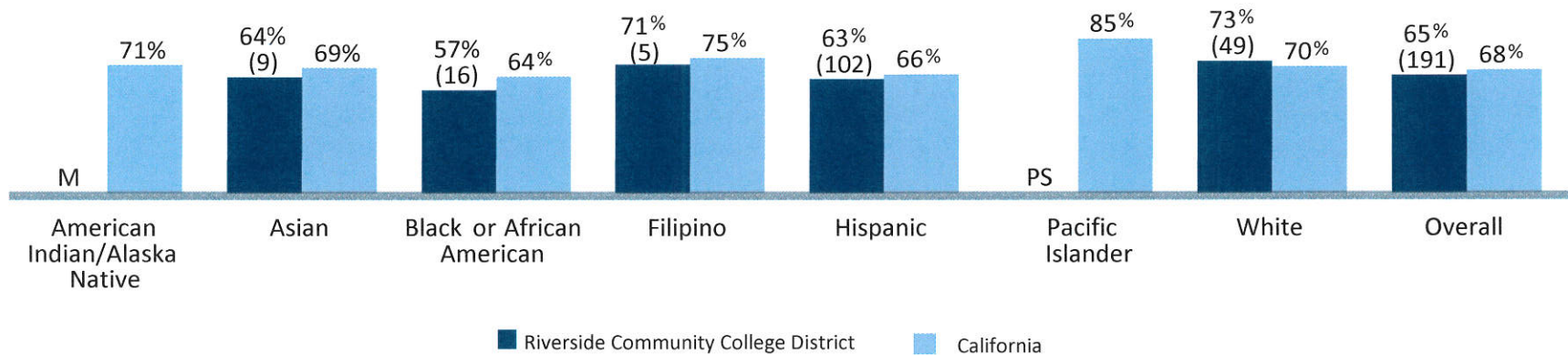
3. EMPLOYMENT

1. Job Closely Related to Field of Study

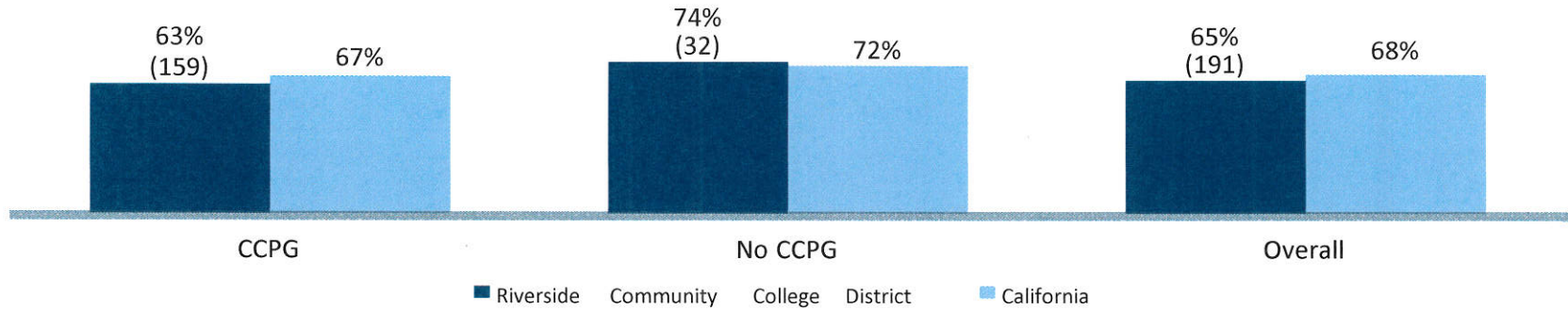
The Vision for Success seeks to increase the percentage of students who attain jobs aligned with their fields of study. What percentage of students who are no longer enrolled and did not transfer – whether they completed a credential at your institution or not – have secured employment in fields aligned with their programs of study? Do employment rates vary by race/ethnicity, income, age, or gender?

Note: Data labels include student count in parentheses. M = Missing and PS = Privacy Suppressed

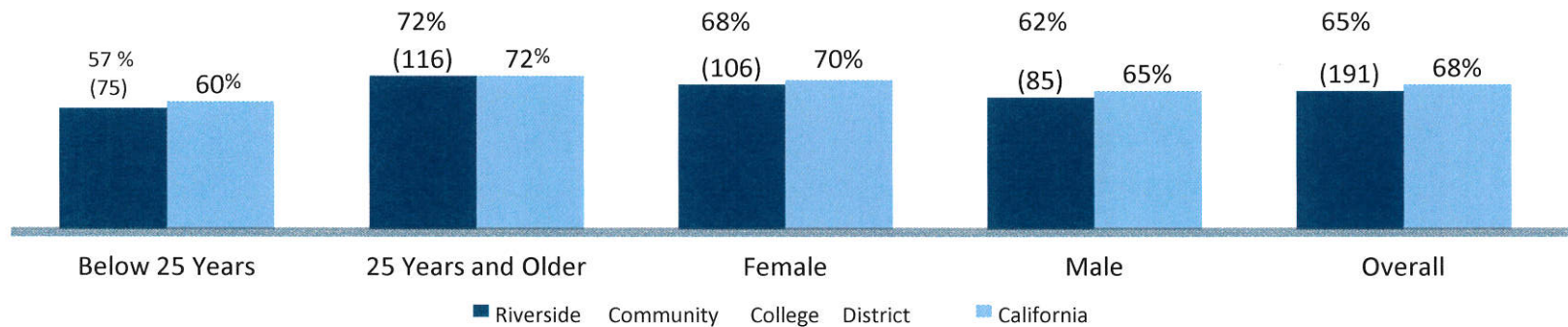
Employed in Field of Study by **Race/Ethnicity** in the 2016-17 Academic Year



Employed in Field of Study by **California College Promise Grant Status (formerly BOG Waiver status)** in the 2016-17 Academic Year



Employed in Field of Study by **Age and Gender** in the 2016-17 Academic Year

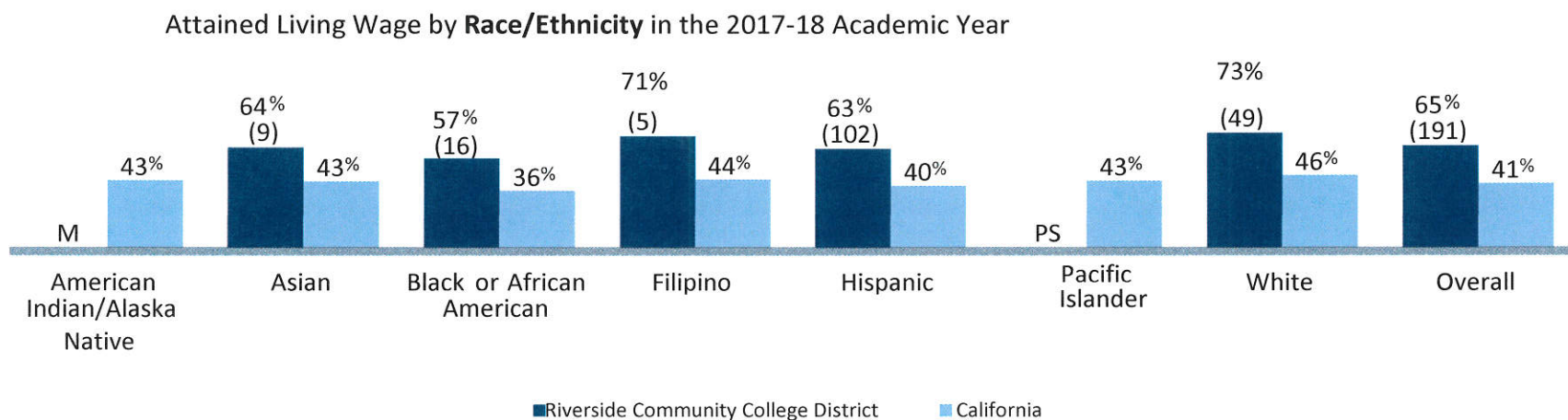


4. EARNINGS

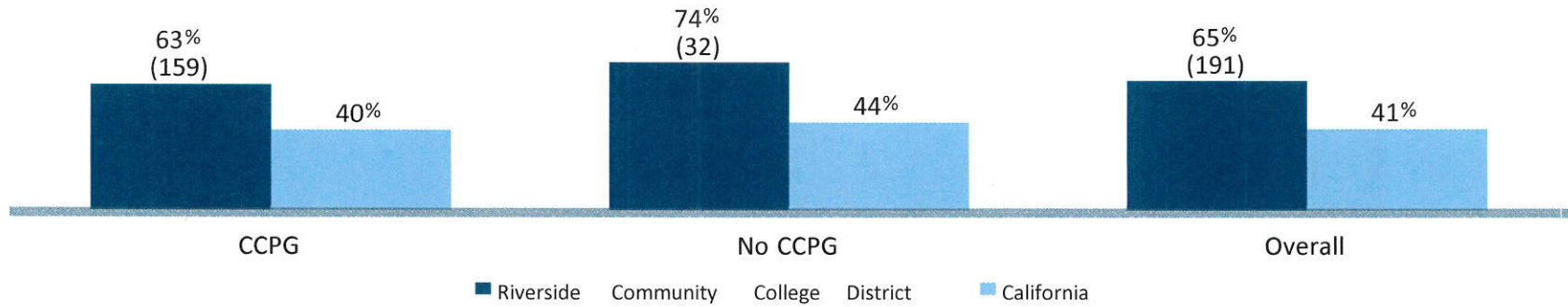
1. Attained the Living Wage

What percentage of students in the district who exited – whether they completed a credential at your institution or not – and did not transfer to any postsecondary institution attained the living wage for a single adult in the district/county within the year after exiting college? Are there disparities by race/ethnicity, income, age, or gender?

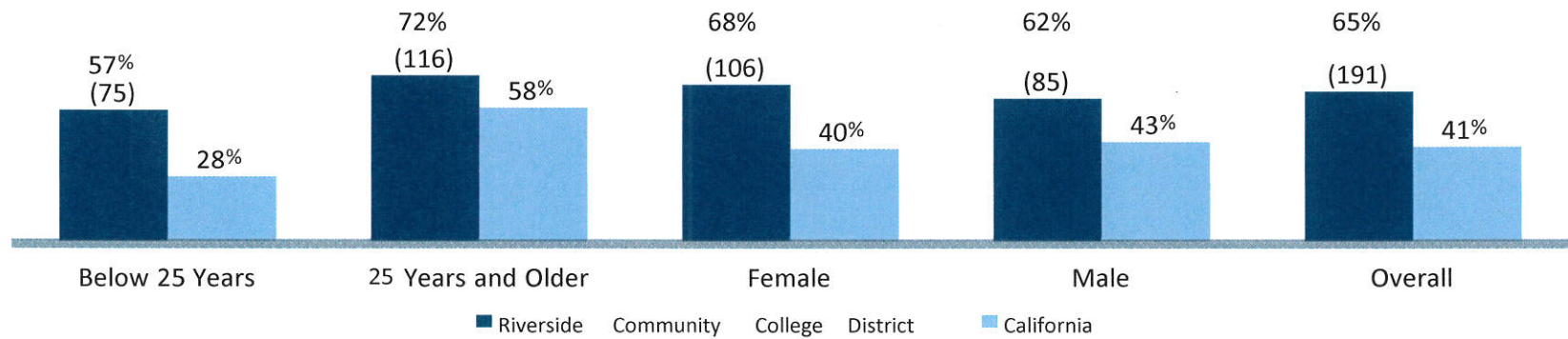
Note: Data labels include student count in parentheses. Living wages for a single adult are based on the county where the college district is located. M = Missing and PS = Privacy Suppressed



Attained Living Wage by **California College Promise Grant Status (formerly BOG Waiver status)** in the 2017-18 Academic Year



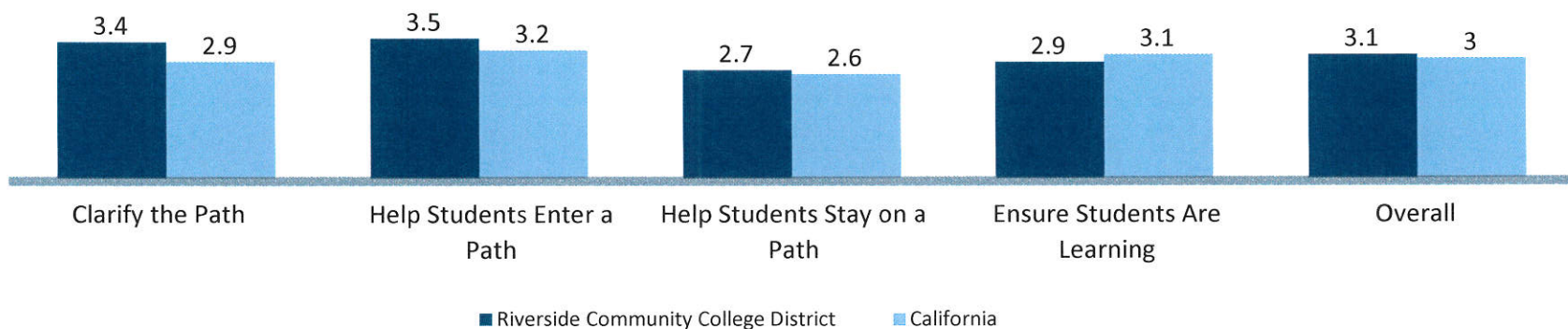
Attained Living Wage by **Age and Gender** in the 2017-18 Academic Year



5. GUIDED PATHWAYS IMPLEMENTATION

Guided Pathways is an organizing framework to help streamline students' paths to degrees and to coordinate activities to advance to advance a holistic student success agenda. There are four pillars within the Guided Pathways framework, and colleges measure their implementation on each pillar every year on a scale of 1 to 5, with 5 being "fully implemented" (see legend below). How far along is your district in implementing Guided Pathways?

Guided Pathways Implementation Score by **Domain**



Code	Scale of Adoption	Definition
1	<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
2	<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
3	<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
4	<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
5	<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study



Guided Pathways: Summary of Participation, Momentum Points and Outcomes Cohorts 2014-15 through 2018-19

August 7, 2020



Organization of presentation:

- This presentation is a summary of selected measures for the Guided Pathways fall cohorts beginning in 2014 through 2019.
- Measures are grouped by the categories of
 - Participation
 - Momentum Points
 - Outcomes
- Replication of measures disaggregated by students who were enrolled full-time during both the fall and spring terms of their first year.



Organization of presentation:

- For each indicator, the overall district rate and count is provided.
- Additionally, for each indicator, counts and rates for the colleges are provided. These tables are presented in BLUE.
- Following the district and college counts for each indicator, district rates are also provided for student ethnic groups. These tables are presented in GREEN.



Caveats:

- Many of the 2019-20 measures have data for three semesters only.
 - Year-length measures will be recalculated when Summer 2020 data becomes available.
 - Likely had a negative effect on most recent cohort performance.
- Guided Pathways cohorts and measures are determined using California Community College Launch Board Data Element Dictionary
 - https://www.calpassplus.org/Launchboard/GuidedPathway/Extra/Ver15_LIVE_10.6.17%20_GPded.pdf



Guided Pathways Indicators: Participation



Number of First-Time Ever in College Students (GP Cohorts)

	2015-16	2016-17	2017-18	2018-19	2019-20
RCCD	5915	6283	6753	6778	6698
RCC	3167	3439	3828	3996	3818
MVC	1224	1286	1337	1154	1223
NC	1524	1558	1588	1628	1657



Number of First-Time Ever in College Students (GP Cohorts)

	2015-16	2016-17	2017-18	2018-19	2019-20
RCCD	100.0%	100.0%	100.0%	100.0%	100.0%
RCC	53.5%	54.7%	56.7%	59.0%	57.0%
MVC	20.7%	20.5%	19.8%	17.0%	18.3%
NC	25.8%	24.8%	23.5%	24.0%	24.7%



Number of First-Time Ever in College Students (GP Cohorts)

	2015-16	2016-17	2017-18	2018-19	2019-20
Asian	6.3%	5.5%	5.3%	5.9%	5.8%
African American	7.9%	7.0%	7.4%	7.1%	7.0%
Hispanic	65.3%	67.0%	67.7%	68.3%	67.7%
Nat. Am./Pac. Isl.	0.8%	0.8%	0.8%	0.9%	1.0%
Multi/Unk.	1.3%	0.9%	0.7%	0.7%	2.4%
White	18.4%	18.7%	18.0%	17.0%	16.2%



Students Attending Full-Time Fall <u>and</u> Spring Terms during First Year					
	2015-16	2016-17	2017-18	2018-19	2019-20
RCCD	1172	1257	1394	1533	1497
RCC	640	701	870	1037	1025
MVC	188	215	216	159	124
NC	344	341	308	337	348



Students Attending Full-Time Fall and Spring Terms during First Year

	2015-16	2016-17	2017-18	2018-19	2019-20
RCCD	19.8%	20.0%	20.6%	22.6%	22.3%
RCC	20.2%	20.4%	22.7%	26.0%	26.8%
MVC	15.4%	16.7%	16.2%	13.8%	10.1%
NC	22.6%	21.9%	19.4%	20.7%	21.0%



Students Attending Full-Time Fall and Spring Terms during First Year

	2015-16	2016-17	2017-18	2018-19	2019-20
Total	19.8%	20.0%	20.6%	22.6%	22.3%
Asian	31.4%	29.0%	31.9%	36.0%	35.3%
African American	14.3%	16.6%	16.0%	17.5%	16.3%
Hispanic	18.9%	19.3%	19.9%	21.8%	21.8%
NatAm/Pacific Island	11.1%	26.0%	27.5%	21.0%	24.2%
Multi/Unk	18.2%	11.9%	10.2%	10.2%	14.1%
White	22.1%	21.4%	22.4%	24.2%	23.7%



Average Number of Degree-Applicable Units Attempted in Year One

	2015-16	2016-17	2017-18	2018-19	2019-20*
RCCD	14.4	14.7	16.5	17.7	15.4
RCC	15.2	15.5	17.5	18.9	16.6
MVC	12.0	12.1	13.7	14.3	12.1
NC	14.7	15.0	16.4	17.2	15.1

* 2019-20 does not include summer 2020; full-year measure will be recalculated when data is available.



Average Number of Degree-Applicable Units Attempted in Year One

	2015-16	2016-17	2017-18	2018-19	2019-20*
Grand Total	14.4	14.7	16.5	17.7	15.4
Asian	19.3	18.9	19.8	22.0	19.2
African - American	11.7	12.7	14.3	15.5	13.6
Hispanic	13.9	14.2	16.4	17.5	15.2
Native American	16.0	15.5	15.6	16.3	13.4
Pacific Islander	15.5	15.7	17.5	15.8	17.3
Two or More	14.6	12.3	12.7	14.9	13.1
White	15.5	16.2	16.7	18.2	16.3
Other	15.9	9.7	14.0	16.4	12.5

* 2019-20 does not include summer 2020; full-year measure will be recalculated when data is available.



Guided Pathways Indicators: Full-Time Student Replication



Full-Time Student Replication

- Following slides replicate the Guided Pathways indicators disaggregated by
 - students who attended full-time (12+ units)
 - in each of the fall and spring terms
 - during their first year.
- To facilitate understanding, each indicator is disaggregated by whether students attended full-time during their first fall and spring terms or not.
- Counts for these disaggregated groups are provided for each indicator, along with the counts of students satisfying the indicator. Disaggregated rates are provided on the consecutive slide.
- As “Earned 12+ Degree-Applicable Units During First Term” examines outcomes after only one term, counts are limited to first term only.



Guided Pathways: Gateway- Successfully Complete Transfer-Level Math in First Year (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	4743	5026	5359	5245	5201
FT First Fall & Spring	1172	1257	1394	1533	1497
RCCD	5915	6283	6753	6778	6698
Successful in Math	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	244	227	428	503	539
FT First Fall & Spring	256	274	514	519	594
RCCD	500	501	942	1022	1133



Guided Pathways: Gateway- Successfully Complete Transfer-Level Math in First Year (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	5.1%	4.5%	8.0%	9.6%	10.4%
FT First Fall & Spring	21.8%	21.8%	36.9%	33.9%	39.7%
RCCD	8.5%	8.0%	13.9%	15.1%	16.9%



Guided Pathways: Gateway- Successfully Complete Transfer-Level English in First Year (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	4743	5026	5359	5245	5201
FT First Fall & Spring	1172	1257	1394	1533	1497
RCCD	5915	6283	6753	6778	6698
Successful in English	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	614	759	1052	1213	1167
FT First Fall & Spring	511	615	897	1065	1024
RCCD	1125	1374	1949	2278	2191



Guided Pathways: Gateway- Successfully Complete Transfer-Level English in First Year (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	12.9%	15.1%	19.6%	23.1%	22.4%
FT First Fall & Spring	43.6%	48.9%	64.3%	69.5%	68.4%
RCCD	19.0%	21.9%	28.9%	33.6%	32.7%



Guided Pathways: Gateway- Successfully Complete Both Transfer-Level Math & English in First Year (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	4743	5026	5359	5245	5201
FT First Fall & Spring	1172	1257	1394	1533	1497
RCCD	5915	6283	6753	6778	6698
Succ in Eng & Math	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	125	128	236	298	277
FT First Fall & Spring	173	207	429	440	442
RCCD	298	335	665	738	719



Guided Pathways: Gateway- Successfully Complete Both Transfer-Level Math & English in First Year (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	2.6%	2.5%	4.4%	5.7%	5.3%
FT First Fall & Spring	14.8%	16.5%	30.8%	28.7%	29.5%
RCCD	5.0%	5.3%	9.8%	10.9%	10.7%



Guided Pathways: First-Term Momentum Points, Earned 12+ Degree-Applicable Units (FT)**

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall	3541	3800	4119	3810	3640
FT First Fall	2374	2483	2634	2968	3058
RCCD	5915	6283	6753	6778	6698
Earned 12+ First Term	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall	252	258	238	209	275
FT First Fall	465	517	694	679	702
RCCD	717	775	932	888	977

2019-20 does not include summer 2020; full-year measure will be recalculated when data is available.

** As this indicator examines outcomes after one term, counts are limited to first term only.



Guided Pathways: First-Term Momentum Points, Earned 12+ Degree-Applicable Units (FT)**

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall	7.1%	6.8%	5.8%	5.5%	7.6%
FT First Fall	19.6%	20.8%	26.3%	22.9%	23.0%
RCCD	12.1%	12.3%	13.8%	13.1%	14.6%

*2019-20 does not include summer 2020; full-year measure will be recalculated when data is available.

** As this indicator examines outcomes after one term, counts are limited to first term only.



Guided Pathways: First-Year Momentum Points, Earned 24+ Degree-Applicable Units (FT)

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	4743	5026	5359	5245	5201
FT First Fall & Spring	1172	1257	1394	1533	1497
RCCD	5915	6283	6753	6778	6698
Earned 24+ Units	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	248	245	257	256	167
FT First Fall & Spring	515	592	817	815	776
RCCD	763	837	1074	1071	943



**Guided Pathways: First-Year Momentum Points,
Earned 24+ Degree-Applicable Units (FT)**

	2015-16	2016-17	2017-18	2018-19	2019-20
NOT FT Fall & Spring	5.2%	4.9%	4.8%	4.9%	3.2%
FT First Fall & Spring	43.9%	47.1%	58.6%	53.2%	51.8%
RCCD	12.9%	13.3%	15.9%	15.8%	14.1%



Guided Pathways: Outcomes, AA/AS/ADT Earned within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18	2018-19*
NOT FT Fall & Spring	4512	4743	5026	5359	5245
FT First Fall & Spring	1177	1172	1257	1394	1533
RCCD	5689	5915	6283	6753	6778
Earned AA/AS/ADT	2014-15	2015-16	2016-17	2017-18	2018-19*
NOT FT Fall & Spring	116	125	157	175	58
FT First Fall & Spring	168	204	230	418	237
RCCD	284	329	387	593	295

*2018-19 Cohort reflects two-year rate.



Guided Pathways: Outcomes, AA/AS/ADT Earned within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18	2018-19*
NOT FT Fall & Spring	2.6%	2.6%	3.1%	3.3%	1.1%
FT First Fall & Spring	14.3%	17.4%	18.3%	30.0%	15.5%
RCCD	5.0%	5.6%	6.2%	8.8%	4.4%

*2018-19 Cohort reflects two-year rate.



Guided Pathways: Outcomes, Transferred to CSU within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	4512	4743	5026	5359
FT First Fall & Spring	1177	1172	1257	1394
RCCD	5689	5915	6283	6753
Transferred CSU	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	28	22	33	24
FT First Fall & Spring	33	45	37	6
RCCD	61	67	70	30

*2017-18 Cohort reflects two-year rate.



Guided Pathways: Outcomes, Transferred to CSU within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	0.6%	0.5%	0.7%	0.4%
FT First Fall & Spring	2.8%	3.8%	2.9%	0.4%
RCCD	1.1%	1.1%	1.1%	0.4%

*2017-18 Cohort reflects two-year rate.



Guided Pathways: Outcomes, Transferred to UC within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	4512	4743	5026	5359
FT First Fall & Spring	1177	1172	1257	1394
RCCD	5689	5915	6283	6753
Transferred UC	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	25	31	24	14
FT First Fall & Spring	26	30	61	1
RCCD	51	61	85	15

*2017-18 Cohort reflects two-year rate.



Guided Pathways: Outcomes, Transferred to UC within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	0.6%	0.7%	0.5%	0.3%
FT First Fall & Spring	2.2%	2.6%	4.9%	0.1%
RCCD	0.9%	1.0%	1.4%	0.2%

*2017-18 Cohort reflects two-year rate.



Guided Pathways: Outcomes, Transferred to In-State Private or Out-of-State within 3 Years of Start (FT)				
	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	4512	4743	5026	5359
FT First Fall & Spring	1177	1172	1257	1394
RCCD	5689	5915	6283	6753
Transferred ISP/OOS	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	112	98	123	85
FT First Fall & Spring	43	42	62	13
RCCD	155	140	185	98

*2017-18 Cohort reflects two-year rate.



Guided Pathways: Outcomes, Transferred to In-State Private or Out-of-State within 3 Years of Start (FT)

	2014-15	2015-16	2016-17	2017-18*
NOT FT Fall & Spring	2.5%	2.1%	2.4%	1.6%
FT First Fall & Spring	3.7%	3.6%	4.9%	0.9%
RCCD	2.7%	2.4%	2.9%	1.5%

*2017-18 Cohort reflects two-year rate.



Guided Pathways: Summary of Participation, Momentum Points and Outcomes Cohorts 2014-15 through 2018-19

*End of slide deck
August 7, 2020*

MINUTES OF THE SPECIAL BOARD OF TRUSTEES MEETING
OF AUGUST 8, 2020

President Figueroa called the Board of Trustees Special Meeting to order at 9:02 a.m., via teleconference. CALL TO ORDER

Trustees Present

Mary Figueroa, President
Bill Hedrick, Vice President
Jose Alcala, Secretary
Virginia Blumenthal, Board Member (left at 12:00 p.m.)
Tracey Vackar, Board Member

Staff Present

Dr. Wolde-Ab Isaac, Chancellor

Guest Present

Dr. Jose Leyba, ACCT Facilitator

Dr. Leyba led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

President Figueroa, Dr. Isaac, and Dr. Leyba shared the purpose of the Board Retreat and the expected outcomes. WELCOME AND INTRODUCTIONS

Dr. Leyba reviewed the following self-assessment survey results:

ACCT SELF-ASSESSMENT

1. How to best to equitably serve each college
2. Ensuring fiduciary effectiveness and financial stability
3. Institutional changes in light of COVID-19
4. Board effectiveness; principals of a highly effective board
5. Board member's roles and responsibilities; the Chancellor's roles and responsibilities
6. Review 2019-2024 goals and priorities
7. Professional development of the Board

Preferred communication protocols and norms were discussed between

COMMUNICATION PROTOCOLS
AND NORMS

- Trustees and Chancellor
- Board Chair and Chancellor
- Chair to Trustees
- Trustees to Chair
- District and Stakeholders

The meeting adjourned at 12:00 p.m. and reconvened at 12:32 p.m.

ADJOURNMENT

Dr. Leyba reviewed the Board Goals set for 2019-2020 and discussed priorities for 2020-2021, next steps, an

BOARD PRIORITIES AND GOALS
FOR 2020-2024

action plan and follow up.

Dr. Isaac presented a report to the Board on the Guided Pathway Model and RCCD Vision for Success data. He also reviewed the Summary of Participation, Momentum Points and Outcomes – Cohorts 2014-15 through 2018-19.

CHANCELLOR'S REPORT

The Board adjourned the meeting at 2:16 p.m.

ADJOURNMENT

Official Minutes

Approved on 09/15/2020

Certified By: 