

# BOARD FOCUS



FALL 2013

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## Student Success Scorecard: Trustees' Role of Oversight

**W**ith the recent implementation of scorecards for the California community colleges, trustees need to understand how these documents can be utilized by their colleges and as part of the trustees' oversight role. The purpose of the college scorecard is to provide data that can be utilized by our local community colleges to measure the academic performance of our students. The data should also be used by our colleges to help improve the academic achievement of our students and can be used by trustees to establish Student Achievement Standards as required by the Accrediting Commission of Community and Junior Colleges (ACCJC). Suggested oversight roles of the district's board of trustees are described below and offered as a guide.



*by William (Bill) McGinnis,  
Trustee, Butte-Glenn CCD*

*continued on page 4*

## 2013-14 CCCT BOARD

MANNY ONTIVEROS  
*President*  
*North Orange County CCD*

LOUISE JAFFE  
*2nd Vice President*  
*Santa Monica CCD*

JANET CHANOIT  
*1st Vice President*  
*Mendocino-Lake CCD*

ISABEL BARRERAS  
*Immediate Past-President*  
*State Center CCD*

ANGELA ACOSTA-SALAZAR  
*Rio Hondo CCD*

SALLY BIGGIN  
*Redwoods CCD*

LAURA CASAS  
*Foothill-De Anza CCD*

STEPHAN CASTELLANOS  
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NANCY CHADWICK  
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MARY FIGUEROA  
*Riverside CCD*

SIMON FRASER  
*Student Trustee*  
*Pasadena CCD*

PAUL GOMEZ  
*Chaffey CCD*

CY GULASSA  
*Peralta CCD*

JERRY HART  
*Imperial CCD*

BERNARD "BEE JAY" JONES  
*Allan Hancock Joint CCD*

ROBERT JONES  
*Los Rios CCD*

SUSAN KEITH  
*Citrus CCD*

JIM MORENO  
*Coast CCD*

DOUGLAS OTTO  
*Long Beach CCD*

ANN RANSFORD  
*Glendale CCD*

LINDA WAH  
*Pasadena CCD*

MARCIA ZABLECKIS  
*Barstow CCD*



## Message from Manny Ontiveros

President, CCCT Board  
Trustee, North Orange County CCD

I welcome this opportunity to communicate with all 442 California Community College Trustees (CCCT) and the 72 district chief executive officers. Our CCCT Board meets five times a year and jointly with the CEOCCC Board, when we provide policy direction on issues before the Board of Governors of the California Community Colleges, the Legislature, the Governor's office, and federal officials.

This year we are seeing the first fruits of our support of Proposition 30. We must thank the voters for believing in our educational system by approving a temporary sales tax increase. As you may know, the League dedicated significant staff resources and provided direct financial support of non-public funds to inform the public of the impact Proposition 30 would have on the students and communities served by our colleges. Our colleges have added additional classes as a result of Proposition 30, and students are now able to progress toward their academic goals more expeditiously. Thank you Californians!

This past legislative session was particularly good for community colleges. We were able to add language to hold community colleges harmless from redevelopment revenue shortfalls in both AB 103 and SB 97—the two education budget trailer bills. Also, SB 173 (Adult Education) was made into a two-year bill. This bill would have dramatically changed adult education for some of our community colleges by eliminating support for critical programs like parenthood education for community members transitioning from the criminal justice system back into our communities. Thank you for supporting the League in our advocacy efforts in Sacramento.

In an effort to expand our outreach throughout the State, the League has embarked on a series of advocacy convenings held jointly with our colleague organization of public relations professionals, CCPRO. This year, four sessions were held across the state at Bakersfield College, Los Medanos College, Cuyamaca College, and Mt. San Antonio College. I hope you were able to join League staff at these advocacy convenings, and, regardless, I look forward to seeing you at the Annual Legislative Conference in January. Following several years of playing "defense," the League's boards are guiding our staff to be forceful, and to play "offense" on behalf of the students and communities that we serve.

Finally, on September 27, 2013, there was a joint meeting of the CCCT Board and the CEOCCC policy boards, during which we discussed accreditation and had an exciting presentation by Robert Shireman, the executive director of California Compete. He presented analysis of communities underserved by higher education, including community colleges, and cited that these were pockets of opportunity as we work to increase college attainment in California. Some of these data are already available on his organization's web site at [www.californiacompetes.org](http://www.californiacompetes.org).

Also at the joint meeting, a report was received from the Task Force on the Future of the League. The report, which was enthusiastically received by the CCCT and CEOCCC boards, recommends changing the League's governance structure to have a single governing board of Trustees and CEOs elected by regions. The task force, which I served on, believes the new structure would provide a more strategic, forward-thinking organization that can better solve the critical policy issues facing our colleges. CEO board president Helen Benjamin and I will be sending out the full report and recommendations to all trustees and CEOs in the next month for consideration and feedback.

As this year comes to an end, I look forward to seeing you at the League's Annual Convention November 21-23, 2013. This year the theme is California Community Colleges Soaring to New Heights, and I'm sure you'll join me in recognizing that we have an outstanding agenda of keynote speakers and breakout sessions addressing the most significant issues affecting our colleges.

*Thank you for all that you do for our students in California.*

# CCCT Communications Plan

## *Board Members' Responsibilities*

- Call or write assigned board chairs (and other board members if you can) during summer and introduce yourself. Explain you are on the CCCT board and will call occasionally to see if there are issues the chairs' boards would like addressed by the League and CCCT board.
- During the year, when you receive a meeting notice for the next CCCT board meeting, call or write your assigned board chairs. Tell them a meeting is coming up and you are checking to see if there are issues that should be considered.
- When you receive a notice of a scheduled conference (League convention, legislative seminar, CCCT annual conference) call or write the board chairs and as many of the other trustees as possible in your assigned districts to urge attendance.
- Make calls to your assigned districts when major issues are identified by League staff or CCCT officers and personal contacts would be useful.
- Keep the League staff and CCCT president informed if you learn of concerns about the functioning of the League.

**ACOSTA-SALAZAR**  
Rio Hondo, Los Angeles

**BARRERAS**  
State Center, Merced  
Sequoias, West Hills  
West Kern

**BIGGIN**  
Redwoods, Siskiyou Joint  
Shasta-Tehama-Trinity

**CASAS**  
Foothill-DeAnza, Marin  
San Francisco, San Jose-Evergreen  
San Mateo County, Sonoma  
West Valley-Mission

**CASTELLANOS**  
San Joaquin Delta, Yosemite

**CHADWICK**  
Palomar, Southwestern

**CHANIOT**  
Mendocino-Lake, Butte-Glenn  
Feather River, Lassen

**FIGUEROA**  
Riverside, Mt. San Jacinto  
Victor Valley

**GOMEZ**  
Chaffey, San Bernardino

**GULASSA**  
Peralta, Chabot Las-Positas  
Contra Costa, Napa  
Ohlone, Solano

**HART**  
Imperial Valley, Copper Mountain  
Grossmont-Cuyamaca, Palo Verde  
MiraCosta, San Diego

**JAFFE**  
Santa Monica  
Santa Clarita  
Ventura County

**JONES, B.**  
Allan Hancock Joint, Cabrillo  
Gavilan, Hartnell  
Monterey Peninsula, Santa Barbara  
San Luis Obispo County

**JONES, R.**  
Los Rios, Lake Tahoe  
Sierra Joint, Yuba

**KEITH**  
Citrus, Mt. San Antonio

**MORENO**  
Coast, South Orange County

**ONTIVEROS**  
North Orange County, Cerritos  
Rancho Santiago

**OTTO**  
Long Beach, Compton  
El Camino

**RANSFORD**  
Glendale

**WAH**  
Pasadena Area

**ZABLECKIS**  
Barstow, Antelope Valley  
Desert, Kern

### ***Appointing a New Trustee to the Board***

This guide covers the legal requirements for appointing a trustee to fill a vacancy, and provides sample criteria, timelines, publicity, and interview questions.

### ***Assessing the Performance of the CEO***

Includes detailed information to assist the board and CEO in designing the CEO evaluation process, a checklist, a comprehensive list of possible criteria, sample policy and procedure, and a list of resources and references.

### ***Biennial Report on CEO Tenure and Retention***

Updated every few years, this League study explores the extent of CEO turnover, with a goal to improve the recruitment and retention of effective CEOs at all levels.

### ***Board Candidate Information Updated Annually***

A brochure designed for candidates for the governing boards. Copies are mailed each August to those districts holding elections in the following fall, along with other materials helpful to those interested in running for the board.

### ***Board Chair Handbook Updated Annually***

Covers roles and responsibilities, how to run meetings, and tips on handling various scenarios. It is distributed each year at the Board Chair Workshop.

### ***Board Ethics Resource Guide***

This packet of information covers board ethics and standards of practice, sample codes of ethics, sample policies for addressing violations of a code, and worksheets for developing a board policy.

### ***Board Focus***

An occasional publication mailed to all trustees and CEOs on trusteeship issues.

## **Student Success Scorecard: Trustees' Role of Oversight**

*continued from cover*

### **Initial Involvement of Trustees**

In a public meeting, the trustees could review the scorecard for the college(s) within their district to:

1. Gain an understanding of the current year as well as the historical 6-year data and how the scorecard could be used at the college level to improve student success;
2. Discuss the statewide scorecard data that will be publicized within the community and used in the district's strategic planning process and the Educational Master Plan for the college(s);
3. Aid in proposing Student Achievement Standards as required by the ACCJC in the following areas:
  - Student Course Completion Rate;
  - Student Retention Percentage;
  - Student Degree Completion Number;
  - Student Transfer Number to 4-year colleges/universities; and
  - Student Certification Completion Number.

### **Implementation Oversight Step by Trustees**

Request the CEO to periodically report to the trustees in a public board meeting on the status of faculty and administrative meetings focused on the scorecard data and if the process is being successfully implemented. Adopt the Student Achievement Standards in the above mentioned areas based upon the data from the scorecard and other available institutional data on student performance.

### **Annual Oversight Step by Trustees**

Request the CEO to annually report to the trustees in a public board meeting on the status of the college's efforts to identify and implement changes to improve student achievement. Further, to identify any board policies that need to be changed to support the efforts of the college to improve student achievement. The trustees may need to be prepared to make board policy changes and possible future budgetary modifications to fund proposed changes that are recommended to improve student success within their district.

Annually the scorecard data should be presented to the trustees in an open public meeting along with a discussion of the results and progress being made to improve student achievement. Further, the annual data can be used to update the adopted Student Achievement Standards in the areas described above. Trustees may also wish to review the disaggregated data by race, sex, and other factors unique to their community to assure all students are benefiting from the adopted changes.

### **Long-term Oversight Role for Trustees**

Request the CEO to provide continuous reports on the process and to schedule trustees' review of future scorecards to identify if the modifications implemented at the college(s) are having a positive impact upon student success for all student groups including the disaggregated data for students of color, poor economic status, and by sex. The 5-year data along with current measures will be helpful in this process. Additionally, trustees could request a longer time period trend analysis to identify potential shifts in student success. Further, to assist in the establishment of updated Student Achievement Standards in the areas required by the ACCJC. ■

# One District's Approach to the Use of the Scorecard

by Isabel Barreras

State Center Community College District (SCCCD) and its colleges are preparing for the student success legislative changes by aligning student educational planning with the metrics as identified by the student success scorecard recently launched by the state chancellor's office.

As part of our planning processes, trustees have been engaging in "technology visioning sessions." The goal of these sessions is to look at the data related to student success and identify technological resources that will be needed to not only facilitate the learning process for students, but to help us track important data directly associated with key student success outcomes and measures. Also related to technology is the need for more online courses to reach students in our rural communities.

Facilitating completion will be a major focus in the coming year as we look at realigning our enrollment priorities. This may require revisiting board policies to make sure we are consistent with legislative statutes.

Increased scrutiny on budget priorities will be needed as well as we evaluate programs that directly impact student success. Data from the scorecards could be used as benchmarks as we look at programs which target specific groups, i.e., students from underrepresented groups that are falling behind in terms of completion. Another

area that may require additional budget allocation is professional development. As we learn more about key factors that contribute to student success, it will be imperative that we make sure our faculty, staff and counselors are equipped to deal with the challenges our students face in completing their educational goals.

Key to success will be the board's willingness to commit not only resources, but time as well. The board will have to be active participants in reviewing data supplied by the scorecard and be prepared to make tough decisions, perhaps even unpopular decisions, in order to make student success a priority. ■



Isabel Barreras  
Immediate Past President, CCCT  
Trustee, State Center CCD

## PUBLICATIONS & RESOURCES

### ***Board Self-Evaluation Resource Guide***

Covers board self-evaluation, suggestions for board self-evaluation processes, sample evaluation instruments, and sample policies.

### ***CEO Search Resource Guide***

Includes the steps and issues involved in conducting a CEO search. Lists of search consultants and districts that have conducted searches in recent years are available by contacting the League.

### ***Different Jobs, Different Tasks: Board and CEO Roles and Responsibilities***

This publication compares the responsibilities of the board and the CEO in ten different areas, including finance, academic affairs, organizational structure, etc.

### ***Key Ethics Law Principles for Public Servants***

This publication alerts local officials to situations triggering a need to consult with their agency counsel on ethics legal issues.

### ***Local Official's Guide to Ethics Laws***

By a consortium of agencies, this guide covers the conflicts of interest laws for elected officials.

### ***No Confidence Votes***

This paper provides an overview of the votes of no confidence in California for the previous ten years and explores the lessons learned and the issues involved in responding to such votes.

### ***Orientation and Development for Community College Trustees***

This guide provides an overview of trustee education and describes a wide variety of strategies districts may use to orient and educate board members. It includes checklists, lists of conferences and reading materials, and sample policies and procedures.

### *Q&A's for New CEOs*

These provide answers to many common questions related to organizational structure, participation in local decision-making, and CEO/board relations.

### *Student Trustee Information Updated Annually*

Provides information about the roles and responsibilities of student trustees, and designed for those interested in the position.

### *Student Trustees Resource Packet*

This packet of information includes a description of their legal rights and privileges (Trustee Handbook, Chapter 8), a paper on the differing perspectives on the role, advice to student trustees from student trustees, and a survey of district practices.

### *Trustee Handbook, Updated Annually*

Thirty-five short chapters on topics related to being a member of a California community college governing board. It is provided to all who attend the Effective Trusteeship Workshop and sent to all newly elected and appointed trustees.

### *Trusteeship*

A brochure outlining the tasks, knowledge and skills of trusteeship.

### *Trustee Surveys*

Results of surveys on elections, compensation, student trustees, officers and committees, which are updated and posted to the Web site every odd year.

*For more information on the League's publications, visit [www.ccleague.org/publications](http://www.ccleague.org/publications) or contact the League office at [cclc@ccleague.org](mailto:cclc@ccleague.org) or (916) 444-8641.*

# League Continues Commission on the Future/Vision 2020

*by Rita Mize*

In 2010, the League released a report entitled, A 2020 Vision for Student Success, which was developed by the League's Commission on the Future and subsequently adopted by the CCCT and CEOCCC policy boards. The Commission met again in July 2013 to review the status of student success efforts in community colleges and to consider updating recommendations to reflect new realities and more recent research.

In considering issues, the Commission began by focusing on the same four major categories as in 2010:

1. Leadership and Accountability;
2. Intensive Student Support;
3. Teaching and Learning;
4. Finance and Affordability.

Following this review, the Commission decided that two overarching areas – equity and comprehensive staff development – were central to the success of all the other initiatives and added them as additional areas of emphasis.

The CCCT and CEOCCC policy boards of the League reviewed the updated list of recommendations at their September board meetings and considered staff recommendations for 2014 League-sponsorship of several proposals advanced by The Institute for College Access and Success (TICAS):

1. Increase the Cal Grant B Access award which, at \$1,473 is worth one-quarter of its original value. These awards support the lowest-income students and are intended to help them limit their work hours and focus on their studies by providing non-tuition costs such as books and transportation.
2. Serve more of the state's Cal Grant-eligible students who are currently shut out of the entitlement guarantee and unable to access competitive grants.
3. Consider tuition awards for first-year Cal Grant B recipients at universities.

In addition, staff recommends that student fee policy be revised to incentivize full-time enrollment for students attending classes at a single community college. Specifically, this would require a maximum community college enrollment fee of \$46 per unit up to ten units, with no fee beyond ten units, in the hope that students would carry additional "fee-free" units to save money and speed up their completion.

### **Next Steps**

At its November and January meetings, the CCCT and CEOCCC will consider additional recommendations centered around articulation/collaboration with K-12 boards and districts, as well as specific recommendations for eliminating the achievement gap which currently exists between racial groups at all levels of the economic strata. ■

# Advancing Our Advocacy

## Looking at 2013 and the Legislative Year Ahead

by Lizette Navarette

The November 2012 election resulted in three key elements that framed the 2013 Legislative session. These include the passage of Proposition 30, the election of 38 new members to the Assembly and one new member to the State Senate, and the passage of Proposition 39. Many of the members elected in November had distinctive ties to community colleges. As well, much like the Legislature, the League welcomed some new faces.

By the February deadline for bill introduction, the Senate and Assembly had introduced over 2,100 measures. The Community College League of California (League) tracked 120 measures that affected community colleges. A key priority for the League was to restore stability and funding to California's community colleges. The prominent policy themes of the 2013 Legislative session included:

- Accountability
- Academic Programs
- Adult Education
- Energy
- Facilities & Bonds
- Finance & Funding
- Online Education
- Student Engagement
- Tuition & Financial Aid
- Veterans

On September 12 at the conclusion of the Legislative session, 17 of the measures tracked by the League had passed and sent to enrollment. The Governor will determine which bills to sign, veto, or allow to become law in January 2014 without his signature. Local college advocacy was critical this session, with colleges taking a proactive role crafting letters and contacting legislators on

the following key measures: SB 97, AB 110, AB 182, SB 173, and SB 594. The League Government Relations staff effectively formed collaborative partnerships to influence the positive outcome of these measures. As the first year of a two-year session, it is likely that many of these themes will arise again in 2014.

In 2014 we look forward to engaging in a serious dialogue about equity as the vehicle for student success in higher education. Trustee awareness of legislative issues, such as equity, is a key component of League advocacy activities and its



effectiveness. The League Government Relations staff is lead by Theresa Tena and includes Rita Mize, Lizette Navarette and Ryan McElhinney. Together they manage the advocacy strategy in Sacramento and the State Capitol. With its enhanced capacity, the League staff will further engage legislators in key policy conversations related to their bills to ensure that local perspectives are heard. ■

### Meet the League Government Relations Staff



*Theresa Tena*  
Vice President



*Rita Mize*  
Director, State Policy & Research



*Lizette Navarette*  
Legislative Advocate



*Ryan McElhinney*  
Legislative Advocate

# What is the Excellence in Trusteeship Program?

by *Teresa R. Brown*

**L**earning to be an effective community college trustee takes time. A 2-year program providing core competencies and several ways to gain the knowledge is what the League offers through the Excellence in Trusteeship Program (ETP).

ETP was developed in collaboration by the CCCT Board and the League's Advisory Committee on Education Services. The national Association of Community College Trustees and the Accrediting Commission of Community and Junior Colleges have vetted the program. ETP offers comprehensive, up-to-date and relevant information to trustees in a systematic, yet flexible and self-directed manner. The curriculum and guidelines for ETP were first introduced at the Annual Trustees Conference at Lake Tahoe in May.

ETP is pro-active. It is designed **BY** trustees, **FOR** trustees to provide current information governing boards need to fulfill their fiduciary responsibility. Participation in ETP is voluntary, but strongly encouraged. Boards are adopting ETP as their formal continuing education program to comply with the WASC Accreditation Standard IV, Leadership and Governance, "The governing board has a program for board development and new member orientation."

We are in the education business, so trustee education is a good way to "walk the talk." ETP builds on structures and processes that already exist, rather than creating something new that would duplicate services or staff. The program is flexible, integrating existing learning options and offering a Certificate of Participation after successful completion.

The curriculum for ETP is based on seven core competencies: Accreditation, Board Evaluation, Fiscal Responsibilities, Governance, Student Success, Brown Act and Ethics trainings. Each of the core competencies includes a variety of relevant subtopics. For example, Governance covers subtopics like trustee roles and responsibilities, Board/CEO relationships, meetings, policy development, participatory governance, and setting priorities. Some subtopics apply to several different competencies. For example, "Linking the Budget to Strategic Planning" could apply to Accreditation, Governance, Fiscal Responsibilities or Student Success, depending on the presentation.

All participants who complete 27 sessions within a 24-month period will receive a certificate. Only one session each is required for Brown Act and Ethics training. In the other five competencies, trustees must complete a minimum of three sessions in each. There is a \$150 registration and review fee per trustee. Districts may use Board education funds to cover ETP fees. Complete program details are on the League website.

ETP uses League conferences as a foundation for Board education. The League sponsors five conferences each year. The Effective Trusteeship Workshop, Board Chair Workshop and Annual Legislative Conference are in Sacramento in January. The Annual Trustees Conference in May and Annual Convention in November each year rotate between venues in the northern and southern regions of the state. Your conference program will be coded so you know the competency covered in each session.

The League is currently offering trustees that enroll in ETP the opportunity to receive credit for any applicable learning completed this year. There are 41 opportunities to earn credit at this year's Annual Convention in Burlingame. Register for convention and enroll in ETP so you don't lose your credits. ■



*Teresa R. Brown*  
*Trustee, San Joaquin Delta CCD*

# Advisory Committee on Education Services (ACES)

## Committee Members

**Cynthia Azari**

*Chancellor (Int)  
Riverside CCD*

**Teresa Brown**

*Trustee  
San Joaquin Delta CCD*

**Judith Chen Haggerty (Co-Chair)**

*Trustee  
Mt. San Antonio CCD*

**Keith Curry**

*CEO  
Compton CCD*

**Doug Houston**

*Chancellor  
Yuba CCD*

**Mary Hornbuckle**

*Trustee  
Coast CCD*

**Jannett Jackson (Co-Chair)**

*Chancellor  
Chabot-Las Positas CCD*

**Michele Jenkins**

*Trustee  
Santa Clarita CCD*

**Jeff Kellogg**

*Trustee  
Long Beach CCD*

**Dianne McKay**

*Trustee  
Ventura CCD*

**Mojdeh Mehdizadeh**

*Vice Chancellor, Education & Technology  
Contra Costa CCD*

**Donna Miller**

*Trustee  
North Orange County CCD*

**Rachael Spencer**

*Trustee  
Cabrillo CCD*

**Wanden Treanor**

*Trustee  
Marin CCD*

**Erik Vorsatz**

*Student Trustee  
Yosemite CCD*

**Staff to Committee**

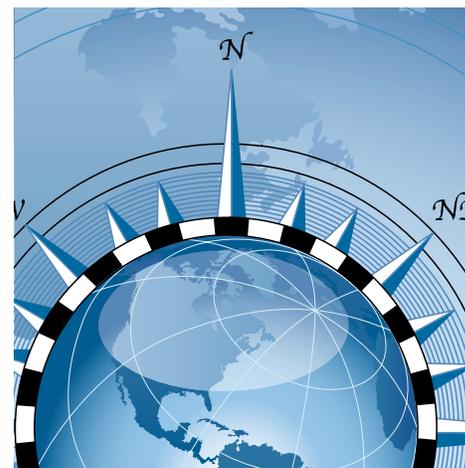
**Carmen T. Sandoval**  
*Director, Education Services*

## ACES Meeting Schedule

*Friday, January 24, 2014; Sheraton Grand Sacramento*

*Friday, May 2, 2014; Newport Beach Marriott Hotel & Spa*

*Task forces as needed*



*The League Strategic Plan, adopted in 2007, states the following goal and outcomes for Education Services and Leadership Development.*

### **GOAL 2**

*Promote effective leadership at all levels for community colleges.*

#### **Outcomes:**

- Trustees and CEO's have the knowledge and skills necessary to effectively govern their districts.*
- Colleges have effective leaders at all levels within the colleges.*

*In support of the League's strategic plan, the Advisory Committee on Education Services (ACES) is responsible for identifying and reviewing needs and effectiveness of the educational and professional development programs, particularly those targeted to trustees and CEOs, and the content assessment of the League publications and website.*

## Education and Leadership Development

### 2013-14 Strategic Objectives:

- Enroll at least 10% of trustees in the Excellence in Trusteeship program.
- Register at least 60% of newly elected trustees in the Effective Trusteeship Workshop.
- Create a Leadership Development Roundtable among organizations providing education and training for current and future community college leaders, with a focus on increasing the representation of California's diverse population at all levels.
- Launch a Transformational Leadership Program that provides interdisciplinary support for emerging leaders.
- Enroll at least 75% of new first-time chief executive officers in the New CEO Orientation in November and create a follow-up workshop in the spring.
- Offer at least three regional trustee trainings on selected issues tied to the Excellence in Trusteeship program.
- Publish new trustee publications in effective CEO searches and using the Student Success Scorecard.
- Update the Introduction to Fiscal Responsibilities publication.



# ANNUAL CONVENTION

November 21–23, 2013 • Hyatt Regency San Francisco Airport

## Schedule-at-a-Glance

*Schedule and titles subject to change.*

*\*\*For Trustees enrolled in the Excellence in Trusteeship Program (ETP) sessions have been noted with designated competency. Notations are as follows: FR = Fiscal Responsibilities; G = Governance; SS = Student Success\*\**

### Thursday, November 21

9:00 a.m. – 12:00 p.m. .... Excellence in Accreditation:  
Using Data in Pursuit of Quality (A)

9:00 a.m. – 12:00 p.m. .... CCCT Board Meeting

9:00 a.m. – 1:00 p.m. .... Policy and Procedures Workshop

9:00 a.m. – 1:00 p.m. .... New CEOs Workshop

1:15 p.m. – 4:15 p.m. .... Statewide CEO Meeting

2:00 p.m. – 4:15 p.m. .... Showcase Sneak-Peek

4:30 p.m. – 5:30 p.m. .... Opening General Session  
*Keynote: Brice Harris*

5:30 p.m. – 7:00 p.m. .... Showcase Opening Reception

### Friday, November 22

7:30 a.m. – 8:30 a.m.

Educational Showcase & Continental Breakfast

8:30 a.m. – 9:30 a.m. .... General Session  
*Keynote: David Cush*

9:45 a.m. – 12:00 p.m. .... Focus Session:  
Race and Resources Inequities  
Impacting Community Colleges (A, SS)

### 9:45 a.m. – 10:45 a.m. .... CONCURRENT SESSIONS

- 2+2+3 Pathway to Law School:  
An Initiative by the State Bar of California
- Health Care Reform: Avoiding Penalties and  
Calculating Hours of Service (FR)
- Potential CABs Legislation and its Impact on  
2014 Bond Election Authorization Planning (FR)
- Baccalaureate Degrees: What is California's Future? (SS)
- Optimizing Resources through Statewide and  
Regional Partnerships (SS)
- Ripple Effect: Navigating Structural and  
Regulatory Complexities Unique to California (FR)
- Sherpa: Increase Student Success with a  
Recommendation Engine (SS)
- Mitigating Economic Disparity:  
Financial Self-Sufficiency & College Completion (SS)
- The Cerritos Project: Leaders Collaborating for  
Student Veteran Success (SS)
- Developments in Online Education (SS)

10:45 a.m. – 11:00 a.m. .... Showcase Coffee Break

**11:00 a.m. – 12:00 p.m. ....CONCURRENT SESSIONS**

- Can Collaborative K-12/Community College Research Give Us the Lift We Need? (SS)
- Commission on the Future: Vision 2020 and Beyond
- Blueprint for a Successful Communications Plan (SS)
- Leading Change: Targeting Advocacy and Professional Development in ACCCA
- New Trustee Orientation Process (G)
- Administrative Professional Development Abroad: The Fulbright Scholar Program
- Writing in the End Zone: Creating a Reality of Success for Student Athletes (SS)
- Technology Solutions Supporting the Student Success Initiatives (SS)
- A2MEND: Advancing African American Male Success (SS)
- Modernizing Matriculation: The Student Success and Support Program (SS)

12:00 p.m. – 12:30 p.m. .... Showcase Closing

12:30 p.m. – 2:30 p.m. .... General Session and Lunch  
*Keynote: Vincent Harding*

2:45 p.m. – 5:20 p.m. . Conversations with Vincent Harding

**2:45 p.m. – 3:55 p.m. ....CONCURRENT SESSIONS**

- Global Partnerships: Ingredients for SLOs, College Growth and Economic Development (SS)
- Solving the Communication Gap: Administrative Support Team
- Path to Transfer: Update on the Implementation of SB 1440 (SS)
- Soaring to New Fundraising Heights: The Role of CEOs and Trustees (FR)
- Preparing and Responding to the Unthinkable: Lessons Learned and Moving Forward (SS)
- Successful Paths to the Presidency
- Dreams to Dollars: Faculty Partnerships with Advancement (A, FR)
- Accelerated English and Math: A High-Impact Practice
- Reaching Underserved Communities: How is California Doing? (SS)

**4:10 p.m. – 5:20 p.m. ....CONCURRENT SESSIONS**

- Legal Eagles: You Have Questions, We Have Answers! (G)
- Information Security is Everyone's Job
- Messaging Student Success: Helping Students Prepare to Succeed (SS)
- Imperial Valley College Achieves Collective Fiscal Vision (FR)
- Financial Aid: The Key to Student Success (SS)
- Creating a STEM Center to Support and Accelerate STEM Student Success (SS)

- Tailoring Student Success Act Implementation to Meet Underserved Student Needs (SS)
- Bridge to Success: How Community Colleges and Adult Education Create Successful Pathways (SS)
- Helping Your District "Soar" with Success

5:30 p.m. – 7:00 p.m. .... Gala Reception

**Saturday, November 23**

8:00 a.m. – 9:30 a.m.

**SPECIAL BREAKFAST FOCUS SESSIONS**

- Funds Available Now: Flexing Proposition 39 Funds for Energy and Cost Savings (FR)
- Purposeful Institutional Change: Leadership Skills, Knowledge, and Disposition (G)
- Coloring Inside the Lines: What are the Rules Around Building and Maintaining Diversity (Really)? (SS)
- Student Support Redefined: From Research to Action on Your Campus (SS)
- Developing a Next Generation Common Placement Assessment for the C6 Consortium (SS)

8:00 a.m. – 10:00 a.m. .... League Board Meeting

**9:45 a.m. – 10:45 a.m. ....CONCURRENT SESSIONS**

- Successes of the California Community College Sustainability Template
- Understanding and Using the Student Success Scorecard and Salary Surfer (SS)
- Men of Color in the Community College: A Focus on Assessment (SS)
- Undocumented Students: Challenges and Resources for Community College Students (SS)
- Basic Skills Program Factors Influencing Student Progression (SS)

11:00 a.m. – 1:00 p.m. .... Closing Session and Lunch  
*Keynote: Andrew Ng*

**Online Registration &  
More Event Information:**  
[leagueconvention.wordpress.com](http://leagueconvention.wordpress.com)

COMMUNITY COLLEGE LEAGUE  
OF CALIFORNIA

# BOARD FOCUS

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