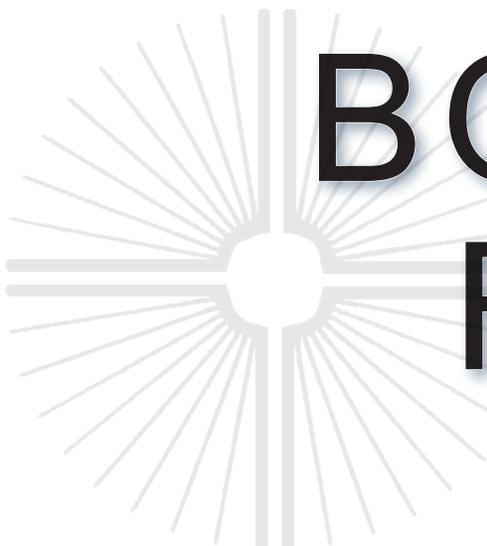


# BOARD FOCUS



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## AB 705 Watch



**By Pamela Haynes**

*Trustee, Los Rios CCD*

*Member, California Community College Trustees Board  
Vice President, California Community Colleges Board of Governors*

**T**here is good news regarding AB 705 implementation and the Public Policy Institute of California’s report *What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California’s Community Colleges* says it all. The report finds broadening access to transfer-level courses dramatically increases success for community college students and how “new approaches to placement and support show significant promise as statewide implementation of state reforms begins” (PPIC).

It is important to note that this report independently supports and confirms the research findings outlined in The Campaign for College Opportunity’s recent report *Getting There: Are Community Colleges Maximizing Student Completion of Transfer-Level Math and English?*

The research collaboration between the Campaign for College Opportunity and the California Acceleration Project examines AB 705 implementation at 47 colleges in the Central Valley, Inland Empire, and greater Los Angeles regions.

After reading this report, it is my belief that as trustees it will be very important to monitor our districts’ compliance with AB 705 and *Getting There* provides an early window into how implementation is going across the state.

To restate the key elements of AB 705; it restricts colleges from requiring students to enroll in remedial classes and gives students the right to begin in courses where they have the greatest likelihood of completing transferable, college-level English and math requirements. Under statewide default placement rules, all students should have access to transfer-level courses, and colleges are encouraged to provide additional

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## AB 705 Watch

*continued from Cover*

concurrent support to those whose high school GPAs/coursework show they are at risk of lower success.

*Getting There* analyzes college websites and fall course schedules to assess the degree to which they meet this AB 705 standard of “maximizing” student completion. It found that colleges have made substantial changes since the law was signed in 2017:

- “Colleges have approximately doubled the proportion of transfer-level courses being offered...transfer-level classes increased from 45 percent to 88 percent of introductory English sections in the fall course schedules, and transfer-level classes increased from 33 percent to 71 percent of introductory math sections.”
- A majority of colleges in the study have begun offering corequisite remediation as an alternative to traditional remedial courses. In corequisite models, students receive additional support while enrolled in transferable classes, instead of delaying their progress with remedial classes that don’t count toward a degree. Research nationally and in California has found student completion is substantially higher in corequisite models than traditional remedial prerequisites.

The report presented statewide research showing that **all** students have two to three times higher completion if they begin directly in a transferable course than if they take a remedial one, including all racial and ethnic groups, students with disabilities, low-income students, non-native English speakers who graduated from U.S. high schools, and students with the lowest high school grades.

Despite this research, many colleges continue to offer a substantial number of remedial courses, especially in math:

- “Only seven out of 47 colleges meet the strong implementation benchmark for offering fewer than 10 percent pre-transfer courses in both English and math. At 21 of the 47 colleges studied, below-transfer math sections continue to constitute over 30 percent of introductory sections in the course schedule.”
- Further, at colleges with the greatest proportion of remedial sections on the schedule, students were being asked to choose between transfer-level and remedial courses without knowing how each would affect their likelihood of success. For example, colleges did not inform students that if their high school GPA was between 1.9 and 2.6, they had a 58% likelihood of success if they enrolled directly in college composition, but that if they took a remedial course, their likelihood of completion dropped to 22%. Without this information, “students are unable to make an informed choice and to protect their AB 705 right to begin in courses where they have the best chance of completing transfer-level English and math.”

*Getting There* found that implementation was strongest in the Central Valley, where the Central Valley Higher Education Consortium has engaged a multi-year effort to support change in the region. It also highlighted colleges from all three regions that met the 90% transfer-level benchmark for strong implementation in one or both subjects.

**Strong Implementer Colleges: Central Valley (CV), Inland Empire (IE), and Greater Los Angeles (GLA) Regions**

Transfer-level sections account for more than 90% of introductory course offerings

English and Math	English Only
Pasadena City (GLA)	College of the Canyons (GLA)
Porterville (CV)	Clovis (CV)
Reedley (CV)	Columbia (CV)
West Hills – Lemoore (CV)	LA Valley (GLA)
College of the Sequoias (CV)	West Hills – Coalinga (CV)
Victor Valley (GLA)	Bakersfield (CV)
Citrus (GLA)	Barstow (GLA)
	Mt. San Jacinto (GLA)
	Merced (CV)
	San Joaquin Delta (CV)
	Santa Monica (GLA)
	LA Mission (GLA)
	Riverside City (GLA)

MiraCosta College



## Trustee Take-Aways

### ***Monitoring First-Course Enrollment***

The report recommends monitoring the percentage of students who enroll in transfer-level courses as their first course in English and math, and that this data should be disaggregated by race and ethnicity.

“First-course enrollment is the truest measure of a college’s placement results—combining what colleges have chosen to offer (remedial vs. transferable courses) with the different elements of their placement practices (from formal policies to guidance tools to advice from faculty). This is the primary driver of student completion in transferable English and math.”

College leaders and trustees should review this data as early as possible each fall, so that future course schedules can be revised if problems are identified – e.g., if more than 10% of students are enrolling in below-transfer courses, and/or if racial inequities are identified in student enrollment patterns.

### ***Monitoring Communications to Students***

If colleges continue offering traditional remedial courses, college leaders and trustees should ensure that students have the information they need to make an informed decision about where to enroll. College websites and placement materials should provide clear, easy-to-understand information on how enrolling in remedial vs. transfer-level courses affects students’ likelihood of completion.

This report identifies several opportunities for strengthening and refining AB 705 implementation which has the potential to be a transformative policy. But for this to happen we as trustees must ask critical questions, encourage the use of data-driven research that assesses the effectiveness of different support models especially those with high unit requirements, encourage students to advocate on their own behalf, support continued professional development for classified staff, faculty and administrators and to encourage difficult conversations about implicit bias, and what it really means to be equity-minded and student centered. ■

#### References

<https://www.ppic.org/press-release/broadening-access-to-transfer-level-courses-dramatically-increases-success-for-community-college-students/>

# Support for Improving Student Access and Success



By Virginia May

Treasurer and Guided Pathways Task Force Chair, Academic Senate for California Community Colleges

Colleges began experimenting with more equitable placement practices for English, reading, and mathematics or quantitative reasoning courses as early as fall 2015 in response to the Multiple Measures Assessment Project. In October 2017, then-Governor Brown signed AB 705 (Irwin, 2017) into law. The overarching intent of the law was to close equity gaps in access and success in transfer-level English, mathematics including college-level, and English as a Second Language (ESL) courses. Statewide, faculty opinion was divided regarding the bill. However, now that AB 705 has been signed into law and incorporated into California Education Code §78213, colleges must implement the law in ways that best serve the students. Colleges were given until fall 2019 to fully implement the requirements of AB 705. Some institutions implemented AB 705 at some level as early as fall 2018. As of fall 2019, all 114 colleges have fully implemented AB 705 with various placement practices and student support programs. Implementation for ESL is in the beginning stages with full implementation planned for fall 2020.

A number of reports have come out regarding early AB 705 implementation. To properly understand this information, trustees on local governing boards must recognize the fine line between an objective research report and a report that is provided to influence or support policy. A research report provides, or at least

attempts to provide, information and analyses on all of the available data, whether or not it supports the project under examination; both favorable and unfavorable outcomes are adequately analyzed. The first set of full-scale data on student access and success will be available at the end of the fall

year increase in the numbers of students receiving substandard grades in transfer-level courses has more than doubled from fall 2017 to fall 2018. Some reports have characterized the percentages of unsuccessful as minimal; for example, a recent article in *EdSource* noted that “the



2019 term, with data on throughput available at the end of the spring 2020 term. District trustees should put their trust in the expertise of the faculty, working with research teams to carefully and thoughtfully examine all of the data and make needed adjustments to not only maximize throughput but optimize student success.

Early reports show an increase in the numbers of students with access to transfer-level English and mathematics courses. More students are passing these courses, but more students are also failing. While preliminary results demonstrate equity gaps closing for student access to transfer-level English and mathematics courses, which is promising indeed, equity gaps are increasing in regard to student success. The year-over-

number of students withdrawing from the transfer-level English and math courses increased only 1 percentage point from 2017 to 2018” (Smith, 2019). However, when one considers the tens of thousands of students who enroll in transfer level English and mathematics each semester, even a one percentage point increase indicates a significant number of students. These results will affect student financial aid eligibility, academic standing, and retention. Moreover, such grades remain on student transcripts when they transfer. Thus, in spite of the increased raw numbers of successful students, the corresponding increase in students receiving substandard grades and withdrawing cannot be viewed as acceptable losses. The positive outcomes should definitely be

celebrated, but the unsuccessful outcomes indicate very real issues with some of the implementation of AB 705 and should be viewed as opportunities for improvement that must be addressed sooner rather than later. This process is all part of the continuous cycle of improvement, a required component of the accreditation process.

The California Community College System serves the largest and most diverse student population in the nation. With colleges now in the third year of the five-year California Community Colleges Guided Pathways Award Program, implementation of guided pathways frameworks are at various stages among the 114 colleges participating. The colleges must provide pathways that meet the

needs of their student populations. Pathways established for AB 705 implementation should be integrated into the colleges' guided pathways frameworks, as placement falls under Pillar II or "Helping Students Choose and Enter a Path." Getting students on the right path is crucial to helping them to "Stay on the Path," which is Pillar III, and is necessary to "Ensure Learning," which is Pillar IV. Faculty and others working to design and establish robust guided pathways frameworks need the support of their governing boards to develop placement and support practices that ensures all students the best opportunity to meet their self-determined goals.

In anticipation of mixed outcomes from legislation such as AB 705, guided pathways, and the Student

Centered Funding Formula, the Academic Senate for California Community Colleges and the Research and Planning Group have partnered to encourage and support faculty and researchers to collaborate as they examine and refine their placement and support practices. Faculty and researchers will be taking a deeper dive into the data, collecting and evaluating qualitative data along with the quantitative data. Trustee support for this collaboration is crucial, as colleges strive to meet the goals of the Vision for Success. Faculty such as discipline experts and counselors need support to modify placement practices early on that will provide the best access and success opportunities for their student populations, with the goal of closing equity gaps and reducing unintended consequences. ■

#### References

Smith, A. (2019, September 27). More California Community College Students Entering, Passing Transfer-level Math and English as Result of Landmark Law. EdSource. Retrieved from <https://edsources.org/2019/more-california-community-college-students-entering-passing-transfer-level-math-and-english-as-result-of-landmark-law/>



## Partnering to Give Students More Than a Seat at the Table

*By Alexis Zaragoza, Member, California Community Colleges Board of Governors; Elijah Gerard, Student Trustee, San Bernardino CCD and California Community College Trustees (CCCT) Board; and Lizette Navarette, Vice President, Community College League of California (pictured top to bottom)*

**A**s educational leaders, we know the student voice matters - a lot. Students have valid opinions, knowledge, and experiences that boards can benefit from. More than ever, understanding the student perspective is key to the effective implementation of college-level reforms. Students are already engaged at districts in many ways, from planning committees to goal setting. But how can districts create cultural change leading to

collaborative and lasting student engagement? As colleges pursue meaningful student engagement with their student trustees and respective student bodies, we invite you to consider the following partnership ideas.

**1 Go beyond a seat at the table.** Don't just invite students to sit at the table, ensure that they are authentic partners in the discussions. Students bring rich first-hand experience to the conversation and provide valuable input. They've walked through our halls, taken our classes,

and utilized our services. Their perspective as consumers can help shape and improve our programs, services, and design. Help students participate by asking for their ideas and engaging them in the conversation.

**2 More than the usual suspects.** There is tendency to only invite students already involved in leadership roles to engage. College leaders should make an effort to open the invitation to students that are struggling in the system and that don't typically have a voice. What do part-time students

think? How welcome do our first-generation students feel? What do working adults need? These perspectives are gold and can lead to innovations supporting student success.

**3 Seek the advice of students.** Currently, 54 of California's community college districts grant student trustees an advisory vote. Districts working in partnership with students to elevate student voices, represent their interests, and promote their engagement can turn to advisory votes from student trustees as an important step. Although not required, colleges with this practice

emphasize its importance for encouraging students to contribute to valuable discussions and elevate perspectives that may not have been at the direct attention of boards.

**4 Partner in advocacy for greater student resources.** State policy leaders are interested in the impact of their decisions on students. Partnering with students in advocacy provides critical context to legislators. It has long been commonplace for our community colleges to lavish in generous praise. But are community colleges a state priority? Our students comprise 74% of

the state's public higher education system. Yet, our institutions receive the lowest per-student funding in California. Sadly, less than 10% of our 2.2 million students receive Cal Grants. Over 60% of California's underrepresented students of color enroll at community colleges, which receive less than \$9,000 in state support per student. By partnering together in advocacy as students, trustees, administrators, faculty and staff, we can call attention to the structural inequities in California's higher education funding and demand more financial aid for students and higher per-student funding.

**5 Together, build an inclusive campus climate.** Campus climate is not just the experience of individuals and groups on a campus. It's also the quality and extent of the interaction between those various groups and individuals that determines a healthy campus climate. Students thrive in welcoming environments where inclusion and respect for diversity is the daily norm. Building a healthy campus climate begins with quality relationships between students, faculty, staff, and trustees. Collegial partnerships and conversations with students play a key role.

Elevating student voices can enable representing student interests in a way that not only promotes student engagement but also aligns districts' strategies to students' needs, preferred services, and learning demands. When you give students the opportunity to make changes in their educational system, it ignites real passion. Let's partner with our students and create the community colleges we've always envisioned. ■

Los Angeles Pierce College



# Sierra College Cuts the Ribbon on New Solar Project



**By Lisa Mealoy**

*Director of District Services and Development, Community College League of California*

On Tuesday, October 8, Sierra College dedicated a new solar array at its Rocklin campus that is projected to save millions of dollars in long-term energy costs. The two megawatt (MW) solar parking canopy structure, plus energy storage system developed with ForeFront Power, will provide reliable electricity to the campus over a 20-year term. Sierra College's President Willy Duncan said, "I've never seen a solar project come together in such a great package with such great solar pricing and a great team."

Sierra College procured this renewable energy project through a streamlined procurement process via School Project for Utility Rate Reduction (SPURR), a partner in the League's District Services Energy Division.

## **Facts about the new solar array on the Rocklin Campus**

- Total number of solar panels: 5,346
- Total number of shaded parking spaces: Approximately 600
- System size: 1,978 Kilowatts
- 20-yr utility savings expected: \$2.6M
- Percent of Rocklin Campus electricity consumption met: 60% to 65%

The League's partnership with SPURR was established to allow districts to access their RFP process, which sets critical standards for project quality and price and ensures that districts can be confident in the integrity of the project analysis. For more information on this project or the League's Energy Division, please contact Lisa Mealoy at [lmealoy@ccleague.org](mailto:lmealoy@ccleague.org).



# The Role of the Governing Board in Human Resources and Employee Matters



**By Carmen T. Sandoval**  
*Director, Education Services and Leadership Development,  
Community College League of California*

Local boards of trustees and chief executive officers play different roles and have different responsibilities in leading their districts. Boards of trustees exert leadership through governing the college on behalf of the community. Chief executives lead by administering and managing the institution in accordance with board governing policies. (League publication, Board and CEO Roles – Different Jobs, Different Tasks, 2019, pg. 1)

Human resources policy is addressed in Accreditation Standard III. A. 11, “The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.” (ACCJC, pg. 10) What follows is a list of the board’s responsibilities in fulfillment of the Standard from the League’s publication, 2019 Trustee Handbook in Chapter 26 Human Resources Policy, (pg.108).

## Board Responsibilities

- Require that the district adhere to federal and state laws and regulations.
- Maintain an excellent CEO/board relationship.
- Set policy standards that ensure fair and equitable employment practices, personnel procedures, and contract negotiations.
- Support internal lines of authority – avoid dealing directly with individual staff members.
- Acknowledge and support staff achievements and professional development programs.
- Foster an environment that promotes quality, caring and dedication to high moral and ethical standards.



Accreditation Standard IV: Leadership and Governance addresses the designated responsibilities of the governing board and chief executive officer. Standard IV. C. 12 states, “The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.” (ACCJC, pg. 16) This Standard asserts the board has one employee – the CEO – and establishes the CEO is accountable for the operations of the district and/or college. While it is the responsibility of the board to ensure human resources policy and state and federal laws and regulations are upheld, once “boards establish fair and equitable standards in policies, they then allow the administration to implement those policies. Boards do not direct or evaluate other employees; instead, that responsibility is delegated to the CEO and expressed through an appropriate organizational structure.” (2019 Trustee Handbook, pg. 110)

Authority in law is found in Education Codes 70902, 72400 and the Title 5 Administrative Code. The excerpt from the League’s publication, Board and CEO Roles – Different Jobs, Different Tasks, 2019, pg. 2 summarizes authorized powers and responsibilities.

Education Code Section 70902 authorizes local boards of trustees for the community colleges and defines their powers.

E. C. 70902 authorizes board responsibilities in the following areas:

- college plans
- program approval
- academic standards and graduation requirements
- personnel and employment practices
- budgets
- tax and bond elections
- district property
- local decision-making process
- student conduct
- fees
- grants, gifts, and scholarships
- auxiliary services
- academic calendar
- Board of Governors’ consultation

Chief executives gain their authority from boards. E.C. 70902 and 72400 state that boards may delegate authority for the above to the chief executive officer and other college staff and committees. Other sections of the Education Code identify more specific board responsibilities.

Title 5 of the Administrative Code also defines tasks for the board, CEO, and others. The Chancellor’s Office is responsible for monitoring whether colleges fulfill these conditions.

As stated in the League’s 2019 Trustee Handbook in Chapter 26 Human Resources Policy, “The board relies on the CEO to ensure that personnel practices and procedures exist that implement state law and regulations as well as board policies and union contracts. The policies, practices, procedures, and contracts should be crafted with the purpose of ensuring that the district is comprised of highly qualified personnel who are dedicated to student success and learning.” (pg. 109) “A cardinal rule of effective trusteeship is that no individual trustee directs or becomes involved in staff activities.” (pg. 109) Trustees need to be aware of “two areas of potential liability in personnel matters: conflicts of interest and the importance of maintaining confidentiality.” (pg. 110)

Accreditation Standard IV.C.11 states, “The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)” (ACCJC pg. 16) The League’s Policy and Procedure Program provides a template for BP 2710, Conflict of Interest that references Government Code Sections 1090 et seq.; 1126; and 87200 et seq.; Title 2 Sections 18730 et seq.

In summary, boards have a single employee, the district CEO and delegate operational functions – including human resource/employee matters – to the CEO and their professional staff. ■

This article refers to excerpts from the League’s, Board and CEO Roles – Different Jobs, Different Tasks, 2019, 2019 Trustee Handbook and the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards adopted June 2014, <https://accjc.org/eligibility-requirements-standards-policies/>.

**“Chief executives lead by administering and managing the institution in accordance with board governing policies.”**

# AB 705 Implementation: The Cosumnes River College Way



*By Lisa Abraham, Former English Department Chair and Current English Professor and Professional Development Coordinator, Dr. Latonya Williams, Dean, Social and Behavior Sciences, and Paul Meinz, IT Business/Tech Analyst Office of Institutional Effectiveness, Cosumnes River College (pictured top to bottom)*

As one of the most diverse community colleges in the nation, Cosumnes River College (CRC) is dedicated to providing high quality instruction and cultivating a teaching and learning community that supports the academic and career goals of our diverse student population. Well before the implementation of AB 705, the English and Math Departments at CRC were attentive to the emergent bodies of research which indicated that developmental education in Math and English may actually encumber students' advancement to college level courses and/or timely completion of their academic goals. This is particularly true for minoritized populations. With research provided by the Office of Institutional Effectiveness at the College, the English and Math departments began to examine course-level student success data and interrogate equity gaps in achievement. This examination confirmed that we had more work to do to operationalize our mission-driven commitment to "prepare students to realize their educational and career aspirations." Subsequently, we began to make significant shifts in our placement, curriculum and collaborative activities in order to better serve students while maintaining our commitment to academic rigor and an inclusive learning environment.

In fact, two years prior to the enactment of AB 705, the English and Math Departments agreed to primarily rely on high school transcripts for placement of students enrolled in our First Year Experience Program which ultimately led to the full adoption by the English Department in Fall of 2017. Although our respective departments had already begun work to restructure the curriculum and teaching and learning practices to promote timely completion of transfer-level English and Math, the magnitude and pace of change mandated by AB 705 represented an unprecedented shift in the curriculum we delivered and, subsequently, the ways in which we delivered it. In addition, we soon recognized that effective implementation of AB 705 would require more than a monumental reimagining of teaching and learning on the part of faculty in the English and Math Departments. Our success and that of our students, in part, would also depend on the responsiveness and support we received from other key institutional stakeholders at the College.

## **Our Approach to AB 705 Implementation: Perspectives from the English and Math Departments**

Although implementation of AB 705 constitutes a significant shift in how we approach developmental education, the English Department at Cosumnes River College was uniquely prepared to facilitate this monumental reform. As a matter of departmental practice, our English faculty, full-time and part-time, work collaboratively to solve problems. They are self-reflective and open to innovation, and they embrace an asset based approach to teaching and learning. In addition to their teaching responsibilities, several members of the Department are campus instructional leaders in equity and innovation, have participated in local, regional and statewide convenings on English developmental pathways, and routinely engage in professional development activities.

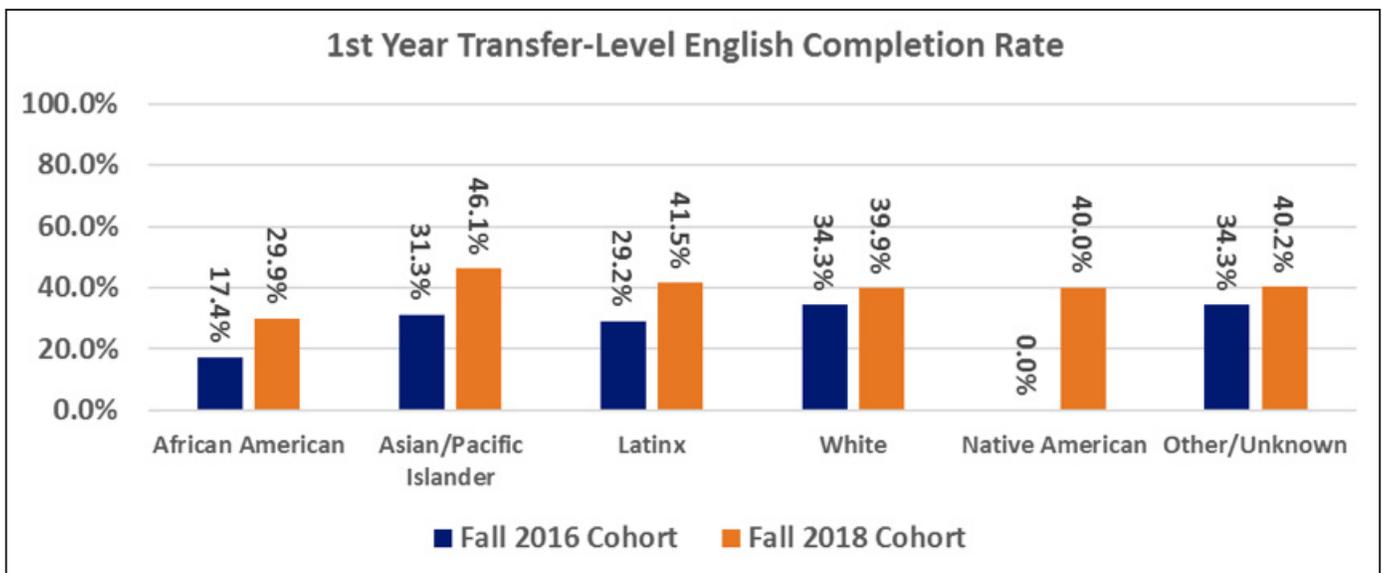
One of the most significant innovations in AB 705 implementation instituted at CRC during the 2017-2018 Academic Year was the decision to use 2.6 GPA as the threshold for entering transfer-level English. The department adopted this GPA threshold based on research on equity and developmental education which found that systemic inequities in the K-12 system, particularly for students of color, may produce artificially low GPAs in their high school transcript and thus, unnecessarily place them in developmental courses. Moreover, upon examining student success outcomes and equity gaps in achievement at the College, they also decided to reimagine their curriculum and instructional spaces, embrace the one semester acceleration model, institute corequisite remediation classes, and eliminate below-transfer classes for all but 3% of students with particularly low GPAs. More specifically, they began to intentionally address their students' affective domains, revising their syllabi to be more user-friendly and equity minded, implementing contract grading, and continuing to share best practices during department course-level meetings.

Like the English department, the Math department also discovered that working collaboratively is their strength. The structure of mathematics courses complicated AB 705 implementation for the Math department, and the work has been arduous and oftentimes uncomfortable. However, they also recognized that AB 705 presented them with an opportunity to improve their craft as educators. The Math Department created three pathways: Liberal Arts, Stat, and BSTEM. They recognized the need to engage with counseling faculty in a more meaningful way to ensure that students were placed in an appropriate Math pathway. Their initial work focused on the non-STEM pathway by redesigning support for non-STEM courses. Specifically, they changed the structure of their existing transfer-level Liberal Arts Math (Math 300) and transfer-level statistics (Stat 300), both to a lecture/lab format. This design allows for integrated support without increasing the number of units. Students now enroll in the same number of units, but in a different configuration, decreasing lecture units by one unit and incorporating a one lab unit. As a result, instructors spend more time with students in class. In the lab, instructors have students explore and develop the ideas, concepts, and procedures covered in the lecture so that students are better prepared for their work outside of class. Embedded tutoring is also incorporated in the lab which provides additional support to students in and outside of the classroom.

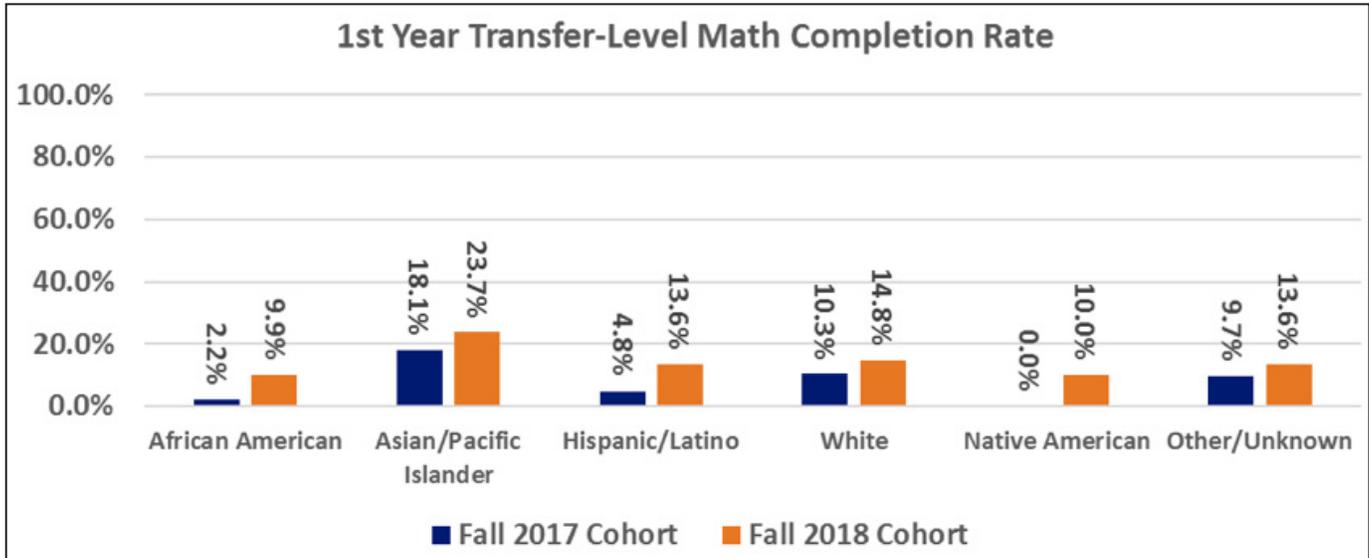
In addition to the departmental innovations of English and math in teaching and learning, CRC engaged in a large-scale intercampus effort within the Los Rios Community College District to share ideas and best practices around implementation in order to create a more seamless process for students who take classes at more than one Los Rios campus.

### The Impact of Our Work

Implementation of AB 705 in English and Math has been a monumental institutional investment in terms of time, resources and human capital. However, initial research suggests that reform in developmental education is producing positive results in student achievement outcomes. In fall 2016, prior to our implementation of multiple measures, 26.7% of new students enrolled in transfer-level English in the first summer/fall. In fall 2018, this percentage increased to 41.8%, and the success rate in transfer-level English composition remained stable - 66.2% in fall 2016 vs. 64.9% in fall 2018. As a result, the percentage of students completing transfer-level English in their first year increased dramatically. In our fall 2018 cohort, 41.1% of students completed transfer-level English by the end of their first year – compared to 29.5% in our fall 2016 cohort. This notable increase in first year transfer-level English completion occurred regardless of race/ethnicity or demographic group (see plot below). However, it is clear that we must continue our work to reduce equity gaps in transfer-level English completion.



The results were equally impressive for Math. In fall 2017, prior to implementation of multiple measures in math placement, 6.9% of new students at CRC took a transfer-level course in their first summer/fall. After implementation of multiple measures placement rules, this rate increased to 15.1% for the fall 2018 cohort. Like English, the success rate in transfer-level math remained relatively stable – a rate 54.5% in fall 2017 vs. 55.8% in fall 2018. As a result, the first year transfer-level math completion rate increased from 9.7% for the fall 2017 cohort to 16.4% for the fall 2018 cohort. This notable increase occurred regardless of race/ethnicity (see plot below). However, like English, we must continue to work diligently to reduce equity gaps for all groups CRC.



### AB 705 as Institutional Imperative: An Integrated Approach to Implementing a State-Mandated Initiative

Although the faculty in English and Math Departments understood and adapted quickly to the challenges associated with instituting the requisite statutory curricular reforms from an instruction perspective, the breadth of the reform required extensive institutional support from classified professionals in Assessment, Facilities Management, Institutional Effectiveness, Information Technology and other administrative units in order to implement the changes effectively and efficiently. In fact, implementing AB 705 has required that we make fundamental changes in how we enroll students in classes using the corequisite model, how we process and evaluate transcripts to place students in classes, and how we organize our teaching and learning spaces and the type of technology that we use in the classroom. All of these changes have resulted in a significant institutional investment. For example, our researchers in the Office of Institutional Effectiveness frequently interrupted long-range projects to trouble-shoot last-minute needs, gather data and collaborate with faculty and administrators to make data-informed decisions that will best serve students. In addition, our Assessment staff continually readjusted the matrix used to place students, updating the technology and advising students on the latest iterations of placement. During our first pilot of GPA use, they manually processed every transcript. Each semester, as we eliminated below-transfer courses and tried different iterations of corequisite model courses, the Admissions and Records professionals updated the formulae that place students into classes. The administrative assistants entered ongoing class schedule and room changes and advised the students who are sent to area offices for information during these many changes. They also updated student data when needed, allowing students to get into the classes they needed. Finally, Facilities Management and Information Technology professionals were immediately responsive to these institutional changes; they helped to identify and secure additional instructional spaces, renovate existing classrooms, procure classroom laptops and document cameras, install key software on the laptops required for use in corequisite models classes, and advised instructors on their use.

The responsiveness, flexibility and willingness to embrace innovation by the Executive Leadership Team has also been instrumental in the implementation of AB 705. At every stage of implementation, they trusted faculty judgement, supported creative curricular interventions and invested in the professional development of English faculty throughout the implementation process. For example, they recognized that since our part-time English faculty colleagues instruct a disproportionate number of transfer-level English courses, investing in

their professional development was key to supporting students. Resources were dedicated to supporting part-time faculty participation in course-level meetings on campus, participation in English acceleration pathways conferences, and a myriad of other professional development activities. In addition, the College procured technologies to support all corequisite courses offered on campus, including providing laptops for every student and installing document cameras in every classroom. They also provided resources to hire student assistants for every below-transfer composition classes and, when it became clear there was a significant benefit in terms of student success rates, they expanded support to include all transfer-level English classes. Supplemental support in the classroom is especially important as more first-time students take transfer-level classes. They have also funded a series of projects designed to strengthen communication and understanding between CRC English and EGUSD senior English teachers. The Math Department has also benefited from the support provided by the Administration. Over the last two summers, the Math department has organized professional development retreats, participated in several professional development opportunities, and expanded the number of tutors in its supplemental instruction program in order to support effective implementation of AB 705.

### **The CRC Way: What did we learn and where do we go from here?**

Our work on AB 705 suggests that we can work together to create substantive and impactful institutional change. While we celebrate this monumental progress, we remain deeply invested in supporting institutional and curricular improvements that promote student success, particularly for those students historically underserved in higher education. We strive to do a better job of helping our students recognize and develop their strengths as they clarify their academic and career goals while dismantling our structural barriers that encumber timely completion of those aspirations. Most importantly, our student outcomes reveal that while the percentage of students completing transfer-level math and English increased, completion gaps persist, particularly for African American students. We must work diligently towards equitable success for all students at CRC.



To this end, the College is also implementing Guided Pathways, which has initiated a fundamental reorganization of our academic divisions into Career and Academic Communities (CACs), also widely referred to as meta-majors. Each of the CACs will be spearheaded by a Student Success Team, where supporting equitable student success through restructuring and clarifying credential completion pathways has become an institutional imperative. Finally, we are committed to extending professional development opportunities to all faculty, classified professionals, and administrators to ensure we are prepared to embark upon this transformational reimagining and restructuring of educational opportunities for our students. ■

# League Leadership Development and District Services to Support Your College

The League provides many sources for the professional development of trustees and CEOs. A full listing of resources and information is available on our website at [www.ccleague.org/professional-development](http://www.ccleague.org/professional-development). New to the website is our Research and Data Center that provides interactive dashboards that highlight trends and key characteristics of California's community colleges. The dashboards are CEO Tenure and Retention, CCC Budget & Enrollment Data Trends, District Composition & Elections, and the Trustee demographics, board operations and Excellence in Trusteeship Program completion data. What follows is a sample of the League offerings.

## PROGRAMS

### Excellence in Trusteeship Program (ETP)

The Excellence in Trusteeship Program (ETP) is designed to facilitate the ongoing education of all trustees in California community colleges by providing a solid foundation for effective board governance. Districts are encouraged to sign-up newly elected/appointed trustees. The program can be completed within six months. Training is available through League events, online resources and publications, local board training, and national association conferences and webinars.

### CEO Strategic Leadership Program (CSLP)

The CEO Strategic Leadership Program (CSLP) is grounded in the belief that ongoing CEO leadership development must be data-informed, relevant, pragmatic, and led and informed by experienced and successful California Community College leaders. The League's CEO Strategic Leadership Program offers support to CEOs throughout their career. The Program consists of:

- CEO Workshop: specifically designed to onboard new CEOs for a six-month period beginning in November through June concluding at the CEO Leadership Academy.
- Peer-to-Peer Support: offered as part of the CEO Workshop, a six-month period of one-on-one support from a seasoned California CEO.
- CEO Leadership Academy: for CEOs in their first chancellorship or presidency reviewing operations, statewide initiatives, and significant issues confronting today's district and campus leaders.
- Dr. Chris McCarthy Vineyard Leadership Symposium: a seminar and retreat for CEOs to explore leadership dynamics and issues.

**“When ACCJC takes a formal action to grant or reaffirm the accreditation of an institution, this is a message intended primarily for the board of trustees. This is the body that holds ultimate responsibility for the effectiveness, integrity, sustainability, and continued accreditation of the college. Few trustees arrive in their positions with a full awareness of the complex – even conflicting – pressures they must handle. Over the past five years, CCLC's Excellence in Trusteeship Program has proven effective in preparing many trustees to carry their fiduciary responsibilities with wisdom and integrity. The ACCJC team encourages trustees for every member institution to take full advantage of this customized form of professional development.”**



**Richard Winn**  
President, Accrediting Commission  
for Community and Junior Colleges



## ANNUAL EVENTS

January	Effective Trusteeship & Board Chair Workshops
January	Annual Legislative Conference
February/March	CEO Symposium
April/May	Annual Trustees Conference
August	Student Trustee Workshop
November	Annual Convention

## PUBLICATIONS

### For CEOs:

CEO Tenure and Retention Study:  
8th Update (2018)  
Advice for the New CEO  
Assessing the Performance of the  
CEO  
CEO Search Resource Guide

### For Trustees:

Appointing a New Trustee to the  
Board  
Board Chair Handbook  
Board Ethics Resource Guide  
Board Self-Evaluation Resource  
Guide  
Commonly Used Terms in California  
Community College Administration  
Introduction to Fiscal  
Responsibilities  
Trustee Handbook

### For Student Trustees:

Student Trustee Candidate  
Information  
Perspectives on the Role of Student  
Trustees  
Student Trusteeship (Section of  
Trustee Handbook)

## VIDEOS AND ONLINE TRAINING

### For CEOs:

Video 1: Introduction to the Strong Workforce Program  
for CEOs  
Video 2: More and Better CTE: Leadership Stepping  
Up to the Challenge  
Video 3: Creating the Future of CTE  
Video 4: Implementing a Regional Approach for CTE  
Video 5: The Role of Data and Accountability in Career  
Education

### For Trustees:

Video 1: Introduction to the Strong Workforce Program  
for Trustees  
Video 2: Understanding My District's CTE Program  
Video 3: Indicators of a High Quality CTE Program  
Video 4: The Trustee Role in Building High Quality  
CTE Programs  
Video 5: Policy and Fiscal Concerns in Career  
Technical Education

### Other Video Topics for Trustees:

- Introduction to Brown Act
- AB 1234 Local Ethics Training
- Accreditation Basics Online Course

## CONSULTING SERVICES

**League On Call** - Consulting services supporting a wide variety of governance and leadership issues. For more information about League On Call please contact Carmen Sandoval at [csandoval@cleague.org](mailto:csandoval@cleague.org).

## DISTRICT SERVICES

**Energy Services** - An electricity consortium providing fixed pricing and support districts exploring solar and other renewable products and services.

**Pension Rate Stabilization Program** - The League's partner PARS offers a 115 trust to assist districts with meeting their pension liability requirements.

**Retiree Health Benefits JPA** - Managed by the League and lead by other community college leaders, the JPA provides the most cost effective and strong returns available in the OPEB space.

For more information about District Services please contact Lisa Mealoy at [lmealoy@cleague.org](mailto:lmealoy@cleague.org).

COMMUNITY COLLEGE LEAGUE  
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Leadership Development*

(916) 444-8641 • [www.ccleague.org](http://www.ccleague.org)  
Questions/Comments  
Email Carmen T. Sandoval at  
[csandoval@ccleague.org](mailto:csandoval@ccleague.org)

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