

BOARD FOCUS



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Moving the Needle on Student Completion

LOW SUCCESS AMONG STUDENTS PLACED INTO REMEDIATION



by Katie Hern, Ed.D.

With the publication of California’s Student Success Scorecards, community colleges are facing greater pressure than ever to increase student completion. In particular the scorecards spotlight the need to improve outcomes for students classified as “unprepared” for college, those who are required to take remedial coursework in ESL, English, and math. The most recent statewide scorecard shows that just 41% of these students went onto complete a degree, certificate, or transfer-related outcome within six years, compared to 70% of students classified as “college ready.”

Unfortunately, the problem is not limited to a small number of students. Statewide, more than 70% of incoming students who take an assessment test are required to enroll in remedial courses. This means that in order to improve our overall completion rates, we need to improve our results with these students.

On its face, this is a daunting problem. Community colleges don’t control the preparation students receive in high school, and as open access institutions, we admit all students, regardless their grades, SAT scores, or even whether they graduated. Is it really reasonable to expect us to improve outcomes with underprepared students?

A growing body of evidence says yes. Community colleges across the country are demonstrating that by changing the way they approach incoming students, they can achieve much better results.

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CCCT BOARD

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President's Message

by Louise Jaffe, Ed.D.
President, CCCT Board



Dear Colleagues,
It is my great honor to serve as CCCT President and I welcome this opportunity to write to the League membership. Serving 2.3 million students, our community colleges are by far the largest, and arguably, the most important higher education system in the nation. Collectively, we 442 California community college trustees and 72 district CEOs are a strong and compelling voice for our students, our colleges, and our communities.

Our CCCT Board has considered many issues this year. At every meeting, we hear reports and updates on accreditation, legislation, and finance. Regarding accreditation, a CCCT priority is to increase the pool of trustees available to serve on evaluation visiting teams. Focusing on legislation and advocacy, we are holding two joint CCCT/CEOCCC board meetings to strengthen the League's effectiveness.

At our September meeting, CCCT Board members discussed the Governor's and Legislature's interest in career technical education (CTE), stimulated in part by Salary Surfer. Salary Surfer provides data on our students' earning power, and documents that, after completing a certificate or AA degree, average earning is \$66,800. The state recognizes the importance of community colleges in California's continued economic recovery and Chancellor Harris has convened a Task Force on Workforce, Job Creation and a Strong Economy to increase CTE completion. We are pleased to be on the Task Force.

Other reports to the CCCT Board included new funding formulas for Student Equity Program funds, Student Success and Support Program funding and the proposal for next year's growth allocation. The Student Equity allocation and draft growth proposal are similar in intent to the K-12 Local Control Funding Formula (LCFF) in seeking to provide greater services for the most high-need students. While we are supportive of the intent of the new calculations, we have some concerns and will be watching out for unintended consequences. That said, we are all very happy to be in a rebounding economy and to have these new much-needed funds to serve our students!

Another evolving issue is the need to clarify the state's expectations for AB 86 and the delivery of adult education. Last year, Governor Brown proposed our colleges be responsible for providing all adult education in California and receive an additional \$500 million to support these programs. However, this would have been a "cut" from the \$800 million that K-12 education had received for the same task. Before assuming added responsibilities and obligations for adult education, community colleges need to know appropriate funding will be available.

SB 850, the community college applied baccalaureate degree bill, has now been signed by the Governor! This is historic legislation that the CCCT Board supported because it will provide more community college students access to four-year degrees. Lastly, by now you may have heard that the League's leadership is changing. After 20 years with the League and 9 years as our President/CEO, Scott Lay tendered his resignation in November. We wish Scott all the best and are forever appreciative of his tremendous leadership and lasting contributions to the League and our community college system. Thank you, Scott, for your passion and commitment to our shared mission. We have begun a nationwide search for a new League President/CEO to work with all of us, building upon the great foundation and reputation we enjoy.

Our work continues, and I hope to see many of you in Sacramento at the League's upcoming Effective Trusteeship Workshop and Annual Legislative Conference.

Thanks, Cheers, and Onward!

Moving the Needle on Student Completion

continued from cover

REVISING PLACEMENT PRACTICES

One bright spot in the literature on community college completion is the evidence that students may not be as “unprepared” as we have believed.

A study by the Community College Research Center points to the problem of significant under-placement of students into remediation. The researchers found that 40-50% of the students placed into remedial math and 40-60% of students placed into remedial English could have earned a C or better if they had been allowed to enroll directly in the college-level course.ⁱ Under-placement is a particularly serious problem because requiring students to take even a single semester of non-credit-bearing remedial coursework is correlated with much lower completion of college-level requirements in English and math, a critical early momentum point toward longer term goals.

This research is echoed by results from Long Beach City College. Instead of relying primarily upon standardized placement tests to classify students as “college ready” or “remedial,” Long Beach began factoring in students’ high school grades. Under the new placement process, the proportion of students qualifying as college prepared tripled in math (from 9% to 31%) and quadrupled in English (from 13% to 59%). Importantly, pass rates in the college-level courses remained steady, suggesting that the students were indeed prepared to succeed at the higher level. And because so many students bypassed remediation, a much higher proportion of them completed transferable English and math requirements and made progress toward their longer-term goals.ⁱⁱ

ACCELERATED REMEDIATION IN ENGLISH AND MATH

Another bright spot in the research comes from colleges that have redesigned their curricula to streamline students’ paths through college-level courses. Powerful models include enabling under-prepared students to enroll directly in a college-level course with additional co-requisite support,ⁱⁱⁱ and replacing multi-level remedial sequences with single-semester courses that are tightly aligned with college-level requirements.^{iv}

Over the last four years, more than half the community colleges in California have implemented some form of accelerated remediation in reading, writing, ESL, and/or math. And through a grant to the professional development network 3CSN, the state Chancellor’s Office has supported 47 colleges to redesign their English and math pathways as part of the California Acceleration Project (CAP).

A recent evaluation of 16 community colleges piloting accelerated remediation with CAP documented “large and robust” increases in student completion of college-level courses among accelerated students. In effective models of accelerated English, students’ odds of completing a college-level course were 2.3 times greater than in traditional remediation; in accelerated math pathways, their odds of completing college-level math were 4.5 times greater. In examining various student subgroups, the researchers found that all students benefitted from effective accelerated pathways – including all racial/ethnic groups, all placement levels, low-income students, ESL students, students with disabilities, students with low GPAs, and students who hadn’t graduated from high school.^v

THE CALIFORNIA ACCELERATION PROJECT

34 Colleges Offering Accelerated Reading/ Writing Pathways

- Allan Hancock College
- Butte College
- Cerritos College
- Chabot College
- City College of San Francisco
- College of Marin
- College of the Canyons
- College of the Redwoods
- Cuyamaca College (Eng & ESL)
- Feather River College
- El Camino College - Compton
- Fullerton College
- Gavilan College
- Imperial Valley College
- Irvine Valley College
- Lake Tahoe College
- LA Trade Tech
- LA Valley College
- Laney College (ESL)
- Lassen College
- Los Medanos College
- Moreno Valley College
- Mt. San Jacinto College
- Ohlone College
- Palomar College (ESL)
- Pasadena City College
- Porterville College
- San Diego Mesa College
- Santa Monica College
- Santa Rosa College
- Southwestern College
- Skyline College
- West Los Angeles College
- Yuba College

THE CALIFORNIA ACCELERATION PROJECT

23 Colleges Offering Accelerated Math Pathways

- Berkeley City College
- Cañada College
- Chabot College
- City College of San Francisco
- College of Alameda
- College of the Canyons
- College of the Redwoods
- Contra Costa College
- Cuesta College
- Cuyamaca College
- Diablo Valley College
- LA Harbor College
- LA Mission College
- Los Medanos College
- Moreno Valley College
- Palomar College
- Pasadena City College
- Riverside City College
- San Diego City College
- San Diego Miramar College
- Shasta College
- Skyline College
- West Valley College

*Katie Hern, Ed.D., is an English Instructor at Chabot College and Director of the California Acceleration Project, a 3CSN Completion Initiative that supports community college faculty to redesign basic skills English and math curricula <http://cap.3csn.org>. A nationally recognized expert on accelerated remediation, Hern has addressed policy makers and education leaders from more than 40 states. Her article about CAP's work mobilizing California faculty was published in the Fall 2014 issue of *New Directions in Community Colleges*. khern@chabotcollege.edu*

Moving the Needle on Student Completion

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MAINTAINING FOCUS ON THE PROBLEM

Much of the above work falls within the 10+1 faculty domain of academic policy and curriculum, but trustees play an important role. The most important thing Board members can do to improve completion among under-prepared students is keep your eyes on the right needle: What percentage of incoming students completes transferable English and math requirements?

Data for all 112 community colleges is available on the State Chancellor's Office's website through the Basic Skills Cohort Tracker. To familiarize yourself with your college/district's data, you might go online and see how many students who start one, two, or three levels below college math go on to complete a transferable course in three years.^{vi}

We encourage Trustees not only to monitor this metric but to request updates about efforts to improve it, including:

- What percentage of incoming students is currently placed into remediation in English and math? What is being done to reduce that number?
- Is the college offering accelerated remedial pathways in English and math? At what scale? What have the outcomes been to date? What is the administration doing to support faculty in this work (e.g., providing resources for curriculum development and faculty learning)?

Questions like these elevate the issue to the top of a president's priorities, a focus that can then ripple out through the institution.

When we ask faculty what led them to attend a workshop on accelerated remediation, we often hear that a Dean encouraged them to come, or their president named remediation reform as a college-wide priority. Occasionally we even hear that the nudge came from the Board. At CAP Fall Institute in September, an English instructor talked about an exchange she'd had with a Trustee: "He asked what we are doing in acceleration," she said. "I was so happy to be able to say, 'We're on it!'" ■

REFERENCES

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- ⁱⁱLong Beach College Promise Pathways. <http://lbcc.edu/promisepathways/>
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- ^{iv}Edgecombe, N., Jaggars, S. S., Xu, D., & Barragan, M. (2014). Accelerating the integrated instruction of developmental reading and writing at Chabot College. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <http://ccrc.tc.columbia.edu/publications/accelerating-integrated-instruction-at-chabot.html>
- ^vHayward, C. & Willett, T. (2014). *Curricular redesign and gatekeeper completion: A multi-college evaluation of the California Acceleration Project*. Berkeley, CA: The Research and Planning Group for California Community Colleges. Retrieved from <http://cap.3csn.org/2014/04/28/cap-evaluation-results/>
- ^{vi}Basic Skills Progress Tracker. Management Information Systems Data Mart. California Community Colleges Chancellor's Office. Retrieved from http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

A Rewarding Journey for Faculty and Students Alike

The journey to implementing accelerated mathematics and English courses at College of the Canyons (COC) has been rewarding for our faculty and for me. It has made a substantial and sustainable difference for our students, and it has transformed scores of faculty into warriors for removing barriers to student success.

Every student deserves a realistic opportunity for success as reward for their hard work. But we know this is not true for those placing into the bottom levels of our mathematics and English classes.

Statewide, the numbers are dismal. For those placing into arithmetic classes, only about 6 percent successfully complete a transfer-level mathematics course. Developmental math and English pathways become tollgates, exacting a heavy price to exit. These otherwise capable students, disproportionately from traditionally under-represented groups, languish, with only a small fraction emerging.

In Spring 2011, a COC math faculty member attended a 3CSN California Acceleration Project (CAP) workshop at Fullerton College. Our Mathematics Department, sensing the potential of the acceleration principles, created the curriculum and pedagogy within six weeks. Fortuitously, CAP also inaugurated a professional development program to support this innovative work. With a cadre of six faculty focused on an ambitious goal, and with resources provided by our district and CAP, we were poised to implement change.

The following spring, the Mathematics Department debuted the Math 75 course with nine semester-length sections and two in a Personalized Accelerated Learning format (PAL). PAL couples two sequenced courses in one semester with the same instructor and same students.

The six instructors completed training over an eight-month period, and created a shared bank of writing activities, projects, and presentations, that deal with real (and messy) data and a focus around information in context. By every measure, this class demands more critical thinking, writing, presentation skills, teamwork and self-reflection than the two algebra classes it replaces.

The course was an immediate success and we now offer 35 sections that impact over 1,200 students per year. Our data for Math 75 show that it more than doubles a student's chances of completing a transfer-level math course; the PAL format triples this probability. I know of students who had given up hope of ever graduating college because of their inability to complete Intermediate Algebra. But this course enabled them to graduate and transfer.

One worked as a statistics tutor at her transfer university and is now a researcher!

Our English faculty have traveled a similar path, including learning about acceleration at the Strengthening Student Success conference in fall 2011 and participating in CAP's professional development program. The English 96 class, which was first offered in fall 2012, is a rigorous reading and writing course that exposes students to big ideas in a high-challenge, high-support context. Students work through college-level reading and writing assignments, learning the academic and affective skills they need in order to succeed. Meaningful dialogue engages these students to write and rewrite their words so they can articulate their points of view and find their academic voices.

This course replaces a two-course sequence and prepares the majority of our developmental students for the transfer 100-level curriculum in just one course. We enroll over 900 students in 33 sections of this CAP-inspired course.

Our work in acceleration has also led to rich collaboration between math and English faculty. The two departments now discuss how to grade written work in math classes, reading apprenticeship strategies, and meeting the affective (non-academic) needs of our less-prepared students. They share a commitment to removing obstacles to student success, which has translated into considerable work they have proposed under our Student Equity Plan.

Our college's experience with acceleration has been transformative, benefitting 2,000 students per year. Innovation is a wondrous experience. Those who fully participate are forever changed, and now model the necessary leadership for others. These devoted math and English faculty inspire our students, their colleagues and me. ■



*by Dianne G. Van Hook, Ed.D.
Chancellor, College of the Canyons*

*Dianne Van Hook has served as
CEO of College of the Canyons
and the Santa Clarita Community
College District since 1988.*



Advancing Our Advocacy

Legislative Session Underscores a New Era for Community Colleges

This year, we wrapped up a legislative session that had particular focus on new opportunities for the California Community College system. Striking a call similar to the League’s “Report on the Commission on the Future,” Governor Brown’s Administration brought acute focus to the importance of equity, recognizing that success is achieved when community colleges can close the achievement gap for all student populations. Utilizing the budget as a key policy driver, Governor Brown and the state Legislature provided funding for the colleges’ Student Equity Plans for the first time since the introduction of the plans in 1992. This is an important investment that will allow colleges to take to scale effective practices that are closing achievement gaps and moving the student success agenda forward.

In other changes ahead for colleges, the 2014-15 higher education trailer bill language outlined a prescriptive new growth allocation mechanism for the 2015-16 fiscal year, mandating how the formula should be developed and implemented. It requires that the formula “support the primary mission of the colleges and be based on each community’s need for access determined by local demographics.” While the Legislature intended to fashion a formula similar to the K-12 Local Control Funding Formula (LCFF) to provide additional funding for disadvantaged students, there are major differences which mitigate against using a similar allocation formula for community colleges. They include: 1) community colleges, unlike K-12 schools, do not have mandatory enrollment so there is no assurance that needy individuals within their boundaries will choose to attend their local college; and 2) community colleges have free flow which leads many colleges to serve populations whose demography differs dramatically from residents within the district’s boundaries. The issue will continue to be an important focus for the League.



*by Lizette Navarette
Legislative Advocate*

LOOKING TOWARD 2015: RESTORING THREE-YEAR STABILITY

Each year, over a third of the academic year is spent planning and budgeting around an ever-changing funding amount. In stable budgetary environments, the task of enrollment management and funding the support services desperately needed for community college students is challenging enough, but, in California, with unstable budget allocations, planning for the long term best interests of students is nearly impossible. Without mandatory enrollment or college application deadlines, colleges have few tools to gauge or recapture enrollment on a yearly cycle. What colleges really need is a stable budgetary framework and three years where there is little or no volatility in funding in which to plan for and implement programs for long-term student success. More importantly, with the proposed growth funding formula, there is greater uncertainty in how much growth a college can capture from year to year. Therefore, restoring three-year stability funding via a trailer bill could ameliorate potential uncertainties. In 2015, the League will be sponsoring legislation to restore three-year stability for all districts.

Successful advocacy is only possible through strong collaboration. We encourage trustee awareness and involvement in these important legislative issues. Trustees are a key component of these coalitions. If you have questions about the League’s policy priorities or would like to become more involved in advocating for these policies, please contact Lizette Navarette at lizette@cclleague.org or Ryan McElhinney at ryan@cclleague.org. ■

Excellence in Trusteeship Program Going Strong

Over the past 19 months, 121 trustees enrolled in the Excellence in Trusteeship Program (ETP) and **35 graduated**. Entire boards have completed the program while other boards continue to adopt ETP as their formal education plan through policy. Trustees that began at the launch of the program have five months to complete their credits. Close to half of the graduates completed their program within one-year. Program credits are offered at all League events.

The Accrediting Commission for Community and Junior Colleges (ACCJC) reports in their Summer 14 newsletter, “There has been a significant drop in colleges that have difficulty with governing board roles and responsibilities that led to sanction, now down to 37.5% and 6 institutions.” The significant drop was from 2013 with 68% and 17 institutions sanctioned for a **45% decrease**. Over the last three years in collaboration with ACCJC the League has made a concerted effort to provide board accreditation training at all League events. Accreditation is one of the seven ETP competencies.

In support of ETP, regional trainings were launched last spring and will continue in 2015. Information will be emailed and posted to the ETP homepage at www.ccleague.org/ETP.

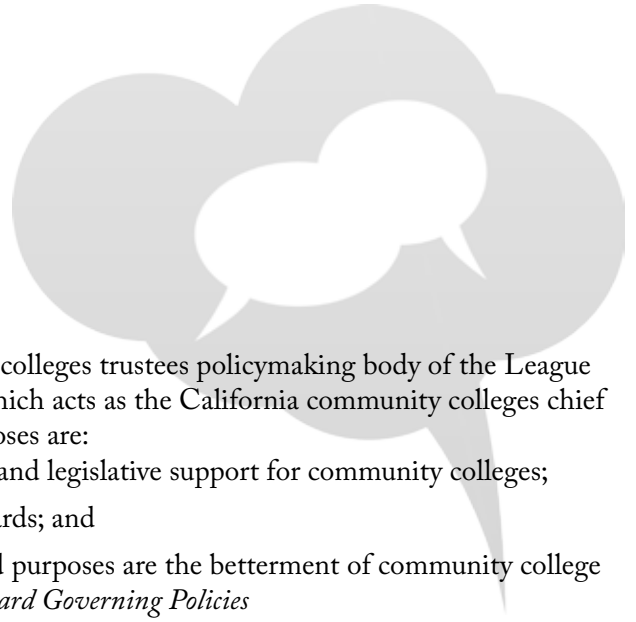
Congratulations to our recent “graduates” of the Excellence in Trusteeship Program!

- Greg Pensa, Allan Hancock CCD
- Mary Hornbuckle, Coast CCD
- Doug Otto, Long Beach CCD
- Stephanie O’Brien, Marin CCD
- Wanden P. Treanor, Marin CCD
- Simon Fraser, Pasadena CCD
- Meredith E. Brown, Peralta CCD
- Sally Biggin, Redwoods CCD
- Kathleen Henry, San Bernardino CCD
- Joseph Brady, Victor Valley CCD
- Lorrie Denson, Victor Valley CCD
- Brandon A. Wood, Victor Valley CCD



*by Carmen T. Sandoval
Director, Education Services*

CCCT Communication Plan



“The CCCT Board of the League shall be the California community colleges trustees policymaking body of the League and work in cooperation with the CEOCCC Board of the League which acts as the California community colleges chief executive officers policymaking body of the League. Its primary purposes are:

- a) To promote and advance public education by seeking citizen and legislative support for community colleges;
- b) provide education, information and assistance to member boards; and
- c) cooperate with persons and organizations whose interests and purposes are the betterment of community college educational opportunities for California residents.” *CCCT Board Governing Policies*

In support of their policymaking responsibility the CCCT board has a Communication Plan. CCCT board members will contact districts for feedback when League staff or CCCT officers identify major issues. Below is a list of the CCCT board members and their communication areas.

BIGGIN

Redwoods, Shasta-Tehama-Trinity,
Siskiyou Joint

BLUM

Ventura County, Santa Clarita,
West Hills, West Kern

CASAS

Foothill De Anza, Marin,
San Mateo, Sonoma

CASTELLANOS

San Joaquin Delta, Merced,
Sequoias, State Center, Yosemite

CHADWICK

Polamar, Southwestern

CHANIOT

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

GOMEZ

Chaffey, Mt. San Jacinto, Riverside,
San Bernardino, Victor Valley

GREY

West Valley-Mission,
San Jose-Evergreen, San Francisco

GULASSA

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

HART

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

HAYNES

Los Rios, Lake Tahoe,
Sierra Joint, Yuba

JAFFE

Santa Monica

JONES

Allan Hancock Joint, Cabrillo,
Gavilan, Hartnell,
Monterey Peninsula,
San Luis Obispo Co., Santa Barbara

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, Los Angeles,
Rio Hondo

WAH

Pasadena Area

ZABLECKIS

Barstow, Antelope Valley,
Desert, Kern

Effective Trusteeship Workshop

January 23 – 25, 2015 • Sheraton Grand Sacramento

New Trustees Only (NT)
Continuing Ed Track (CE)

Program subject to change.

FRIDAY, JANUARY 23

1:00 p.m. – 2:45 p.m.

Introduction to the Brown Act (NT)

3:00 p.m. – 5:30 p.m.

Intro to Roles and Responsibilities (NT)

*Best Practices in Orientation and
Development of Community College
Trustees (CE)*

6:00 p.m. – 7:00 p.m.

Special Reception for New Trustees

SATURDAY, JANUARY 24

9:00 a.m. – 12:00 p.m.

Effective Trusteeship

12:00 p.m. – 1:30 p.m.

Colleague Connections

*An opportunity for new trustees to discuss
effective boardsmanship during lunch
on their own with a trustee member of
the League's Advisory Committee on
Education Services (ACES)*

1:45 p.m. – 3:30 p.m.

*Introduction to Major Issues:
Hot Topics (NT)*

*The Role of the Board in Labor
Negotiations (CE)*

3:45 p.m. – 5:00 p.m.

The Board's Role in Fiscal Policy (NT)
Accreditation (CE)

6:00 p.m. – 7:00 p.m.

Reception

7:00 p.m. – 9:00 p.m.

Welcome Dinner

SUNDAY, JANUARY 25

8:15 a.m. – 9:15 a.m.

*The Board/CEO Partnership:
Making it Work*

9:30 a.m. – 10:30 a.m.

*Budget and Legislative Process
(Legislative Conference)*

BOARD CHAIR WORKSHOP

Saturday, January 24

1:45 p.m. – 5:00 p.m.

1:45 p.m.

Opening & Introduction

1:50 p.m.

*The Role of the Board Chair &
Effectively Engaging Others, Board
Retreats & Board Self-Evaluations*

2:20 p.m.

*Effective Meeting Strategies and
Techniques*

3:45 p.m.

*CEO Perspectives on the
Board Chair Role*

4:10 p.m.

Question and Answer Discussion

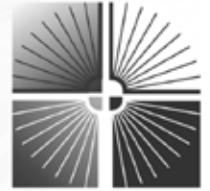


The Effective Trusteeship Workshop is the single best overview of responsibilities required for board members of California community colleges. State leaders and experienced trustees will provide comprehensive information on the knowledge and skills necessary to be an effective trustee. There will be ample opportunity to discuss your questions. The Trustee Handbook will be provided at the workshop, along with other important resources.

WHO SHOULD ATTEND

All recently elected and appointed trustees should attend the Effective Trusteeship Workshop. Continuing trustees, student trustees, and CEOs are also very welcome, and will gain much from the workshop. Board presidents and vice presidents are encouraged to attend the Effective Trusteeship session with their new trustees and participate in the continuing education sessions or the Board Chair Workshop in the afternoon on Saturday.

Register Online
www.ccleague.org/etw



2015 LEGISLATIVE CONFERENCE

January 25-26, Sheraton Grand, Sacramento

The League's Annual Legislative Conference provides a unique opportunity to connect with other advocates and learn the latest news on higher education in California. Attendees will also learn about new members of legislative committees, legislative proposals affecting colleges and student learning, and advocacy strategies for the current legislative year. Join your community college colleagues in the launch of this exciting legislative year as we advocate for community colleges.

Bring your advocacy team!

To encourage participation in advocacy by representative teams from campuses, we offer a discounted rate (per person) for teams of five (5) or more. To qualify, each team must either consist of a trustee, faculty member, administrator, classified member AND a student from the same college OR five (5) or more students from the same college. *A separate registration form must be completed for each individual.*

Program subject to change.

SUNDAY, JANUARY 25

9:30 a.m. – 10:30 a.m.

Opening Keynote: Manuel Pastor

10:45 a.m. – 11:45 a.m.

Breakout Sessions

12:00 p.m. – 1:30 p.m.

Lunch Keynote

1:45 p.m. – 2:45 p.m.

Breakout Sessions

3:00 p.m. – 4:00 p.m.

Budget Discussion

4:00 p.m. – 5:00 p.m.

CCCCO Technology Initiatives Showcase

5:00 p.m. – 6:00 p.m.

Association Meetings

5:30 p.m. – 7:30 p.m.

Reception

MONDAY, JANUARY 26

7:30 a.m. – 9:00 a.m.

The Democracy Commitment: Brian Murphy

9:15 a.m. – 10:15 a.m.

Breakout Sessions

10:30 a.m. – 11:45 a.m.

Discussion with Legislative Leaders

12:00 p.m. – 12:30 p.m.

Talking Points Briefing

12:30 p.m. – 1:30 p.m.

Lunch Keynote

Register Online

www.ccleague.org/legconf

Trustee Publications & Resources

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

A bi-annual publication mailed to all trustees and CEOs on trusteeship issues.

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&As 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 Candidate 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 or contact the League office at ccl@ccleague.org or (916) 444-8641.

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*Published to provide locally-elected
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