

## Thursday, April 13, 2023 at 3 pm Academic Senate Meeting Notes

### Preliminaries

1. Call to Order: Called to order at 3:03 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: For March 23, 2023 Meeting
4. Introduction of Guests: Edward Hashima, History Faculty; Camille Leonhardt, History Faculty;
5. Public Comment Period (3 min) - none
6. President's Report:
  - **Presidential Impressions Update:** Process allows all constituents to meet with candidates. There was a request to have a strong faculty showing at the impression forms. The time has been moved to Zoom format to maximize faculty participation and will start at 10:20 am. The presentation will not be recorded.
  - **District Leadership Resolution Update:** Resolution was presented at the Board of Trustee meeting, along with FLC's resolution. District Academic Senate President provided context to the Board and asked them to respond in a future meeting. Trustee Knight summarized the concerns outlined.
  - **Ken Deibert Award Nominations:** Nominations for the 2023 Ken Deibert Award Nomination Form are now being accepted. Nominations are due by Friday, May 5th at 11:55 pm. Here is the URL link: <https://forms.gle/a8zjwi6BXULd8L9d7>
  - **Fall Textbook Adoptions:** Please self-designate your Zero Textbook Cost (ZTC) sections and submit your textbook adoptions for Fall 2023 by April 15.
  - **Rising Scholars Announcement:** If you are interested in potentially teaching in Los Rios' prison education program or would like to understand how to support Los Rios' currently or formerly incarcerated students, please sign up for the spring 2023 in-prison professional workshop on April 21st or April 22nd. You can register by completing the College While Incarcerated 4/21 or 4/22 [College While Incarcerated 4/21 or 4/22 Registration Form](#).
  - **LRCCD Undocu Ally Training:** Learn best practices for working and supporting undocumented students! Training is happening on Thursday, 4/20 from 1:00-4:00 PM. Register here: <https://forms.gle/9UGsqWvsNrehgXL16>

### Consent Items:

7. Approval of remote meeting attendees - list below
  - Damon Antos (Non-Emergency); Adrienne Avila (Non-Emergency); Kristina Casper-Denman (Non-Emergency); Valerie Bronstein (Non-Emergency); Vivian Dillon (Non-Emergency); Carmelita Palomares (Non-Emergency); Kim Queen (Non-emergency); Kahkashan Shaukat (Non-Emergency) - approved by consent.

**Decision Items:** (10 minutes per item) - None

**Reports:** (5 - 10 minutes per item)

8. Proposed LRCCD Policies and Regulations Updates (Jason Ralphs) - Report is on proposed policy and regulations updates.
  - P-2211 - Cleans up language related to Dual Enrollment
  - R-2211 - Changes priority registration to eligible students, for example student parents (AB 2881). District still working out how to determine student parent status. Estimate that the first time this regulation will be in place is Spring 2024. Question on how many student parents do we have? Looking into determining if information can be obtained through the financial aid office because asks about dependents, but the limitation is it doesn't ask for age.
  - P-2242 - exempts student fees due to immigration status
  - P-2523 - removing "K-12" qualifier on special adult dual enrollment student
  - P-2254 - adding language for adult dual enrollment and updates refund deadline for short-term classes. Question about what is Adult Dual Enrollment? This is a program that allow an adult student pursuing a high school diploma or a high school equivalency certificate to simultaneously earn college credit. Also helps undocumented students to qualify for in-state residency.
  - R-2821 - changing language
  - Jason is aware the Academic Senate is interested in looking at priority registration. Did note that timeline may vary because of the law around student parents. Request for Senators to provide feedback. Regulation changes by May Chancellor's Cabinet meeting.
  
9. ARC Academic Senate Elections Update -
  - Tak and Alisa are co-chairs of the elections committee. Nominations received so far:
    - Carina Hoffpaur - for position of President, Brian Knirk - for position of Vice President, Veronica Lopez - for position of Secretary
  - Officers are elected at the last meeting of April and serve 1-year terms beginning June 1 of the current year until May 31 of the following year.
  - Senate wants to encourage contested elections. Short bio, presentation, then voting would take place. Deadline to receive nominations is 3:00 pm on April 24th.
  - Questions regarding Senator elections. If there are vacancies the VP will help to encourage folks to step forward with the help of past Senators.
  - Some areas, such as BCS will be impacted due to the re-organization. Senate will need to discuss caucusing of areas in the Fall. Re-caucusing and re-districting senators may also require re-shaping the bylaws (3 full-time @ 3 different terms & 1 part-time).
  - Procedures may change. For example, Humanities as a division most impacted. Should Senate consider elections now vs later

10. Council Updates

- a. Institutional Effectiveness Council (Janay Lovering) - no report
- b. Operations Council (Araceli Badilla) - notes posted on Canvas under "Supporting Materials." Highlights - Office 21 updates, if you are fully remote updates will be handled differently. AV/Zoom updates for the Board and Community rooms ( 1 & 2; or 1 & 4) have been funded, projects to start in summer. Updated on GTE process. This process has taken longer than expected, ARC programmer Ryan is working on developing a new system to expedite the hiring process. Signage on campus should include braille. Koue recommended forming a subcommittee for signage needs. Phone project, if faculty really want phones talk to Jeff Bucher
- c. Student Success Council (Veronica Lopez) - posted on Canvas under "Supporting Materials." Highlights, Student Success Funding Formula was reviewed and Statewide College Attendance Survey was shared for the group to review.

**Discussion:** (10-15 minutes per item)

11. Areas of Interest Realignment Feedback -

- This work has been happening since 2017, faculty have been instrumental, faculty have been assigned, and lots of faculty labor have gone into this work.
- Final stages are representative of all the work. This is work in progress, getting feedback from Department Chairs and Administrators are listening.
- Faculty feel like this is being rushed. For example, workload impact, concerned about burning people out.
- Senate is mindful of summer dates. Can Senate vote that no decisions are made until faculty have returned? Implementation not Senate. Workload is Union's purview.
- Conversations on transition will be happening now. Senate team is encouraging that happens soon. Trying to get "Areas of Interest" cemented but this is still a process.
- History has five concerns, 1) proceeds without the proper authorization of shared Governance; 2) proposed changes are unmerited and unsupported by any vetting of research data, 3) changes forebode the loss of academic freedom and general undermining of faculty prerogative in the college's mission, 4) redesign commits college and departments to a transactional model that emulates a corporate model of outcomes and 5) redesign will contribute to loss of college's intellectual commitment.
- Concerns being provided, how can departments have conversations? Encouraging Conversations with VPI, Dean, and Student Success Council.
- Concerns over People, Culture and Society and access to HB programs is an issue. Maybe new Outreach Specialist and help with reaching in to let students know about HB.

12. ARC Presidential Impressions Meeting Question Brainstorming -

- Captured ideas for questions on Mentimeter. Interest in knowing the candidate's Experience during times of change. What is the role of CE at this point in Community College? How do we support HB and their dynamic role to meet all discipline's interests? How would the candidate implement Guided Pathways and Areas of Interest? How would the candidate work through completing interest and how

Would they navigate and balance? How would they foster ties with the community? What do they see the role of Community College in 2023? How would the candidate make a historically white campus more inclusive for Black Students

13. ASCCC Spring Plenary Resolutions -

- Packet of Resolutions has been posted for review. Please provide any insights to your AS team. Senate will be voting at ASCCC Spring Plenary session next week.

14. Report Back (Feedback from College Areas)

- Open Issues from any Previous Agenda Item - Interest in discussion regarding faculty placed in leadership positions.

15. Report Out (Information from District Meetings and Other Areas)

- District Academic Senate - DAS President reaffirmed, DAS recommendation to continue Proctorio contract for one fiscal year, and UDL/AS Coordinator Position Job Description Approved.
- District Meetings - Sustainability and Strategic Enrollment Management Reports were discussed.
- Other areas - DAS President will be providing Mario with a list of questions as a result of the State Audit on Faculty Hiring.

16. Items from College Areas for Academic Senate Consideration - none

**Upcoming meetings and Events:**

- ARC Presidential Impressions Meeting (for Faculty): Monday, 4/17 9:40 AM
- District Academic Senate: Tuesday, 4/18 3:00 PM (DO Conference Room)
- ASCCC Spring Plenary Session: Wednesday, 4/19 to Saturday, 4/22
- LRCCD Board of Trustees: Wednesday, 4/12 5:30 PM (DO Boardroom)
- ARC Academic Senate: Thursday, 4/27 3:00 PM (ARC Student Center Boardroom)

Meeting Adjourned at 5:22 pm



|                              |                        | Updated            | 2023-04-13 |               |  |  |  |  |
|------------------------------|------------------------|--------------------|------------|---------------|--|--|--|--|
| Area                         | Senator                | Adjunct/FT         | Term End   |               |  |  |  |  |
| Behavioral & Social Sciences | Lauren Chavez          | Adjunct            | 2024       | Excused       |  |  |  |  |
| Behavioral & Social Sciences | Kristina Casper-Denman | Full-time          | 2023       | Excused       |  |  |  |  |
| Behavioral & Social Sciences | Brian Rosario          | Full-time          | 2024       | Present       |  |  |  |  |
| Behavioral & Social Sciences | Ricardo Caton          | Full-time          | 2025       | Present       |  |  |  |  |
| Behavioral & Social Sciences | Robin Akawi            | Alternate Full-Tim |            | Present       |  |  |  |  |
| Behavioral & Social Sciences | Ellen Bowden           | Alternate Adjunct  |            | Present       |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| Business & Computer Sciences | Damon Antos            | Full-time          | 2023       | Approv Remote |  |  |  |  |
| Business & Computer Sciences | Tak Auyeung            | Full-time          | 2025       | Present       |  |  |  |  |
| Business & Computer Sciences | Kahkashan Shaukat      | Full-time          | 2024       | Approv Remote |  |  |  |  |
| Business & Computer Sciences | Christian Speck        | Adjunct            | 2023       |               |  |  |  |  |
| Business & Computer Sciences | Marc Condos            | Alternate Full-Tim |            |               |  |  |  |  |
| Business & Computer Sciences |                        | Alternate Adjunct  |            |               |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| Counseling                   | Kim Queen              | Full-time          | 2024       | Approv Remote |  |  |  |  |
| Counseling                   | Joyce Fernandez        | Adjunct            | 2024       | Absent        |  |  |  |  |
| Counseling                   | Reyna Moore            | Full-time          | 2023       | Present       |  |  |  |  |
| Counseling                   | Carmelita Palomares    | Full-time          | 2025       | Approv Remote |  |  |  |  |
| Counseling                   | Kim Herrell            | Alternate Full-Tim |            |               |  |  |  |  |
| Counseling                   |                        | Alternate Adjunct  |            |               |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| English                      | Valerie Bronstein      | Adjunct            | 2023       | Approv Remote |  |  |  |  |
| English                      | Robyn Borcz            | Full-time          | 2023       | Present       |  |  |  |  |
| English                      | Caroline Prieto        | Full-time          | 2024       | Present       |  |  |  |  |
| English                      | Gina Barnard           | Full-time          | 2025       | Absent        |  |  |  |  |
| English                      | Melissa Diaz           | Alternate Full-Tim |            |               |  |  |  |  |
| English                      |                        | Alternate Adjunct  |            |               |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| Fine & Applied Arts          | <i>Unfilled</i>        | Full-time          |            |               |  |  |  |  |
| Fine & Applied Arts          | Linda Gelfman          | Full-time          | 2024       | Absent        |  |  |  |  |
| Fine & Applied Arts          | Diane Lui              | Adjunct            | 2023       | Absent        |  |  |  |  |
| Fine & Applied Arts          | <i>Unfilled</i>        | Full-time          |            |               |  |  |  |  |
| Fine & Applied Arts          | Jodie Hooker           | Alternate Full-Tim |            |               |  |  |  |  |
| Fine & Applied Arts          |                        | Alternate Adjunct  |            |               |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| Health & Education           | Cheri Garner           | Full-time          | 2023       | Absent        |  |  |  |  |
| Health & Education           | <i>Unfilled</i>        | Full-time          |            |               |  |  |  |  |
| Health & Education           | Susan Chou             | Full-time          | 2024       | Excused       |  |  |  |  |
| Health & Education           | <i>Unfilled</i>        | Adjunct            |            |               |  |  |  |  |
| Health & Education           |                        | Alternate Adjunct  |            |               |  |  |  |  |
| Health & Education           | John Coldiron          | Alternate Full-Tim |            |               |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| Humanities                   | Corinne Arrieta        | Full-time          | 2025       | Absent        |  |  |  |  |
| Humanities                   | Jill Birchall          | Full-time          | 2024       | Absent        |  |  |  |  |
| Humanities                   | Caterina Falli         | Full-time          | 2023       | Present       |  |  |  |  |
| Humanities                   | Andrew Fix             | Adjunct            | 2025       | Absent        |  |  |  |  |
| Humanities                   | Erik Haarala           | Alternate Full-Tim |            |               |  |  |  |  |
| Humanities                   |                        | Alternate Adjunct  |            |               |  |  |  |  |
|                              |                        |                    |            |               |  |  |  |  |
| Kinesiology & Athletics      | Kat Sullivan Torres    | Full-time          | 2025       | Absent        |  |  |  |  |
| Kinesiology & Athletics      | Eric Black             | Full-time          | 2024       | Absent        |  |  |  |  |
| Kinesiology & Athletics      | <i>Unfilled</i>        | Full-time          |            |               |  |  |  |  |
| Kinesiology & Athletics      | <i>Unfilled</i>        | Adjunct            |            |               |  |  |  |  |
| Kinesiology & Athletics      |                        | Alternate Full-Tim |            |               |  |  |  |  |
| Kinesiology & Athletics      |                        | Alternate Adjunct  |            |               |  |  |  |  |

|                                                        |                   | Updated             | 2023-04-23      |                |               |             |  |  |
|--------------------------------------------------------|-------------------|---------------------|-----------------|----------------|---------------|-------------|--|--|
| Area                                                   | Senator           | Adjunct/FT          | Term End        |                |               |             |  |  |
| Library/Learning Resources/Instructional               | David McCusker    | Full-time           | 2024            | Present        |               |             |  |  |
| Library/Learning Resources/Instructional               | Araceli Badilla   | Full-time           | 2023            | Present        |               |             |  |  |
| Library/Learning Resources/Instructional               | Marianne Harris   | Alternate Full-Time |                 |                |               |             |  |  |
| Mathematics                                            | Deborah Gale      | Adjunct             | 2024            | Present        |               |             |  |  |
| Mathematics                                            | Joe Caputo        | Full-time           | 2023            | Present        |               |             |  |  |
| Mathematics                                            | Adrienne Avila    | Full-time           | 2024            | Approv Remote  |               |             |  |  |
| Mathematics                                            | Sonya Reichel     | Full-time           | 2025            | Present        |               |             |  |  |
| Mathematics                                            | Lana Anishchenko  | Alternate Full-Time |                 |                |               |             |  |  |
| Mathematics                                            |                   | Alternate Adjunct   |                 |                |               |             |  |  |
| Workforce/ Work Experience/Approv                      | Vivian Dillon     | Full-time           | 2024            | Approv Remote  |               |             |  |  |
| Workforce/ Work Experience/Approv                      | Carlos Ponce      | Adjunct             | 2024            | Absent         |               |             |  |  |
| Workforce/ Work Experience/Approv                      | Jody Johnson      | Adjunct             | 2023            | Absent         |               |             |  |  |
| Workforce/ Work Experience/Approv                      | <i>Unfilled</i>   | Adjunct             |                 |                |               |             |  |  |
| Workforce/ Work Experience/Approv                      | Lonetta Riley     | Alternate Full-Time |                 |                |               |             |  |  |
| Workforce/ Work Experience/Approv                      |                   | Alternate Adjunct   |                 |                |               |             |  |  |
| Science & Engineering                                  | Mihaela Badea-Mic | Adjunct             | 2025            | Present        |               |             |  |  |
| Science & Engineering                                  | Glenn Jaecks      | Full-time           | 2025            | Present        |               |             |  |  |
| Science & Engineering                                  | Charles Thomsen   | Full-time           | 2024            | Present        |               |             |  |  |
| Science & Engineering                                  | Mike Holms        | Full-time           | 2025            | Absent         |               |             |  |  |
| Science & Engineering                                  |                   | Alternate Full-Time |                 |                |               |             |  |  |
| Science & Engineering                                  |                   | Alternate Adjunct   |                 |                |               |             |  |  |
| Student Support Services                               | Judith Valdez     | Full-time           | 2024            | Absent         |               |             |  |  |
| Student Support Services                               | <i>Unfilled</i>   | Adjunct             |                 |                |               |             |  |  |
| Student Support Services                               | Arthur Jenkins    | Alternate Full-Time |                 |                |               |             |  |  |
| Student Support Services                               |                   | Alternate Adjunct   |                 |                |               |             |  |  |
| Technical Education                                    | Chris Moore       | Full-time           | 2024            | Absent         |               |             |  |  |
| Technical Education                                    | Mikhail Drobot    | Adjunct             | 2023            | Absent         |               |             |  |  |
| Technical Education                                    | Jordan Meyer      | Full-time           | 2023            | Present        |               |             |  |  |
| Technical Education                                    | <i>Unfilled</i>   | Full-time           |                 |                |               |             |  |  |
| Technical Education                                    |                   | Alternate Full-Time |                 |                |               |             |  |  |
| Technical Education                                    |                   | Alternate Adjunct   |                 |                |               |             |  |  |
| Officers                                               | Carina Hoffpauir  |                     | President       | Present        |               |             |  |  |
| Officers                                               | Brian Knirk       |                     | Vice President  | Present        |               |             |  |  |
| Officers                                               | Veronica Lopez    |                     | Secretary       | Present        |               |             |  |  |
| Officers                                               | Alisa Shubb       |                     | Past President  | Present        |               |             |  |  |
| Liaison                                                | Janay Lovering    |                     | Program Review  |                |               |             |  |  |
| Liaison                                                | Kate Williamson   |                     | Open Education  |                |               |             |  |  |
| Liaison                                                | Beth Madigan      |                     | Classified Sena |                |               |             |  |  |
|                                                        | Roxanne Morgan    |                     | Curriculum      |                |               |             |  |  |
|                                                        | Bill Simpson      |                     | Program Pathw   |                |               |             |  |  |
|                                                        |                   |                     |                 |                | Yes Votes     |             |  |  |
|                                                        |                   |                     |                 |                | No Votes      |             |  |  |
|                                                        |                   |                     |                 |                | Abstain Votes |             |  |  |
| <b>Total Senate Seats Available (without Officers)</b> |                   |                     | <b>52</b>       |                |               |             |  |  |
| <b>Unfilled Seats</b>                                  |                   |                     | <b>9</b>        |                |               | Total Votes |  |  |
| <b>Total Filled Seats</b>                              |                   |                     | <b>43</b>       |                |               |             |  |  |
| <b>Quorum (25% of filled seats)</b>                    |                   |                     | <b>11</b>       | (round 0.5 up) |               |             |  |  |
| A = 2023                                               |                   | 14                  |                 |                |               |             |  |  |
| B = 2024                                               |                   | 18                  |                 |                |               |             |  |  |

|          |         | Updated    | 2023-04-23 |  |  |  |  |  |
|----------|---------|------------|------------|--|--|--|--|--|
| Area     | Senator | Adjunct/FT | Term End   |  |  |  |  |  |
| C = 2025 |         | 11         |            |  |  |  |  |  |



*In accordance with California's Code of Regulation, Title 5, ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.*

*"Academic and professional matters" means the following policy development and implementation matters:*

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;*
- (2) degree and certificate requirements;*
- (3) grading policies;*
- (4) educational program development;*
- (5) standards or policies regarding student preparation and success;*
- (6) district and college governance structures, as related to faculty roles;*
- (7) faculty roles and involvement in accreditation processes, including selfstudy and annual reports;*
- (8) policies for faculty professional development activities;*
- (9) processes for program review;*
- (10) processes for institutional planning and budget development; and*
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.*

**4/13/23**

**3:00P.M.**

**ARC Student Center Boardroom**

**Zoom Meeting ID: 853 3434 5772, Password: 10plus1**

<https://lrcdd.zoom.us/j/85334345772?pwd=M3REcDRRcJlxMHQvenBMRXlqWGdqUT09>

## **American River College Academic Senate Regular Meeting AGENDA**

### **Preliminaries**

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

### **Consent Items**

7. Approval of Remote Attendees

### **Decision Items (None)**

### **Reports (5-10 minutes per item)**

8. Proposed LRCCD Policies and Regulations Updates (*Jason Ralphs*)
9. ARC Academic Senate Elections Update
10. Council Updates
  - a. Institutional Effectiveness Council (*Janay Lovering*)
  - b. Operations Council (*Araceli Badilla*)
  - c. Student Success Council (*Veronica Lopez*)

### **Discussion (10-15 minutes per item)**

11. Areas of Interest Realignment Feedback
12. ARC Presidential Impressions Meeting Question Brainstorming
13. ASCCC Spring Plenary Resolutions
14. Report Back (Feedback from College Areas)
  - a. Open Issues from any Previous Agenda Item
15. Report Out (Information from District Meetings and Other Areas)
  - a. District Academic Senate and District Meetings
  - b. Other areas
16. Items from College Areas for Academic Senate Consideration

### **Upcoming Meetings:**

- ARC Presidential Impressions Meeting (for Faculty): Monday, 4/17 9:40 AM
- District Academic Senate: Tuesday, 4/18 3:00 PM (DO Conference Room)
- [ASCCC Spring Plenary Session](#): Wednesday, 4/19 to Saturday, 4/22
- LRCCD Board of Trustees: Wednesday, 4/12 5:30 PM (DO Boardroom)
- ARC Academic Senate: Thursday, 4/27 3:00 PM (ARC Student Center Boardroom)

# LRCCD Spring 2023 Policy & Regulation changes feedback from Academic Senates

Please record feedback, questions and concerns for each of the proposed policy or regulation changes on the corresponding page.

- [P-2211](#)
- [R-2211](#)
- [P-2242](#)
- [P-2523](#)
- [P-2254](#)
- [R-2821](#)

This document is being shared with each college Academic Senate, the District Academic Senate, and District Administrative leadership involved in the process of revising these policies and regulations:

Associate Vice Chancellor, Sonia Ortiz-Mercado  
Interim Director of Admissions & Records, Jason Ralphs  
Chief Council, Jake Knapp

Thank you for your contributions to this process!

## P-2211

|                        |                 |                                                                                                                                                                                                                                                                                                                                  |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">P-2211</a> | Dual Enrollment | <b><i>Clean-up Language based on R-2212 changes made in Fall 2022:</i></b> Removes the phrase 'limited program' for admission of high school students, introduces 'special admit' into defining language, and adds definition for adult dual enrollment.<br><b>Timeline:</b> Moving forward for review and adoption Spring 2023. |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## R-2211

|                        |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">R-2211</a> | Dual Enrollment,<br>Admissions,<br>Priority<br>Registration,<br><a href="#">AB2881</a><br>Compliance | <p><b><i>Clean-up and Compliance with New Laws:</i></b></p> <ul style="list-style-type: none"><li>● <b>New Education Code Requirement:</b> Adds language to define 'student parent' and codifies priority 0 registration priority to this group as required under AB2881 (signed by Governor in 2022).</li><li>● Clarifies colleges will use common admission application; clarifies supplemental data and residency statements may be a part of that application (because they are required to be), and removes a statement about LRCCD requiring, as an admission requirement, high school or college transcripts at the discretion of the district as we cannot require these as a condition of admission.</li><li>● Priority .5 is modified to permit eligibility of students who will be completing graduation or transfer requirements in their first semester following dual enrollment; currently such students would be ineligible because they do not meet the definition of 'continuing student'.</li></ul> <p><b>Timeline:</b> Moving forward for review and adoption Spring 2023.</p> |
|------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

P-2242

|                        |                 |                                                                                                                                                                                                                            |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">P-2242</a> | Dual Enrollment | <b>Education Code Requirement:</b> Exempts qualifying nonresident special part time students from nonresident fees per education code 76140(a)(4).<br><b>Timeline:</b> Moving forward for review and adoption Spring 2023. |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# P-2523

|                        |                 |                                                                                                                                                                                                                                                          |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">P-2523</a> | Dual Enrollment | <b>Clean-up Language:</b> Removes the 'K-12' qualifier on special part-time students exempted from the health services fee to inclusively exempt adult dual enrollment students.<br><b>Timeline:</b> Moving forward for review and adoption Spring 2023. |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

P-2254

|                        |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">R-2254</a> | Dual Enrollment,<br>Refund Deadline | <p><b><i>Clean-up and Compliance:</i></b></p> <ul style="list-style-type: none"><li>• Adds language to include adult dual enrollment students in waiving special part-time enrollment fees</li><li>• Brings refund deadline into title 5 compliance by moving the refund deadline of short term classes to the 10% margin as mandated rather than the first Friday of instruction which is generally less than the 10% margin.</li></ul> <p><b>Timeline:</b> Moving forward for review and adoption Spring 2023.</p> |
|------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## R-2821

|                        |                 |                                                                                                                                                                                                                      |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">R-2821</a> | Dual Enrollment | <b>Clean-up:</b><br>Updates SSSP requirement exemptions from 'advanced education' students to students enrolled as 'special admit students'.<br><b>Timeline:</b> Moving forward for review and adoption Spring 2023. |
|------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## **UPDATES AND BRIEF REPORTS**

### **ARC Strategic Plan—sharing final strategies and performance metrics. Jen Laflam 15 min.**

Jen reported out on the latest regarding the 4 main strategic goals (same report she presented to academic senate on 3/23/23).

### **What are the current safety concerns and plans? Chris Day 15 min.**

Chris Day was not present at the meeting. He shared that the fire drills at main campus have been completed. Captain Day conducted active shooter training to staff in the STEM and LRC buildings this week. Interim Chief will be Captain Cox starting next week.

### **What is the status of the facilities projects? Margaret Lednicky 15 min.**

Margaret was not present but provided the following written report:

#### **CAPITAL PROJECTS:**

- Tech Ed
  - The project is approximately 14% complete and schedule currently anticipates completion in August 2024. Current Construction Activity consists of: Completion of the main underground hydronic lines, flushing and POC tie in at valves in existing vault. SMUD completed pulling main feeders and energized the new building transformer, they also pulled conductors and completed the connection of the existing automotive shop transformer which allowed us to provide temp power to automotive shop. The contractor can now remove the existing feeders from out of the building pad area and begin work on the building pad.
- Natomas Phase II & III
  - Lowest bidder is identified. Pending Board approval 4-12-2023. Projected start date May 2023. Projected completion Jan 2025.

#### **GRANT AND/OR CAMPUS FUNDED PROJECTS:**

- Veterans Resource Center
  - Architect distributed floor plan options for review and approval. Prelim plans updated per ARC comments and submitted for campus approval. Projected construction start Feb 2024. Projected completion September 2024.
- Sand Volleyball
  - Waiting for PO for start of Preliminary Planning. Projected completion Jan 2026.

#### **DISTRICT FUNDED PROJECTS:**

- (DO) Drought Tolerant Landscape and Irrigation Improvements
  - Construction started 2-6-2023. Anticipated completion 4-7-2023.
- (DO) Water Meter Installation Project
  - Project will start soon. Zoom meeting will be held for campus for anyone who wants to attend to ask questions regarding this project and the Drought Tolerant Landscape and Irrigation Improvements project. Pending confirmation for Monday, April 3, 9:30 am.

### **What is the status of IT projects? Jeff Bucher 15 min.**

- Office 21 updates to start April 3<sup>rd</sup> upgrading end by end of May.

Not everyone's computers will be updated by the end of May if they are not campus between April and May...these will be completed when people return to campus and log on to their laptops. Fully remote employees will be updated a bit differently.

- All physical computers on campus will be updated.
- There are some changes to new Office updates but for the most part, it's similar to the Office 365 version.
- Jamfest to be updated on all Macs; to start over summer. People to receive email.
- The new phone project is at DO, waiting for funding to be identified.
- AV/Zoom updates for the Board and Community rooms ( 1 & 2; or 1 & 4) have been funded, project to start this summer.

### **What is the update on the college budget? Koue Vang 15 min.**

Koue gave an update on the new GTE forms system (been in progress for over a year)...request to hire paperwork and campus based requisition. This process has taken much longer than expected and ARC programmer Ryan is working on developing a new system to expedite the hiring process. There will be a demo at the next OC meeting.

Koue reminded folks that college budgets need to be spent, especially categorically funded programs.

**ACTION ITEMS:**

**DISCUSSION ITEMS:**

**What are the concerns with braille signage on campus? Joe Rust 10 min.**

Joe Rust addressed the need to have braille on pieces of art, and other needed areas. Joe is advocating for the council to make things accessible for students and guests campuswide. Koue recommended for an OC subgroup to address signage needs to include braille needs and such.

**What are the ideas on our vision for self-guide campus tours? Brett Sawyer 10 min.**

Brett shared an idea and request feedback before they launch a self-guided tour for weekend requests for perspective students. This would impact different areas since information on building would need to be updated. What and how to highlight different programs. Perhaps videos of ambassadors, etc..

If anyone has anyone have any ideas, please let me know.

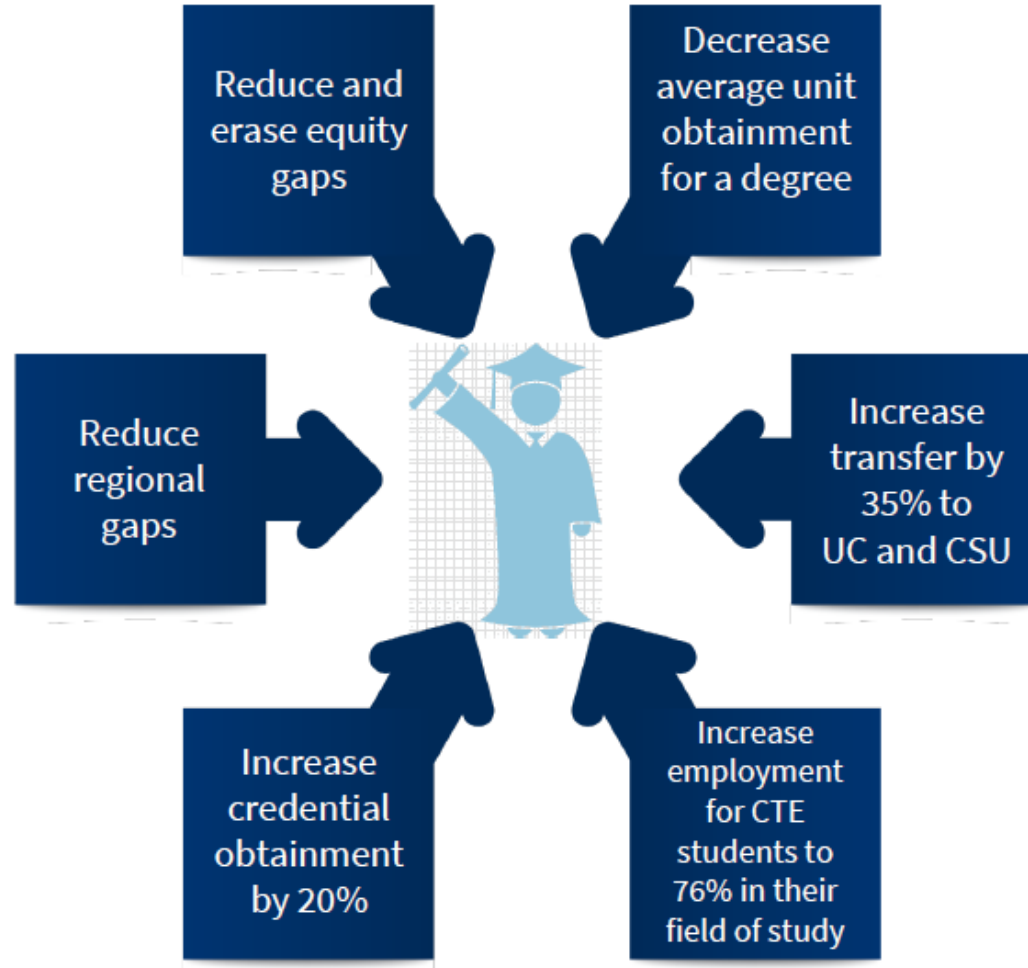
## **Student Success Council Report to Senate Meeting on April 4, 2023**

- Student-Centered Funding Formula (SCFF) – Interim VPI Dr. Derrick Booth presented information on the intent for the SCFF (see attached slides).
  - SCFF is broken down in three main categories
    - Base = Basic + FTES - focuses on overall size (plus Outreach Centers).
    - Supplemental - focuses on equity with funding based on the number of low-income students (Pell Grant/Promise Grant/AB540).
    - Success - focuses on supporting achievement of educational goals with funding determined by the number of outcomes for associate’s degrees, bachelor’s degrees, certificates 16 units or more, completion of transfer-level math and English within the first academic year, transfer to a four-year institution, completion of nine or more Career Technical Education (CTE) units and attaining the regional living wage within one year of leaving community college.
  
- Dr. Yosso's Cultural Wealth Model was referenced in previous meeting regarding the need to include part-time students in the Strategic Plan and data metrics.
  - A copy of [Dr. Yosso’s Community Cultural Wealth](#) summary document was provided for review.
  
- Statewide College Attendance Survey was shared (see attached document)
  - “The survey aim to understand what influenced students’ decisions to enroll or re-enroll (for previously enrolled students) and what they needed to attend college during this time.”
  - Survey administered late summer/early Fall 2022 and included responses from all 116 California Community Colleges.
  - Included over 75,000 previous and prospective community college students.

# Student Centered Funding Formula



# *Vision for Success Goals*



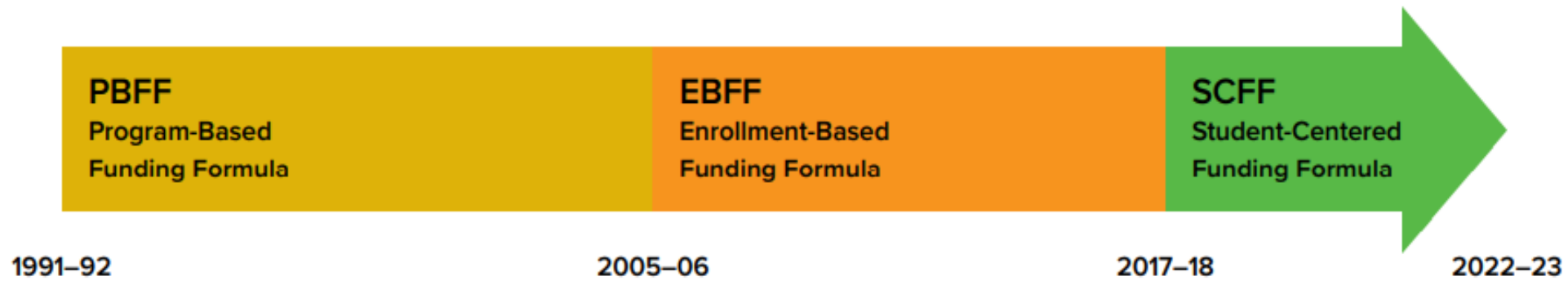
# Governor's Intent for SCFF

(as stated in new CA Ed. Code - 84750.4)

- ▶ The general purpose of the formula is to:
  - ▶ Encourage access for underrepresented students and recognize the cost for additional support needed for low-income students.
  - ▶ Reward for moving student success metrics particularly completion
  - ▶ Improve colleges ability to predict funding and increase ability to plan

# Previous Formulas

Timeline of State Funding Formulas for Community Colleges

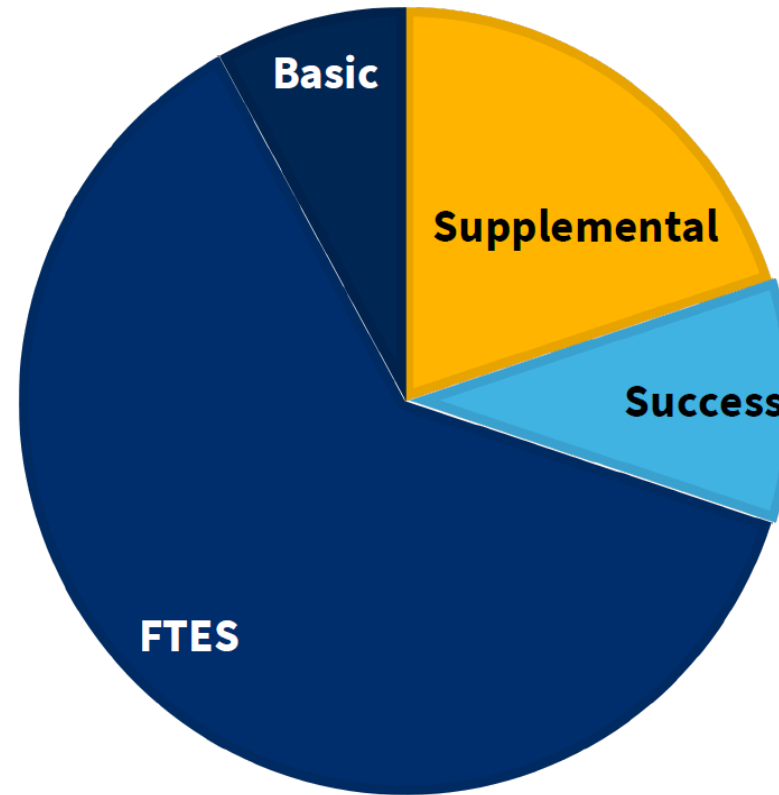


# Student Centered Funding Formula

I. Base = Basic + FTES

II. Supplemental

III. Success



# Base Allocation - Basic (size incentive plus Outreach)

- ▶ *Multi College District*
  - ▶ Small \$5,950,421
  - ▶ Medium \$6,942,161
  - ▶ Large \$7,933,899
- ▶ Outreach Center over 1,000 FTES =\$1,983,473.31

# Base Allocation (FTES)

|                                                              | FTES (20-23 avg.) | Rates       | 22-23 SCFF \$           |
|--------------------------------------------------------------|-------------------|-------------|-------------------------|
| Credit                                                       | 15,412.33         | \$ 4,480.04 | \$ 69,047,854.89        |
| Special Admit - Dual Enrollment                              | 1,008.00          | \$ 6,787.33 | \$ 6,841,628.64         |
| Incarcerated                                                 | 28.30             | \$ 6,787.33 | \$ 192,081.44           |
| <b>Total Base FTES</b>                                       | <b>16,448.63</b>  |             | <b>\$ 76,081,564.97</b> |
| Non-credit                                                   |                   |             |                         |
| Career Development and College Preparation (CDCP) Non-credit | 345.00            | \$ 6,787.33 | \$ 2,341,628.85         |
| Traditional non-credit                                       | 454.00            | \$ 4,081.00 | \$ 1,852,774.00         |
| <b>Total Non-credit Allocation</b>                           | <b>799.00</b>     |             | <b>\$ 4,194,402.85</b>  |
|                                                              | <b>17,247.63</b>  |             | <b>\$ 80,275,967.82</b> |

Funding rates and points are actuals. FTES and head counts are not ARC numbers. They are used for illustrative purposes only.

# Supplemental (Low-income/Equity) Allocation

- ▶ 1 point per student receiving FA (Pell)
- ▶ 1 point for each student granted an exemption for non-resident tuition (AB 540)
- ▶ 1 point for each student who receives a Promise/BOG fee waiver
- ▶ Each point funded at \$1,145
- ▶ Future funding will be adjusted upward based on future COLAs

# Supplemental (Low-income/Equity) Allocation

|                                   | Count (21-22,<br>prior year) | Rates (21-22) | \$ (21-22)              |
|-----------------------------------|------------------------------|---------------|-------------------------|
| Pell Grant head count, not awards | 3,112                        | \$ 1,444.51   | \$ 4,495,315.12         |
| AB 540                            | 521.00                       | \$ 1,444.51   | \$ 752,589.71           |
| California Promise Grant          | 12,578.00                    | \$ 1,444.51   | \$ 18,169,046.78        |
| <b>Total</b>                      | <b>16,211.00</b>             |               | <b>\$ 23,416,951.61</b> |

Funding rates and points are actuals. FTES and head counts are not ARC numbers. They are used for illustrative purposes only.



# Success Incentive Allocation

| Success Metrics                                  | Points | Counts<br>(20-23 avg.) | Rates     | 22-23 SCFF \$           |
|--------------------------------------------------|--------|------------------------|-----------|-------------------------|
| Assoc. Degree Transfer                           | 4      | 866.00                 | \$ 674.88 | \$ 2,337,784.32         |
| Assoc. Degree                                    | 3      | 777.33                 | \$ 674.88 | \$ 1,573,813.41         |
| BA. Degree                                       | 3      |                        | \$ 674.88 | \$ -                    |
| Credit Cert. (16+ units)                         | 2      | 155.67                 | \$ 674.88 | \$ 210,117.14           |
| Completion of Transfer level<br>Math and English | 2      | 1,011.67               | \$ 674.88 | \$ 1,365,511.70         |
| Transfer to 4-yr                                 | 1.5    | 1,153.67               | \$ 674.88 | \$ 1,167,883.21         |
| Completion of 9 CTE units                        | 1      | 2,436.00               | \$ 674.88 | \$ 1,644,007.68         |
| Attainment of regional living<br>wage            | 1      | 3,918.33               | \$ 674.88 | \$ 2,644,402.55         |
|                                                  |        |                        |           | <b>\$ 10,943,520.01</b> |

Funding rates and points are actuals. FTES and head counts are not ARC numbers. They are used for illustrative purposes only.

# Student Equity Success Allocation (students with Pell Grant)

Funding rates and points are actuals. FTES and head counts are not ARC numbers. They are used for illustrative purposes only.

| Success Equity Metrics (Pell Grant add-ons)                  | Points | Counts (20-23 avg.) | Rates     | 22-23 SCFF \$   |
|--------------------------------------------------------------|--------|---------------------|-----------|-----------------|
| Assoc. Degree Transfer -Pell students                        | 6      | 363.67              | \$ 170.23 | \$ 371,445.26   |
| Assoc. Degree -Pell students                                 | 4.5    | 327.67              | \$ 170.23 | \$ 251,006.69   |
| BA. Degree -Pell students                                    | 4.5    |                     | \$ 170.23 | \$ -            |
| Credit Cert. (16+ units) -Pell students                      | 3      | 69.00               | \$ 170.23 | \$ 35,237.61    |
| Completion of Transfer level Math and English -Pell students | 3      | 319.00              | \$ 170.23 | \$ 162,910.11   |
| Transfer to 4-yr -Pell students                              | 2.25   | 468.33              | \$ 170.23 | \$ 179,378.59   |
| Completion of 9 CTE units -Pell students                     | 1.5    | 799.33              | \$ 170.23 | \$ 204,104.92   |
| Attainment of regional living wage - Pell students           | 1.5    | 522.67              | \$ 170.23 | \$ 133,461.17   |
|                                                              |        |                     |           | \$ 1,337,544.35 |

# Student Equity Success Allocation (Students with a California Promise Grant)

| Success Equity Metrics (CPG add-ons)                        | Points | Counts (20-23 avg.) | Rates     | 22-23 SCFF \$          |
|-------------------------------------------------------------|--------|---------------------|-----------|------------------------|
| Assoc. Degree Transfer -CPG students                        | 4      | 698.00              | \$ 170.23 | \$ 475,282.16          |
| Assoc. Degree -CPG students                                 | 3      | 487.00              | \$ 170.23 | \$ 248,706.03          |
| BA. Degree -CPG students                                    | 3      |                     | \$ 170.23 | \$ -                   |
| Credit Cert. (16+ units) -CPG students                      | 2      | 106.00              | \$ 170.23 | \$ 36,088.76           |
| Completion of Transfer level Math and English -CPG students | 2      | 640.33              | \$ 170.23 | \$ 218,006.75          |
| Transfer to 4-yr -CPG students                              | 1.5    | 646.67              | \$ 170.23 | \$ 165,123.95          |
| Completion of 9 CTE units -CPG students                     | 1      | 1,181.00            | \$ 170.23 | \$ 201,041.63          |
| Attainment of regional living wage -CPG students            | 1      | 881.67              | \$ 170.23 | \$ 150,086.68          |
|                                                             |        |                     |           | <b>\$ 1,494,335.97</b> |

Funding rates and points are actuals. FTES and head counts are not ARC numbers. They are used for illustrative purposes only.

# Funding Totals

|                          |    |                |
|--------------------------|----|----------------|
| Base -campus size        | \$ | 6,942,161.00   |
| Base FTES Allocation     | \$ | 80,275,967.82  |
| Outreach Center          | \$ | 1,983,474.31   |
| Supplemental             | \$ | 23,416,951.61  |
| Success Incentive        | \$ | 10,943,520.01  |
| Success Incentive (Pell) | \$ | 1,337,544.35   |
| Success Incentive (CPG)  | \$ | 1,494,335.97   |
| Funding Total            | \$ | 126,393,955.07 |

# Sources

- ▶ Full Throttle: A Roller Coaster on the New SCFF Evolutions and Opportunities, Torres and Hinkle, CIO Conference Sp. 2023
- ▶ Understanding the Student Centered Funding Formula, UC Davis Center for Community College Leadership and Research, Research Brief Volume 7, Number 33, 2022
- ▶ [Student Centered Funding Formula | California Community Colleges Chancellor's Office \(cccco.edu\)](#)
- ▶ SCFF Resource Nuts and Bolts Estimator Webinar PDF ([www.cccco.edu](http://www.cccco.edu))



California Community Colleges

# Statewide College Attendance Survey

Fall 2022

*In partnership with*



theRPgroup

Research • Planning • Professional Development  
for California Community Colleges

SM

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## Executive Summary

The California Community Colleges (CCC) Attendance Decisions Survey was designed to understand the factors influencing prospective and previously enrolled community college students' decisions to attend a California community college in fall of 2022. This survey was administered in late summer/early fall 2022 and included responses from all 116 CCC by 75,497 previously enrolled and prospective (as of fall 2022) students. The survey aimed to understand what influenced students' decisions to enroll or re-enroll (for previously enrolled students) and what they needed to attend college during this time.

**Key findings from this statewide survey highlight students' increasing need to balance and navigate complex lives, including the need to work and care for dependents.** In addition, while the community college system is one of the most affordable systems in the world, **current and prospective students still question whether they can afford college at this time**, with nearly a third of the respondents indicating that they did not know if they could afford to attend college during this time and/or that they needed to prioritize work. What **students indicated they needed from their colleges to attend college were more flexible options (more course offerings and options such as online), and financial and non-financial assistance (e.g., childcare) to help them better balance these competing priorities.**

In addition, there does seem to be a relationship between students' perceived value of education and their decision whether to attend/enroll in the college, whereby the less valuable they perceived a college education, the less likely they were to enroll or plan to enroll in fall 2022. **As students are trying to navigate and balance their priorities, colleges may want to think about how best to emphasize the value propositions for attending college.** While the need for students to balance school, work, and personal obligations has always been present, the pandemic seems to have made this balancing act much more challenging. Moreover, these **findings reinforce that the cost of attendance is more than money but also time for many students.** The "cost of education" weighs heavily on students' minds as they decide about attending. Given these findings, there are three potential areas of opportunities related to recruitment, outreach, and retention efforts at the state and local levels:

1. **Re-emphasize the value proposition for college** to make workforce connections more explicit to help current and prospective students make informed decisions about the potential return on investment regarding their education.
2. **Increase student-centered course scheduling options and resources** to better support students' needs to balance school and personal/work responsibilities.
3. **Leverage state investments such as the California Virtual Campus** to meet students' growing demand for and interest in online offerings and state appropriations for mental health and basic needs monies; connect students with these services to support their educational pursuits.

By better understanding the factors influencing students' decisions to attend college, community colleges and the state can better support students' pursuit of an education at a community college and improve local and statewide enrollment management and retention strategies.



## Introduction

In the last year, California community college (CCC) enrollments have decreased by 13%, and student headcount has decreased by 11%, with declines corresponding to a reduction of course section offerings. Common enrollment and retention strategies include a focus on prospective students by coordinating with K-12 partners, and more proactive retention and completion strategies that include contacting students who stopped or dropped out from a prior term or students who are close to completing their degree/certificate/transfer requirements or have reached certain unit thresholds. In an effort to provide information to community colleges and the state Chancellor's Office about factors affecting enrollments at the local and state level, a statewide survey was administered to current and prospective students in early fall 2022.

The COVID-19 pandemic shook the academic landscape, transforming a mostly in-person community college experience in California to a mostly remote community college experience between 2020 and 2021. During this time, colleges grappled with how best to continue supporting students' academic and non-academic needs, and students grappled with how best to navigate and continue their education during this transition and the transitions taking place in their personal and work lives. The increased need for students to prioritize and balance competing priorities likely further exacerbated the enrollment declines the CCC system was already experiencing before the pandemic. Therefore, a better understanding of the factors driving current and prospective students is needed so that community colleges and the state can better meet and support students' academic pursuits.

## Report Overview

This report presents findings from a statewide survey administered by The Research and Planning Group for California Community Colleges (The RP Group) on factors affecting current and prospective California community college students' decisions to attend a community college in fall 2022. The report is organized by sections in the survey. Section 1 describes the sample characteristics. Section 2 describes students' fall 2022 enrollment plans. Section 3 describes the factors influencing students' decisions to attend a community college. Section 4 complements Section 3 by providing survey respondents' perceived value of a college education, and among previously enrolled students, their perceptions of the campus climate at their college. Section 5 summarizes what students indicated they needed from their colleges to pursue their educational goals. The final section summarizes the survey's key findings and opportunities for consideration.

For information about the survey methodology, instrument, and aggregated tables summarizing each survey item, please refer to Appendices A, B, and C, respectively.

# Section 1: Sample Characteristics

## Survey Respondents

The survey had 75,497 student respondents, with at least one respondent from each of the 116 California community colleges. There was a relatively representative sample of CCC students by ethnicity and gender (Table 1). The racial/ethnic demographics of survey respondents paralleled those of students across the system; however, there were slightly larger percentages of African American/Black, American Indian/Alaska Native, and Pacific Islander students in the sample compared with their statewide proportions. Likewise, the percentage of female students was considerably larger in the survey sample compared with what is typically observed statewide. The majority of respondents (79%) are pursuing a degree, certificate, or transfer as their educational goal, and 15% of respondents reported a disability (any kind). In addition, one in three students indicated they were caring for dependents.

**Table 1. Student Demographics: Fall 2022 Survey Respondents vs. Fall 2021 Statewide**

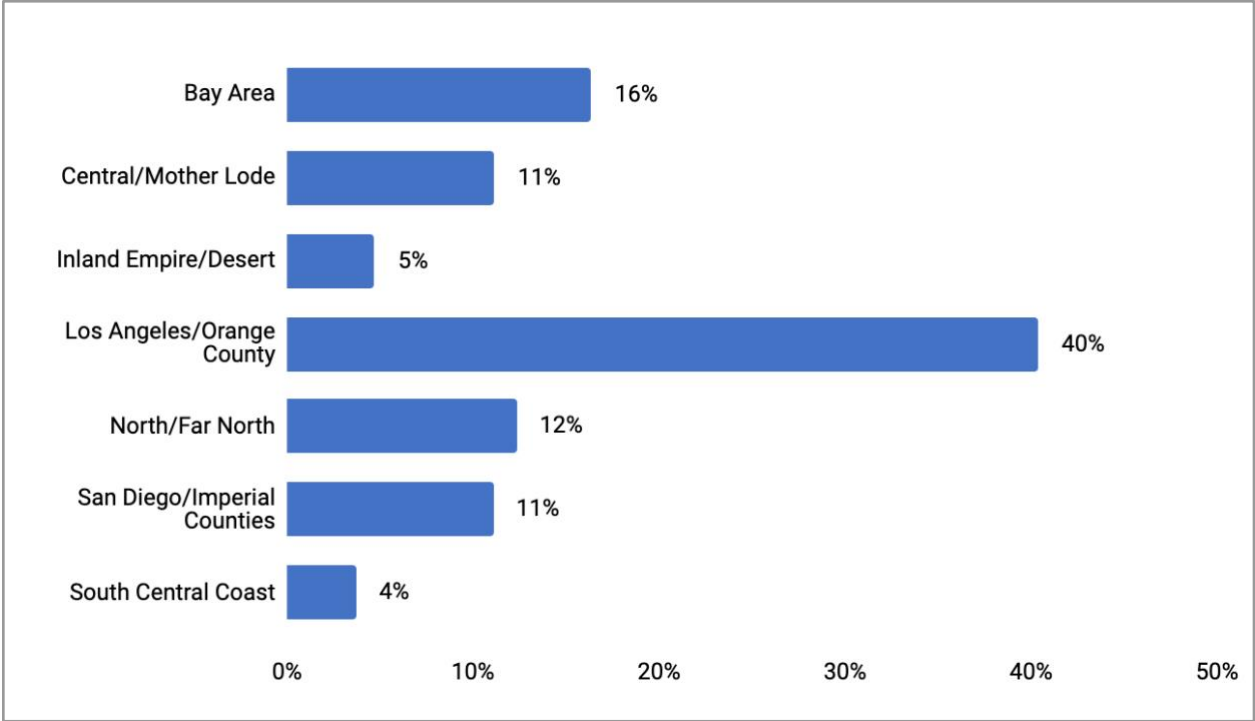
| Demographics                        | Percentage of Fall 2022 Survey Respondents (n = 75,497) | Percentage of Fall 2021 Statewide <sup>1</sup> (N = 2,247,974) |
|-------------------------------------|---------------------------------------------------------|----------------------------------------------------------------|
| <b>Ethnicity</b>                    |                                                         |                                                                |
| African American/Black              | 7                                                       | 6                                                              |
| American Indian/Native Alaskan      | 1                                                       | <1                                                             |
| Asian/Filipino                      | 11                                                      | 13                                                             |
| Hispanic                            | 36                                                      | 44                                                             |
| Pacific Islander                    | 1                                                       | <1                                                             |
| Two or More Races                   | 4                                                       | 4                                                              |
| White                               | 20                                                      | 27                                                             |
| Not reported/unknown                | 19                                                      | 5                                                              |
| <b>Gender</b>                       |                                                         |                                                                |
| Female                              | 66                                                      | 55                                                             |
| Male                                | 29                                                      | 43                                                             |
| Nonbinary                           | 3                                                       | <1                                                             |
| Not reported/unknown                | 2                                                       | 1                                                              |
| Under 25 years of age               | 47                                                      | 53                                                             |
| Veteran                             | 4                                                       | 1                                                              |
| With dependents                     | 36                                                      | N/A                                                            |
| With a disability                   | 15                                                      | 3                                                              |
| Seeking degree/certificate/transfer | 79                                                      | N/A                                                            |

<sup>1</sup> Based on CCCCCO Data Mart - Student Headcount data for Fall 2021 retrieved on December 16, 2022.

## Students' College by Region

Respondents were mostly from colleges in the Los Angeles/Orange County region (40%), with the fewest respondents from colleges in South Central Coast (4%) (Figure 1). The number of responses by individual colleges ranged from eight to 4,785.

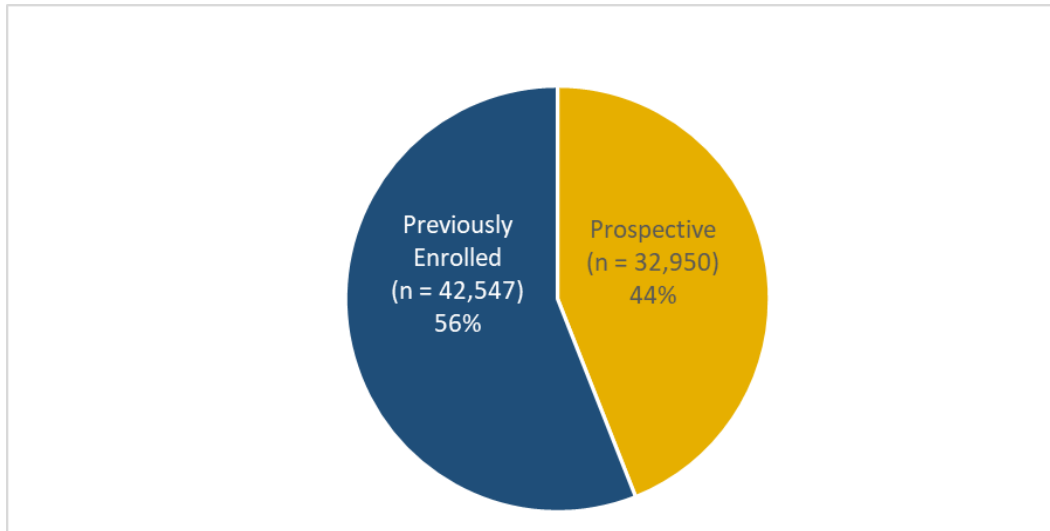
**Figure 1. Percentage of Respondents by CCC Region**



## Section 2: Fall 2022 Enrollment Plans

The survey included relatively equivalent proportions of prospective (students who had not previously enrolled in a CCC before fall 2022) and previously enrolled students (students who had enrolled in a CCC before fall 2022) in terms of survey completion. Previously enrolled students comprised the majority of survey respondents (56%), and prospective students made up the remaining 44% of respondents (Figure 2).

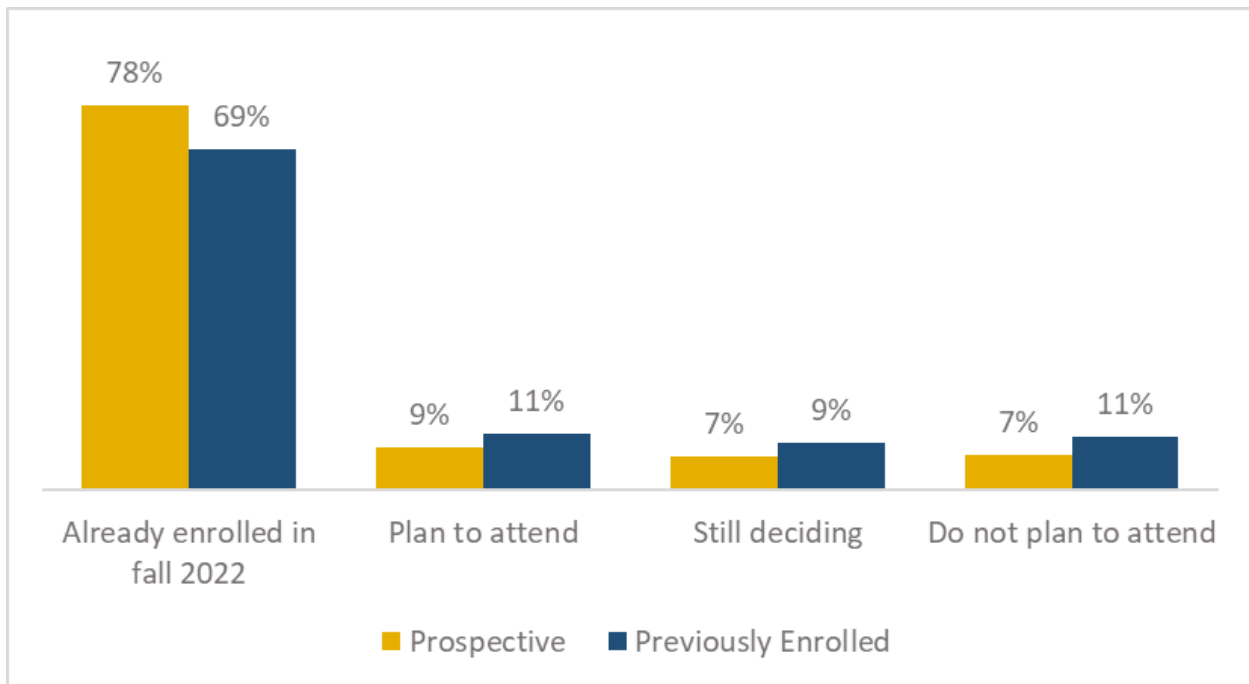
**Figure 2. Attendance Status**



The majority (73%) indicated they had already enrolled in courses at a California community college for fall 2022. An additional 10% indicated they planned to attend. Smaller percentages of students were still deciding (8%) or said they did not plan to attend college (9%) in fall 2022.

Interestingly, when disaggregated by attendance status (Figure 3), a larger percentage of prospective students indicated they had already enrolled in fall 2022 (78%) compared with those who were previously enrolled (69%), emphasizing the importance of retention and persistence strategies to support continuing students through the completion of their program pathway.

**Figure 3. Fall 2022 Enrollment Plans by Attendance Status**



In terms of unit load, there was a fairly even split between students who planned to enroll full-time (47%) in fall 2022 and students who planned to enroll part-time (48%). A small percentage of students (5%) indicated enrolling in noncredit classes only.

The majority of students (74%) reported that they were not taking classes at any other college or university, suggesting they are opting to attend only one institution in fall 2022 to meet their course-taking needs.

## Section 3: Factors Affecting Enrollment Decisions

### Comparison of Reasons by Prospective vs. Previously Enrolled Students

Both prospective and previously enrolled students' responses indicated that the reasons affecting their decision to attend were primarily financial-related (over 30%), including not being able to afford college and needing to focus on work (Figure 4).

These findings point to students' increasing demands to balance school and life responsibilities. These pressures are also evident among currently enrolled students and contribute, in large part, to the reasons why students are dropping and withdrawing from classes. As two previously enrolled students shared in the survey:

*I have to work to provide for my family. I'm the only one paying bills, my mom is sick, and I don't have good internet to do online. Also, I don't think I could afford to pay for my classes because most of my money goes to paying bills, rent, phone, etc.*

*I was homeless and I got housing because I was supposed to go to school, but I ended up having to pick up more hours at work for rent, and I don't have help, so I wasn't able to complete school due to needing rent money and money to live off of.*

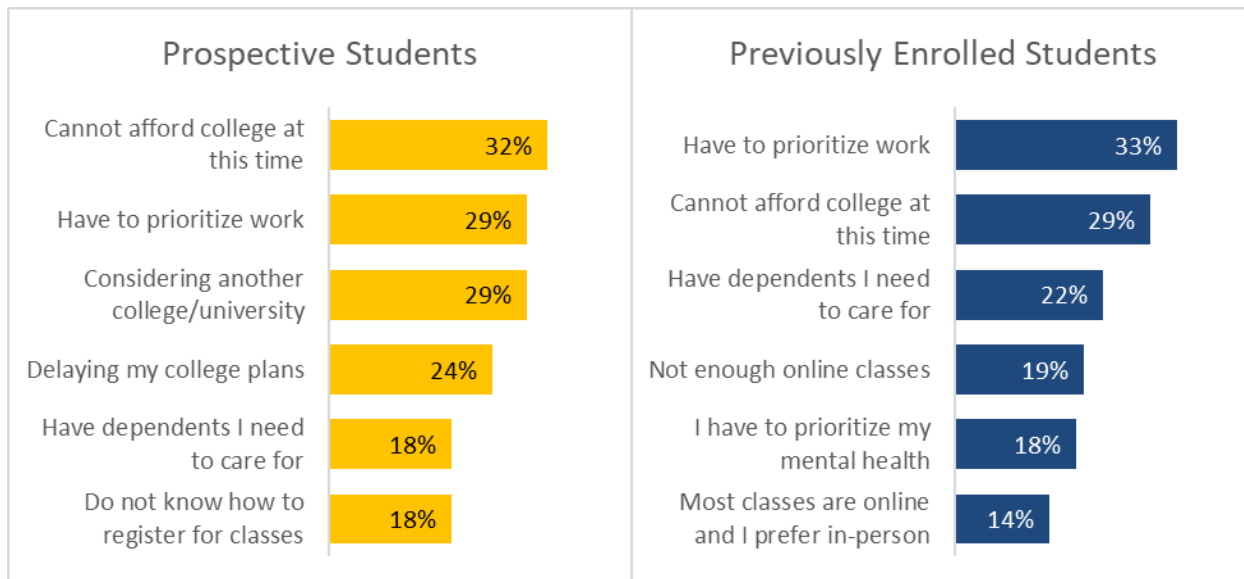
The top three reasons affecting **prospective** students' decision whether to attend were:

- Not being able to afford college (32%)
- Considering another college or university (29%)
- Needing to prioritize work (29%)

Over 40% of the previously enrolled students who responded to the survey had already completed a degree or certificate, with 29% indicating they had transferred and are now attending a university. Excluding completion and transfer reasons, the top three reasons affecting **previously enrolled** students' decision whether to re-enroll were:

- Needing to prioritize work (33%)
- Not being able to afford college (33%)
- Needing to care for dependents (22%)

**Figure 4. Top Reasons Affecting Prospective and Previously Enrolled Students' Decisions Whether to Attend**



*Note:* Respondents were able to check more than one reason. For previously enrolled students, two reasons were excluded from this figure for comparison purposes: already completed a certificate or degree (43%) or transferred (29%).

Many students shared that they are working and saving money so they can take classes in the future. For these students, the one thing they indicated needing right now is money. Students reported that financial support from the college would assist with basic needs such as housing, food, and childcare, as well as school expenses including computers/laptops, textbooks, and internet services. Two students shared:

*The rent price, in addition to food and other necessary bills, has caused difficulties in my planning to attend college. Due to this, I severely lack the capacity to attend college at this time and don't desire to take a loan when I don't need to.*

*My biggest fear is that I don't have enough money to pay for my studies and all the necessary materials, mainly because now I need to fill more classes and I don't have money to pay for them.*

While some students reported that they hoped colleges would return to more face-to-face programming, the vast majority reported they would also like the college to offer additional online courses. Students reported that online classes provide them with the flexibility they need to work, care for dependents, and manage all of the other responsibilities they have outside of school. Online education also allows them to navigate unexpected challenges that arise during the semester, including changes in their schedule that might otherwise lead them to have to drop or withdraw from classes. In the words of four students:

*Flexible schedules and...more online classes to be able to work and still have time for my family.*

*Allow more online classes for students like myself, with work and home priorities, that want to attend college and obtain degrees.*

*Flexible online classes that can be self-paced would work well for me.*

*Have more space for online classes or offer more in general. Juggling school and work are super hard. Especially when both are highly needed.*

Most students expressed a need for continued support and flexibility from their college so they can manage competing responsibilities from school, work, and family. Many students hope that professors will continue to be lenient with due dates and class attendance, which would help them progress toward their educational goals and not feel the need to drop out or take a break from classes. Two students shared:

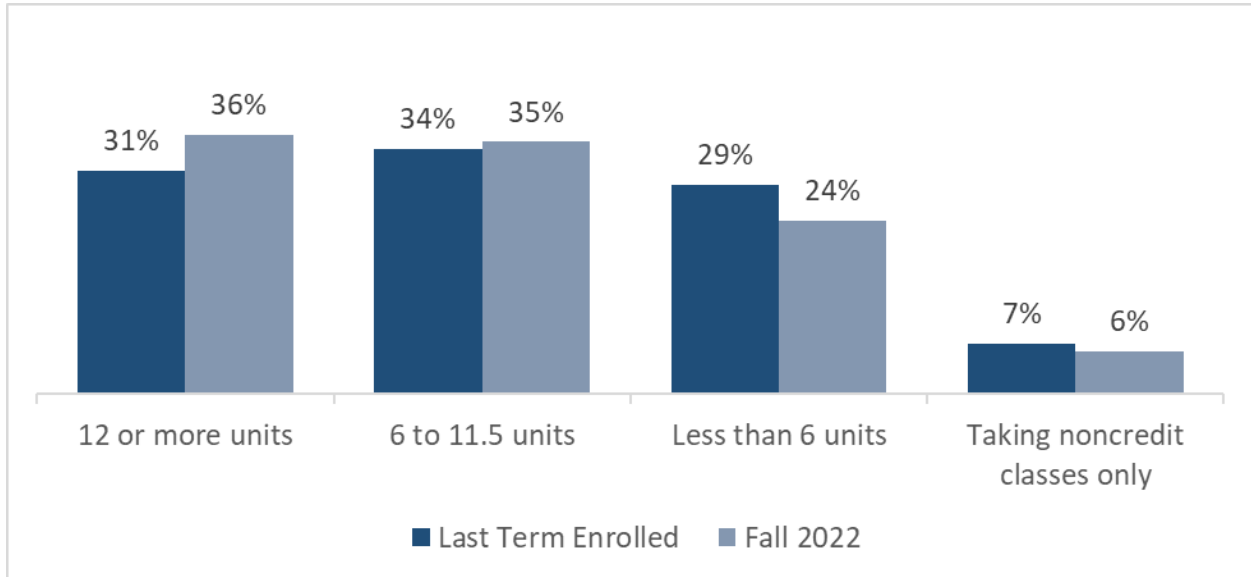
*A little wiggle room with many professors' unrealistic expectations for students who have to juggle life to get an education. Examples - small window time frame for tests 10 am-2 pm or peer discussions due by 6 pm on an assignment handed in at 10 am that morning (due times do not always line up with work and parental duties). If a student falls ill, too bad, assignments or tests have hard deadlines. Death in the family, easier to drop classes than risk failing a course due to needing a day or two to grieve.*

*Encourage or allow professors to have more opportunities to be flexible with a student's schedule and/or late work. It is extremely frustrating when I cannot even focus on reading text due to illness, and I waste valuable time during the class, leading to a lower score for me despite my skills and/or knowledge, and therefore wasting my money.*

## **Previously Enrolled Students' Prior Enrollment History**

Students who were previously enrolled indicated they would be taking more units in fall 2022 relative to the last term they attended (Figure 5).

**Figure 5. Unit Load Comparison Among Previously Enrolled Students: Fall 2022 vs. Last Term Enrolled**



Among students who were previously enrolled, one in four reported dropping or withdrawing from at least one course in their last term (Figure 6). The most common reasons students did so were:

- Needing to prioritize work (33%)
- Needing to prioritize their mental health (30%)
- Not being able to keep up with the pace of classes (29%)

These findings reflect the growing demands of students' experience with trying to maintain school-life balance and their psychological well-being. Students reported that they feel overwhelmed and stressed out from the competing demands of school, work, and home. Many students indicated they would benefit from accessing mental health services and programs for emotional support. They are feeling burdened by the many pressures and responsibilities they manage and expressed sentiments of exhaustion and burnout. Four students described:

*Mentally I was overwhelmed, I did not have access to help as I needed it, and it became too much.*

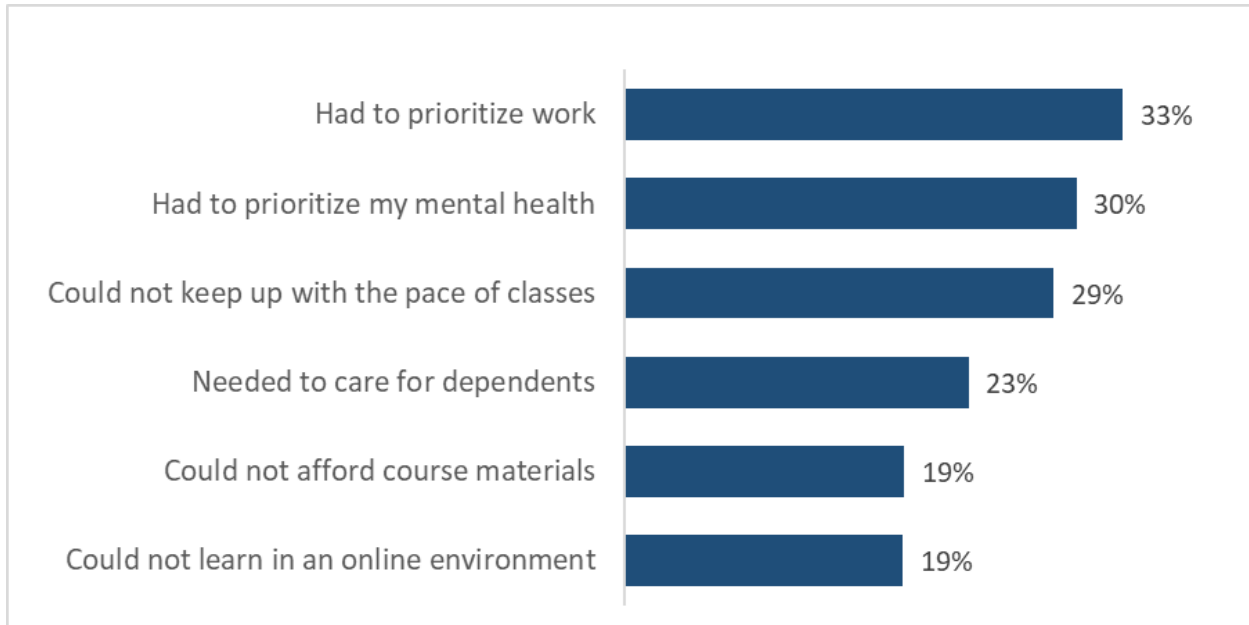
*My mental health wasn't great, so school wasn't my priority at the time.*

*Caregiving plus poor mental health made it difficult to focus, I was exhausted a lot of the time.*

*Mental health, I couldn't keep up with the online material. It was difficult to reach out for help, and the pandemic didn't help much either.*



**Figure 6. Top Reasons Previously Enrolled Students Dropped Class(es)**



Students indicated that they would like better and more responsive guidance from the college, especially from admissions and records, financial aid, and counseling. According to these students, receiving accurate and timely answers to their enrollment questions, information on next steps, and course availability is imperative to their persistence and retention. Two students described the help they wanted when they were registering for classes:

*Give me an understanding of what courses I should be taking. Help me figure out how I can take the steps to get farther into my chosen major.*

*Help me register for classes, as it is my first time attending college and errors were occurring while I tried to do it on my own.*

Students shared how they wanted a more personal and caring touch when communicating with their colleges. As two students explained:

*Respond to emails, and not passive-aggressively tell me to use a website that isn't working.*

*Getting human support was too complicated...I had to apply to the school (fill out documents) before I could speak with someone to help me understand if the school even offered what I needed. There's so much fatigue involved with filling out documents. The steps I was told to take to get in touch with a counselor lead me to the wrong campus. When I expressed this, I was told, "Oh, well. I don't know how to help you." This showed me that the communication between campuses is poor and the humans who are supposed to help students are either apathetic about their job or don't know how to do their jobs sufficiently.*

Students emphasized the importance of counseling and the difficulties they encountered in getting counseling assistance. In the words of two students:

*Be better at communicating. When I started 2016, it was great, but as I took more classes, I*

realized how unorganized the counseling advisors are. They all tell you different things, and not everyone says the same thing. For instance, whenever I thought I was ready to graduate, they kept adding more classes and some weren't any I needed. It's hard to make a counseling appointment without one person telling me something different.

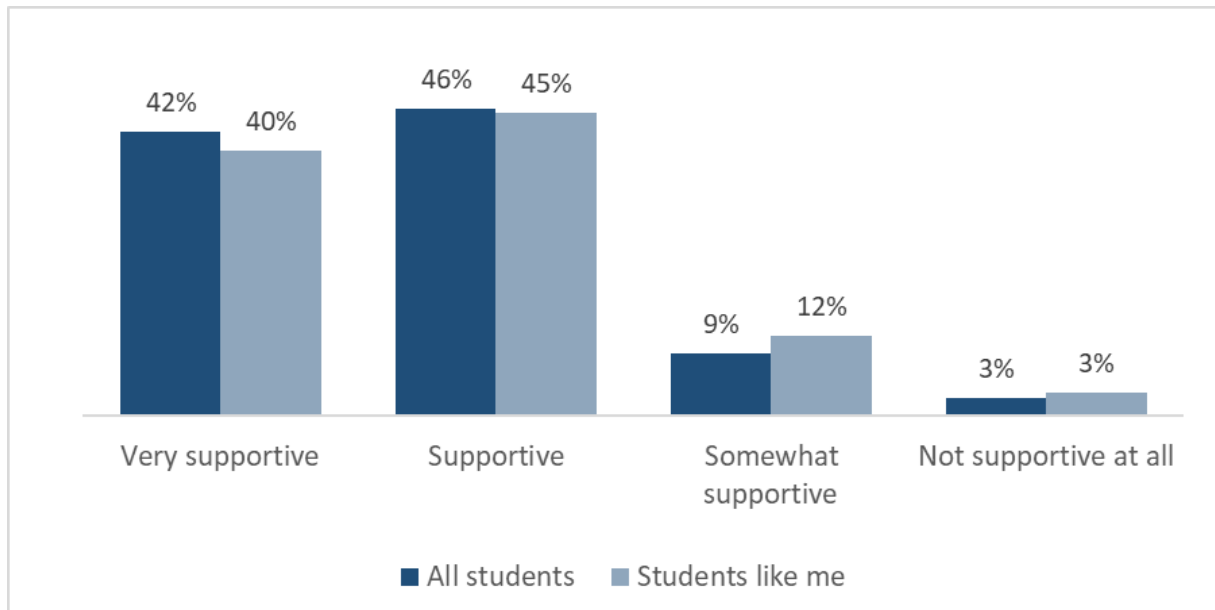
*GET BETTER COUNSELORS! That care to help and respond. My first time speaking to a counselor, our call was disconnected I had no idea how to reach her, and she did not try to contact me back. Once I spoke to somebody in the front and was able to get a hold of the counselor she answered that was not helpful I felt forced into being a part-time student because I have kids and I wanted to be full-time...All in all, I felt like she did not care to help or even encourage me to further my education.*

## Section 4: Other Factors Affecting Enrollment Decisions

### Perceptions of Campus Climate

For previously enrolled survey respondents, two questions were asked about their perceptions of the campus climate. The majority of students who were previously enrolled in a California community college reported that the campus climate was supportive in general and was supportive for students who were similar to them (Figure 7).

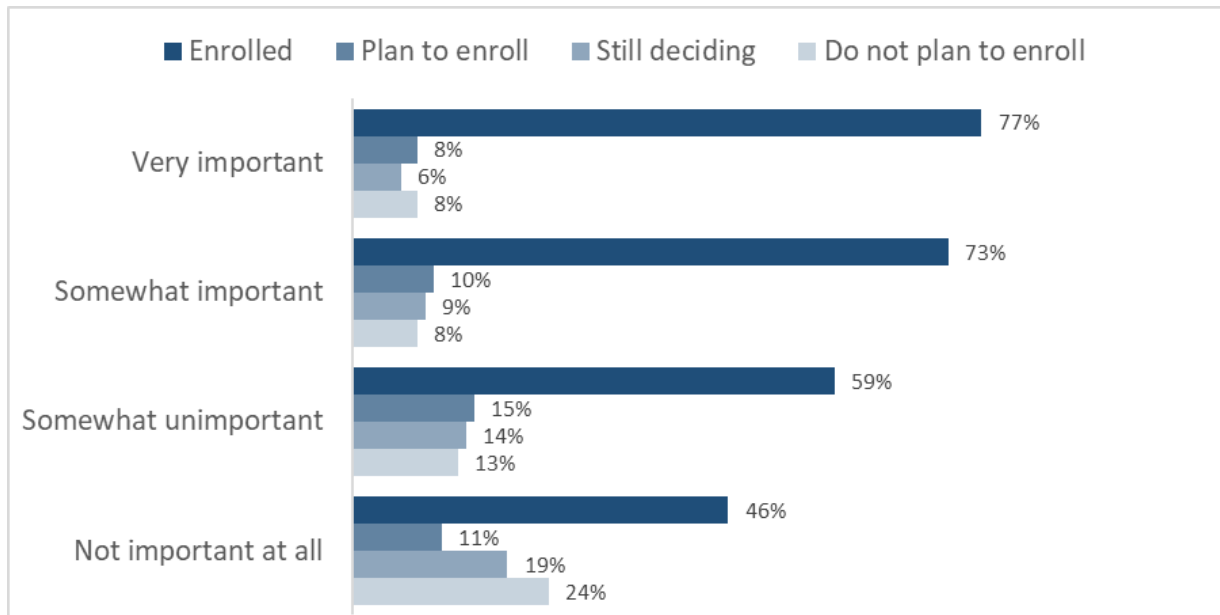
**Figure 7. Campus Climate: How supportive is the campus climate at your college?**



### Perceived Value College Education

An examination of students' perceived value of education disaggregated by fall 2022 enrollment plans found a somewhat inverse relationship between their reported level of importance and their fall enrollment plans (Figure 8). In other words, students who placed a higher value on education were more likely to enroll or plan to enroll for fall 2022, compared with students who did not plan to enroll and were more likely to place a lower value on education.

**Figure 8. Value of Education by Fall 2022 Enrollment Plans**



## Section 5: What Students Say They Need from Their Colleges

When asked what they needed from their colleges to stay enrolled or attend college, students expressed the need for more flexible course offerings and support resources from the college that include, but are not limited to, financial and non-financial assistance (e.g., childcare).

While some students reported that they hope colleges return to more face-to-face instruction (13% of prospective and 14% of previously enrolled), a slightly greater percentage of students indicated they would like colleges to continue offering online courses (15% of prospective and 19% of previously enrolled). Students reported that online classes allow them to care for children and dependents and maintain their work schedules, which can be challenging with face-to-face instruction.

Over 40% of students indicated they wanted to be contacted by the college. Colleges were provided real-time access to their students' survey data to assist with strategic enrollment management efforts, examine local trends, and reach out to students who had questions or needed support.

## Conclusions and Opportunities

Students are navigating complex lives that include the need to work and care for dependents while questioning if they can afford college and whether their investment will be worth it. While the community college system in California is one of the most affordable systems in the country, current and prospective students are still struggling to afford college, with nearly a third of the respondents citing financial-related reasons (e.g., needing to prioritize work) affecting their decision whether to attend during this time.

Current and prospective students are weighing their options, and college affordability concerns are showing up not only in terms of the finances needed to pay for education, but also in terms of the time and effort needed to complete that education. When asked what students needed from the colleges to pursue their education and/or take more units, students indicated they needed more flexible options such as online courses, and financial and non-financial assistance such as childcare.

In addition, there seems to be a relationship between students' intrinsic value of education and their decision to attend/enroll in college, whereby students who reported lower levels of the perceived value of education were less likely to enroll or plan to enroll in fall 2022. As students are trying to navigate and balance their priorities, colleges may want to think about how best to emphasize the value propositions for attending college.

While the need for students to balance school, work, and personal obligations has always been present, the pandemic seems to have made this balancing act more challenging. Based on these findings, there are three potential areas of opportunities for these results to inform recruitment/outreach and retention efforts:

- **Re-emphasizing the value proposition for college more explicitly**

Individual colleges and the CCC system as a whole may consider revamping and supporting outreach and recruitment practices that make workforce connections more explicit to help current and prospective students make informed decisions about the potential return on investment of their education. With nearly a third of prospective and previously enrolled students reporting the need to prioritize work, colleges will need to think about how best to communicate why college education is important and the potential job and career opportunities that become available to students as a result.

- **Increasing student-centered course schedules and support services/resources**

Students seek more flexible course offerings to better balance their work, school, and personal obligations. Colleges must assess their scheduling practices and implement more student-centered course scheduling that uses various strategies to meet students' needs. These strategies may include, but are not limited to, alternative scheduling options (e.g., weekend and evening courses/programs, short-term courses) and modalities (e.g., synchronous and asynchronous online courses, hybrid/hyflex options). In addition, students need more flexible and convenient access to resources and support services such as tutoring and financial aid, so alternative delivery options (e.g., remote/online access) and hours of operation (e.g., beyond the typical 9-5 Monday through Friday) are needed to provide better service to students.

- **Raising awareness and increasing the utilization of state investments to support students**

With prospective and current students' increasing interest and availability in online offerings, the California Virtual Campus (CVC) may be a tool that can be used to recruit prospective students and retain currently enrolled students by increasing convenient access to courses students need. However, it is unclear whether college practitioners and students are aware of this tool and/or whether the tool is being included in colleges' recruitment/retention/enrollment management plans. In addition, several investments were made via [Senate Bill 129: Budget Act of 2021](#) to improve services to support students' overall mental well-being and meet their basic needs. For these state investments, concerted and coordinated efforts from colleges and the state need to be done to increase the promotion of the CVC and the resources and services made available under Senate Bill 129 to help connect students to the classes and resources they need to pursue their education.

Despite all the challenges students shared in the survey, nearly half of the respondents indicated they would like to be contacted by their college for help with enrolling. As the state continues to recover from the pandemic, the CCC system and its colleges must keep students' interests and needs at the forefront of these efforts and be more proactive and innovative in attracting and retaining students.

## Appendix A: Survey Design and Methods

This study used a cross-sectional survey to explore the factors affecting prospective and previously enrolled community college students' decisions whether to attend a California community college in fall 2022. The online survey was codesigned by staff from the California Community Colleges Chancellor's Office (CCCCO) and the Research and Planning Group for California Community Colleges (The RP Group), and a professor in education at the University of California, Davis, who specializes in postsecondary and workforce transitions (see Appendix B for survey instrument). The 33-item survey included a mix of fixed-choice and open-ended items to understand what influenced students' decisions whether to enroll or re-enroll (for previously enrolled students) and what they needed to attend college.

The survey link was sent to all 116 California community colleges via contacts with each college's institutional research office. Each college was asked to send the initial invitation to complete the survey, along with at least two reminders. Responses from this survey were collected between August 6, 2022, and September 23, 2022. Ninety gift cards (10 x \$100 gift codes to Amazon, 80 x \$25 gift codes to Amazon, Starbucks, Target, or Walmart) were offered as an incentive to students to complete the survey and were awarded via a random drawing.

### Sample

Convenience and purposive sampling methods were used to collect responses from students who had an enrollment record at any community college between summer 2020 and fall 2022 (previously enrolled students) or who had applied to any community college in the same timeframe (prospective students). There were 75,497 responses from students across 118 institutions in this study, including all 116 community colleges and two continuing education institutions.<sup>2</sup>

## Appendix B: [Statewide California Community College Attendance Survey](#)

## Appendix C: [Technical Tables](#)

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<sup>2</sup> The raw survey results included 90,847 cases examined and cleaned to eliminate incomplete or anomalous data. See the [codebook](#) for definitions and data types for all variables in the survey. The data were sorted and examined for duplicates by matching respondent information (e.g., student name and email address). If duplicates were identified, the first completed response was used in the analysis.

## The Research and Planning Group for California Community Colleges (The RP Group)

As the representative organization for Institutional Research, Planning, and Effectiveness (IRPE) professionals in the California Community Colleges (CCC) system, the RP Group strengthens the ability of CCC to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students.

### Project Team

Alyssa Nguyen

Michelle White

Dr. Darla Cooper

### Acknowledgments

We would also like to recognize the following individuals for supporting this statewide survey effort to amplify the voices of California Community College (CCC) students:

- Dr. Michal Kurlaender, University of California-Davis
- Institutional Research, Planning, and Effectiveness (IRPE) professionals
- Michael Large at Palomar College
- Student Senate for California Community Colleges

Lastly, we thank the CCC students themselves for sharing their experiences so openly with us.

# Areas of Interest and HomeBases

Where We Are and How We Got Here

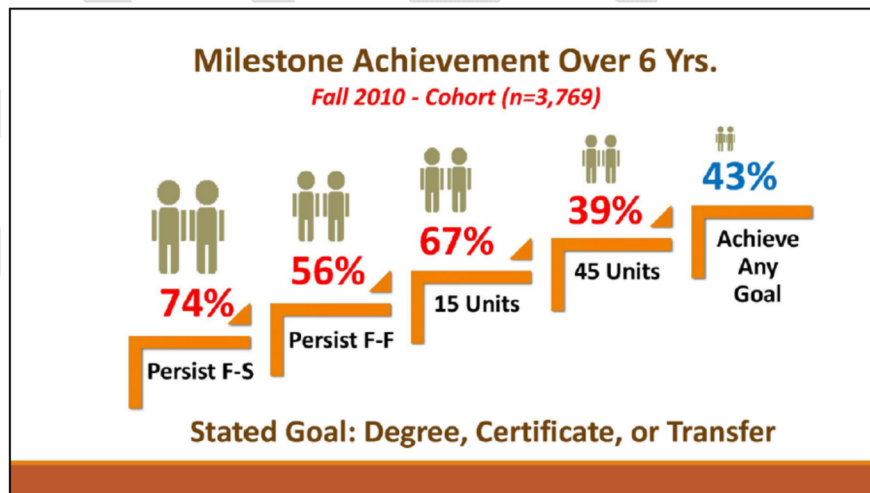
## Introduction

ARC decided to become a Guided Pathways college in the spring of 2017. The college created three project teams to make recommendations regarding what needed to be done to achieve that goal. Some of those recommendations led to the creation of Areas of Interest to help students explore potential majors, and to HomeBase pathway communities to support students throughout their academic careers. This report provides a brief history of the events that led to their creation and also describes their evolution over time (summarized in Appendix A). This report is intended to support the college as it completes the final stages of implementing HomeBase pathway communities and integrating them into the college's culture and administrative structure.

## College Redesign

Areas of Interest and HomeBases were created in the context of a larger college redesign effort that began several years ago. In 2015, President Greene announced that ARC needed to update its strategic plan, and in the process make changes to the college to address trends in student success data. Up to that time, the college had invested in a number of programs designed to improve overall student success rates, as well as success rates for specific groups of students. While those programs did increase the success rates for a small percentage of students, data showed that the majority of ARC's students were not achieving their educational goals.

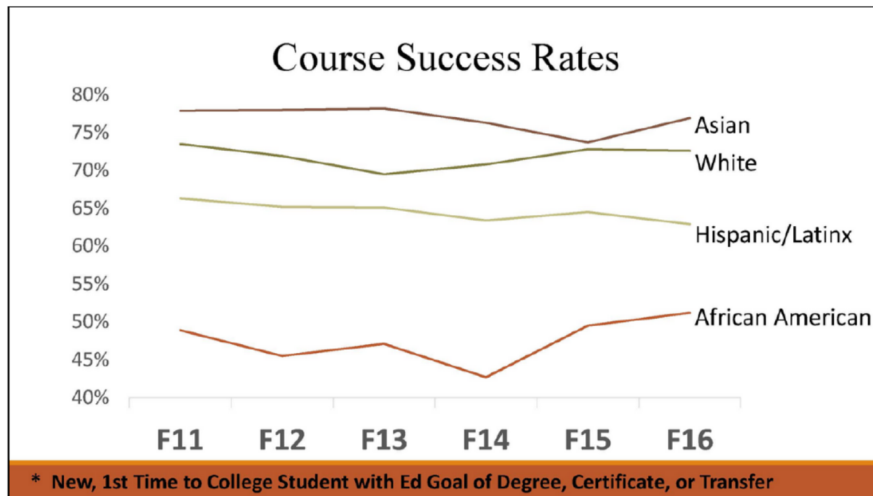
Figure 1: Milestone Achievement Over 6 Years



As is shown in figure 1, fall-to-spring and fall-to-fall retention of students was not great, with only 74% of students starting in fall 2010 coming back in the spring and only 56% of those students returning the following fall. In addition, only 67% of students starting in fall 2010 completed 15 units over the next 6 years, and only 39% completed at least 45 units in 6 years. These metrics show that a majority of the students who start at ARC do not stick around to complete a degree or certificate. In fact, only 43% of the students starting in fall 2010 achieved any of their educational goals.



**Figure 2: Course Success Rates**



Another metric the college looked at was course success rates from year to year, disaggregated by race and ethnicity (figure 2). There are two important trends in the data. First, each graph is pretty flat, meaning there was no real improvement from year to year. Second, there is a notable difference between the success rates for African American and Hispanic/Latinx students compared to White and Asian students, and that did not change over time either.

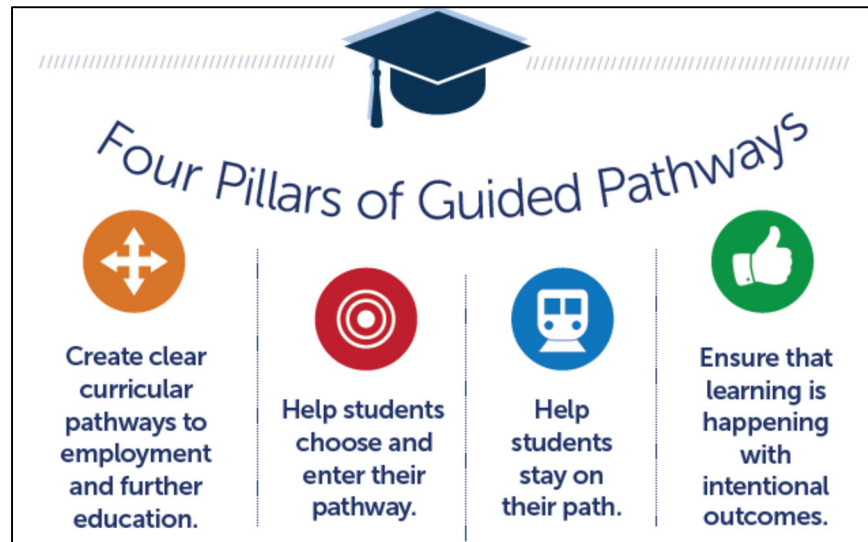
President Greene concluded that making incremental changes to the existing college structure did not result in significant improvements in student success or equity, so the college needed to make more drastic changes. The college needed to be redesigned, and that had to start with a new strategic plan. So, instead of making minor tweaks to the existing strategic plan, the college decided to throw it out and start from scratch.

During the 2016-17 academic year, ARC held a number of college-wide events to identify what needed to be changed. The President's Executive Staff took that input and created a strategic plan that is very different from past plans (see Appendix B). In particular, the new plan focuses on equity, puts students first, and is aligned with the principles of Guided Pathways, which is a nationwide movement to redesign colleges to improve student success and equity.

### Becoming a Guided Pathways College

At that time, a Guided Pathways pilot project was starting up in California and ARC decided to join it, to become a Guided Pathways college. This would be a major part of redesigning the college to improve student success and equity. Guided Pathways has four pillars, which the college would need to be structured around as part of its redesign (see figure 3). The fourth pillar is already in place at ARC. The college has a robust student learning outcome assessment process. But, the college needed to work on the other three pillars.

**Figure 3: Four Pillars of Guided Pathways**



In the fall of 2017, ARC redesigned its governance structure, adopting a model with an Executive Leadership Team, governance councils, and project teams ([link to ARC governance website](#)). Using that new governance structure, the Student Success Council chartered three project teams – one for each of the three pillars the college needed to work on.

- The *Clarify Program Paths* team was responsible for the first pillar – creating clear paths.
- The *Start Right* team was responsible for the second pillar – helping students find a path.
- And, the *IPaSS* (Integrated Planning and Support for Students) team was responsible for the third pillar – helping students stay on their path.

Each of the teams created a final report, which can be found in IGOR ([link to IGOR](#)).

The *Start Right* team recommended that the college create a number of first-term “gateways” to orient students to college. They also recommended implementing career-exploration and needs assessment tools, simplifying campus navigation by relocating services to be near each other, and investing in communication and outreach tools.

The *IPaSS* team recommended a case management model similar to what is used for EOP&S and DSPS, where a team of clerks, counselors, coaches, peer mentors, and others work together to support a group of students. They recommended assigning students to their case management teams based on their Area of Interest. They also recommended using an early alert system to respond to students when they need additional support, creating physical locations where students could drop in for help, and implementing new technologies that would support student success. Examples of those new technologies include Student Experience Lifecycle (SEL) software, a degree planning tool, and a predictive analytics tool.

The *Clarify Program Paths* team recommended creating meta-majors at the college, which would be called Areas of Interest, to organize program information on the college website to make it easier for students to explore potential majors. They also recommended creating program maps for all of the mappable programs at the college, and investing in software to manage all of those maps. Finally, they

recommended creating a Program Paths Committee to maintain and update the Areas of Interest and program maps over time.

The intent of the Areas of Interest was to make it easier for students to sift through the 300+ degrees and certificates offered by the college, to decide what they would like to major in. At that time, it was challenging for students to explore potential majors because the college website presented all of its programs in a long alphabetical list. Areas of Interest would group similar programs together based on a common theme, to provide more structured exploration for students on the website. Areas of Interest were supposed to be a finder's guide and, because some programs at the college could belong to more than one Area of Interest, the boundaries were intentionally fuzzy, allowing programs to be in more than one Area to make it easy for students to find them. The original nine Areas of Interest recommended by the *Clarify Program Paths* team are listed at the top of Appendix C.

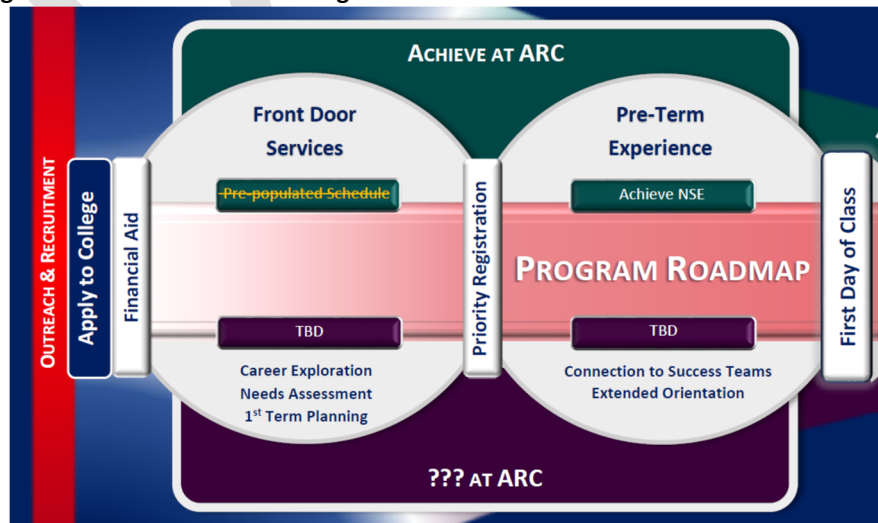
### Turning Recommendations Into a Plan

In the 2017-2018 academic year, the three project teams did their work and submitted their recommendations to the college. In the fall of 2018, college administrators sorted through those recommendations and began to implement them, renewing the charter for the *Clarify Program Paths* team so it could continue its work creating program maps and incorporating a number of the *Start Right* and *IPaSS* recommendations into the Achieve@ARC program.

With the help of a consultant, college administrators put together an integrated redesign plan that incorporated the recommendations of the project teams. Drafts of that plan were discussed at Executive Leadership team meetings. One version of the redesign plan is in Appendix D. It flows from left to right, with the red bar on the left representing potential students interested in applying to ARC, and the green bar on the right representing students who have successfully completed college.

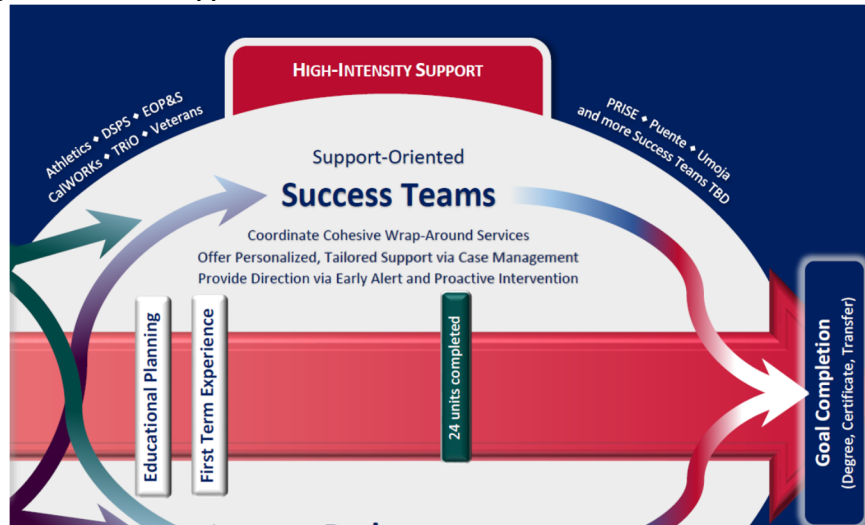
The left-hand side, shown in figure 4, represents outreach and onboarding. For recent high school graduates, onboarding would be facilitated by Achieve@ARC. Returning and non-traditional students would be handled by another, similar program. In either case, students would use Areas of Interest and program maps to explore their options and pick a major so the college could help them create an initial educational plan.

Figure 4: Outreach & Onboarding



The upper-right part of the graphic (figure 5) depicts the support students would get once they have started college, using a success team model.

**Figure 5: Student Support Success Teams**



Below that, in the graphic, are pathway communities that offer career and program-oriented activities like field trips and guest speakers (figure 6). Those communities would foster a sense of belonging, and would be based on the Areas of Interest.

**Figure 6: Pathways Communities**

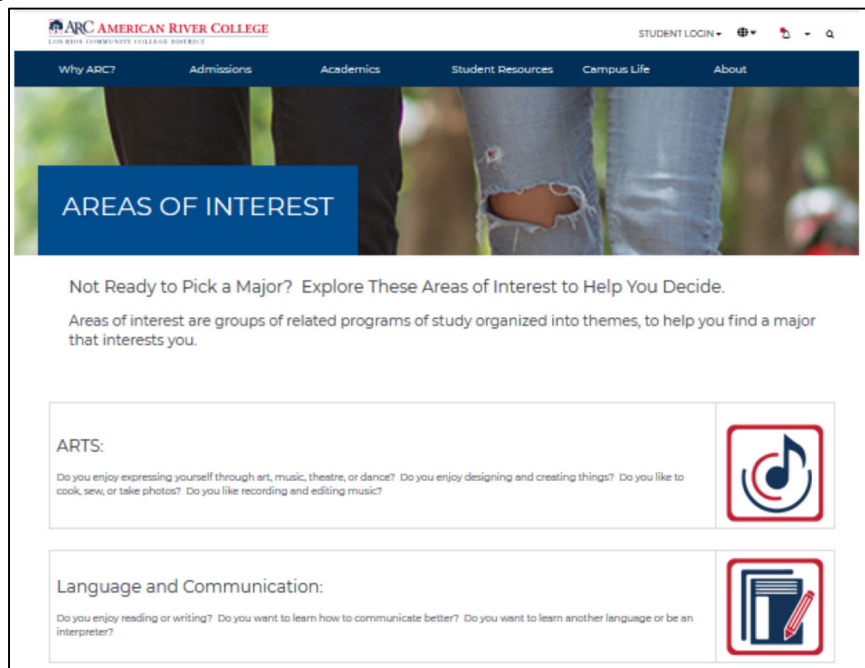


This design incorporates most of the recommendations made by the three project teams: providing an onboarding experience, student success teams, and a sense of community based on a student's Area of Interest.

## Areas of Interest and HomeBases

In the spring of 2019, Areas of Interest were incorporated into the college's website (figure 7). The following fall, the Program Paths Committee took over for the Clarify Program Paths team and continued creating program maps. At that time, the college also decided to revisit the Areas of Interest.

**Figure 7: Areas of Interest on ARC's Website**



Changes needed to be made to the Areas of Interest to integrate them with other aspects of the college redesign. For example, Areas of Interest were going to be used in the onboarding process to cohort students with similar interests, and they were going to be the basis for the pathway communities. So, the college needed to be able to identify a single Area of Interest for each student based on their program of study, which meant that the fuzzy boundaries used for the original Areas had to be replaced with firmer boundaries where each program belongs to just one Area of Interest.

The college administrators working on this at the time recommended the eight Areas listed in the middle of Appendix C. Using that model, each program belonged in a single Area and, in most cases, all of the programs offered by a particular division of the college also fit into a single Area.

In that same semester, the Student Success Council discussed how to implement pathway communities. They decided to roll the Achieve program, the first-year experience, and the pathway communities together into HomeBases.

In the spring of 2020, after much discussion, the college settled on having six HomeBases for the eight Areas of Interest (see the bottom of Appendix C).

- The Arts, Business, STEM, and Manufacturing, Construction & Transportation areas would each have their own HomeBase.
- The People, Culture & Society and Language & Communication areas would share the Language & People Homebase.
- The Health, Human Services & Well Being and Public Service areas would share the Health & Service HomeBase.

HomeBases then replaced Areas of Interest on the college website. Today, students are encouraged to explore a HomeBase in a similar manner to how they were encouraged to explore an Area of Interest in the past.

**Figure 8: HomeBases on ARC's Website**



Due to the pandemic, work on Areas of Interest and HomeBases slowed considerably, and the overall design was not changed. ARC currently has six HomeBases that are aligned with its eight Areas of Interest. HomeBases are now used as a finder's guide to organize programs on the college website, replacing the Areas of Interest. Homebases have both a virtual and physical presence, and the Achieve program has been incorporated into the HomeBases.

The college is now trying to integrate HomeBases and Areas of Interest into its administrative structure. Appendix E contains a chart showing the current alignment between HomeBases, Areas of Interest, programs of study, and divisions. It shows that the programs within some divisions fit entirely within a single Area of Interest or HomeBase. However, that is not the case for all programs so some realignment will be needed.

*Submitted to the ARC Academic Senate on Oct. 27, 2022 by Bill Simpson, Program Paths Committee chair.*



## Appendix A: Brief Timeline

2015

- Decided to update ARC's strategic plan, focusing on student success data.

2016-17

- Held college-wide events. Identified what needed to change. Created new strategic plan.

Spring 2017

- Decided to become a Guided Pathways college.

Fall 2017

- Redesigned ARC's governance structure.
- Created three project teams, to work through the 2017-18 academic year.
  - Clarify Program Paths – create clear paths for students
  - Start Right – get students onto a path
  - IPaSS (Integrated Planning and Support for Students) – help students stay on their paths

Spring 2018

- Final reports with lots of recommendations, including:
  - Create nine Areas of Interest, used to organize programs on the ARC website.
  - Create an FYE experience for new students.
  - Create pathways communities for existing students.
  - Create a case management model for supporting students and assign students to their support team based on their Area of Interest.

Fall 2018

- Clarify Program Paths charter renewed.
- Many Start Right and IPaSS recommendations incorporated into Achieve@ARC.
- Redesign plan formulated and discussed at ELT.

Spring 2019

- Areas of Interest implemented on the ARC website.

Fall 2019

- Program Paths Committee took over for Clarify Program Paths team.
- College decided to revisit Areas of Interest, with firmer boundaries and only eight areas.
- Student Success Council discussed how to implement pathway communities.
  - Pull together Achieve, FYE, and pathway communities. Call them HomeBases.

Spring 2020

- Decided on six HomeBases for the eight Areas of Interest.

Fall 2020

- HomeBases replaced Areas of Interest on ARC website.

Spring 2021 – present

- Virtual and physical HomeBases created and staffed.

## Appendix B: ARC Strategic Plan 2017-2021

### Our Commitment to Social Justice and Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to social justice and equity through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

### STRATEGIC GOALS

- SG 1**     **Students First** – The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.
- SG 2**     **Clear and Effective Paths** – The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.
- SG 3**     **Exemplary Teaching, Learning & Working Environment** – The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.
- SG 4**     **Vibrancy and Resiliency** – The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.



## Appendix C: Evolution of Areas of Interest & HomeBases

Original nine (9) Areas of Interest, recommended in spring 2018:

- People, Culture & Society
- Language & Communication
- Arts
- Applied Technology & Digital Arts
- Business, Hospitality & Recreation
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service & Education

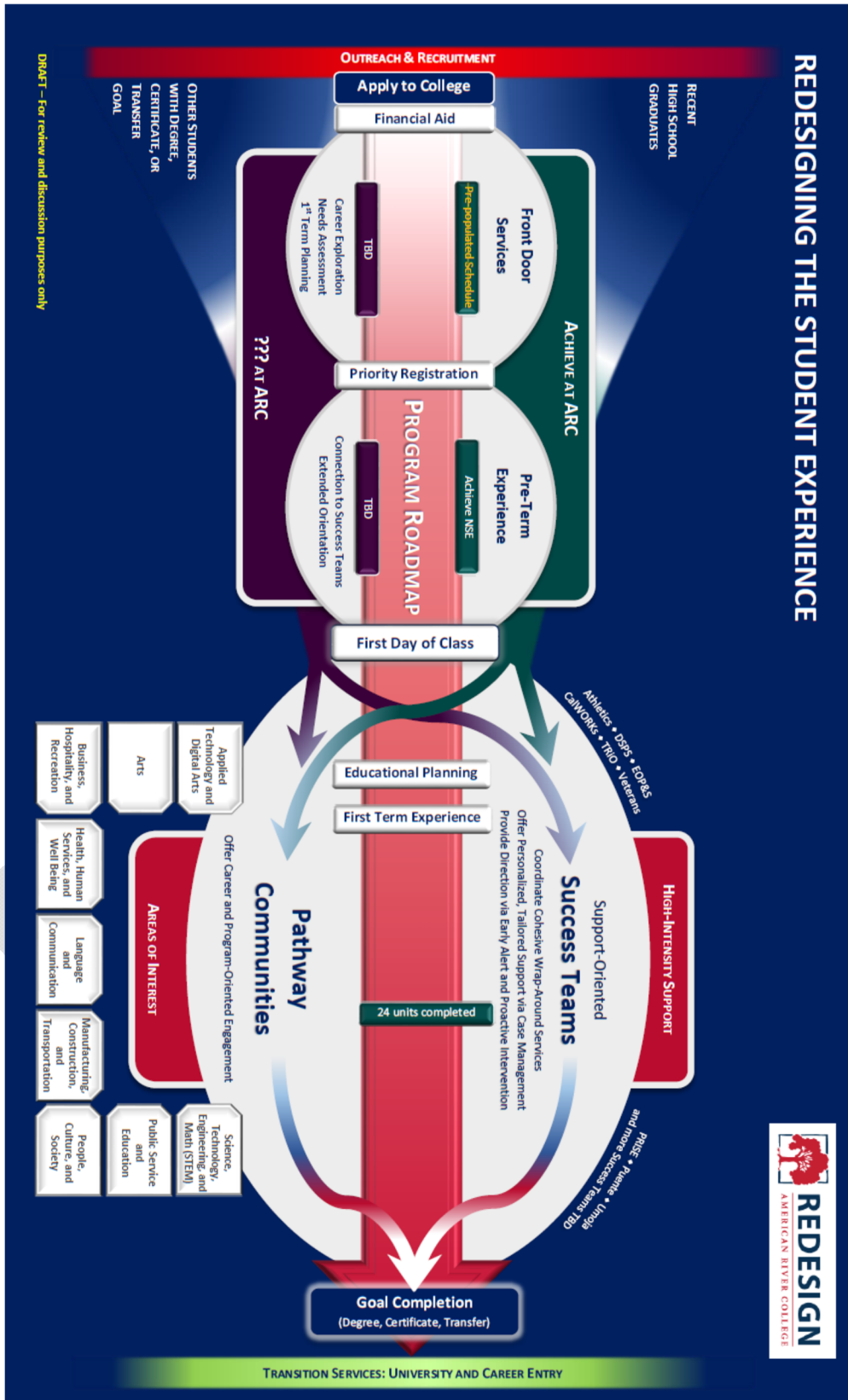
Current eight (8) Areas of Interest, recommended in fall 2019:

- People, Culture & Society
- Language & Communication
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service

Current six (6) HomeBases:

- Language & People
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health & Service

Appendix D: Draft Design Incorporating Project Team Recommendations



## Appendix E: Current Alignment of HomeBases with Areas of Interest, Programs, and Divisions

| HomeBase                                       | Area of Interest                               | Program                             | Division                     |
|------------------------------------------------|------------------------------------------------|-------------------------------------|------------------------------|
| Arts                                           | Arts                                           | Art                                 | Fine & Applied Arts          |
|                                                |                                                | Art New Media                       | Fine & Applied Arts          |
|                                                |                                                | Fashion                             | Fine & Applied Arts          |
|                                                |                                                | Hospitality Management              | Fine & Applied Arts          |
|                                                |                                                | Interior Design                     | Fine & Applied Arts          |
|                                                |                                                | Music                               | Fine & Applied Arts          |
|                                                |                                                | Commercial Music                    | Fine & Applied Arts          |
|                                                |                                                | Theatre Arts                        | Fine & Applied Arts          |
|                                                |                                                | Theatre Arts: Film                  | Fine & Applied Arts          |
| Business                                       | Business                                       | Accounting                          | Business & Computer Science  |
|                                                |                                                | Business                            | Business & Computer Science  |
|                                                |                                                | Business Technology                 | Business & Computer Science  |
|                                                |                                                | Economics                           | Behavioral & Social Sciences |
|                                                |                                                | Legal Studies                       | Behavioral & Social Sciences |
|                                                |                                                | Management                          | Business & Computer Science  |
|                                                |                                                | Marketing                           | Business & Computer Science  |
|                                                |                                                | Real Estate                         | Business & Computer Science  |
| Technical Communication                        | Business & Computer Science                    |                                     |                              |
| Manufacturing, Construction & Transportation   | Manufacturing, Construction & Transportation   | Apprenticeship                      | Workforce Development        |
|                                                |                                                | Automotive Collision Technology     | Technical Education          |
|                                                |                                                | Automotive Technology               | Technical Education          |
|                                                |                                                | Design & Engineering Technology     | Technical Education          |
|                                                |                                                | Diesel/Clean Diesel Technology      | Technical Education          |
|                                                |                                                | Electronics Technology              | Technical Education          |
|                                                |                                                | Energy                              | Technical Education          |
|                                                |                                                | Horticulture                        | Technical Education          |
|                                                |                                                | Welding Technology                  | Technical Education          |
| Science, Technology, Engineering & Mathematics | Science, Technology, Engineering & Mathematics | Astronomy                           | Science & Engineering        |
|                                                |                                                | Biology & Biotechnology             | Science & Engineering        |
|                                                |                                                | Chemistry                           | Science & Engineering        |
|                                                |                                                | Computer Information Science        | Business & Computer Science  |
|                                                |                                                | Engineering                         | Science & Engineering        |
|                                                |                                                | Geography                           | Science & Engineering        |
|                                                |                                                | Geographic Information Systems      | Science & Engineering        |
|                                                |                                                | Geology                             | Science & Engineering        |
|                                                |                                                | Mathematics & Statistics            | Mathematics                  |
|                                                |                                                | Natural Resources                   | Science & Engineering        |
|                                                |                                                | Physics                             | Science & Engineering        |
| Health & Service                               | Health, Human Services & Well Being            | Dance                               | Kinesiology & Athletics      |
|                                                |                                                | Gerontology                         | Behavioral & Social Sciences |
|                                                |                                                | Human Services                      | Behavioral & Social Sciences |
|                                                |                                                | Kinesiology & Athletics             | Kinesiology & Athletics      |
|                                                |                                                | Nursing & Allied Health             | Health & Education           |
|                                                |                                                | Nutrition & Foods                   | Health & Education           |
|                                                |                                                | Paramedic & EMT                     | Health & Education           |
|                                                |                                                | Recreation                          | Kinesiology & Athletics      |
|                                                |                                                | Respiratory Care                    | Health & Education           |
|                                                |                                                | Speech-Language Pathology           | Health & Education           |
|                                                | Public Service                                 | Administration of Justice           | SRPSTC                       |
|                                                |                                                | Fire Technology                     | SRPSTC                       |
|                                                |                                                | Funeral Service Education           | Health & Education           |
|                                                |                                                | Healthcare Interpreting             | Health & Education           |
| Language & People                              | People, Culture & Society                      | Anthropology                        | Behavioral & Social Sciences |
|                                                |                                                | Art History                         | Fine & Applied Arts          |
|                                                |                                                | Early Childhood Education           | Humanities                   |
|                                                |                                                | Education/Teaching                  | English                      |
|                                                |                                                | Ethnic Studies                      | Behavioral & Social Sciences |
|                                                |                                                | History                             | Behavioral & Social Sciences |
|                                                |                                                | Humanities                          | Humanities                   |
|                                                |                                                | International Studies               | Behavioral & Social Sciences |
|                                                |                                                | Philosophy                          | Humanities                   |
|                                                |                                                | Political Science                   | Behavioral & Social Sciences |
|                                                |                                                | Psychology                          | Behavioral & Social Sciences |
|                                                |                                                | Social Justice Studies              | Behavioral & Social Sciences |
|                                                |                                                | Social Science                      | Behavioral & Social Sciences |
|                                                |                                                | Sociology                           | Behavioral & Social Sciences |
|                                                | Language & Communication                       | ASL-English Interpreter Preparation | Humanities                   |
|                                                |                                                | Communication                       | Humanities                   |
|                                                |                                                | Deaf Culture & ASL                  | Humanities                   |
|                                                |                                                | English                             | English                      |
|                                                |                                                | English as a Second Language        | Humanities                   |
|                                                |                                                | Journalism                          | English                      |
| World Languages                                | Humanities                                     |                                     |                              |



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

## 2023 Spring Plenary Session Resolutions

For Discussion  
Thursday, April 20, 2023

### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals

\*1.03 S23 Flexible Area Meetings

\*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

\*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement

\*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

\*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act

\*+6.03 S23 Support for Additional Exemptions for AB 1887

\*+6.04 S23 Support for AB 811 (Fong, 2023)

\*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

\*+7.04 S23 Defining Success for Part-Time Students

\*10.01 S23 Disciplines List–Ethnic Studies

\*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

\*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

\*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

\*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom

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## 1.0 Academic Senate

### 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions<sup>1</sup> and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05<sup>2</sup> called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several changes to the ASCCC bylaws to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"<sup>3</sup>;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,<sup>4</sup> and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

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<sup>1</sup> Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

<sup>2</sup> Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

<sup>3</sup> "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges." (1998). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community>.

<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx). Data table can be found at [https://drive.google.com/file/d/10PwvOLbRqlyPoF-gvU\\_Az70\\_ecs4KnNn/view?usp=sharing](https://drive.google.com/file/d/10PwvOLbRqlyPoF-gvU_Az70_ecs4KnNn/view?usp=sharing).

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee and that these changes be brought back to the body by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

### **\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions**

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan<sup>5</sup> of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;<sup>6</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC's mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions<sup>7</sup> for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

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<sup>5</sup> "The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023." (Power Point). [https://www.asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf).

<sup>6</sup> "Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023." (Power Point). <https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20R.pdf>.

<sup>7</sup> 2023—2026 ASCCC Strategic Directions—see slide titled "Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026." (Power Point). <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

### **\*1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

### **\*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events**

Whereas, Resolution F21 1.05 states in-part “the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events<sup>8</sup>” without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promote and provide a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in-person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

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<sup>8</sup> Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: <https://asccc.org/resolutions/remote-attendance-option-asccc-events>

**\*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement**

Whereas, The California Community College system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country<sup>9</sup> empowered with the Vision for Success from the California Community Colleges Chancellor’s Office to remain “accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures” and the “California Community Colleges have always been an instrument for achieving broad access to higher education,”<sup>10</sup> where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement, commonly known as the American Institutions Requirement, in California Code of Regulations, title 5 §40404, “ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens”<sup>11</sup> is a vital part of the California Community College mission, not just California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life<sup>12</sup> and civic engagement;<sup>13</sup>

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<sup>9</sup> “Key Facts” (2023). *California Community Colleges*. California Community Colleges Chancellor’s Office. <https://www.cccco.edu/About-Us/Key-Facts>.

<sup>10</sup> “Update to the Vision for Success: Reaffirming Equity in a Time of Recovery.” (July 2021). pg. 5. <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

<sup>11</sup> California Code of Regulations, title 5 §40404: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals>.

<sup>12</sup> Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). “New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency.” National Association of Colleges and Employers. <https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/>.

<sup>13</sup> “Americans’ Civics Knowledge Drops on First Amendment and Branches of Government.” (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. <https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government>.

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo (“CSU History Council, American Institutions Memo Opposing Changes to American Institutions Requirement”<sup>14</sup>) “insist[ing] that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California’s diverse college students” and “contends that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California’s public colleges and universities and should be preserved in a manner that effectively meets the needs of all students”<sup>15</sup>; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved<sup>16</sup> its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to explore possibilities to add a similar requirement to the associate’s degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this as lower division requirement, accessible to the greatest number of students in or college systems;

Resolved, The Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California Community Colleges who have signed a petition<sup>17</sup> to support the California State University History Council’s memo in recognition of the essential role these American Institutions courses provide for our students as pathways to understanding their essential rights and responsibilities in this polity; and

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<sup>14</sup> California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcLdSfx7EJzQ/edit?usp=sharing>.

<sup>15</sup> Ibid.

<sup>16</sup> Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1>.

<sup>17</sup> Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:

<https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true>.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”<sup>18</sup> and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”<sup>19</sup> and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

## 6.0 State and Legislative Issues

### \*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)<sup>20</sup> proposes to modify California Education Code §66406.9<sup>21</sup> by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. ‘Course materials’ as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9<sup>22</sup> currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”<sup>23</sup>; and

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<sup>18</sup> California State University History Council, March 2023: <https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/edit?usp=sharing>.

<sup>19</sup> Ibid.

<sup>20</sup> AB 607 (Kalra): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB607](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607).

<sup>21</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>22</sup> Ibid.

<sup>23</sup> Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

Whereas, California Code of Regulations, title 5 §59402<sup>24</sup> states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9<sup>25</sup> are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

### **\*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)<sup>26</sup> (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,<sup>27</sup> requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)<sup>28</sup> calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” while California Code of Regulations, title 5 §51023.7<sup>29</sup> and §51023.5<sup>30</sup> state requirements for the “effective participation” of students and

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<sup>24</sup> California Code of Regulations, title 5 §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

<sup>25</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>26</sup> AB 2449 (Rubio): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449).

<sup>27</sup> California Government Code §§54950-54963:

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=)

<sup>28</sup> Education Code §70902(b)(7):

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article)

<sup>29</sup> California Code of Regulations, title 5 §51023.7:

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>30</sup> California Code of Regulations, title 5 §51023.5:

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhccp=1](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhccp=1).



staff, in the development of recommendations to the governing board”;<sup>31</sup>

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would “authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization’s members participate from a singular physical location”;<sup>32</sup>

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),<sup>33</sup> to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

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<sup>31</sup> “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges. [https://Academic Senate for California Community Colleges.org/sites/default/files/Participating\\_Effectively\\_200503.pdf](https://Academic Senate for California Community Colleges.org/sites/default/files/Participating_Effectively_200503.pdf).

<sup>32</sup> AB 1275 (Arambula): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB1275](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275).

<sup>33</sup> Ibid.



### **\*+6.03 S23 Support for Additional Exemptions for AB 1887**

Whereas, AB 1887 (Low, 2016) “prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]”<sup>34</sup> and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions, for the purpose of arranging transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887’s prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA;<sup>35</sup>

Resolved, That Academic Senate for California Community Colleges support an additional exemption to AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, and inclusion; and

Resolved, That Academic Senate for California Community Colleges ask the California Community Colleges Chancellor’s Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, and inclusion.

Contact: John Crocitti, San Diego Mesa College, Area D

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<sup>34</sup> AB 1887 (Low, 2016): <https://openstates.org/ca/bills/20152016/AB1887/>.

<sup>35</sup> 2023 National Conference on Race and Ethnicity conference information: <https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2>.

**\*+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)**

Whereas, AB 811 (Fong, as of March 28, 2023)<sup>36</sup> calls for

1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. "Substandard academic work" means coursework for which the grading symbols "D," "F," "FW," or "NP" have been recorded. If the repeated course is a transfer-level mathematics or English course pursuant to Section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of Section 78213.

(2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with "Satisfactory grade" means that for the course in question, the student's academic record has been annotated with the symbol "A," "B," "C," or "P";

Whereas, California community college students often face challenges, such as food and housing instability, changing employment conditions, mental health, and longstanding systemic inequity<sup>37</sup> which impact their ability for success under present course repetition policy; and

Whereas, Allowing a student to repeat a credit course for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of March 28, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

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<sup>36</sup> AB 811 (Fong, 2023): <https://legiscan.com/CA/text/AB811/2023>.

<sup>37</sup> "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. <https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News>.

"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. <http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf>.

## 7.0 Consultation with the Chancellor's Office

### 7.01 S23 Destigmatize Academic Probation Language and Processes

Whereas, Current California Code of Regulations, title 5 §55031 Standards for Probation<sup>38</sup> requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;<sup>39</sup>

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”<sup>40</sup>; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;<sup>41</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

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<sup>38</sup> California Code of Regulations, title 5 §55031 Standards for Probation:

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

<sup>39</sup> “The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students.” Brief 1 of 3. (October 2022).

[https://rpgroup.org/Portals/0/Documents/Projects/African\\_American\\_Transfer\\_Tipping\\_Point-\(AATTP\)-Study/AATTP\\_Brief1\\_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf).

<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

## 7.02 S23 Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes<sup>42</sup>;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action<sup>43</sup> by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

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<sup>42</sup> Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated":

<https://asccc.org/resolutions/examining-conversion-top-cip>.

<sup>43</sup> The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: [https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT\\_sYWrGVw/edit?usp=sharing](https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing).

### **\*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials**

Whereas, The California Community Colleges Chancellor’s Office Call to Action states: “Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum”<sup>44</sup> and current Student Equity and Achievement Plans are required to include action plans around Race Consciousness in their development and implementations;

Whereas, The Center for Urban Education report “California Community College Student Equity Plan Review: A Focus on Racial Equity” states, “The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change,” and “practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student” and that “race consciousness is critical and essential to this work”;<sup>45</sup>

Whereas, In addition to inequities embedded in and operational limitations of some aspects of Canvas, current faculty online teaching training materials adopted by many California Community Colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices<sup>46</sup>; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric<sup>47</sup>–“a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students”– the California Community Colleges DEI In Curriculum: Model Principles and Practices tool<sup>48</sup> and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework<sup>49</sup> for faculty to review their own curriculum;

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<sup>44</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>45</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California. [https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review\\_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf](https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf).

<sup>46</sup> Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the “one solution” who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

<sup>47</sup> Peralta Community College District Online Rubric: <https://www.peralta.edu/distance-education/online-equity-rubric>.

<sup>48</sup> DEI in Curriculum Principles and Practices: <https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC DEI-in-Curriculum Model Principles and Practices June 2022.pdf>.

<sup>49</sup> OERI IDEA Audit framework: <https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf>.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor's Office to conduct and publish a review of all state contracted and required faculty training materials, in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor's Office Call to Action,<sup>50</sup> the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*<sup>51</sup> and the ASCCC adopted paper "Equity Driven Systems: Student Equity and Achievement in the California Community Colleges";<sup>52</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, people of color constituents to lead and be included in the review of online faculty training contracted by the CCCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

#### **\*+7.04 S23 Defining Success for Part-Time Students**

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time (over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units)<sup>53</sup> and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the following:

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<sup>50</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>51</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

<sup>52</sup> "Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges." (2019). Academic Senate for California Community Colleges. <https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf>.

<sup>53</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved March 27, 2023, from [https://datamart.cccco.edu/Students/Unit\\_Load\\_Status.aspx](https://datamart.cccco.edu/Students/Unit_Load_Status.aspx).

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development/promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life choices that explain their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether full-time or part-time students;<sup>54</sup>

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is a based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status.

Jeffrey Hernandez, East Los Angeles College, Area C

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<sup>54</sup> Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: <https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges>; Resolution F92 13.01 Student Services: <https://Academic Senate for California Community Colleges.org/resolutions/student-services>; and Resolution F92 13.02 Financial Aid: <https://Academic Senate for California Community Colleges.org/resolutions/financial-aid>.



## 10.0 Disciplines List

### \*10.01 S23 Disciplines List—Ethnic Studies

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in Ethnic Studies

OR the equivalent;

and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

### \*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*<sup>55</sup>, commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as “theater” rather than “theater arts,” “counseling and guidance” rather than “guidance counseling,” and “accounting” rather than “accountancy”—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

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<sup>55</sup> *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16<sup>th</sup> ed.: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>.



Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

## **12.0 Faculty Development**

### **12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators’ training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor’s Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

**+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

**Amend the Title:**

Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

**Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges urges the California Community College Chancellor’s Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Sharyn Eveland, Taft College, Area A

## 13.0 General Concerns

### 13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution F22 17.05, “Adopt Student Senate for California Community Colleges Low-Cost Recommendation”<sup>56</sup> encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange’s online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized<sup>57</sup>;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC’s online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

### \*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,<sup>58</sup> which recognized the significant environmental changes that California community colleges find themselves operating in; and

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<sup>56</sup> Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: <https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation>.

<sup>57</sup> Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: <https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules>.

<sup>58</sup> Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the “Role of Academic Senates in Enrollment Management”<sup>59</sup> and a paper titled “Enrollment Management Revisited”<sup>60</sup>

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic”<sup>61</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

**\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,<sup>62</sup> which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to Sections 504<sup>63</sup> and 508<sup>64</sup> of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Effective and Equitable Online Education: A Faculty Perspective”<sup>65</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

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<sup>59</sup> “Role of Academic Senates in Enrollment Management.” (1999). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

<sup>60</sup> “Enrollment Management Revisited.” (2009). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/enrollment-management-revisited>.

<sup>61</sup> “Enrollment Management Revisited Again: Post Pandemic.” (2023). Academic Senate for California Community Colleges. <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf>.

<sup>62</sup> Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

<sup>63</sup> “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

<sup>64</sup> “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

<sup>65</sup> “Effective and Equitable Online Education: A Faculty Perspective.” (2023). Academic Senate for California Community Colleges. [https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education\\_Final\\_03\\_16\\_2023.pdf](https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf).

### **13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)<sup>66</sup> “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”<sup>67</sup>; and

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”<sup>68</sup> yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom<sup>69</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.<sup>70</sup>

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

#### **+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5**

##### **Add a Third Whereas:**

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure<sup>71</sup> defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

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<sup>66</sup> SR 45 (Min, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SR45](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45)

<sup>67</sup> “Executive Summary.” SR 45 (Min). March 16, 2022:

[https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>68</sup> California Code of Regulations, title 5 §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

<sup>69</sup> Senate Resolution 45 (Min). March 16, 2022:

[https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>70</sup> Ibid.

<sup>71</sup> “1940 Statement of Principles of Academic Freedom and Tenure.” American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

**Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition<sup>72</sup> as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

**\*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**

Whereas, The Academic Senate California Community Colleges recognizes the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of Inclusion, Diversity, Equity, and Accessibility (IDEA), and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors , as "indispensable requisite for unfettered teaching and research in institutions of higher education," and that "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition"<sup>73</sup>;

Whereas, The definition of academic freedom, as defined by the American Association of University Professors conveys the importance of academic freedom in relation to free speech and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as "Protecting the Future of Academic Freedom During a Time of Significant Change", recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

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<sup>72</sup> Ibid.

<sup>73</sup> "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>; [https://www.aaup.org/sites/default/files/AAUP\\_academic\\_freedom.pdf](https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf).

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and where those efforts are not just attempts to remove Critical Race Theory from curriculum, rather they are attempts to remove inclusion, diversity, equity, and accessibility from our educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemns political agents and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) calls on past and present leaders of the ASCCC, the California Community College Chancellor's Office, local senates of the California community colleges (CCC) and CCC faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to, matters related to inclusion, diversity, equity, and accessibility, and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida's House Bill 999: Public Postsecondary Educational Institutions;<sup>74</sup> and

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<sup>74</sup> Florida's CS/HB 999: Postsecondary Educational Institutions: <https://www.flsenate.gov/Session/Bill/2023/999>. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that "espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric" – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

Resolved, That the Academic Senate for California Community Colleges stands with our colleagues in higher education and K-12 throughout the state and country who may be affected by similarly harmful legislation.

Contact: Pablo Martin, San Diego Miramar College, Area D

**\*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**

Whereas, California Code of Regulations, title 5 §41301<sup>75</sup> and the California Community Colleges Chancellor's Office Legal Opinions 07-12<sup>76</sup> and 95-31<sup>77</sup> promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI's ChatGPT, AI-powered Bing, and Google's Bard, among other AI technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual's own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources to the delegates no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

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<sup>75</sup> California Code of Regulations, title 5 §41301: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct>.

<sup>76</sup> California Community Colleges Chancellor's Office Legal Opinion 07-12: <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F>.

<sup>77</sup> California Community Colleges Chancellor's Office Legal Opinion 95-31: <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf>.



### **+13.07 S23 Honoring Wheeler North with Senator Emeritus Status**

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North their highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

# 2023 Sustainability Presentation

## Los Rios Community College District

April 12, 2023

Presented by: Pablo Manzo and Nat Martin

# Agenda:

- ▶ Los Rio CCD Sustainability Program Policies and BOG 2020 Framework Goals
- ▶ Summary of Programs/Initiatives
  - ▶ STARS
  - ▶ Energy usage and Green House Gas reduction trend
  - ▶ New Construction
    - ▶ LEED
    - ▶ Electric Vehicle Charging Stations
- ▶ Water Conservation
- ▶ Future Efforts

# Los Rios Sustainability Program Policies and Goals

## ▶ Policies

### ▶ State of California

#### ▶ Assembly Bills

▶ AB-32

▶ AB-802

#### ▶ Executive Orders

▶ S-12-04

▶ B-18-12

# Los Rios Sustainability Program: BOG Stepwise Approach



# STARS:

“The Sustainability Tracking, Assessment & Rating System™ (STARS®) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

STARS is intended to engage and recognize the full spectrum of higher education institutions, from community colleges to research universities.

The framework encompasses long-term sustainability goals for already high-achieving institutions, as well as entry points of recognition for institutions that are taking first steps toward sustainability.”

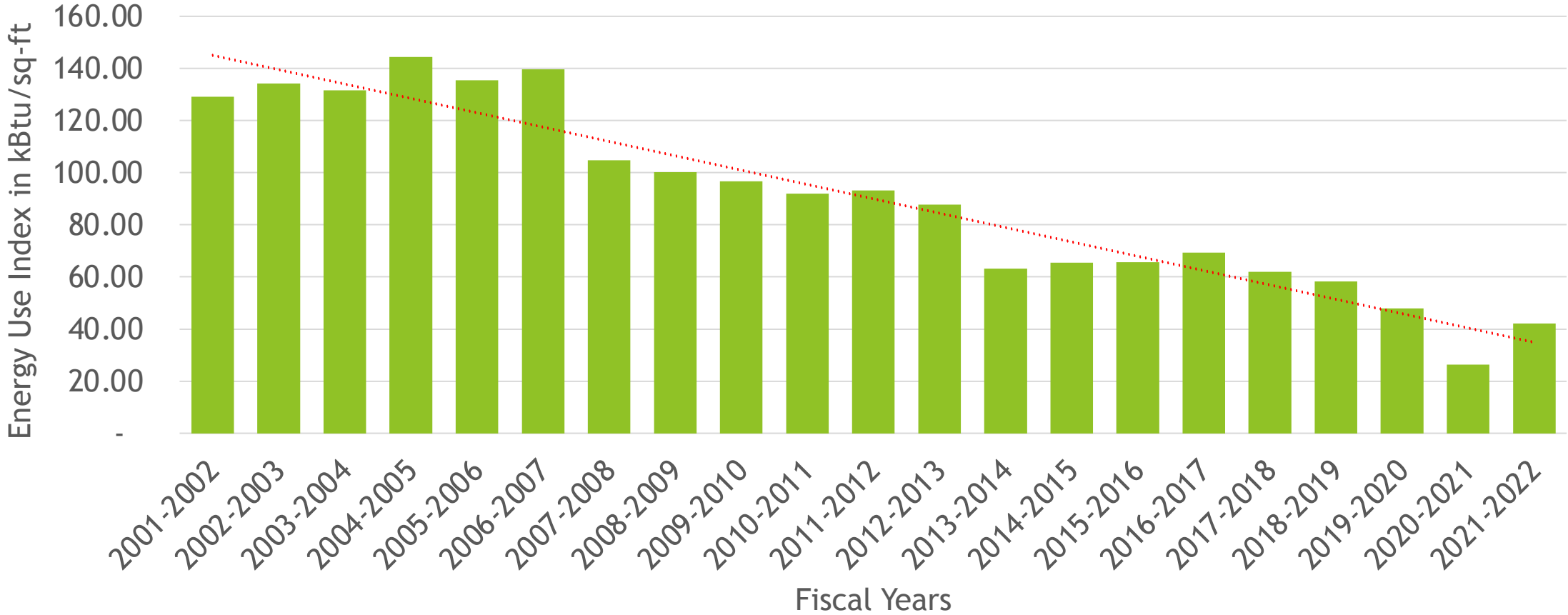
<https://stars.aashe.org/>

# STARS has four main Categories:

| Academics                                                                       | Operations                                                                                                                                                                                                                          | Engagement                                                                                      | Planning & Administration                                                                                                                         |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Curriculum</li><li>• Research</li></ul> | <ul style="list-style-type: none"><li>• Air &amp; Climate</li><li>• Buildings</li><li>• Energy</li><li>• Food &amp; Drink</li><li>• Grounds</li><li>• Purchasing</li><li>• Transportation</li><li>• Waste</li><li>• Water</li></ul> | <ul style="list-style-type: none"><li>• Campus Engagement</li><li>• Public Engagement</li></ul> | <ul style="list-style-type: none"><li>• Diversity &amp; Affordability</li><li>• Investment &amp; Finance</li><li>• Wellbeing &amp; Work</li></ul> |

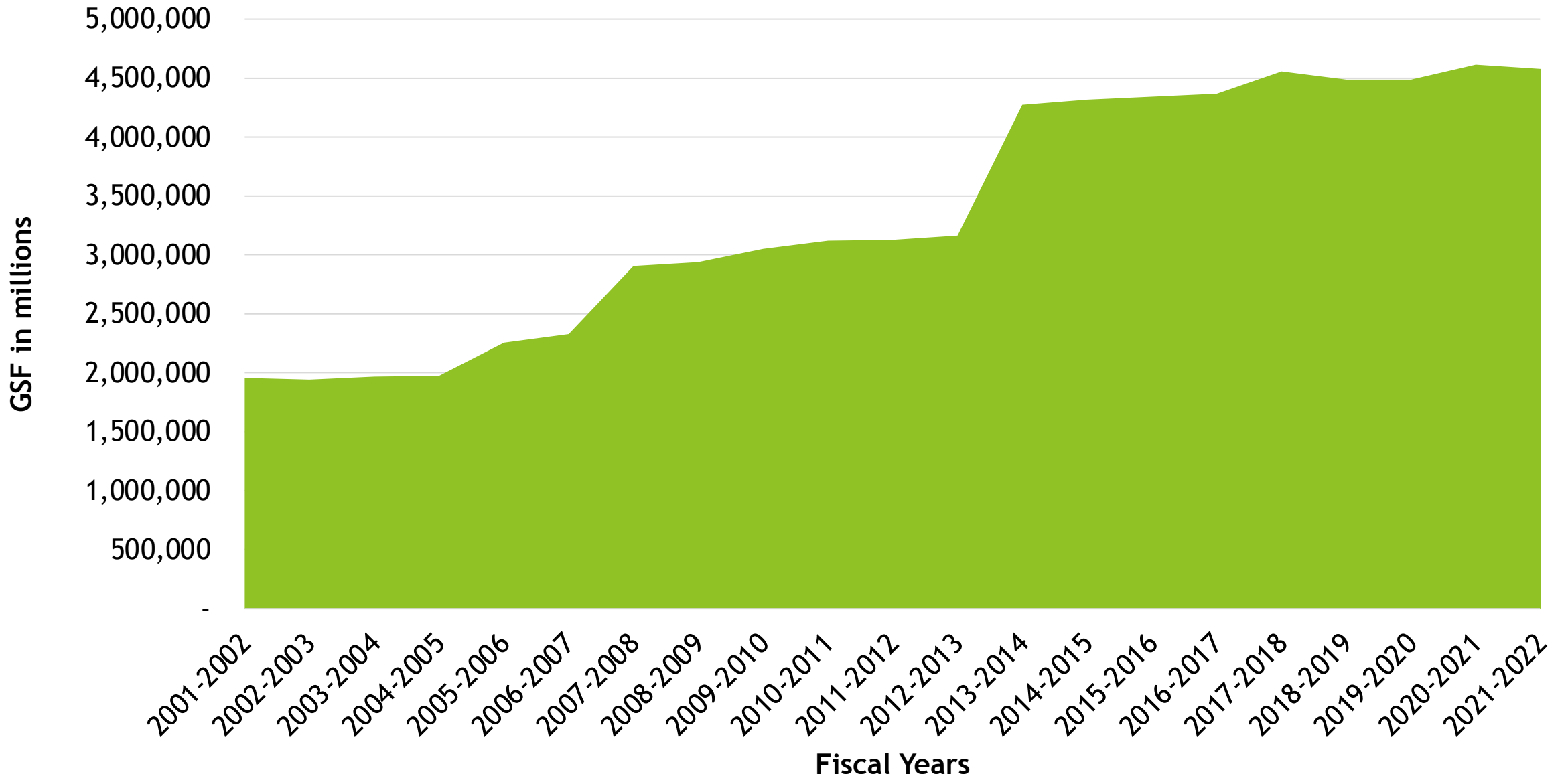
# Energy Reduction Graph

Energy Use Index in (kBtu/sq-ft) for  
ARC, CRC, FLC, and SCC

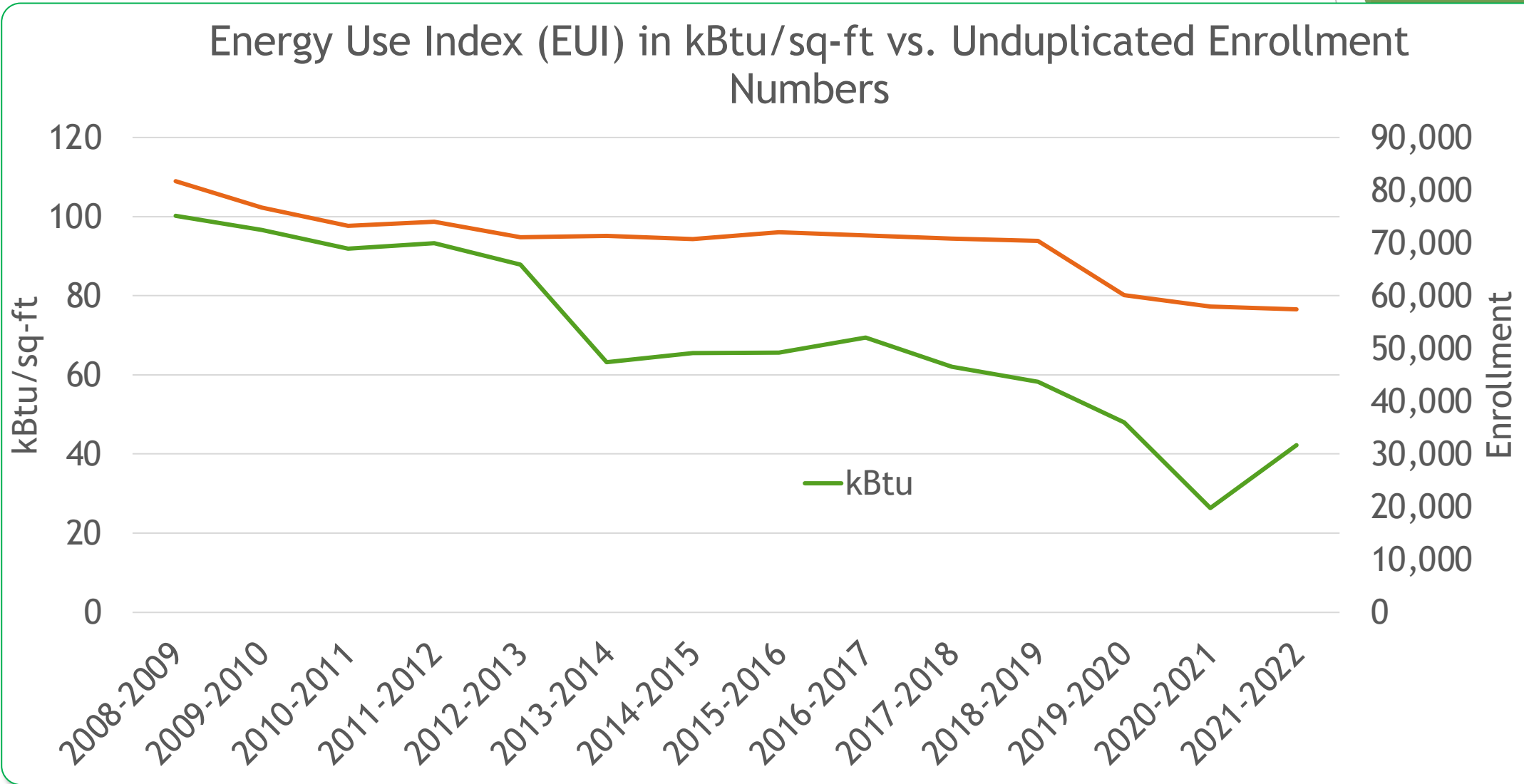




## DW Total GSF From Space Inventory



# Energy vs. Enrollment

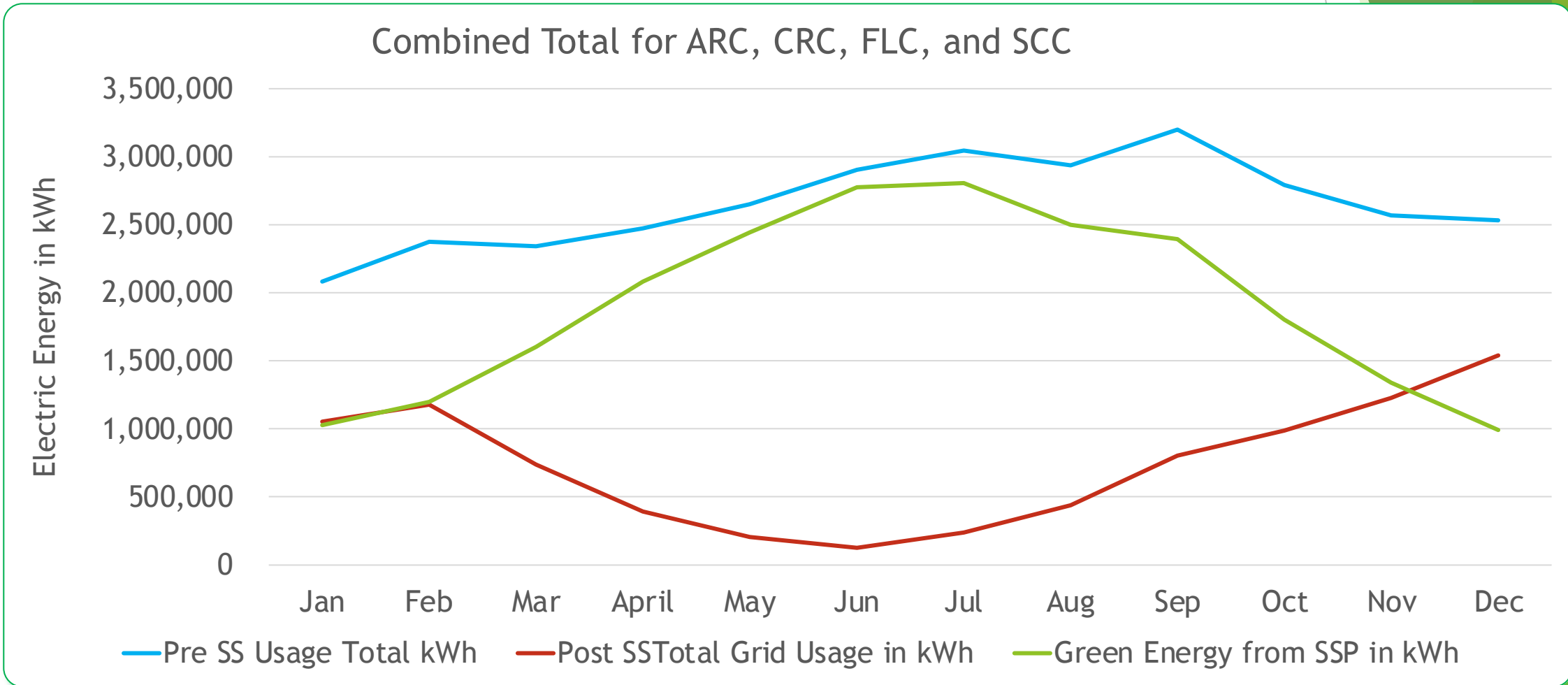


# Renewable Energy and SMUD's SolarShares Program

- ▶ Program started in 2018
- ▶ Fixed contract amount is 28,379,532 kWh/year for 20 years
- ▶ Equates to approximately 65% of total District-wide green electricity usage in kWh
- ▶ Considering total energy both (electricity and gas) this percentage equates to approximately 40% carbon free green energy
- ▶ SolarShares Program created a reduction in Green House Gas (GHG) emissions equivalent to 8,075 metric tons of carbon

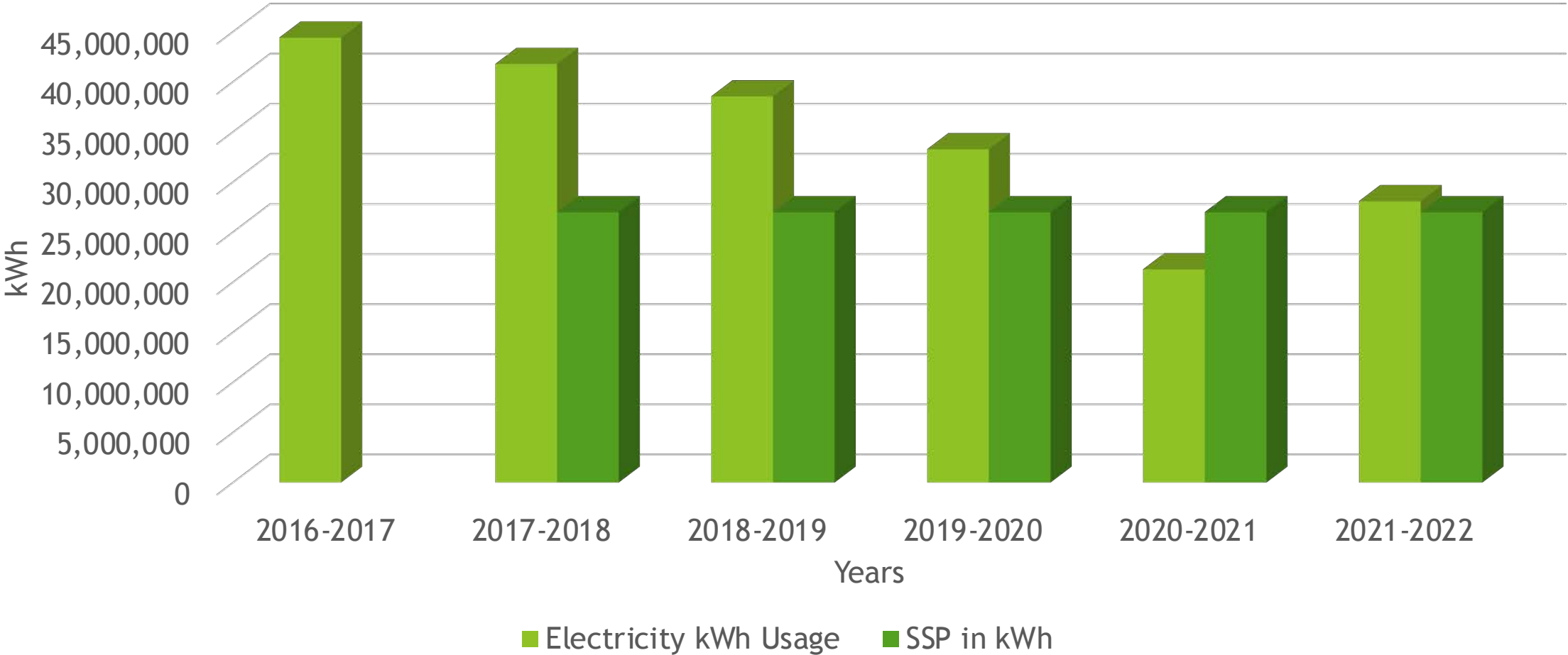


# Four Main Campus' Electric Energy Use Totals vs SolarShares



# SolarShares Program continued

Electrical Usage vs. Solar Shares Program



# New Construction Sustainability Efforts

## LEED Silver Certified minimum requirement

1. SCC Lillard Hall est. Gold Certified
2. ARC Tech Ed - Silver Certified
3. EGC II - Silver Certified
4. Natomas Center II & III - Silver Certified
5. FLC 2.1 - Silver Certified
6. Rancho Cordova Center II (on hold) - Silver Certified
7. CRC Auto Tech - Silver equivalent



# New construction continued:

- ▶ Building Metering
  - ▶ Elect
  - ▶ N. Gas
  - ▶ Domestic water
  - ▶ Irrigation water
- ▶ Electric Vehicle Charging Stations
- ▶ Solar Ready
- ▶ ZNE ready
  - ▶ EGC II (All Electric)
  - ▶ Natomas Center II & III (All Electric)
- ▶ All new construction project are required to be below Title-24 of the Building Energy Code by 20%

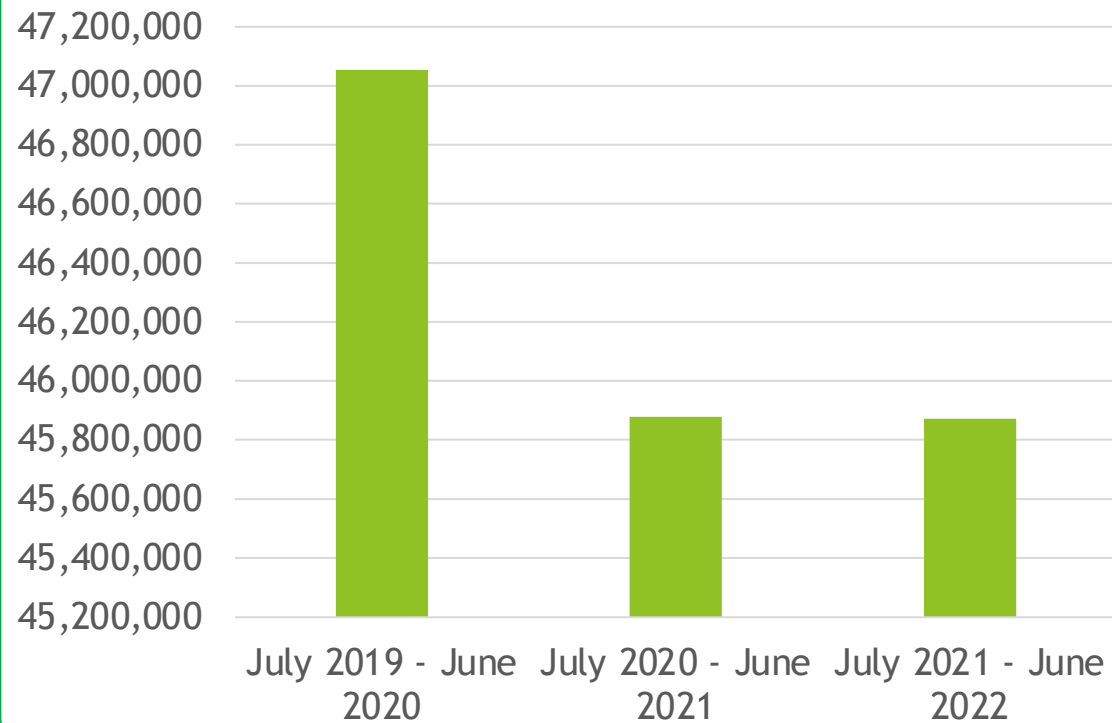
# Existing Water Usage

| Dates      | Domestic Usage (GAL/Yr.) | Domestic Water Cost | Irrigation Usage (GAL/Yr.) | Irrigation Cost | Total Water | Total Cost |
|------------|--------------------------|---------------------|----------------------------|-----------------|-------------|------------|
| FY 2019-20 | 47,053,904               | \$129,950           | 57,813,957                 | \$171,256       | 104,867,861 | \$301,206  |
| FY 2020-21 | 45,879,918               | \$134,780           | 52,604,817                 | \$163,265       | 98,484,735  | \$298,044  |
| FY 2021-22 | 45,871,868               | \$143,225           | 49,217,815                 | \$164,301       | 95,089,683  | \$307,526  |

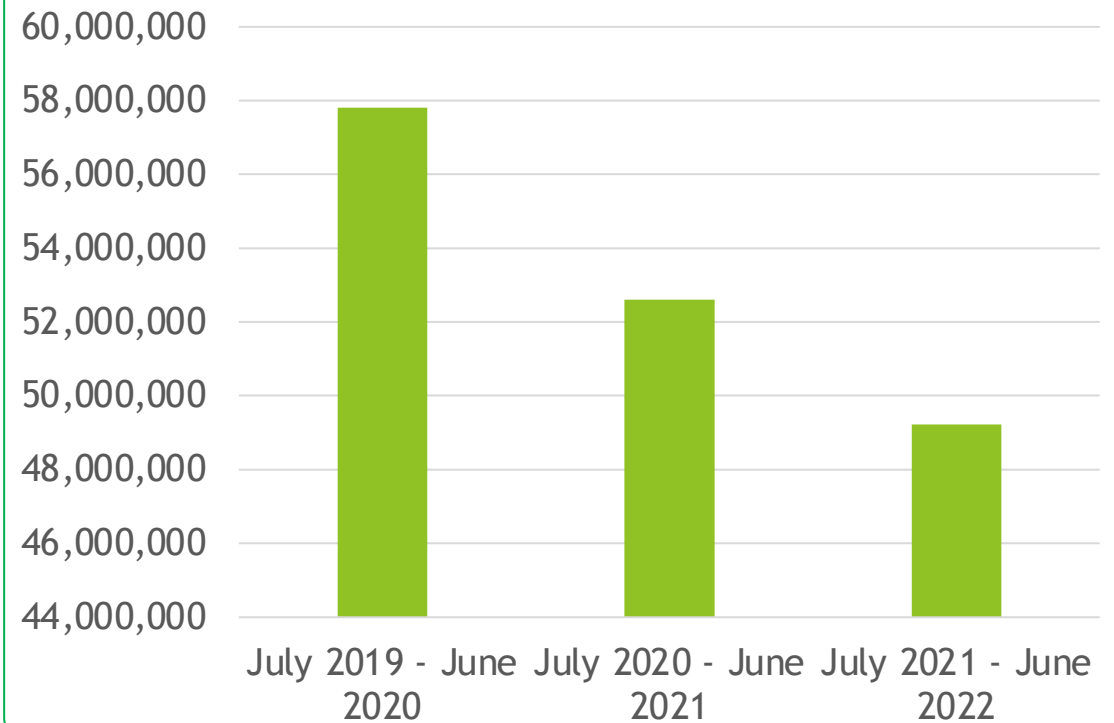


# Percent Domestic to Irrigation Water Usage

DW Total Domestic Usage (GAL)



DW Total Irrigation Usage (GAL)



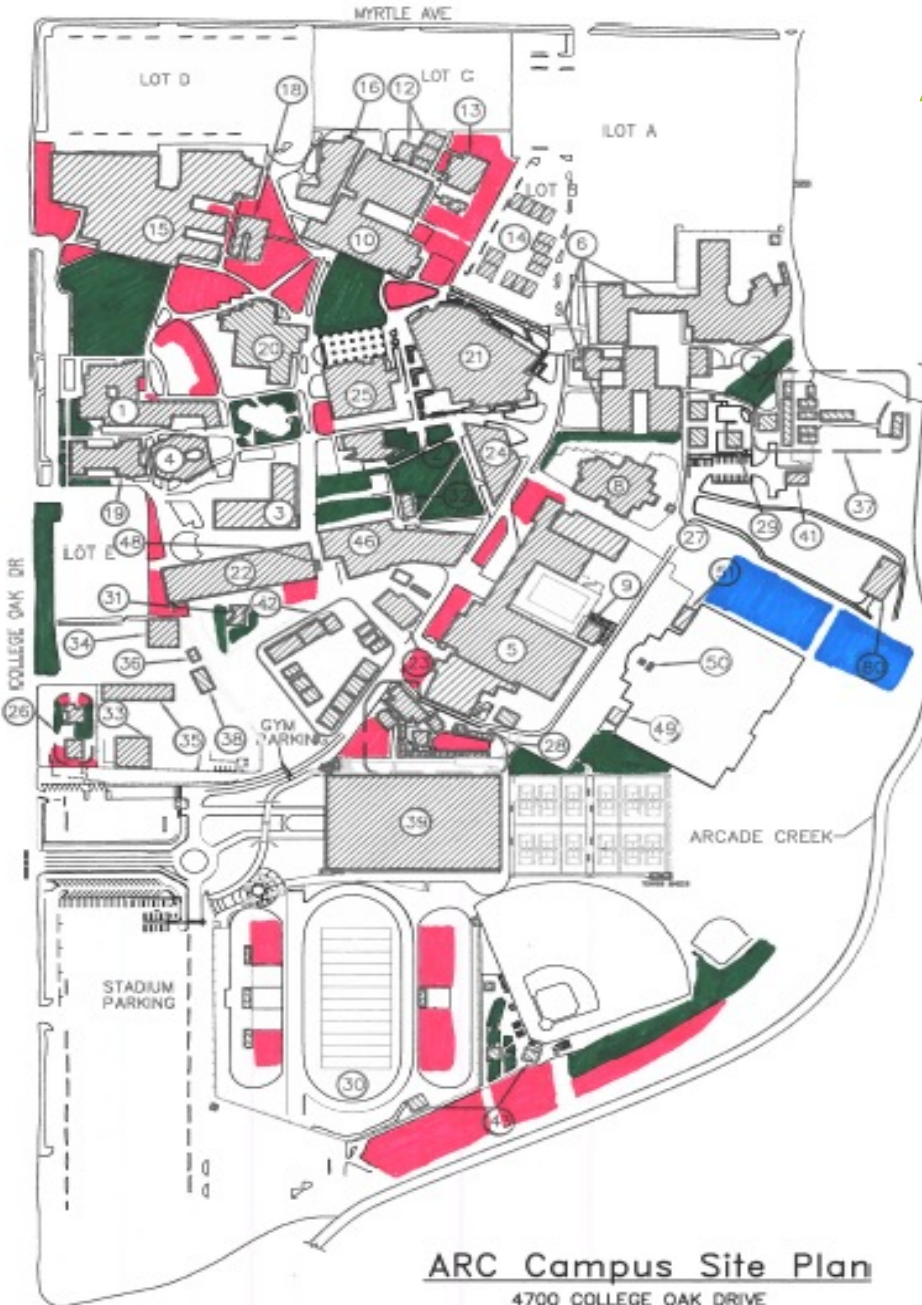
# Water Conservation Efforts

| Location | Projects                                                                     | Completion Status | Cost        | Projected Water Savings in (Gal/yr.) |
|----------|------------------------------------------------------------------------------|-------------------|-------------|--------------------------------------|
| ARC      | Water Conservation landscape convert to low impact, drought tolerant plants. | 60%               | \$965,248   | 4,583,397                            |
| CRC      | Water Conservation landscape convert to low impact, drought tolerant plants. | 30%               | \$2,444,314 | 13,513,995                           |
| FLC      | Water Conservation landscape to low impact, drought tolerant plants.         | 50%               | \$743,000   | 3,578,569                            |
| SCC      | Water Conservation landscape to low impact, drought tolerant plants.         | 100%              | \$485,737   | 2,222,535                            |
| DW       | DW Water Conservation - Install water meters. (starting with ARC)            | Awarded           | \$1,102,170 |                                      |

# Water Conservation Efforts (cont'd)

| Location | Projects                                    | Completion Status | Cost                | Projected Water Savings in (Gal/yr.) |
|----------|---------------------------------------------|-------------------|---------------------|--------------------------------------|
| ARC      | Softball Synthetic Turf Installation.       | Submitted to DSA  | \$3,432,239         | 1,320,000                            |
| FLC      | Softball Synthetic Turf Installation.       | Submitted to DSA  | \$2,230,500         | 1,320,000                            |
| SCC      | Softball Synthetic Turf Installation.       | Submitted to DSA  | \$4,070,646         | 1,185,000                            |
| DW       | Installed Touchless Bottle Filling stations | 99%               | \$990,0047          | n/a                                  |
| DW       | Installed sensor faucets                    | 100%              | \$821,933           | 264,384                              |
|          |                                             |                   | <b>\$17,285,834</b> | <b>27,987,880</b>                    |

# ARC - Drought Tolerant Project



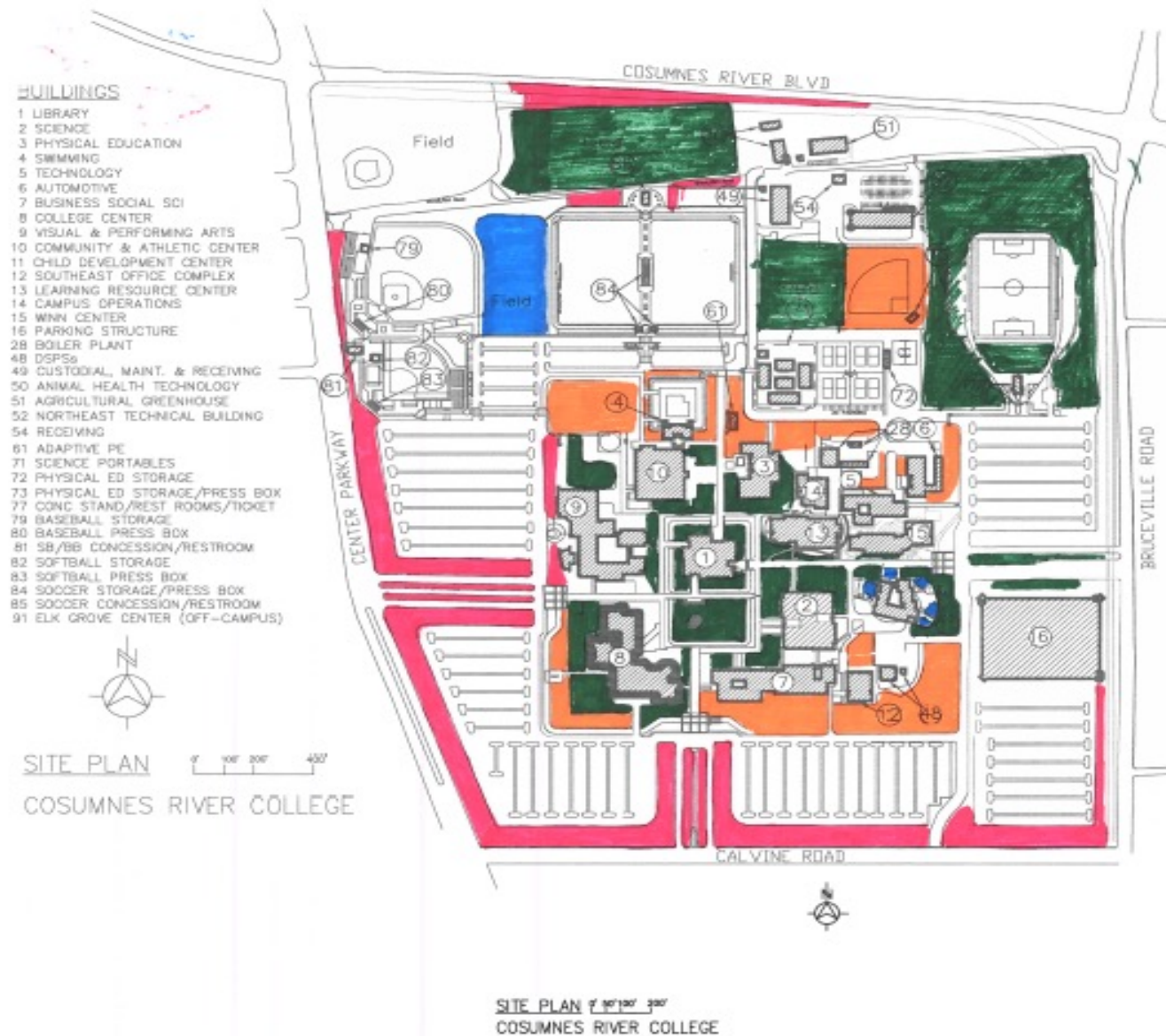
**ARC Campus Site Plan**  
 4700 COLLEGE OAK DRIVE  
 SACRAMENTO, CA 95841

### BUILDINGS

1. ADMINISTRATION
2. INSTRUCTIONAL TECH. CTR. (ITC)
3. STEM
4. RAEF HALL
5. PHYSICAL EDUCATION
6. TECH. VOCATION
7. TECH. VOC. PORTABLE
8. CHILD DEVELOPMENT CENTER
9. ADAPTIVE P.E.
10. SCIENCE
12. SCIENCE PORTABLE
13. SCIENCE OFFICES
14. COMPUTER/MATH CLASSROOMS
15. FINE ARTS
16. LIFE SCIENCE
18. FINE ARTS OFFICES
19. HOWARD HALL
20. STUDENT SERVICES/DSP&S
21. STUDENT CENTER
22. DAVES HALL
23. BOILER BLDG
24. BOOKSTORE
25. LIBRARY
26. CHILDREN CENTER
27. CHILD CARE PORTABLES
28. HEALTH AND EDUCATION
29. FUNERAL SERVICE PORTBLE
30. STADIUM
31. RANCH HOUSE
32. CENTREX
33. WAREHOUSE 3
34. WAREHOUSE 1
35. WAREHOUSE 2
36. SHOP 1
37. ENVIRONMENTAL RES.
38. CAMPUS POLICE BLDG.
39. PARKING STRUCTURE
40. CRIMINAL JUSTICE CENTER(OFF-CAMP.)
41. GROUNDS SHOP
42. SWING SPACE PORTABLES
43. SOFTBALL TEAMROOM
46. LEARNING RESOURCE CENTER
48. CONCESSION STAND
49. CONCESSION/RESTROOM
50. PRESS BOX/TICKET
51. FIELD/SOCCER/FOOTBALL ST
60. REGIONAL PUBLIC SAFETY CTR. (OFF-CAMPUS)
80. EAST WELL

- Retain Turf
- Remove Turf
- Replace w/ Synthetic Turf

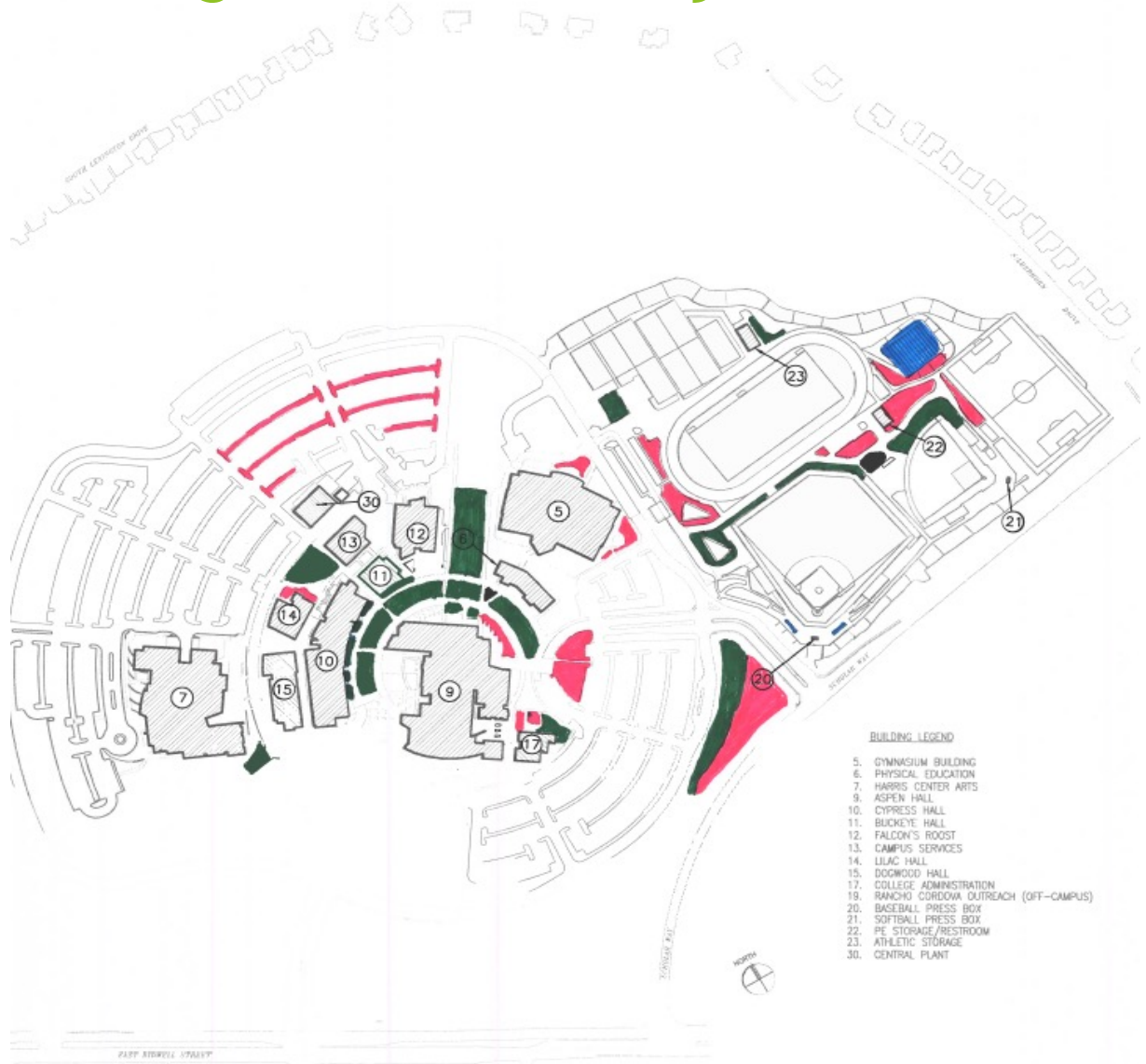
# CRC - Drought Tolerant Project



- Retain Turf
- Remove Turf
- Replace w/ Synthetic Turf
- Possible Future Project



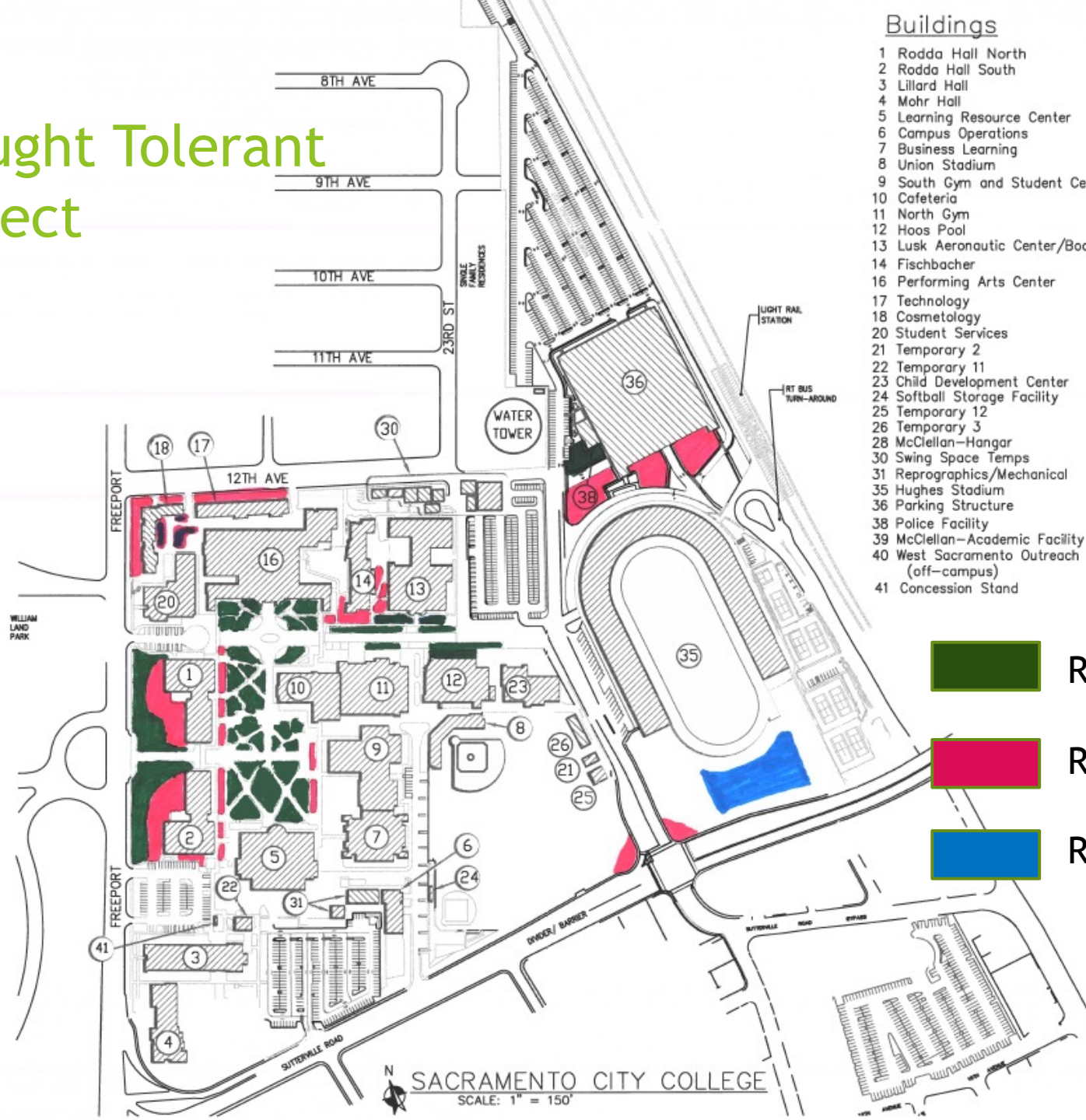
# FLC - Drought Tolerant Project



- Retain Turf
- Remove Turf
- Replace w/ Synthetic Turf

FLC Campus Site Plan

# SCC - Drought Tolerant Project



## Buildings

- 1 Rodda Hall North
- 2 Rodda Hall South
- 3 Lillard Hall
- 4 Mohr Hall
- 5 Learning Resource Center
- 6 Campus Operations
- 7 Business Learning
- 8 Union Stadium
- 9 South Gym and Student Center
- 10 Cafeteria
- 11 North Gym
- 12 Hoos Pool
- 13 Lusk Aeronautic Center/Bookstore
- 14 Fischbacher
- 16 Performing Arts Center
- 17 Technology
- 18 Cosmetology
- 20 Student Services
- 21 Temporary 2
- 22 Temporary 11
- 23 Child Development Center
- 24 Softball Storage Facility
- 25 Temporary 12
- 26 Temporary 3
- 28 McClellan-Hangar
- 30 Swing Space Temps
- 31 Reprographics/Mechanical
- 35 Hughes Stadium
- 36 Parking Structure
- 38 Police Facility
- 39 McClellan-Academic Facility
- 40 West Sacramento Outreach (off-campus)
- 41 Concession Stand



Retain Turf



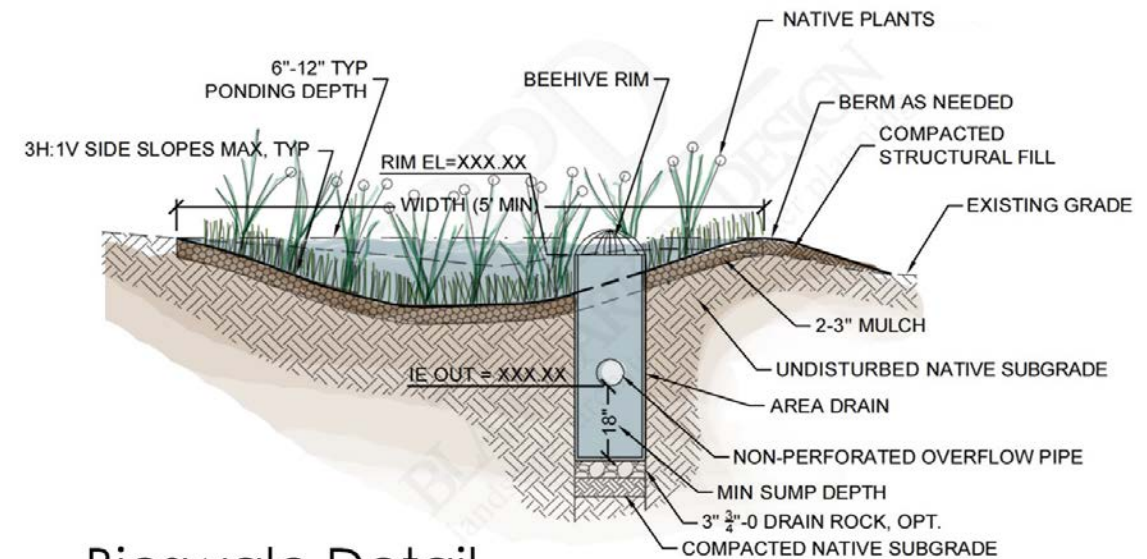
Remove Turf



Replace w/ Synthetic Turf

# New Construction Water Requirements

- ▶ Water meters
- ▶ Water Conservation
  - ▶ Low flow fixtures
  - ▶ Bottle filling stations
  - ▶ Weather-Based Irrigation Systems
  - ▶ Native and Drought Plants
  - ▶ Water Recapture/Recycling systems
  - ▶ Bioswales



Bioswale Detail



# Future Sustainability Efforts

- ▶ Continue to focus on and to actively pursue and exceed BOG Framework goals 2025, 2030, and 2030.
- ▶ Continue and expand conservation efforts in all areas.
- ▶ Additional water conservation projects.
- ▶ Seek funding for additional emerging technologies, and energy efficiency programs for existing buildings to reduce energy usage and GHG emissions.
- ▶ Increase renewable energy generation and participate in future programs like SMUD's SolarShares Program.

Questions?



LOS RIOS  
COMMUNITY  
COLLEGE DISTRICT



# Strategic Enrollment Management Planning

## College and District Enrollment Targets

April 12, 2023

# Goal:

Los Rios, and each college, will restore access to pre-pandemic levels within 5 years

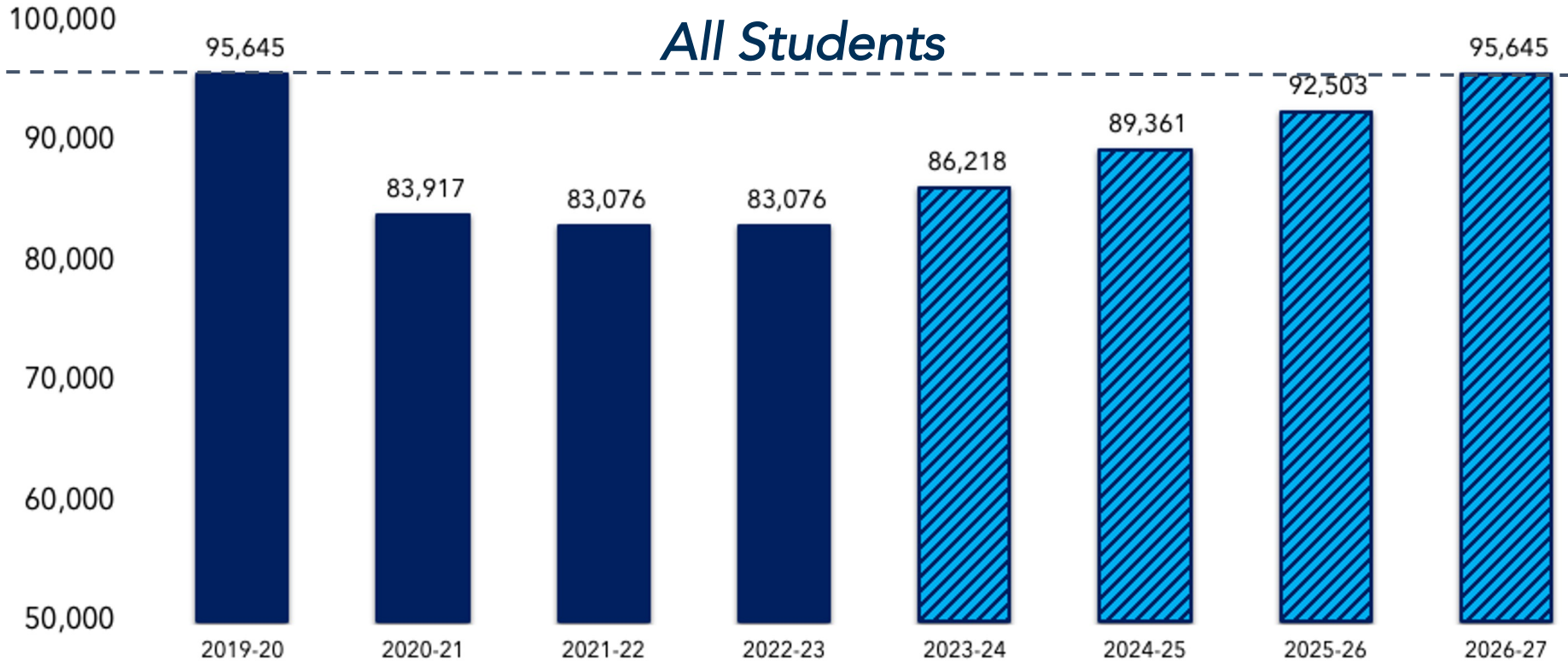
# Assumptions

In order for Los Rios to achieve access restoration by 2026-27:

- Districtwide enrollment will need to increase by approximately 3.6% per year
- Black/African American enrollment will need to increase by approximately 4.4% per year
- Latino/a enrollment will need to increase by approximately 3.3% per year
- Based on regional population trends (per RP Group study), we expect a faster rate of growth at CRC and FLC

# Los Rios Enrollment Trend and Annual Goals

## All Students

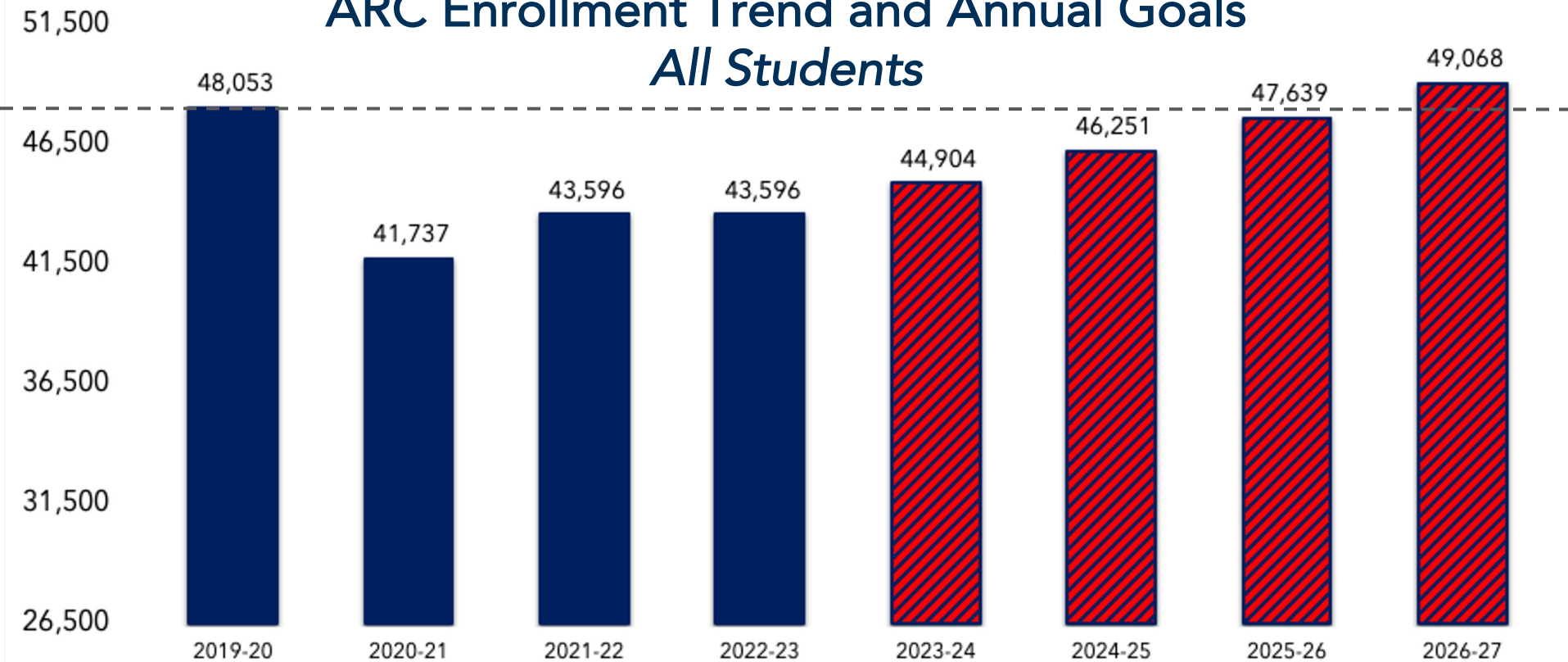


# American River College

## College Enrollment Targets and Strategies

# ARC Enrollment Trend and Annual Goals

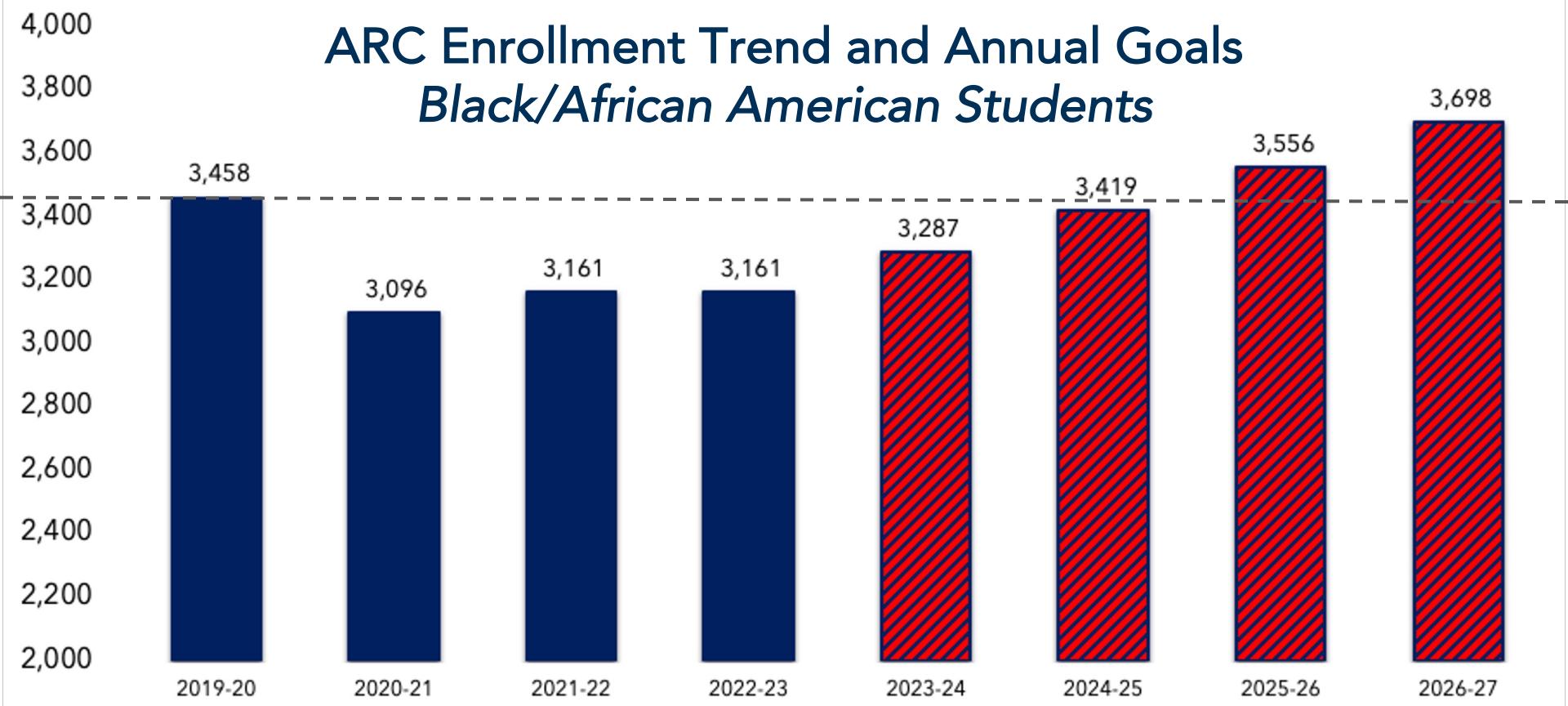
## All Students





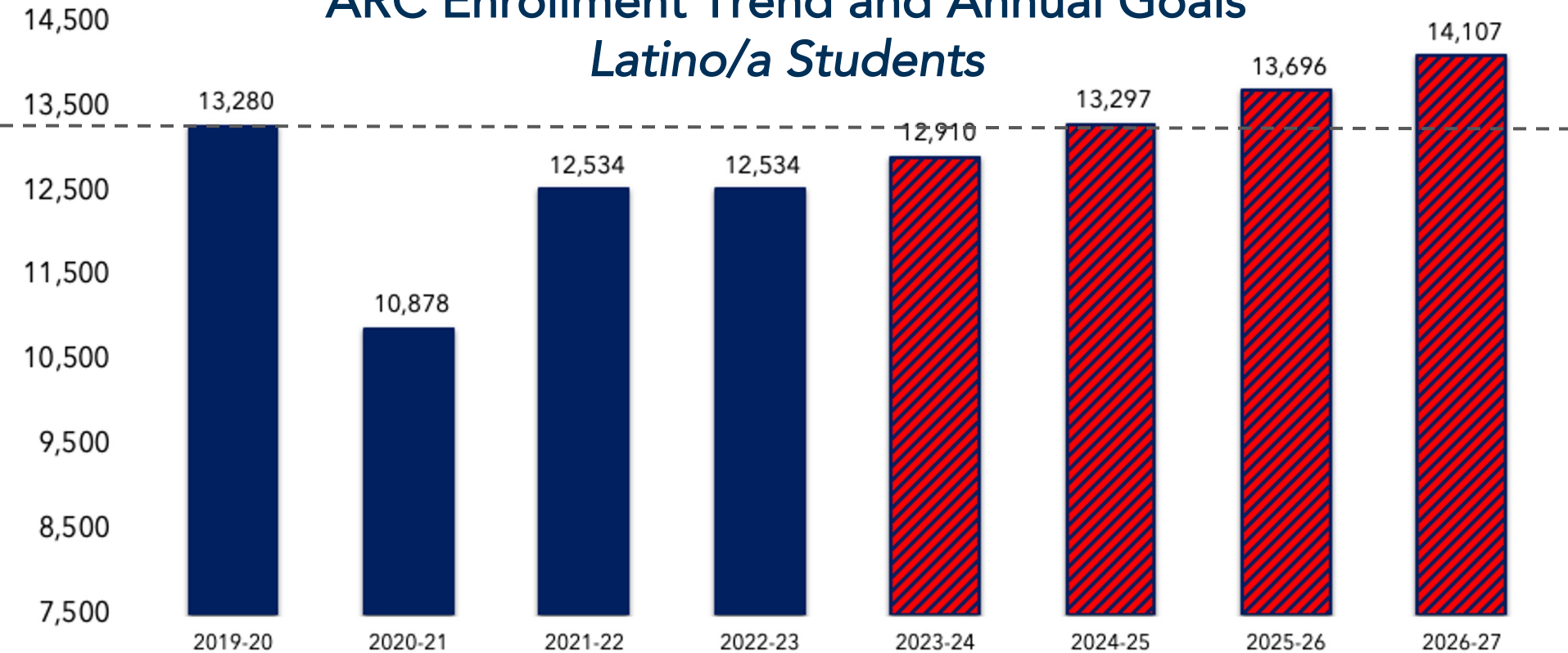
# ARC Enrollment Trend and Annual Goals

## *Black/African American Students*



# ARC Enrollment Trend and Annual Goals

## *Latino/a Students*



# Top Access Restoration Strategies

1. Thirteen newly hired Student Support Specialists will help meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; and policies that are more student centered.
2. Continue to build and support a quality, equity-driven Dual Enrollment program in partnership with K-12 school districts in our service area.

# Top Access Restoration Strategies

3. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases **for equitable outcomes in access, retention, and success.**
4. Develop course schedules that reduce obstacles to completion by **aligning course offerings with Program Roadmaps,** and by coordinating schedules across instructional areas to reduce conflicts and overlaps.

# Top Access Restoration Strategies

5. Ensure students are supported for equitable completion of transfer-level Math and English.

**Consultation/Engagement** - ARC Strategic Planning Community Forums took place in January/February 2023 and were open to all students and employees. ARC's SEM Plan is currently moving through the college collegial consultation process.

# Cosumnes River College

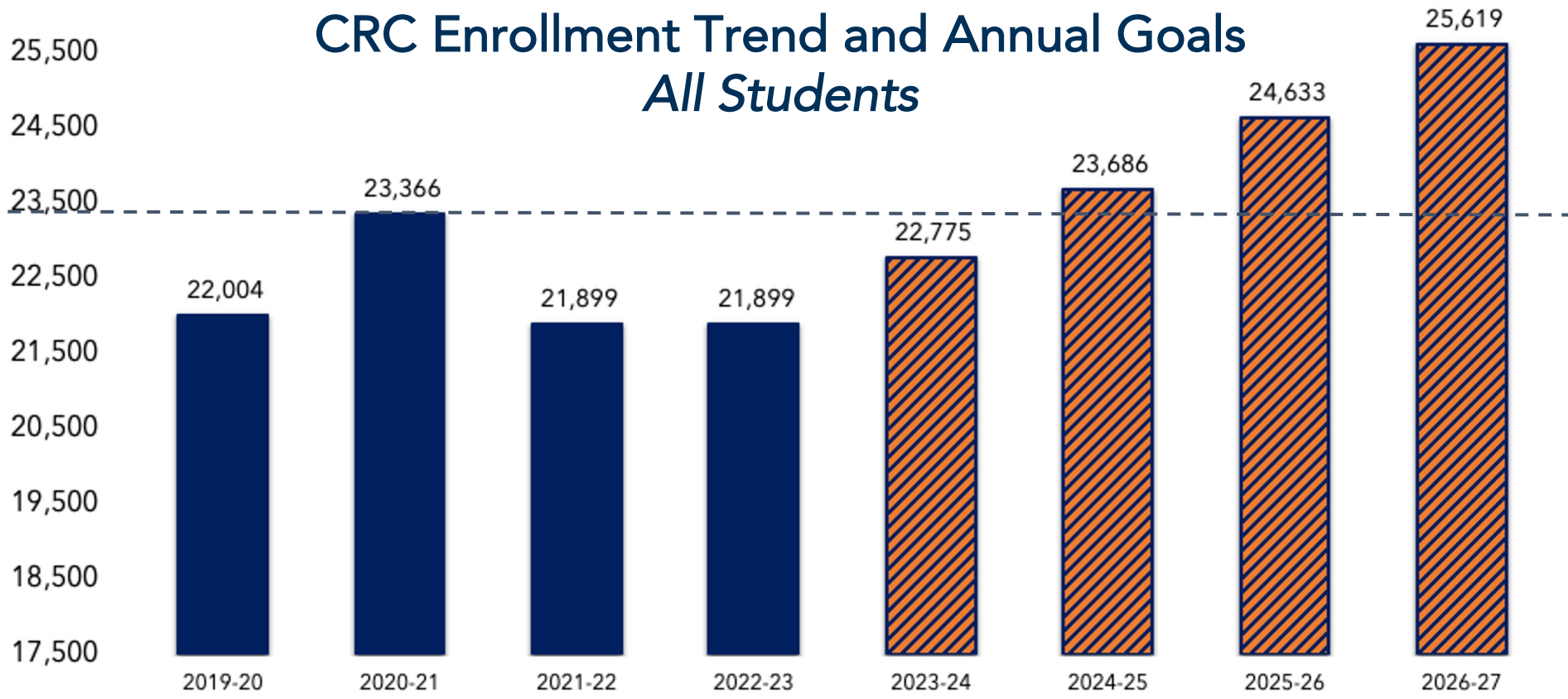
## College Enrollment Targets and Strategies



**COSUMNES**  
RIVER COLLEGE

# CRC Enrollment Trend and Annual Goals

## All Students



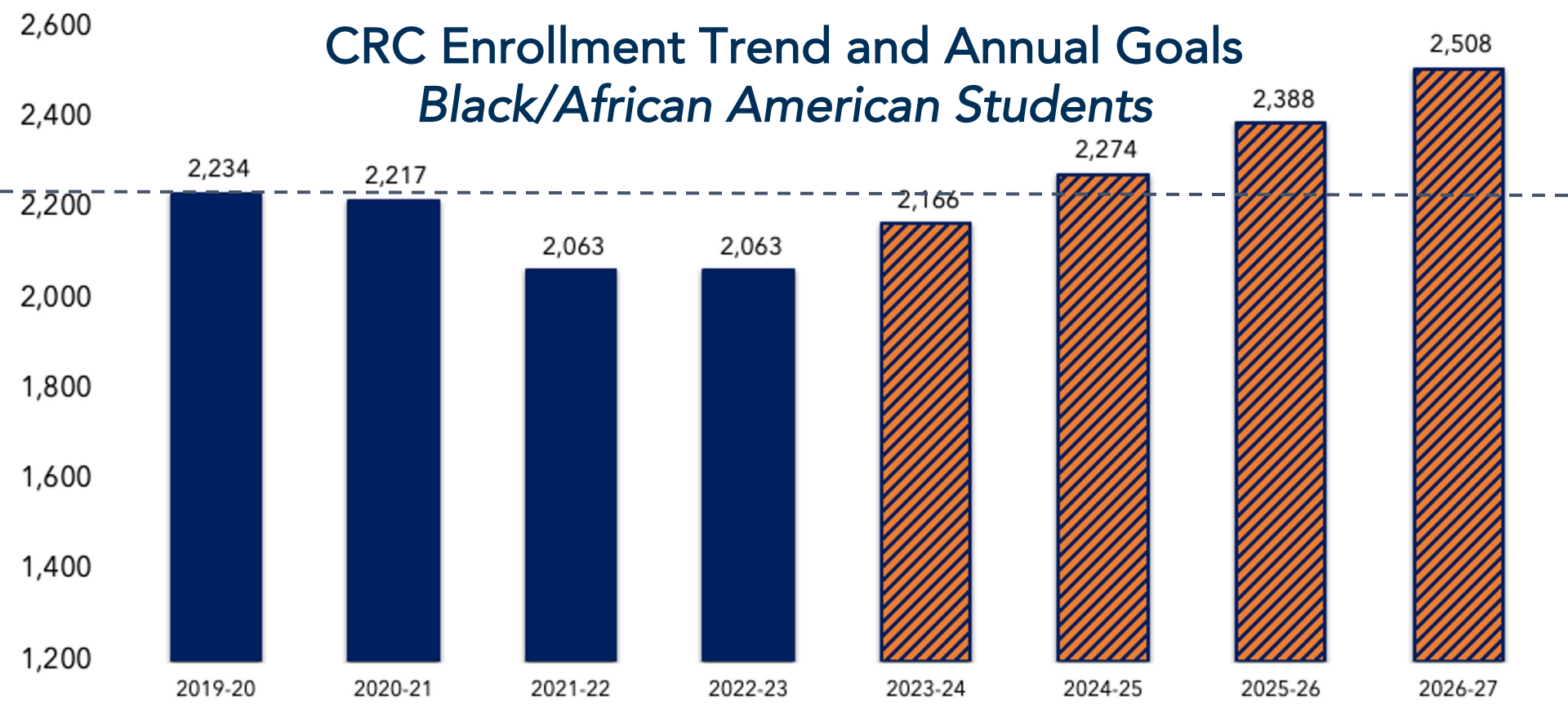
**COSUMNES**  
RIVER COLLEGE

\*Measured in Annual Unduplicated Student Headcount



# CRC Enrollment Trend and Annual Goals

## *Black/African American Students*



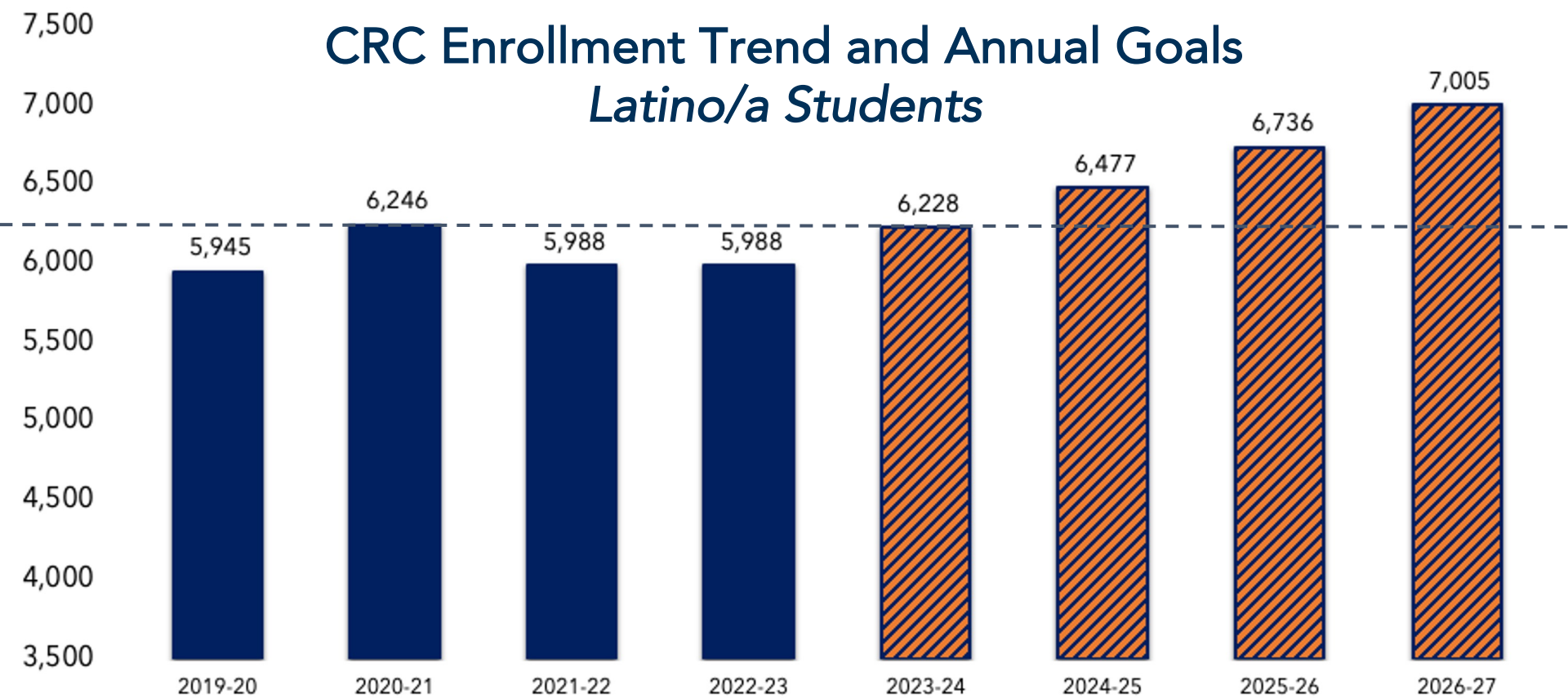
**COSUMNES**  
RIVER COLLEGE

\*Measured in Annual Unduplicated Student Headcount



# CRC Enrollment Trend and Annual Goals

## *Latino/a Students*



**COSUMNES**  
RIVER COLLEGE

\*Measured in Annual Unduplicated Student Headcount

# Top Access Restoration Strategies

1. Continue to scale CRC's "opt out" initiative by ensuring sufficient math and English courses are scheduled to accommodate student pathways.
2. Further develop and market OER/ZTC degree pathways.
3. Provide intrusive case management Outreach support that guides students through the onboarding process.
4. Utilize local data to identify the appropriate program pathways for adult learners that align with their employment/academic goals and workforce needs.



# Top Access Restoration Strategies

5. In coordination with EGUSD develop Dual Enrollment pathway options for high school students to complete GE and/or program requirements and to work collaboratively with EGUSD to outreach to families of potential students.
6. Continued implementation of the “We Won’t Fall Plan” that focus on the first semester onboarding and success of African American and Latino(a) students.



# Top Access Restoration Strategies

**Consultation/Engagement** - The strategies identified in CRC's SEM are aligned with strategies that are contained in our college's strategic plan and our student equity and achievement plan which has been widely discussed and vetted by or participatory governance committees and college constituency groups.



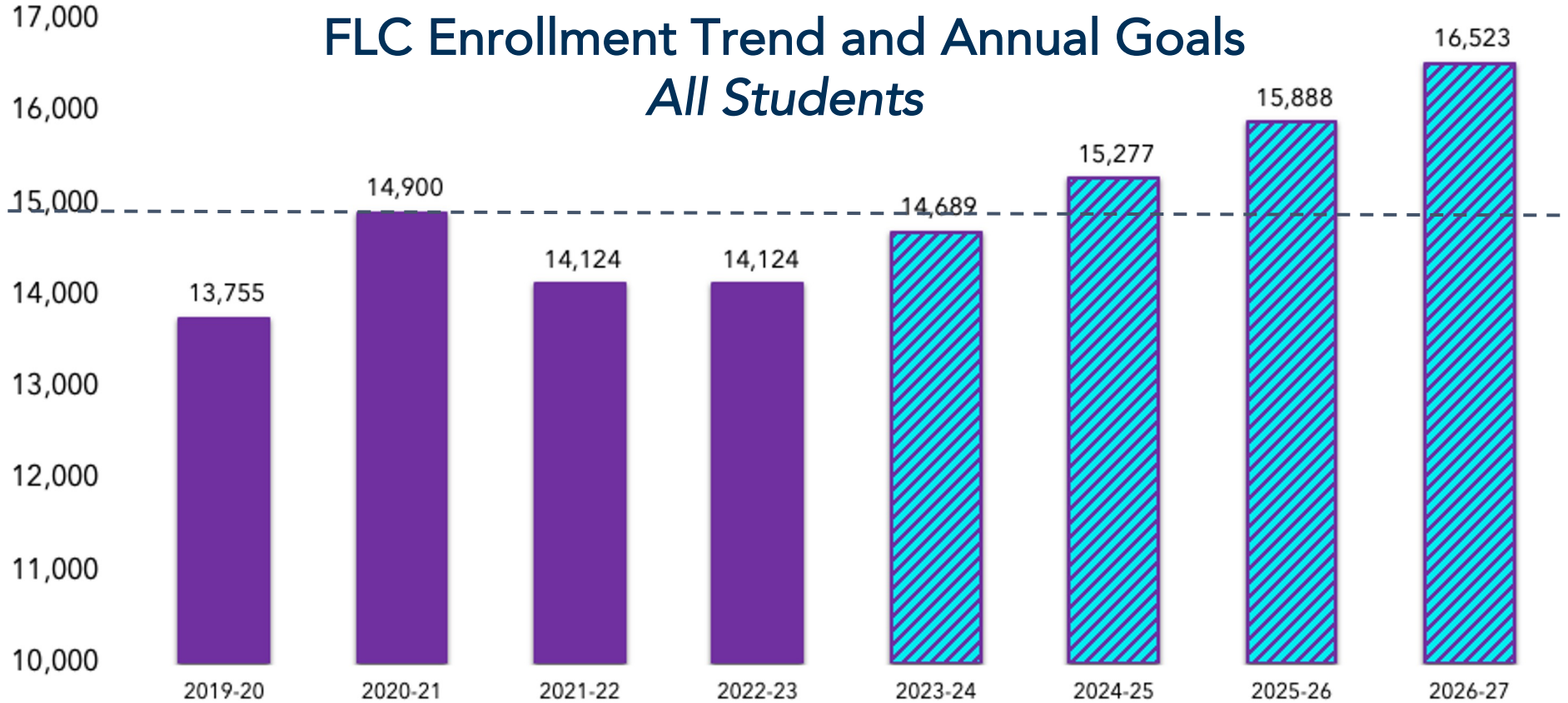
# Folsom Lake College

## College Enrollment Targets and Strategies



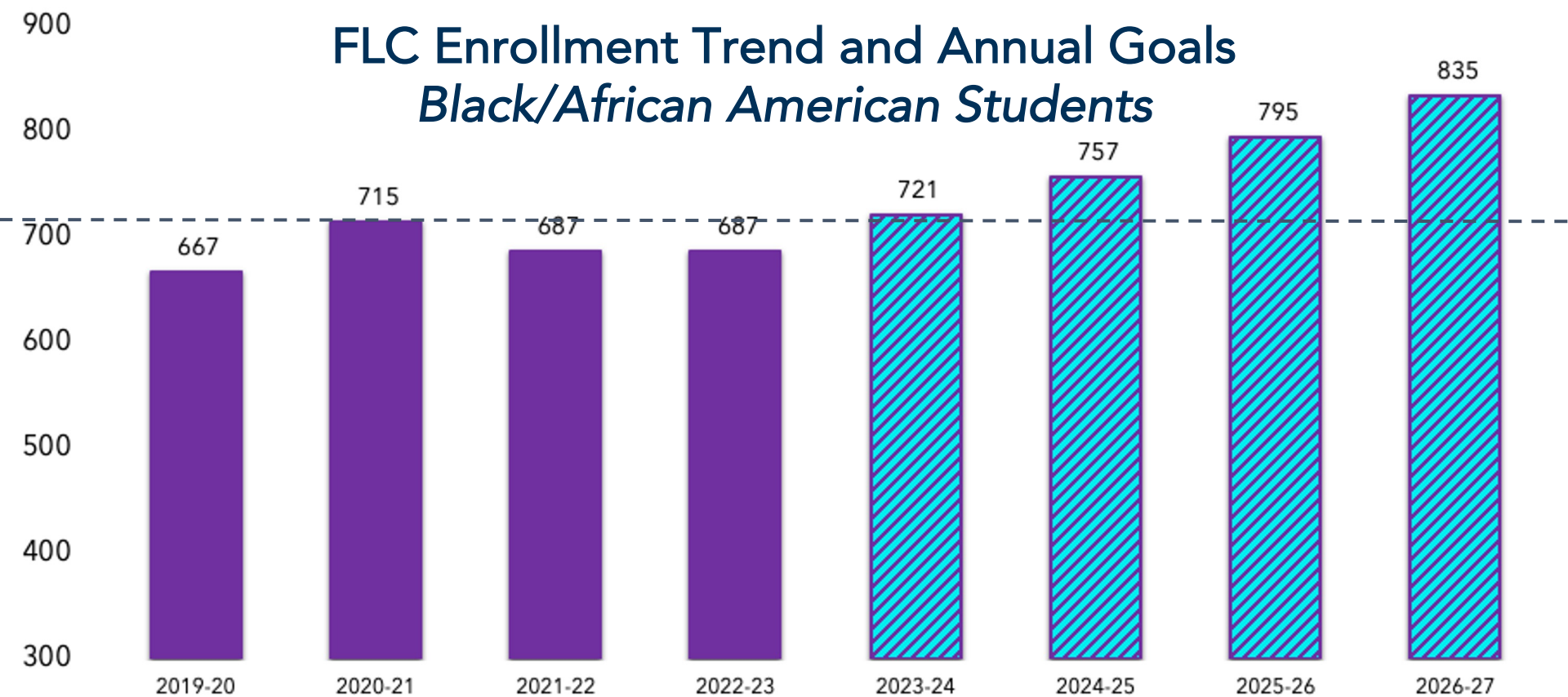
# FLC Enrollment Trend and Annual Goals

## All Students



# FLC Enrollment Trend and Annual Goals

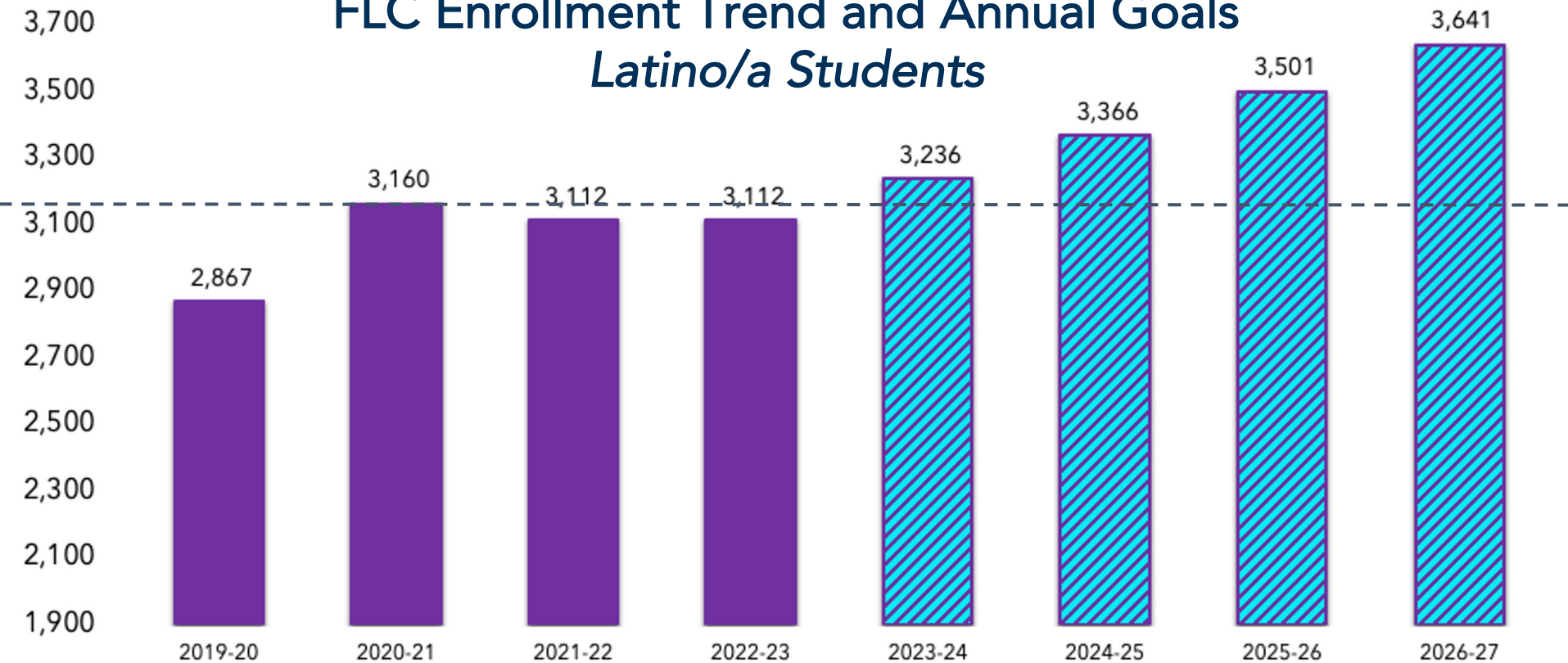
## *Black/African American Students*





# FLC Enrollment Trend and Annual Goals

## *Latino/a Students*





# Top Access Restoration Strategies

1. Implement a comprehensive college communication plan to improve the student experience.
2. Ensure equitable academic achievement across all racial, socioeconomic, and gender groups through targeted outreach and student services.
3. Leverage districtwide initiatives like the K-16 Collaborative and Dual Enrollment.



# Top Access Restoration Strategies

4. **Strengthen collaboration** with educational, community, and business partners.
5. Improve the **student matriculation experience**.

**Consultation/Engagement** - FLC's SEM strategies were developed with collegial consultation by multiple FLC shared governance committees and all FLC constituencies.

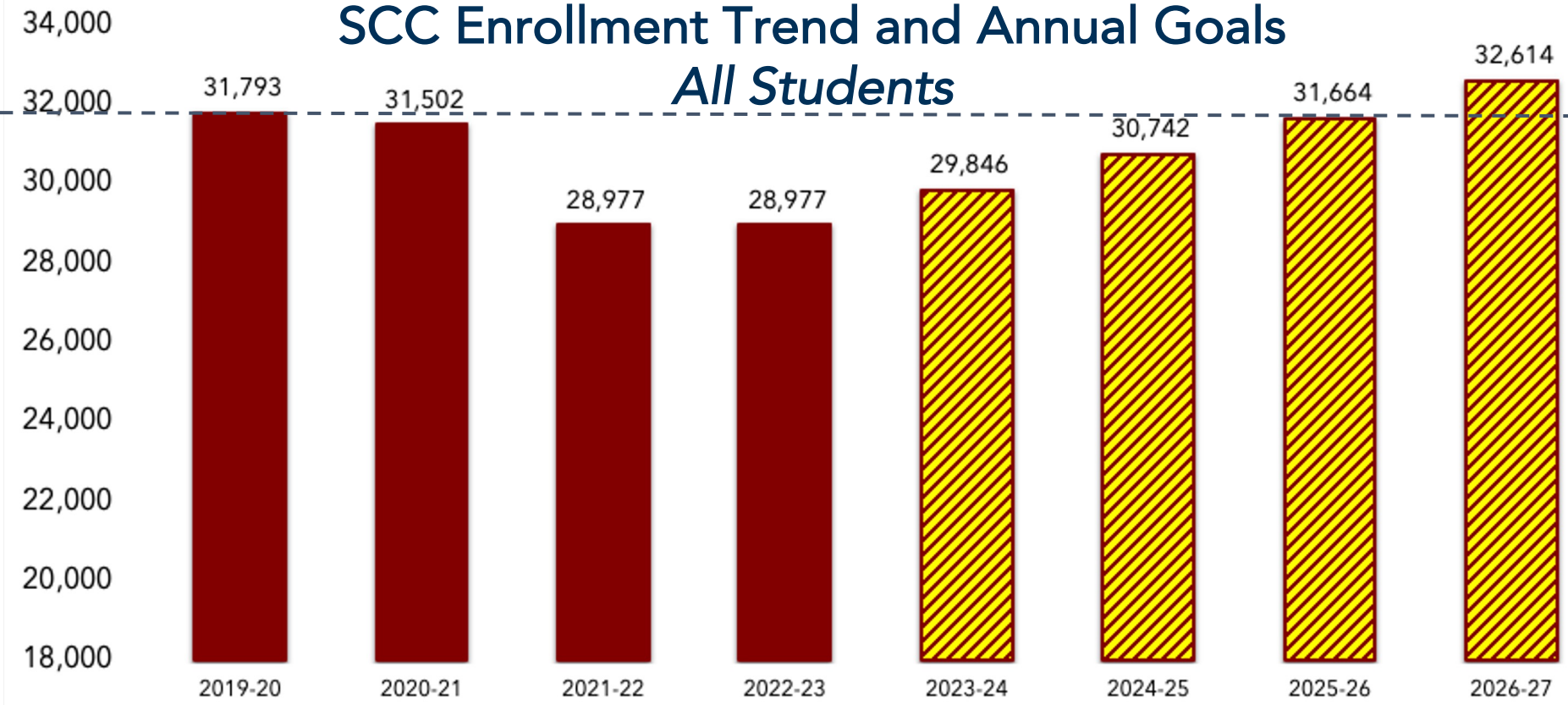


# Sacramento City College

## College Enrollment Targets and Strategies

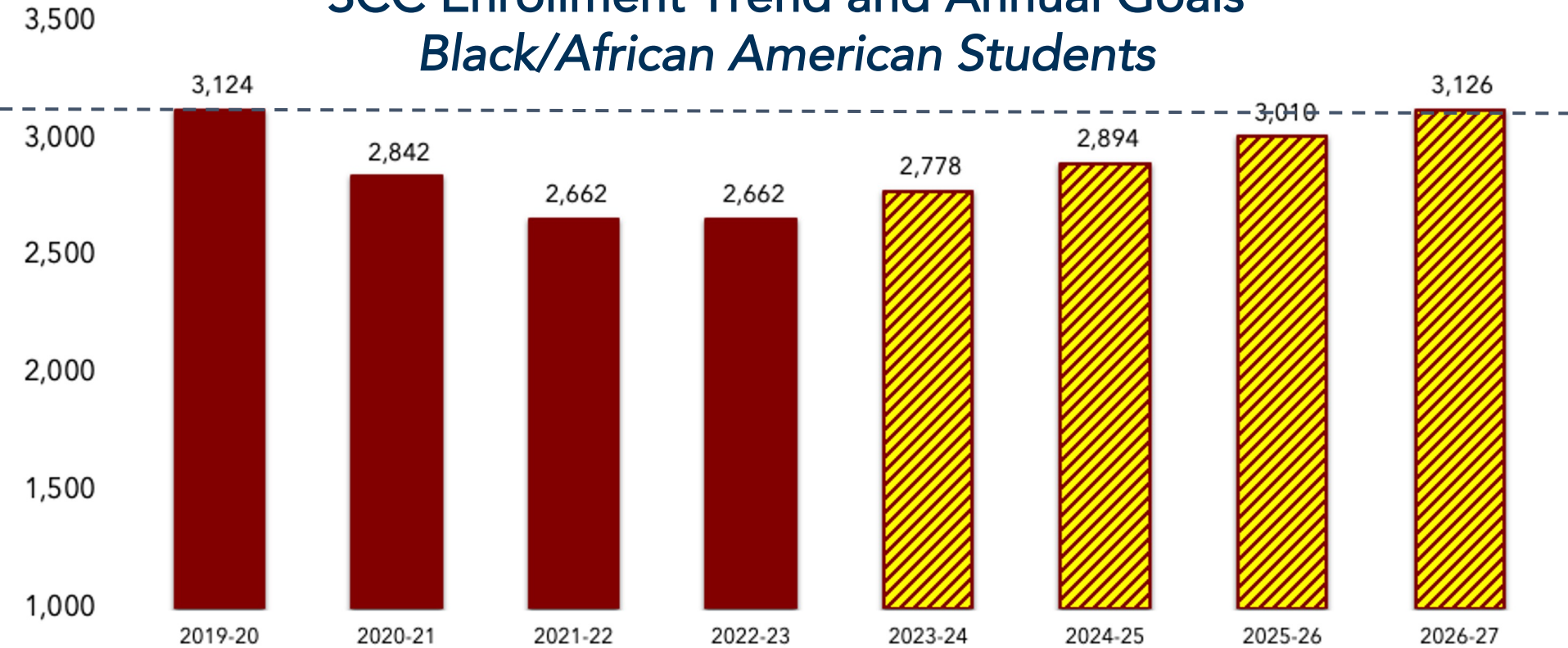
# SCC Enrollment Trend and Annual Goals

## All Students



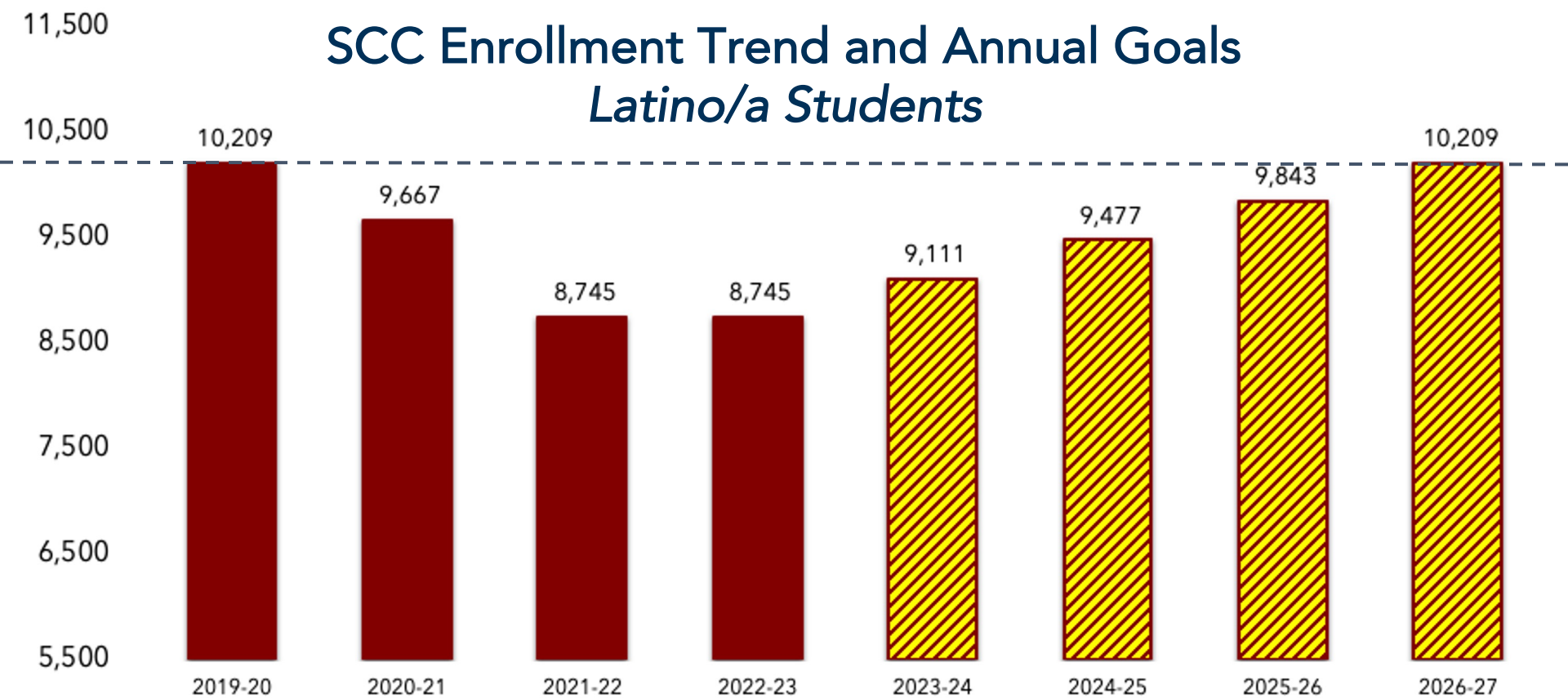
# SCC Enrollment Trend and Annual Goals

## *Black/African American Students*



# SCC Enrollment Trend and Annual Goals

## *Latino/a Students*



# Top Access Restoration Strategies

1. Increase presence at feeder schools using multiple approaches, including Dual Enrollment.
2. Offer classes and support services in a variety of modalities and at various locations.
3. Facilitate easier enrollment processes by providing seamless onboarding services to students.
4. Increase offerings and marketing of courses that will draw 25+ year old students.

# Top Access Restoration Strategies

5. Develop community-informed outreach and marketing approaches that are tailored to specific audiences.
6. Promote the engagement and success of all students, with an emphasis on disproportionately impacted groups.

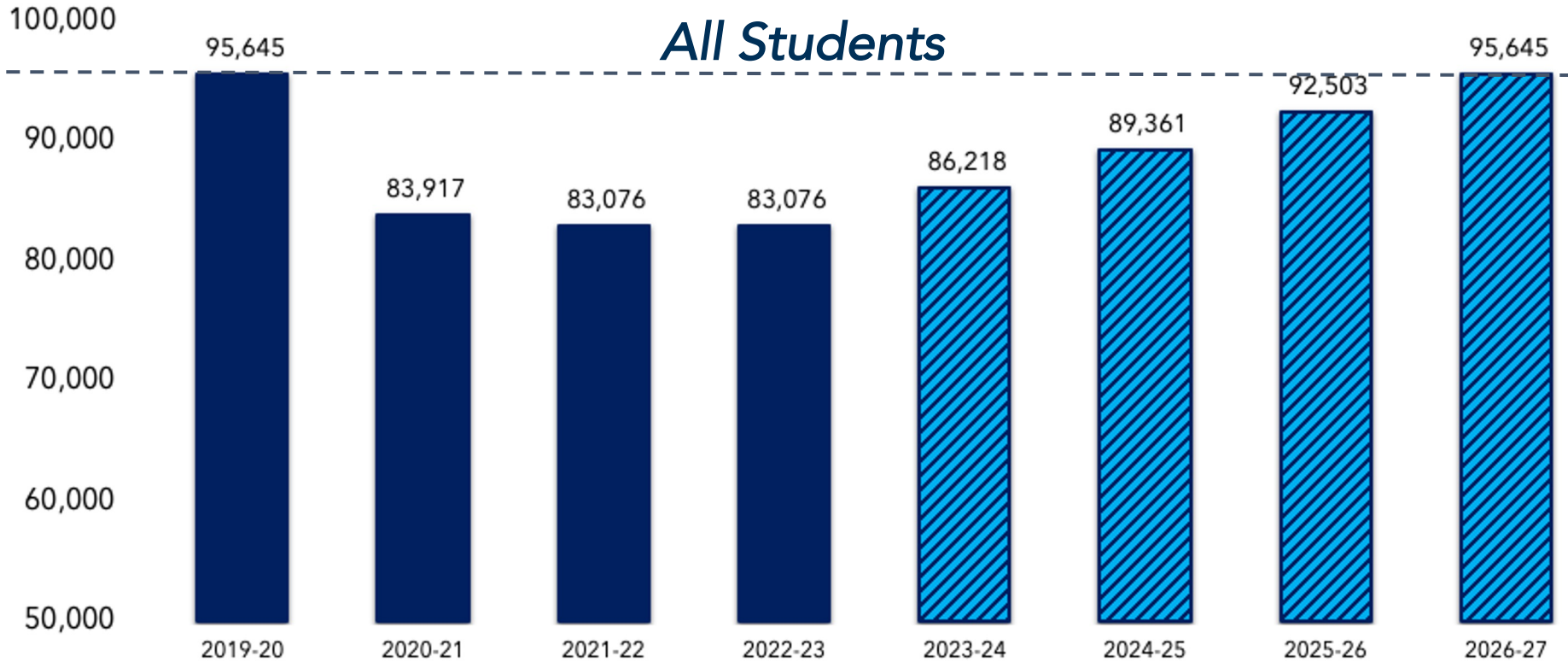
**Consultation/Engagement** - These strategies were vetted across the college through consultation in College Council as well as for approval by all constituent groups.



# Districtwide Enrollment Targets

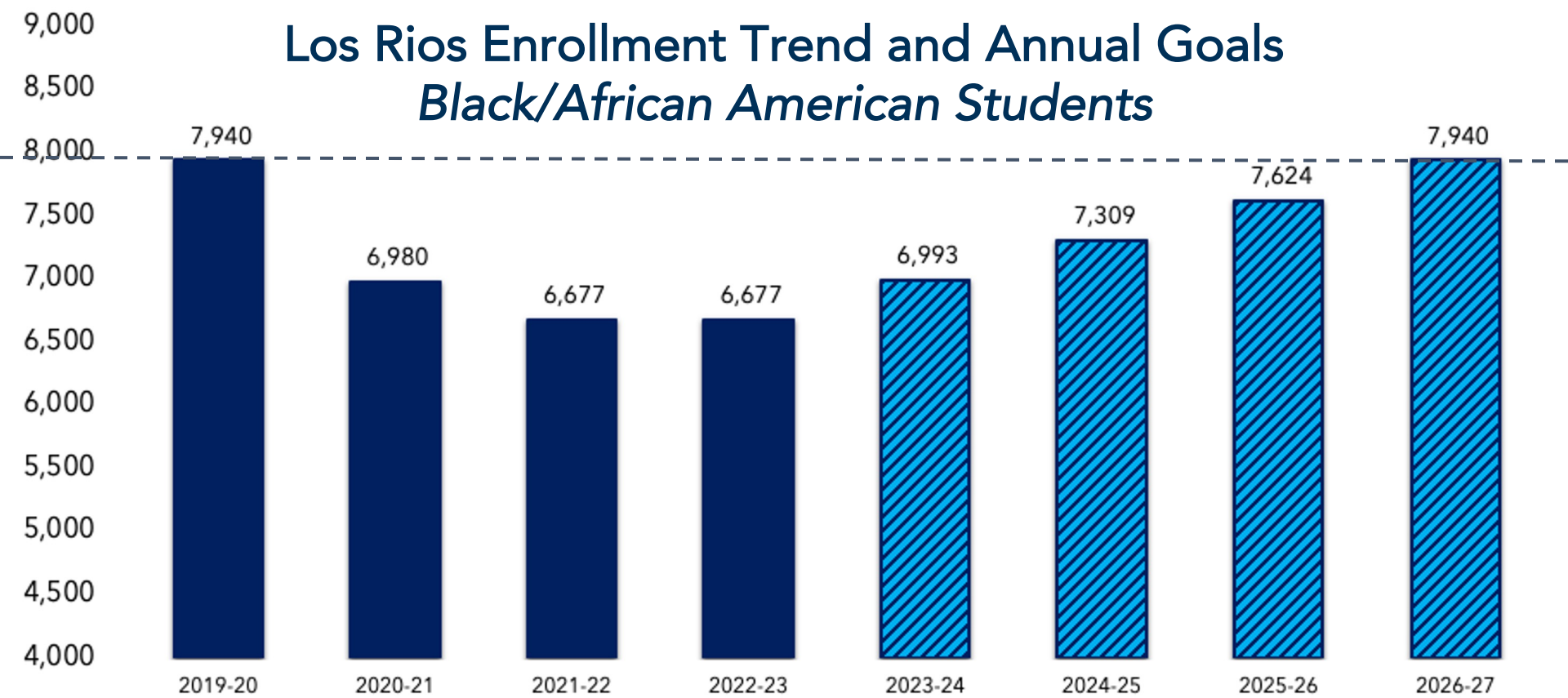
# Los Rios Enrollment Trend and Annual Goals

## All Students



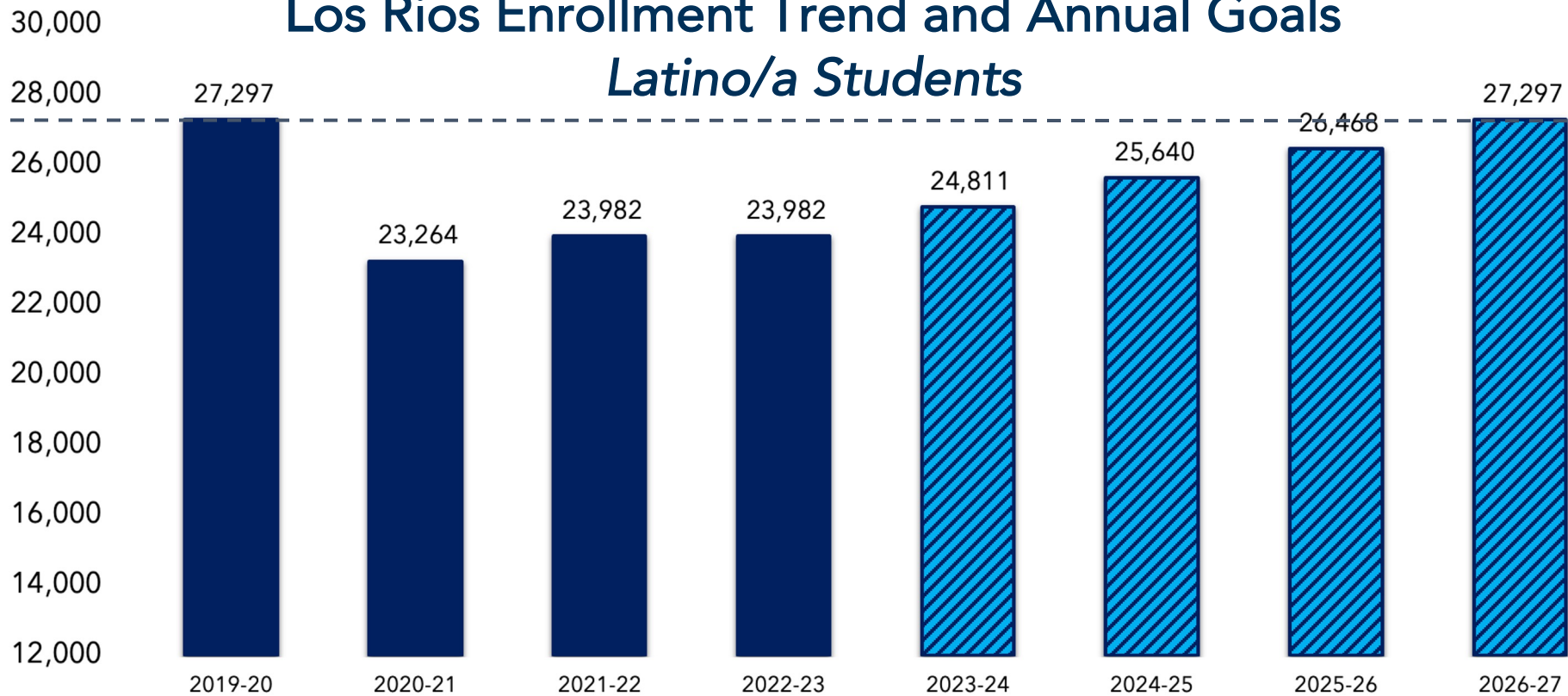
# Los Rios Enrollment Trend and Annual Goals

## *Black/African American Students*



# Los Rios Enrollment Trend and Annual Goals

## *Latino/a Students*



# Macro Conditions Continue to Evolve

- Job market and economic conditions
- State fiscal outlook
- Continued shifting regional population trends
- Student online/onground course-taking patterns

# Next Steps

- Continued development of comprehensive College and Districtwide SEM Plan(s)
- Completed by the end of the Spring semester



LOS RIOS  
COMMUNITY  
COLLEGE DISTRICT



# Questions?



LOS RIOS  
COMMUNITY  
COLLEGE DISTRICT



# Strategic Enrollment Management Planning

## College and District Enrollment Targets

April 12, 2023





## **LRCCD Course Drops/Withdrawals Report**

**LRCCD Office of Institutional Research - Report generated on 2023-03-22**

### **Methodology**

- Data on all course enrollments was pulled for all Los Rios students enrolled during the Fall 2022 and Spring 2022 terms. The data was sourced from OIR's "real time" RDS\_HEPRD database on 2023-03-22.
- Course enrollments are sorted into five categories. "Instructor-Initiated Drops" are course drops occurring prior to course census (no letter grade) that are initiated by the instructor. "Student-Initiated Drops" are pre-census drops that are initiated by the student. "Instructor-Initiated Withdrawals" are post-census drops, initiated by the instructor, that result in a letter grade of W, EW, or MW. "Student-Initiated Withdrawals" are the same, but initiated by the student. Finally, "Other Enrollments" include all other enrollment types, including administrative drops and enrollments ending in a letter grade.
- All counts and percentages are based on duplicated student enrollments. This means that a single student may contribute more than 1 enrollment to a given count if they have more than one course enrollment in a given category.
- The data is disaggregated by term, college, and race/ethnicity. The race/ethnicity categories match federal OMB guidelines.

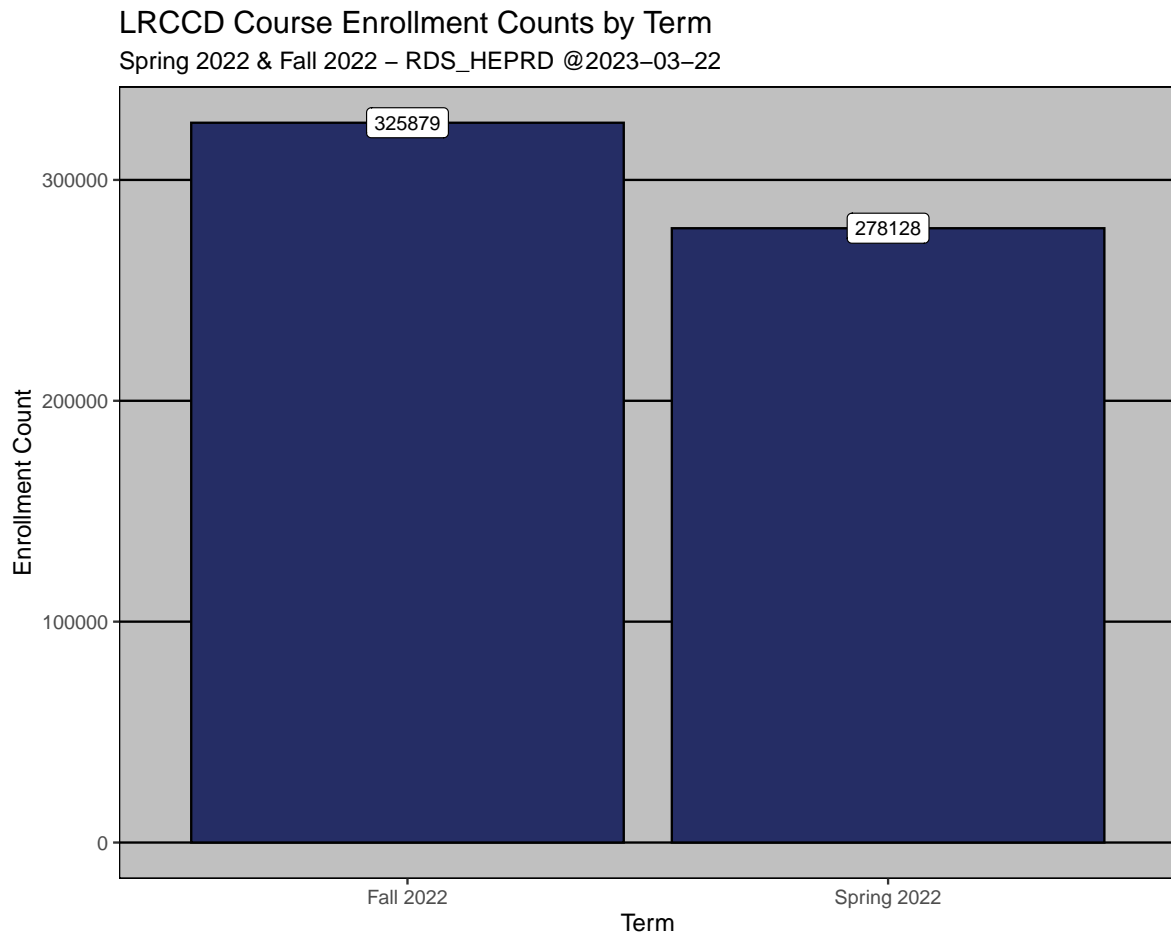
### **Summary of Findings**

- Instructor-initiated drops make up a relatively small proportion of all Los Rios course enrollments (~5% in Spring and Fall 2022). In Spring 2022, there were 13248 instructor initiated drops/withdrawals, including 6873 pre-course-census drops and 6375 post-census withdrawals. For Fall 2022, there were 17590 instructor-initiated drops/withdrawals, with 10298 pre-census drops and 15225 post-census withdrawals.

- The percentage of instructor-initiated drops/withdrawals is far lower than that of student-initiated drops/withdrawals. Student-initiated pre-census drops make up nearly 30% of all course enrollments for both Spring 2022 and Fall 2022.
- The percentages of drops/withdrawals are relatively consistent across the four Los Rios colleges.
- African American students have a significantly higher percentage of instructor-initiated drops/withdrawals (~4-5%) than all other race/ethnicity groups. Most other groups have percentages between 2 and 3 percent. There is little evidence for a disproportionate impact on Hispanic/Latino students.

## Results

### Districtwide Enrollment Counts



## LRCCD Course Enrollment Counts by Term and Type

Spring 2022 & Fall 2022 – RDS\_HEPRD @2023-03-22

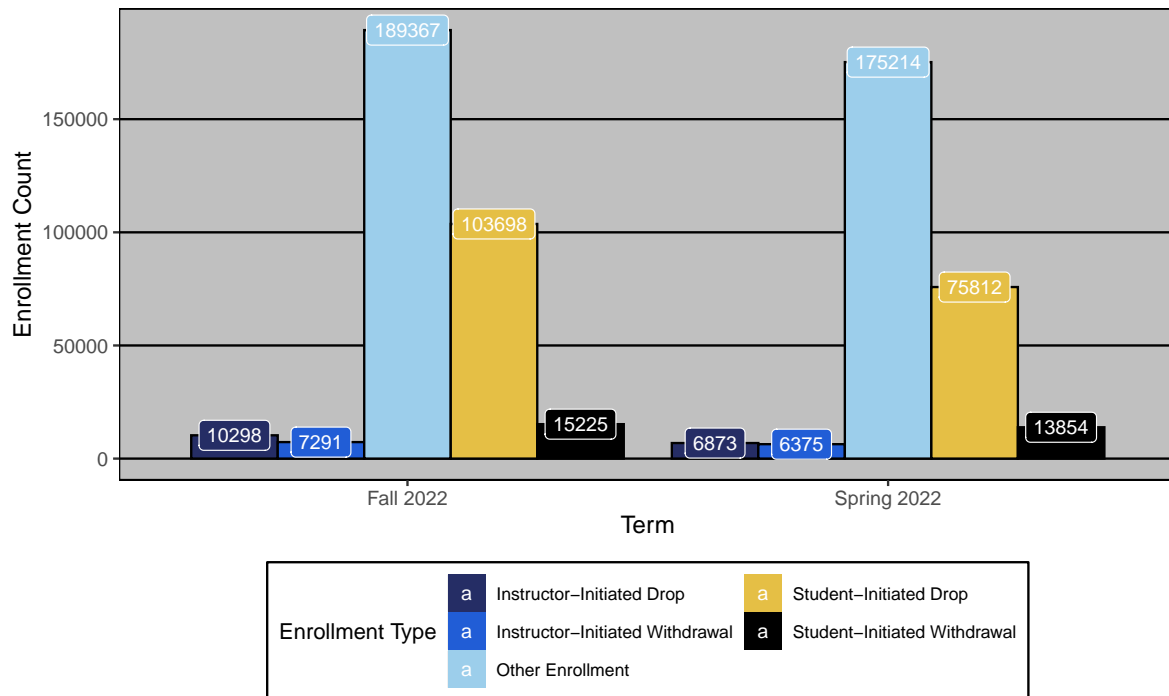


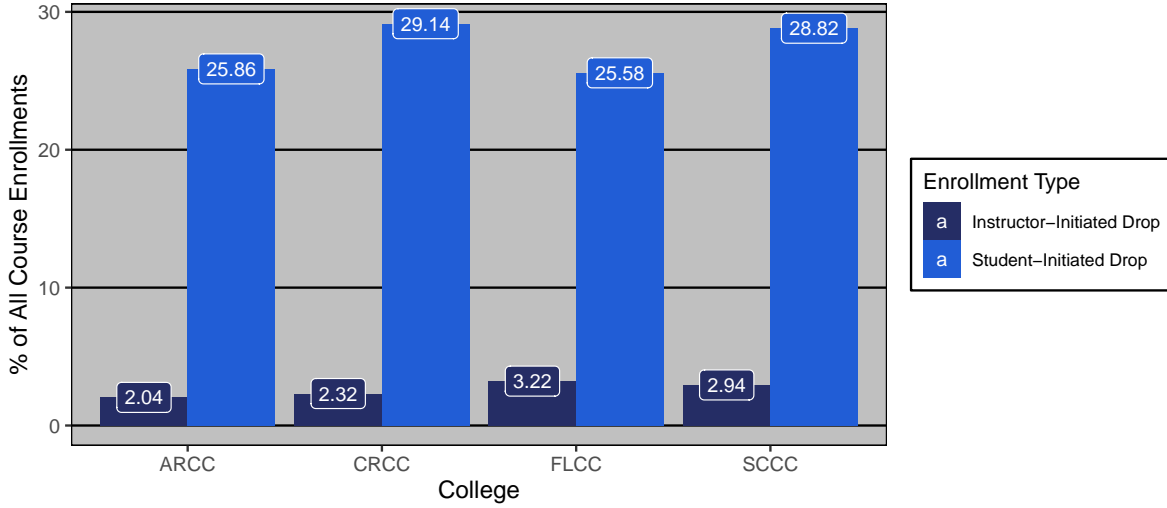
Table 1: LRCCD Course Enrollments by Term & Type

| Term        | Enrollment Type                 | Enrollment Count | %     |
|-------------|---------------------------------|------------------|-------|
| Spring 2022 | Instructor-Initiated Drop       | 6873             | 2.47  |
| Spring 2022 | Instructor-Initiated Withdrawal | 6375             | 2.29  |
| Spring 2022 | Other Enrollment                | 175214           | 63.00 |
| Spring 2022 | Student-Initiated Drop          | 75812            | 27.26 |
| Spring 2022 | Student-Initiated Withdrawal    | 13854            | 4.98  |
| Fall 2022   | Instructor-Initiated Drop       | 10298            | 3.16  |
| Fall 2022   | Instructor-Initiated Withdrawal | 7291             | 2.24  |
| Fall 2022   | Other Enrollment                | 189367           | 58.11 |
| Fall 2022   | Student-Initiated Drop          | 103698           | 31.82 |
| Fall 2022   | Student-Initiated Withdrawal    | 15225            | 4.67  |

## Drop/Withdrawal Percentages by College

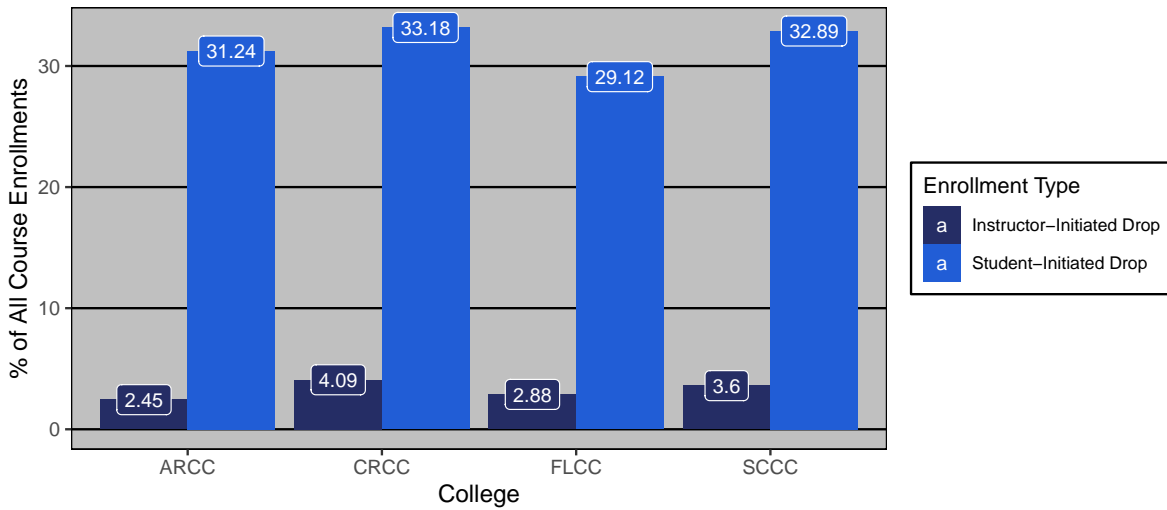
### LRCCD Pre-Census Drop Percentages by College and Enrollment Type

Spring 2022 – RDS\_HEPRD @2023-03-22



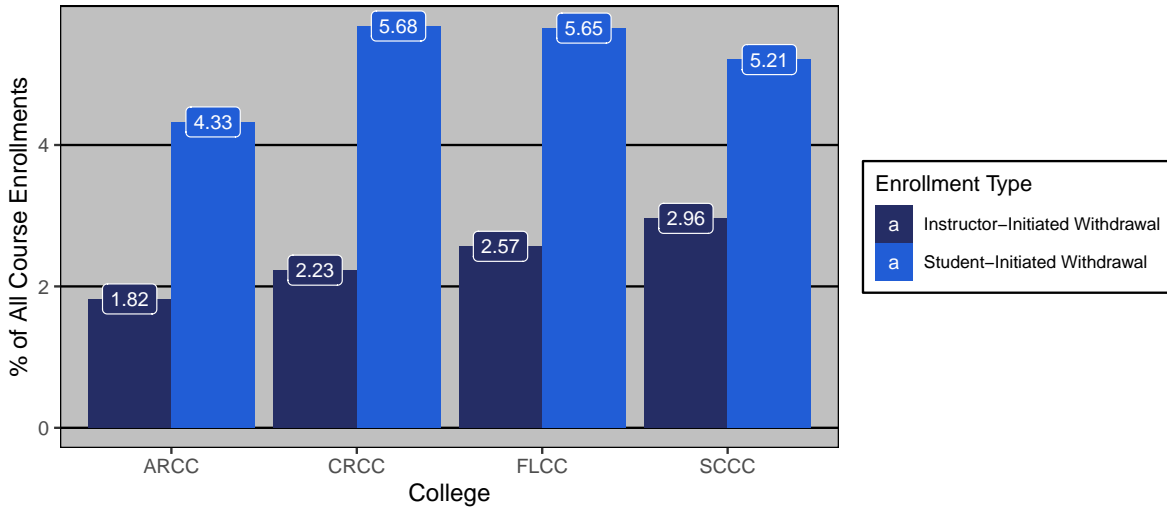
### LRCCD Pre-Census Drop Percentages by College and Enrollment Type

Fall 2022 – RDS\_HEPRD @2023-03-22



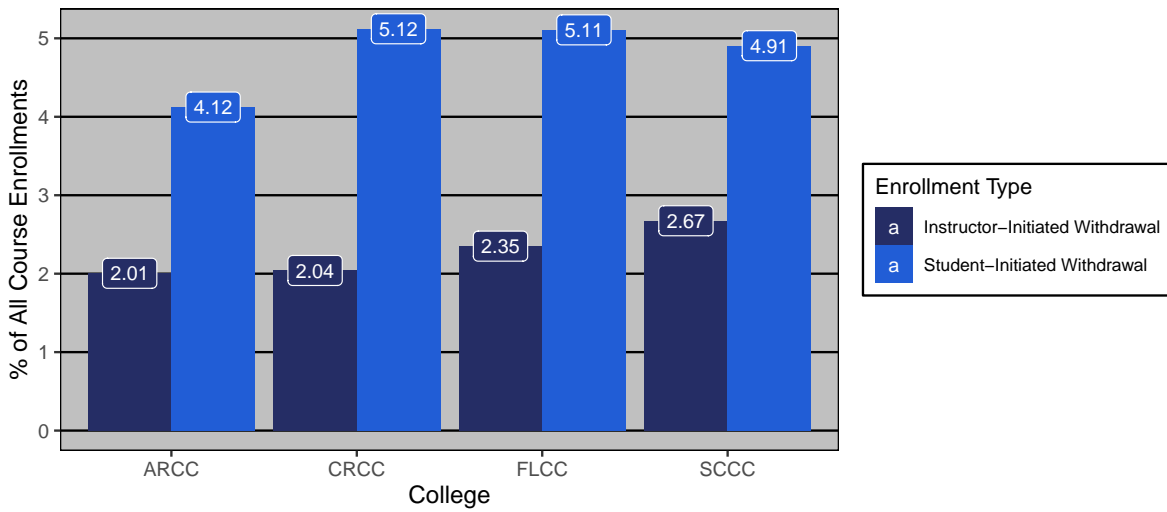
### LRCCD Post-Census Withdrawal Percentages by College and Enrollment Type

Spring 2022 – RDS\_HEPRD @2023-03-22



### LRCCD Post-Census Withdrawal Percentages by College and Enrollment Type

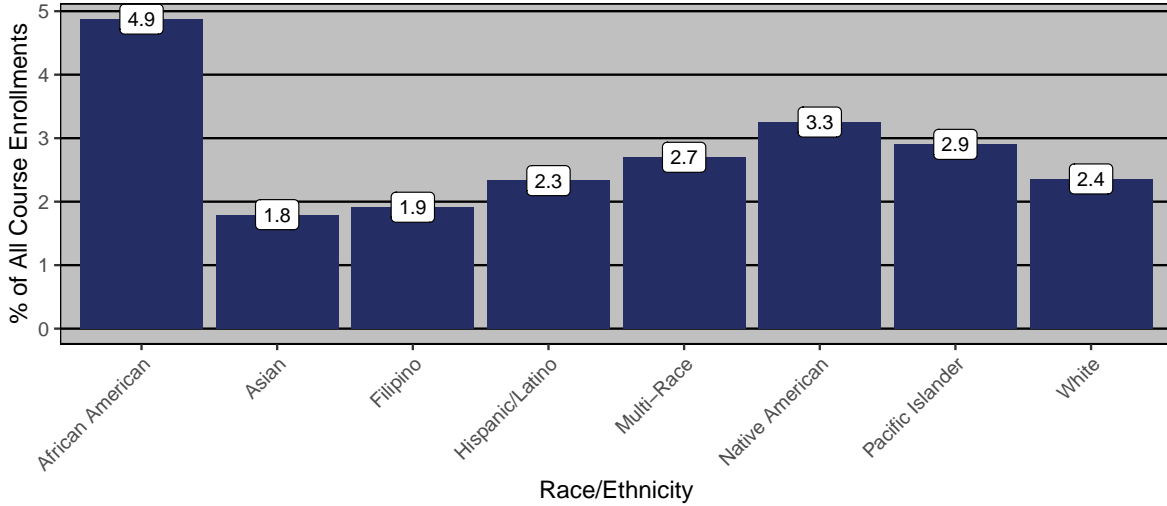
Fall 2022 – RDS\_HEPRD @2023-03-22



## Instructor-Initiated Drop/Withdrawal Percentages by Race/Ethnicity

### LRCCD Instructor-Initiated Drop Percentages by Race/Ethnicity

Spring 2022 – RDS\_HEPRD @2023-03-22



### LRCCD Instructor-Initiated Drop Percentages by Race/Ethnicity

Fall 2022 – RDS\_HEPRD @2023-03-22

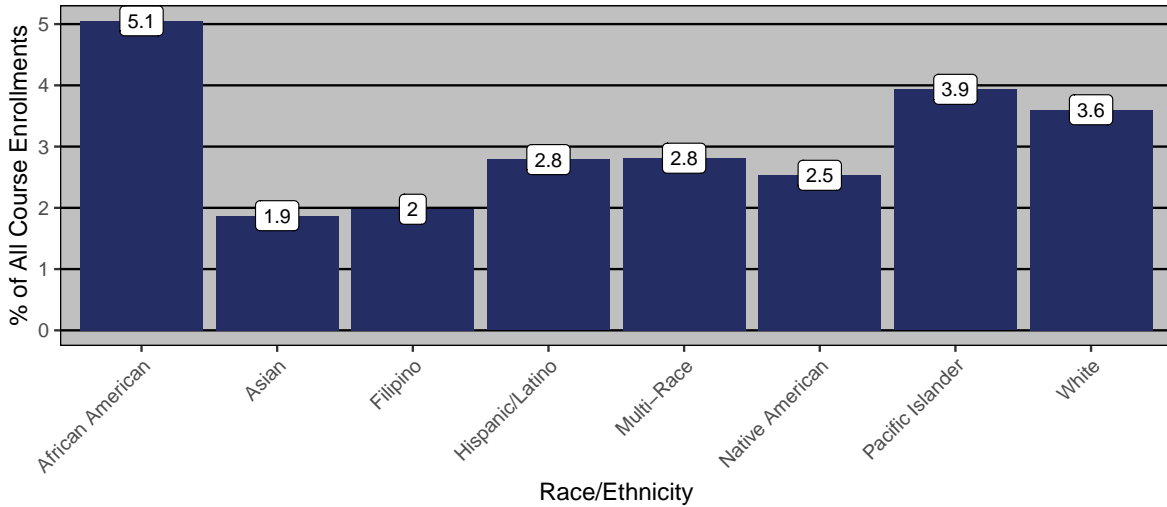
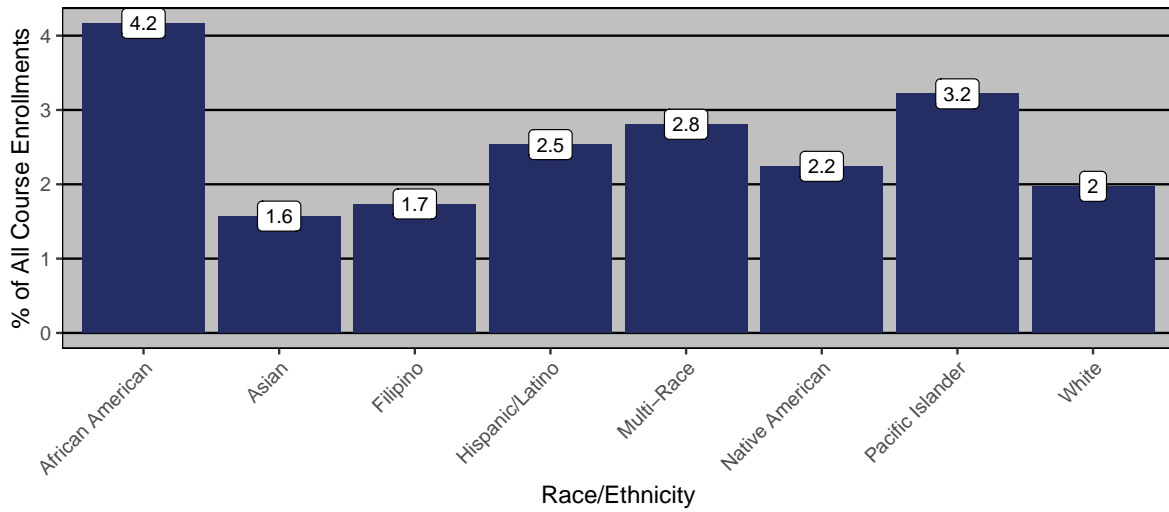


Table 2: LRCCD Instructor-Initiated Drops by Term & Race/Ethnicity

| Race/Ethnicity   | Term        | Enrollment Type           | Enrollment Count | %        |
|------------------|-------------|---------------------------|------------------|----------|
| African American | Spring 2022 | Instructor-Initiated Drop | 1139             | 4.875647 |
| Asian            | Spring 2022 | Instructor-Initiated Drop | 795              | 1.795515 |
| Filipino         | Spring 2022 | Instructor-Initiated Drop | 173              | 1.912236 |
| Hispanic/Latino  | Spring 2022 | Instructor-Initiated Drop | 1874             | 2.331194 |
| Multi-Race       | Spring 2022 | Instructor-Initiated Drop | 523              | 2.698798 |
| Native American  | Spring 2022 | Instructor-Initiated Drop | 45               | 3.253796 |
| Pacific Islander | Spring 2022 | Instructor-Initiated Drop | 83               | 2.902098 |
| White            | Spring 2022 | Instructor-Initiated Drop | 2081             | 2.357726 |
| African American | Fall 2022   | Instructor-Initiated Drop | 1465             | 5.053815 |
| Asian            | Fall 2022   | Instructor-Initiated Drop | 964              | 1.871917 |
| Filipino         | Fall 2022   | Instructor-Initiated Drop | 201              | 1.976790 |
| Hispanic/Latino  | Fall 2022   | Instructor-Initiated Drop | 2658             | 2.787742 |
| Multi-Race       | Fall 2022   | Instructor-Initiated Drop | 645              | 2.810213 |
| Native American  | Fall 2022   | Instructor-Initiated Drop | 43               | 2.530900 |
| Pacific Islander | Fall 2022   | Instructor-Initiated Drop | 137              | 3.934520 |
| White            | Fall 2022   | Instructor-Initiated Drop | 3741             | 3.601236 |

### LRCCD Instructor-Initiated Withdrawal Percentages by Race/Ethnicity

Spring 2022 – RDS\_HEPRD @2023-03-22



### LRCCD Instructor-Initiated Withdrawal Percentages by Race/Ethnicity

Fall 2022 – RDS\_HEPRD @2023-03-22

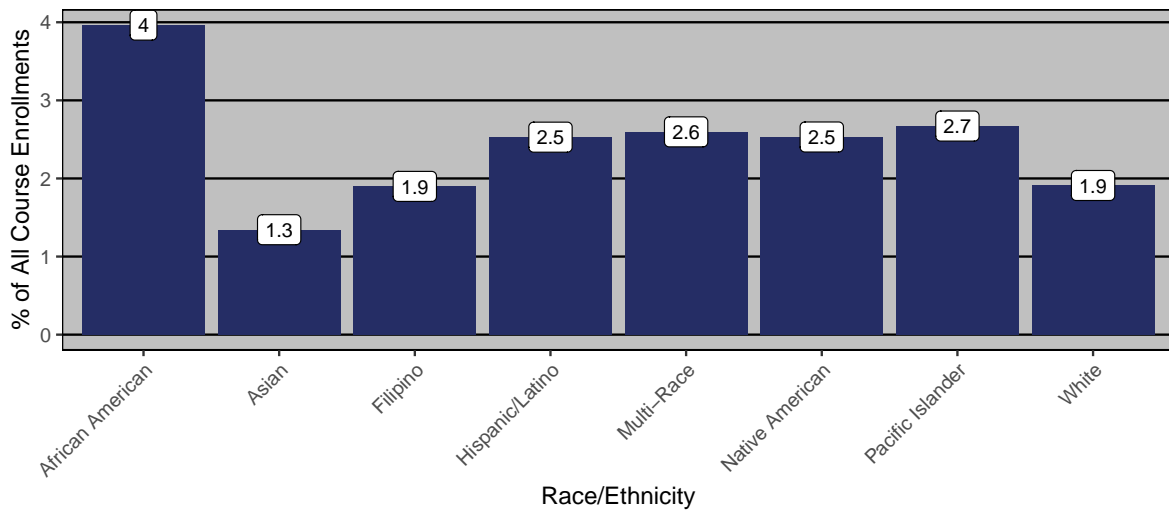




Table 3: LRCCD Instructor-Initiated Withdrawals by Term & Race/Ethnicity

| Race/Ethnicity   | Term        | Enrollment Type                 | Enrollment Count | %        |
|------------------|-------------|---------------------------------|------------------|----------|
| African American | Spring 2022 | Instructor-Initiated Withdrawal | 973              | 4.165061 |
| Asian            | Spring 2022 | Instructor-Initiated Withdrawal | 696              | 1.571922 |
| Filipino         | Spring 2022 | Instructor-Initiated Withdrawal | 157              | 1.735382 |
| Hispanic/Latino  | Spring 2022 | Instructor-Initiated Withdrawal | 2037             | 2.533960 |
| Multi-Race       | Spring 2022 | Instructor-Initiated Withdrawal | 544              | 2.807162 |
| Native American  | Spring 2022 | Instructor-Initiated Withdrawal | 31               | 2.241504 |
| Pacific Islander | Spring 2022 | Instructor-Initiated Withdrawal | 92               | 3.216783 |
| White            | Spring 2022 | Instructor-Initiated Withdrawal | 1741             | 1.972514 |
| African American | Fall 2022   | Instructor-Initiated Withdrawal | 1149             | 3.963709 |
| Asian            | Fall 2022   | Instructor-Initiated Withdrawal | 692              | 1.343741 |
| Filipino         | Fall 2022   | Instructor-Initiated Withdrawal | 193              | 1.898112 |
| Hispanic/Latino  | Fall 2022   | Instructor-Initiated Withdrawal | 2411             | 2.528685 |
| Multi-Race       | Fall 2022   | Instructor-Initiated Withdrawal | 596              | 2.596724 |
| Native American  | Fall 2022   | Instructor-Initiated Withdrawal | 43               | 2.530900 |
| Pacific Islander | Fall 2022   | Instructor-Initiated Withdrawal | 93               | 2.670879 |
| White            | Fall 2022   | Instructor-Initiated Withdrawal | 1984             | 1.909878 |



# *California Community Colleges*

Increasing Full-Time Faculty and Diversity  
Remains a Challenge

*February 2023*

**REPORT 2022-113**





**CALIFORNIA STATE AUDITOR**

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February 23, 2023

**2022-113**

The Governor of California  
President pro Tempore of the Senate  
Speaker of the Assembly  
State Capitol  
Sacramento, California 95814

Dear Governor and Legislative Leaders:

As directed by the Joint Legislative Audit Committee, my office conducted an audit of the hiring practices of community college districts (districts) in the California Community Colleges' system. Our assessment focused on the use of state funds intended to increase the percentage of for-credit class instruction (instruction) taught by full-time faculty and hiring processes that promote diversity. In general, we determined that the Office of the Chancellor of the California Community Colleges (Chancellor's Office) has not ensured that districts meet legislative goals, use funds for their intended purpose, or implement best practices for hiring a diverse faculty.

We found that the community college districts are not meeting the goal established by state lawmakers more than 30 years ago to have 75 percent of instruction taught by full-time faculty. The Chancellor's Office measures progress toward the goal using a metric that is not suited for the task, and districts have generally not made substantial progress toward the goal during the past 20 years. Our calculations show that the districts' actual percentage of instruction by full-time faculty can sometimes be significantly lower than the current metric suggests. Further, a lack of oversight by the Chancellor's Office allowed some districts to improperly use the funds allocated for hiring full-time faculty.

Although districts have made some progress in hiring diverse faculty, we found that many students still lack sufficient representation of their own racial and ethnic backgrounds in their community college faculty. For example, the gap between the percentage of Hispanic students and Hispanic faculty has remained significant over the past 20 years. Despite continued disparity, the Chancellor's Office has not ensured that districts conduct demographic analyses of job applicants as state law requires, and it has not verified whether districts have adequately implemented required equal employment opportunity (EEO) methods before allocating EEO funding to the districts. We identified a number of best practices that can help districts better address barriers to hiring faculty members who represent the diversity of community college students.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Grant Parks", is written over a light blue horizontal line.

GRANT PARKS  
California State Auditor

## Selected Abbreviations Used in This Report

|                     |                                             |
|---------------------|---------------------------------------------|
| EEO                 | equal employment opportunity                |
| faculty calculation | percentage of full-time equivalent faculty  |
| FON                 | faculty obligation number                   |
| Foothill-De Anza    | Foothill-De Anza Community College District |
| instruction         | for-credit class instruction                |
| Kern                | Kern Community College District             |
| Los Rios            | Los Rios Community College District         |
| San Diego           | San Diego Community College District        |

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## Summary

### Results in Brief

Community colleges perform a valuable role in California's educational system and economy by bridging the gap between high school and university for many students and by providing career-related training for those wanting to enter the workforce. With low-cost tuition and fees, community colleges are a significant source of upward mobility for many Californians. In fact, more than one-third of community college students are the first in their family to attend college. Research shows that students with more access to full-time faculty members are more likely to succeed in school. More than 30 years ago, state lawmakers established a goal to have full-time faculty members provide at least 75 percent of for-credit class instruction (instruction) in California's community colleges. However, the 73 community college districts (districts), which are overseen by the Office of the Chancellor of the California Community Colleges (Chancellor's Office), rarely achieve this goal and, collectively, have not made substantial progress toward it.

Using the Chancellor's Office's calculation of full-time faculty—which, as we describe later, is an inadequate measure of the percentage of instruction performed by full-time faculty—we determined that only 18 districts have ever reached a point where 75 percent of their faculty is full-time, and no district has maintained that level for more than a few years. Further, approximately 20 years ago, that metric showed that the systemwide percentage of full-time faculty was 63 percent, but by 2015 it had decreased to 55 percent. Since that time, despite receiving hundreds of millions of dollars in state funding designated for this purpose, community colleges have been able to increase the proportion of full-time faculty to just 60 percent.

Although the Chancellor's Office believes its current calculation of faculty is a valid way to measure progress toward the 75 percent goal, our analysis shows that it is unsuited for that purpose. In fact, our analysis demonstrates that the actual percentage of full-time faculty instruction at the districts is sometimes much lower than the Chancellor's Office's metric suggests. Some of the differences between the two calculations are that the Chancellor's Office's faculty calculation includes full-time faculty even if they provide no instruction, as may be the case with librarians and counselors, and it includes full-time faculty on certain types of leave. These inclusions could lead to an overestimate of full-time faculty instruction at some districts. Without a valid metric of instruction, the Chancellor's Office cannot adequately monitor or report on progress toward the State's 75 percent goal.

### Audit Highlights ...

*Our audit of the hiring practices of districts in the California Community Colleges' system examined the use of state funds intended to increase the percentage of instruction taught by full-time faculty and to implement hiring processes that promote diversity.*

» *Districts have not met the long-standing state goal of having 75 percent of instruction taught by full-time faculty.*

» *The Chancellor's Office has not created a valid way to measure districts' progress towards the State's 75 percent goal.*

» *The Chancellor's Office has allocated \$450 million in state funds intended to facilitate full-time faculty hiring, but the Chancellor's Office has not ensured that the districts use the funding appropriately.*

» *Districts have made some progress in hiring more diverse faculties, but many students still lack sufficient representation of their own backgrounds among the faculty.*

• *Districts say that a primary challenge is limited availability of representative applicants in the workforce.*

• *Eliminating barriers to equal employment opportunity (EEO) and implementing best practices could improve the districts' faculty diversity.*

• *The Chancellor's Office does not verify whether districts have implemented the EEO best practices for which they have received additional funding.*



To increase the amount of instruction by full-time faculty occurring within community colleges, the Legislature allocated an additional \$50 million annually beginning in fiscal year 2018–19 and another \$100 million annually beginning in fiscal year 2021–22, bringing the added systemwide funding for this purpose to \$150 million per year. However, the Chancellor’s Office does not require districts to track and report the use of these funds. In fact, one of the four districts we reviewed knowingly spent some of its funds on part-time faculty costs, which was improper given the funds’ purpose. Another district left funds unspent that it could have used to hire more full-time faculty. The other two districts did not track the additional funding separately and cannot demonstrate that the funds were used to create new full-time faculty positions.

Studies also show that students served by a racially and ethnically diverse faculty are better prepared to be competitive in the professional workforce and that instruction from faculty with a background similar to their own can help students from historically underrepresented groups stay enrolled and reach their educational goals. However, community colleges have struggled to close demographic gaps between students and faculty, especially for students who identify as Hispanic.<sup>1</sup> Currently, the percentage of students who identify as Hispanic at community colleges is 47 percent, while the percentage of faculty identifying as Hispanic is only 18 percent. Despite increases in the percentage of faculty who identify as Hispanic, this gap has remained significant for at least 20 years due to greater increases in the percentage of students who identify as Hispanic.

The districts we reviewed assert that a primary challenge to hiring diverse faculty is limited availability of diverse applicants in the workforce. Some districts find that candidates with sufficient educational attainment are rare in their geographic area, while in others the existence of higher-paying positions elsewhere limits the applicant pool for faculty positions. Districts could address potential sources of underrepresentation in their workforce by analyzing demographic patterns in their hiring and other stages of the employment process, as required by state law. State law further directs districts to review the composition of their initial pool of applicants compared to the pool of applicants who are considered qualified for the position. However, just one of the four districts we reviewed conducted this analysis; the remaining three districts did not do so, and the Chancellor’s Office did not provide oversight to ensure that they met this requirement. Holding the districts accountable for completing this analysis could help improve the diversity of districts’ workforces.

Another way districts can increase the diversity of their faculty is by ensuring that they eliminate barriers to equal employment opportunity (EEO) in their hiring practices. To accomplish this, the Chancellor’s Office allocates special EEO funds to districts that certify that they have implemented at least seven of the nine methods the Chancellor’s Office has identified for promoting faculty diversity, a group of practices referred to as the *multiple methods*. Although we found that these multiple methods do align with best practices, the Chancellor’s Office did not verify whether

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<sup>1</sup> The demographic terminology we use in this report is based on the terminology in the data the Chancellor’s Office collects.

districts adequately implemented the multiple methods requirements. In fact, we found that all four districts we reviewed were unable to demonstrate adequate implementation of at least one of the methods they claimed to have implemented.

Additionally, the Chancellor's Office is identifying other best practices beyond the multiple methods that can increase faculty diversity in the districts, but it has not always been effective at encouraging districts to implement them. For instance, over the past several years the Chancellor's Office has recommended in various publications that districts establish policies to diversify their hiring committees. However, only two of the four districts we reviewed have done so. Further, we identified additional best practices that districts can adopt, as we describe in Chapter 2. The Chancellor's Office needs to focus its efforts by identifying the most important best practices for increasing faculty diversity and incorporating those practices into its multiple methods process. Because districts must demonstrate that they have implemented seven of the nine methods in their public EEO plans in order to receive EEO funds, they will be more likely to adopt newly identified practices if they are included in the multiple methods.

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## Recommendations

The following are the recommendations we made as a result of our audit. Descriptions of the findings and conclusions that led to these recommendations can be found in the chapters of this report.

### Chancellor's Office

To monitor districts' progress toward the goal of having at least 75 percent of their hours of instruction provided by full-time faculty, by February 2024, the California Community Colleges Board of Governors and the Chancellor's Office should develop, implement, and report on a metric of instruction that calculates actual instruction hours taught by full-time and part-time faculty.

To ultimately achieve the goal of at least 75 percent of instruction taught by full-time faculty, the Chancellor's Office, by February 2024, should set increasing annual benchmarks for the amount of instruction by full-time faculty at the districts, with the goal of achieving an appropriate target percentage within five years. The Chancellor's Office should also develop a mechanism to promote compliance with its benchmarks.

To ensure that districts appropriately use the funds designated for hiring full-time faculty, the Chancellor's Office should do the following by August 2023:

- Require each district to report to the Chancellor's Office in November of each year on the number of full-time faculty positions filled and maintained with the funds allocated for that purpose in the prior fiscal year, the percentage of the funds used in the prior fiscal year, and the cumulative total of the funds used and unused since the initial allocation in fiscal year 2018–19. Each district should also include in the report its progress toward meeting the goal of at least 75 percent of instruction by full-time faculty.
- Implement a policy to annually synthesize the information from the districts into a systemwide report and post it on its public website by January of the following year.
- Implement a policy to verify that the districts are using the funds for their designated purpose.

To ensure that districts are performing analyses needed to identify and determine the causes of any underrepresentation in the faculty they hire, the Chancellor's Office should, by August 2023, implement a policy to verify that districts conduct the required demographic analyses of their employment processes.

To improve faculty diversity at all districts, the Chancellor's Office should, beginning in fiscal year 2023–24, require districts to implement all of the multiple methods to receive EEO funding, and it should create a process to verify proper implementation of a selection of the methods to ensure compliance and consistency.

To improve faculty diversity at districts, the Chancellor's Office should, by February 2024, implement a policy to regularly determine the most effective and feasible best practices for districts to implement. It should then update its multiple methods process to include those selected best practices when it conducts its evaluation of district EEO plans once every three years.

### **Agency Comments**

The Chancellor's Office believes our audit report does not accurately describe the limitations of its authority to oversee and direct the actions of community college districts and puts too much emphasis on racial and ethnic diversity—the gap between Hispanic students and faculty in particular. The Chancellor's Office agreed to implement some of our recommendations but added that, to implement some of other our recommendations, it would need to revise existing regulations—a process it indicated involves many stakeholders and over which it does not have ultimate control in terms of timing and outcome.

# Introduction

## Background

California's community colleges enroll about two million students, more than twice as many as the California State University and University of California systems combined. California's 73 community college districts (districts) serve almost every part of the State. According to the Office of the Chancellor of the California Community Colleges (Chancellor's Office), more than one-third of the State's community college students report that they are the first in their family to attend college. Community colleges offer a variety of educational services, including access to apprenticeships and learning English as a second language, and about 60 percent of students have a goal of earning a two-year or four-year college degree.

The 17-member California Community Colleges Board of Governors (board) provides leadership and direction to the districts by carrying out certain responsibilities, including those described in the text box. The board appoints the Chancellor of the California Community Colleges, who acts as the systemwide chief executive officer. The board has granted the Chancellor's Office specific oversight of aspects of the districts' fiscal management, hiring, and budget-reporting practices. In practice, this means that the Chancellor's Office oversees the daily operations of the system, while the board sets policy.

### The board's responsibilities include the following:

- Evaluating districts' fiscal procedures and setting standards in hiring.
- Advising and assisting with districts' compliance with state and federal laws.
- Determining minimum standards for districts to receive state funding.
- Reviewing districts periodically to ensure that they meet these minimum standards.
- Allocating state funds to each district.

Source: State law.

## Comparison of Full-Time and Part-Time Faculty

Faculty instructors are hired on either a full-time or part-time basis. Generally, the labels *full-time* and *part-time* are not solely based on the hours spent teaching but rather on the terms of instructors' contracts with the college. Part-time faculty members are classified as temporary employees and generally receive fewer employee benefits. Full-time faculty members are typically hired with the expectation that they will work to achieve tenure, which makes them permanent employees.

Hiring part-time faculty allows colleges more flexibility to quickly meet changing educational demands in certain fields, but part-time faculty also face challenges that make it more difficult to provide the support their students need. Because colleges can hire part-time faculty faster and at less cost than they can hire full-time faculty, they frequently rely on part-time hiring to fill faculty positions in the short term. In 2021 the Chancellor's Office estimated that the average cost for compensation and benefits of a full-time faculty member was about \$131,000, whereas the average cost of a part-time faculty member who teaches a full load of 15 credits, but generally would not receive benefits, was about \$45,000.

Part-time faculty members have less support from the college than full-time faculty members and are given fewer responsibilities. For example, part-time faculty members typically are not required to hold office hours or to make themselves available to students outside of class time. Many part-time faculty members teach at multiple colleges during the same academic period and thus are less likely to be involved in the activities of a single campus. Figure 1 shows some of the challenges part-time faculty face that make it more difficult for them to adequately support students academically.

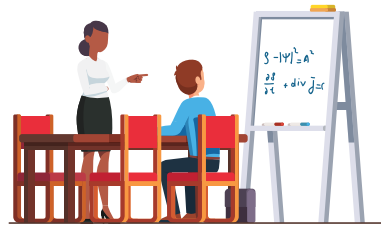
**Figure 1**  
**Research Shows Part-Time Faculty Face Barriers to Meeting Students' Needs, When Compared to Full-Time Faculty Members**

Part-time instructors are less likely to use high-impact educational practices—which are more likely to engage students—such as referrals to tutoring services.

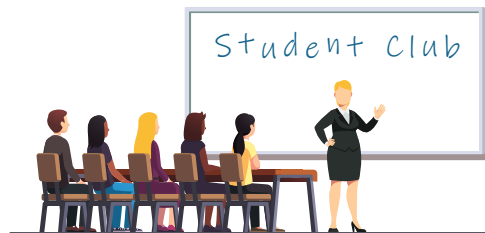


Students who take an introductory course taught by a part-time instructor are less likely to sign up for a second course in the same field.

Part-time instructors are less likely to have a designated office space, making it more difficult to meet with students outside of class.



Part-time instructors are less able to dedicate the same amount of time to advising students.



Part-time instructors may not know their instructional assignments until shortly before the term begins, which may limit their time to prepare course materials.



Sources: Center for Community College Student Engagement, *Contingent Commitments: Bringing Part-Time Faculty Into Focus*, The University of Texas at Austin, Program in Higher Education Leadership, 2014. <[https://www.ccsse.org/docs/ptf\\_special\\_report.pdf](https://www.ccsse.org/docs/ptf_special_report.pdf)>, accessed on August 8, 2022.

Center for Community College Student Engagement, *Making Connections: Dimensions of Student Engagement (2009 CCSSSE Findings)*, The University of Texas at Austin, Community College Leadership Program, 2009. <[https://www.ccsse.org/publications/national\\_report\\_2009/CCSSE09\\_nationalreport.pdf](https://www.ccsse.org/publications/national_report_2009/CCSSE09_nationalreport.pdf)>, accessed on August 15, 2022.

Florence Xiaotao Ran and Di Xu, *How and Why Do Adjunct Instructors Affect Students' Academic Outcomes? Evidence From Two-Year and Four-Year Colleges: A CAPSEE Working Paper*, Center for Analysis of Postsecondary Education and Employment, January 2017. <<https://ccrc.tc.columbia.edu/media/k2/attachments/how-and-why-do-adjunct-instructors-affect-students-academic-outcomes.pdf>>, accessed on November 14, 2022.

Ernst Benjamin, *How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning*, Peer Review online, Vol. 5, No. 1, Fall 2002. <<https://www.nccft.org/wp-content/uploads/2020/01/How-Over-Reliance-on-Contingent-Appointments-Diminishes-Faculty-Involvement-in-Student-Learning-Association-of-American-Colleges-Universities.pdf>>, accessed on August 8, 2022.

In contrast, full-time tenured or tenure-track faculty members provide additional support to students beyond classroom instruction. Full-time faculty members typically hold office hours, giving them additional opportunities to interact with students. They also have the ability to participate in committees to improve the college's quality of education, such as revising curriculum, and they may serve as advisers to student organizations. Research suggests that these types of supports are especially crucial to the success of California's most disadvantaged populations, for whom community college is a major source of social and economic mobility.<sup>2</sup>

### Full-Time Faculty Instruction

In 1988 the Legislature passed Assembly Bill 1725, which recognized a goal that full-time faculty should teach at least 75 percent of all hours of for-credit class instruction (instruction) in the California Community Colleges system. The board then created regulations for the districts to use in calculating the percentage of instruction taught by full-time faculty; however, the regulations never were a strict calculation of instruction. The text box details elements of the full-time faculty calculation currently in regulations and shows some instances in which noninstructional activities are included and some instances in which instruction is excluded from the calculation. For example, the calculation includes full-time faculty members who provide no instruction because they are on sabbatical or unpaid leave, and it excludes the workload of faculty replacing faculty on sabbatical or unpaid leave.

The Chancellor's Office believes that a focus solely on the instruction time in the classroom may lead to layoffs of part-time faculty, significantly higher costs, and poorer student outcomes, and that even the full-time faculty measure in the regulations does not recognize that faculty provide educational support and contributions to student success far beyond time in the classroom. These contributions can include ongoing curriculum development, participation in academic work groups and committees, providing library services, and counseling and tutoring supports.

#### The full-time faculty calculation includes the following:

- Regular assignment: instructional and noninstructional activities of a full-time faculty member.
- Sabbatical: full-time faculty members on sabbatical.
- Unpaid leave: full-time faculty members on unpaid leave as if the faculty member were working full-time.
- Late retirement: full-time faculty members who resigned or retired within 45 days of the previous spring term and whose position has not been replaced by another full-time faculty member.

#### The full-time faculty calculation excludes the following:

- Overload: any full-time faculty overload assignment, which is an assignment in excess of the normal assignment of a full-time faculty member.
- Replacement: the workload of replacement faculty, whether full- or part-time, who are replacing full-time faculty on sabbatical or unpaid leave, or those who had a late retirement.
- Parcel tax: full-time faculty members funded from temporary local sources, such as special taxes imposed by a community college district.

Source: State regulations.

<sup>2</sup> Ernst Benjamin, *How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning*, Peer Review online, Vol. 5, No. 1, Fall 2002. <<https://www.nccft.org/wp-content/uploads/2020/01/How-Over-Reliance-on-Contingent-Appointments-Diminishes-Faculty-Involvement-in-Student-Learning-Association-of-American-Colleges-Universities.pdf>>, accessed on August 8, 2022.



In addition, each year the Chancellor's Office sets what is called the faculty obligation number (FON), which is the minimum number of full-time faculty members a district must maintain. According to state regulations, the Chancellor's Office is responsible for calculating each district's FON, reporting that information to the districts, and determining whether the districts have maintained or met the previous year's minimum. The board's regulations require the Chancellor's Office to determine, each fiscal year, whether to increase the districts' base FON if there is adequate funding to do so. In addition to the availability of funding, changes in enrollment affect the FON. Generally, when there is a decrease in a district's hours of instruction, the Chancellor's Office reduces that district's FON.

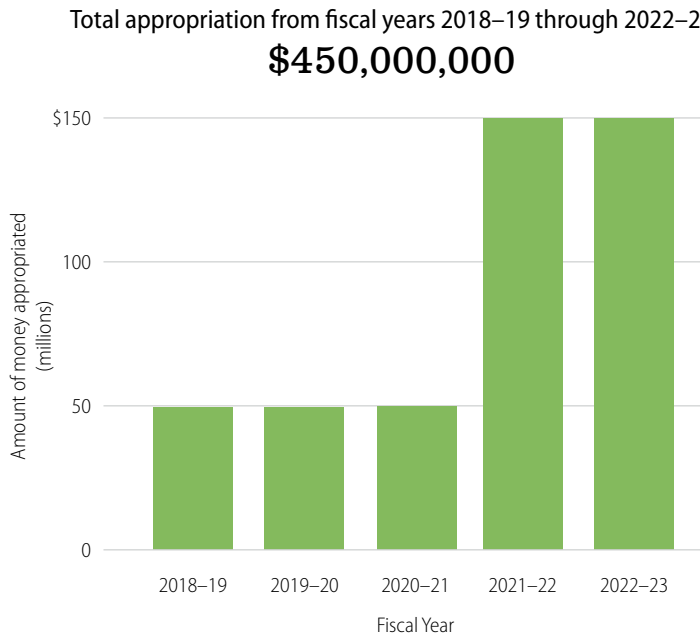
Over the past four fiscal years, community colleges have experienced a decline in enrollment, and state and local funding has remained relatively static. Funding from the state and local sources increased by 8 percent from fiscal years 2018–19 to 2021–22; however, average enrollment decreased by nearly 17 percent since the fall 2019 term, possibly due to the COVID-19 pandemic. Decreasing enrollment has resulted in a lower FON systemwide. As we discuss in Chapter 1, the FON is the principal mechanism the Chancellor's Office uses to direct districts to increase their hiring of full-time faculty. We include data on full-time and part-time faculty hiring in Appendix B.

### **Additional Funding to Hire Full-Time Faculty**

State lawmakers have provided community colleges additional resources for the purpose of hiring more full-time faculty. Beginning in fiscal year 2018–19, the Legislature appropriated an additional \$50 million annually to the California Community Colleges for the hiring of full-time faculty, adding another \$100 million annually beginning in fiscal year 2021–22, as shown in Figure 2.<sup>3</sup> We focused on the use of these funds during this audit. The Chancellor's Office allocated the funds to districts based on the number of students enrolled. The 2018 Budget Act stated that the funds were intended for districts to increase their percentage of instruction by full-time faculty so they could make progress toward the 75 percent goal. In the 2021 Budget Act, the Legislature similarly directed the additional \$100 million to be used by the districts to hire new full-time faculty. In total, the Legislature has allocated \$450 million since fiscal year 2018-19 to increase full-time faculty in California's Community Colleges.

<sup>3</sup> The Legislature provided a one-time appropriation of \$62 million to the California Community Colleges in fiscal year 2015–16 for hiring full-time faculty, but these funds could also be used to support part-time faculty under certain conditions.

**Figure 2**  
**California Community Colleges’ Funding Appropriations for Hiring Full-Time Faculty**



Source: Budget acts for fiscal years 2018–19 through 2022–23.

In 2021 the Chancellor’s Office told the Legislature that additional funding for full-time faculty could allow districts to convert part-time positions to full-time positions, but this statement does not align with districts’ hiring practices. Although community colleges may hire full-time faculty from the pool of part-time faculty who have taught at the college before, such hirings do not represent the conversion of teaching positions from part-time to full-time, and none of the districts we reviewed have a procedure for converting part-time positions to full-time positions.

### Student and Faculty Diversity

In addition to the benefits of instruction by full-time faculty, community college students benefit from a diverse faculty. State law affirms that a workforce that is responsive to the needs of the State’s diverse population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and by eliminating barriers to equal employment opportunity (EEO). A diverse faculty has been shown to improve educational and professional outcomes for students, but these impacts are especially crucial for closing achievement gaps between the general student population and students from historically underrepresented groups.<sup>4</sup>

<sup>4</sup> Robert W. Fairlie et. al., *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*, *American Economic Review*, Vol. 104, No. 8, 2014, pp. 2567-91.

Research shows that when students are taught by faculty members who share their identity and experiences, they are more likely to stay enrolled, pass classes, and complete a degree or transfer.<sup>5</sup>

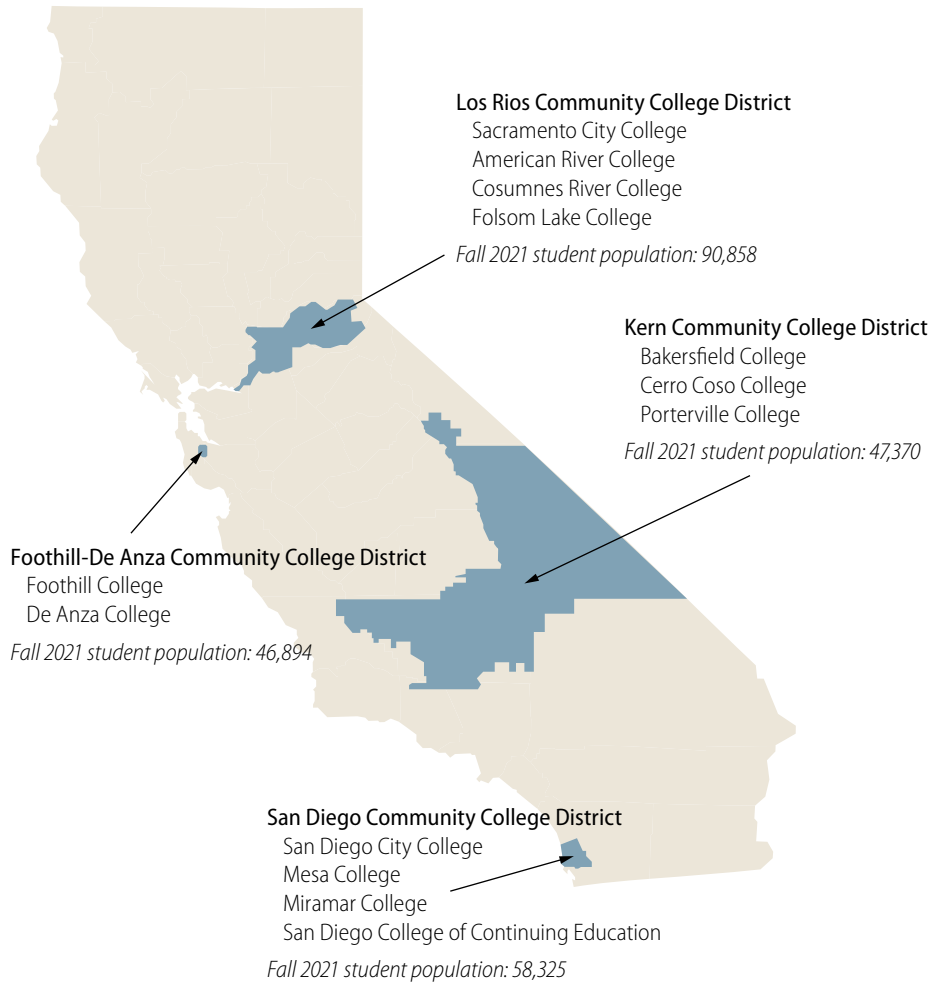
State law requires districts to have EEO plans setting forth practices to provide all qualified individuals the opportunity to compete for hiring and promotion in the California Community Colleges workforce and requires all districts to have an EEO advisory committee. The Chancellor's Office distributes certain funds to the districts specifically for use in implementing EEO practices in hiring and promotion, and state law requires districts to demonstrate that they have used the EEO funds properly. The Chancellor's Office has identified nine EEO best practices for districts to follow, which it calls the *multiple methods*. For example, Method VI involves training hiring committees to avoid bias. The Chancellor's Office divides the available EEO funding evenly among districts that can demonstrate compliance with at least seven of the nine methods. In fiscal year 2021–22, qualifying districts received \$50,000 each. The Legislature approved an additional \$10 million in EEO funding for fiscal year 2022–23, which amounts to about \$140,000 per compliant district.

### **Selection of California Community College Districts for Our Audit**

In June 2022, the Joint Legislative Audit Committee (Audit Committee) directed our office to determine how a selection of districts spent the additional funds for full-time hiring, how these districts' faculty demographic data differed from those of the student population, and how these districts recruit and hire new faculty. For this audit, we examined Foothill-De Anza Community College District (Foothill-De Anza), Kern Community College District (Kern), Los Rios Community College District (Los Rios), and San Diego Community College District (San Diego). Figure 3 shows the location and size of these districts. We chose these districts based on size, location, demographic composition, and current percentage of full-time faculty staffing.

<sup>5</sup> Petra Robinson et al., *Enhancing Faculty Diversity at Community Colleges: A Practical Solution for Advancing the Completion Agenda, Focus on Colleges, Universities, and Schools*, Vol. 7, No. 1, 2013.

**Figure 3**  
**We Reviewed Districts of Varying Size and Location as Part of This Audit**



Source: District websites and Chancellor's Office data on student population for fall 2021.

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## Chapter 1

### THE CHANCELLOR'S OFFICE SHOULD DO MORE TO MONITOR DISTRICTS' PROGRESS TOWARD ACHIEVING THE STATE'S FULL-TIME FACULTY GOAL

#### Key Points

- By the Chancellor's Office's own calculation, which is based on the number of full-time faculty, community colleges are not making progress toward the goal of full-time faculty providing at least 75 percent of instruction.
- We calculated hours of instruction and found that districts may be even further away from the goal than the Chancellor's Office's metric suggests.
- Some districts have not properly used the funds for hiring full-time faculty, and the Chancellor's Office does not have a means to monitor districts' use of the funds.

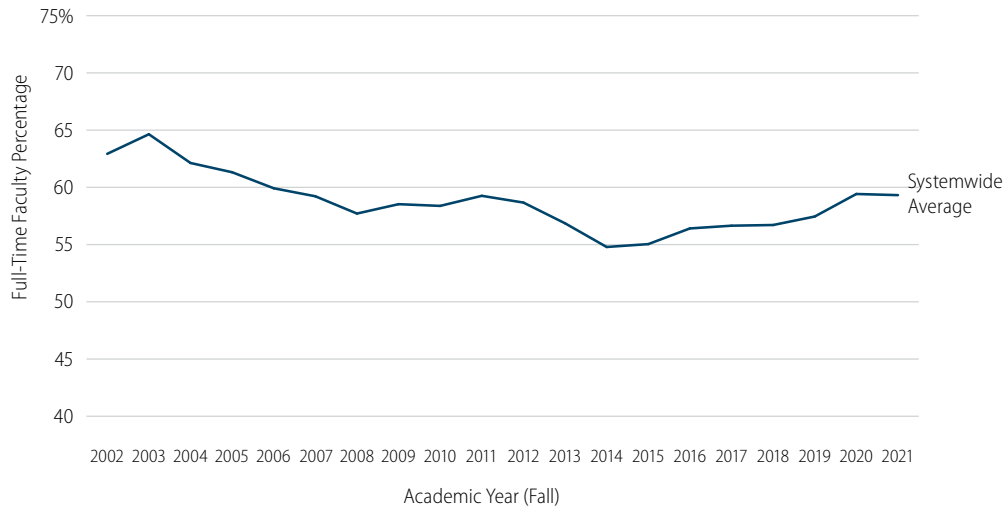
#### Community Colleges Are Not Meeting the Goal for Instruction by Full-Time Faculty

California's community college districts have not made substantial progress toward the State's goal of having at least 75 percent of the hours of instruction provided by full-time faculty. As noted in the Introduction, full-time faculty are more likely to spend more time with students on activities other than coursework and provide more support outside of the classroom than part-time faculty. This time and support has been shown to improve student success. Despite the Legislature's recognition of the State's goal more than 30 years ago to increase instruction by full-time faculty to at least 75 percent, districts have achieved it only rarely.

The only metric the Chancellor's Office uses to track districts' progress toward the 75 percent goal is a calculation of the percentage of full-time-equivalent faculty (faculty calculation). As we discuss later, this metric is unsuitable for measuring credit instruction. Even so, this metric shows that only 18 districts have reached 75 percent using the faculty calculation since 1999, the first year for which the Chancellor's Office provided data to us. Further, no district has remained at or above 75 percent for more than five years.

In addition, districts overall have not shown substantial progress toward the goal over the last 20 years, as indicated in Figure 4. In 2003 the full-time faculty calculation systemwide was at 65 percent. By 2015 this percentage had declined to 55 percent. With the millions in additional state funding, community colleges increased the full-time faculty calculation percentage to nearly 60 percent in 2021, but this percentage is still below levels that predated the additional funding. This trend indicates that additional state funding to hire full-time staff may be helping but that the system needs to implement additional mechanisms beyond just funding to ensure that the percentage of instruction by full-time faculty within community colleges reaches the levels envisioned by state lawmakers more than 30 years ago.

**Figure 4**  
**Districts Do Not Appear to Be Making Progress Toward the 75 Percent Goal**



Source: Analysis of Chancellor's Office historical data.

### The Chancellor's Office Uses Unsuitable Metrics to Monitor and Measure Full-Time and Part-Time Instruction

The current mechanism the Chancellor's Office uses to regulate full-time faculty staffing levels is not suited to monitor districts' progress toward the State's goal for 75 percent of instruction to be taught by full-time faculty. As determined by the Chancellor's Office, the FON is the minimum amount of full-time faculty staffing a district must employ each year, and districts that do not meet the FON have their revenue reduced. However, as we discuss in the Introduction, adjustments to the FON are based on changes in funding and enrollment. As such, the overall FON has actually decreased slightly over the last 20 years. Districts are continually employing more full-time faculty than is mandated by the FON but are still not reaching the 75 percent goal. Although the Chancellor's Office asserted that its use of the FON, alongside monitoring of the faculty calculation percentage, is sufficient to fulfill its responsibility to provide oversight of the districts' progress toward the State's 75 percent goal, the FON is not sufficient to guide districts toward the goal and does not accurately measure progress toward that goal.

To create benchmarks to incrementally increase the percentage of instruction by full-time faculty, the Chancellor's Office will need to develop an accurate way to measure it. Although the Chancellor's Office believes its current faculty calculation is a valid way to measure progress toward the 75 percent goal, our analysis shows that it is not suited for that purpose. The current faculty calculation is generally based on the number of full-time faculty districts employ, not on the percentage of instruction taught by those faculty. For example, the faculty calculation includes noninstructional faculty—such as counselors and librarians—and noninstructional activities, such as developing curriculum. Furthermore, the calculation counts faculty members who are on certain types of leave,

but it does not count the instructional time of faculty who replace them. Table 1 shows some common examples of faculty at community colleges and compares how they are tabulated within the existing faculty calculation to our calculation that solely measures credit instruction. Because the faculty calculation includes noninstructional activities and noninstructional faculty members, it may overstate the percentage of credit instruction offered by full-time faculty.

**Table 1**  
**The Chancellor’s Office’s Faculty Calculation Measures the Number of Full-Time Faculty at a District, While an Additional Metric Would Measure Instruction by Full-Time Faculty**

| TYPE OF FACULTY AND AMOUNT OF CREDIT HOURS                                                                                                                                                                                                                                                         | THE FACULTY CALCULATION CURRENTLY IN USE |           | OUR INSTRUCTION CALCULATION |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------|-----------------------------|-----------|
|                                                                                                                                                                                                                                                                                                    | FULL-TIME                                | PART-TIME | FULL-TIME                   | PART-TIME |
| Full-time faculty teaching 15 credit hours<br><i>An assignment of 15 credit hours is assumed to be full-time for the purpose of demonstration.*</i>                                                                                                                                                | 15                                       | –         | 15                          | –         |
| Full-time faculty teaching 9 credit hours<br><i>An assignment of 9 credit hours is assumed for the purpose of demonstration. The faculty calculation includes all credit-based instructional hours and noninstructional activities associated with full-time faculty assignments at a college.</i> | 15                                       | –         | 9                           | –         |
| Full-time faculty not assigned to instruction<br><i>The faculty calculation defines full-time faculty to include a variety of positions, including librarians, counselors, and health service professionals.</i>                                                                                   | 15                                       | –         | –                           | –         |
| Part-time faculty replacing full-time faculty on leave<br><i>The faculty calculation counts full-time faculty members on unpaid leave, reassigned time, or sabbatical and excludes the workload of the replacement faculty member.</i>                                                             | 15                                       | –         | –                           | 15†       |
| Full-time faculty teaching 18 credit hours<br><i>The faculty calculation excludes any credits taught by full-time faculty that are considered overload.</i>                                                                                                                                        | 15                                       | –         | 18                          | –         |
| Part-time faculty teaching 9 credit hours<br><i>The faculty calculation includes the instructional and noninstructional activities of part-time faculty, with certain exceptions.‡</i>                                                                                                             | –                                        | 9         | –                           | 9         |

Source: State law, Legislative Analyst’s Office analysis, district union contracts, and data from selected districts.

\* The faculty calculation for full-time faculty is based in part on the instructional hours per week considered to be a full-time assignment for instructional employees within a district. According to the Legislative Analyst’s Office, districts generally require full-time faculty to teach 15 units or credit hours.

† Full-time faculty on leave can be replaced by either part-time or full-time faculty members. If the replacement faculty member is full-time, our instruction calculation would classify that as full-time instruction.

‡ Exceptions include instances such as when part-time faculty are replacing full-time faculty on sabbatical, reassigned time, released time, or unpaid leave.

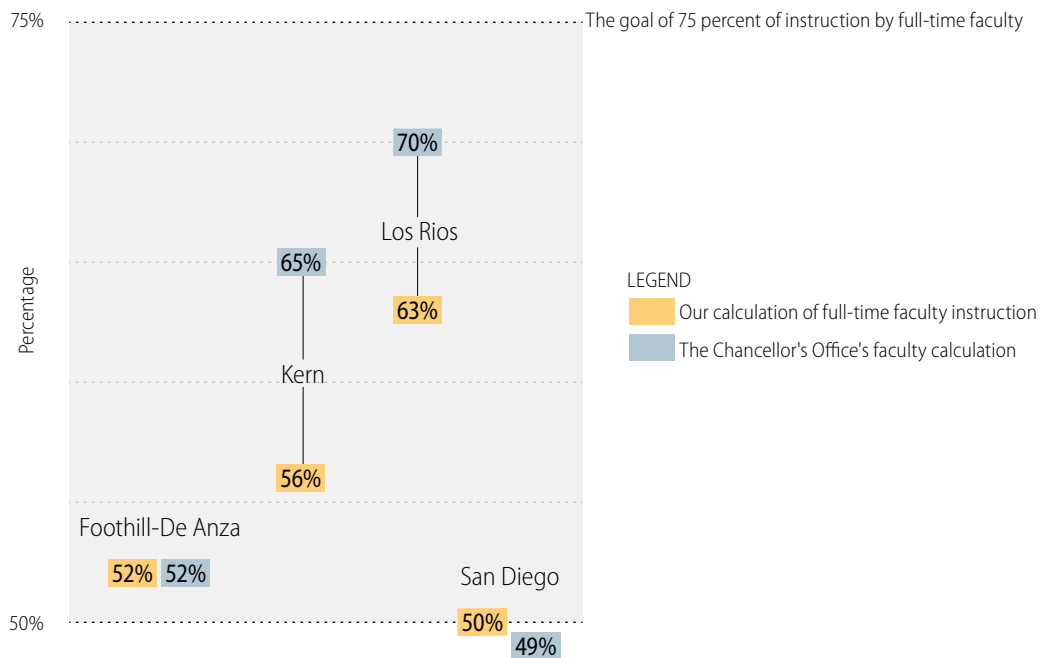
For the four districts we reviewed, we calculated instruction taught by full-time faculty and determined the difference between this metric and the Chancellor’s Office’s faculty calculation. Our calculation of the percentage of instruction by full-time faculty identifies all for-credit classes at each selected district, the number of credit hours for



each of those classes, and then determines the percentage of credit hours that were taught by full-time instructors. Our calculation does not include the noninstructional activities of any full-time faculty members who did not teach a credit class in the district, which includes the work of support faculty such as counselors and librarians.

As indicated in Figure 5, the differences between our instruction calculation and the community colleges' faculty calculation were large in two instances and small in two others. For instance, Kern's percentage of instruction by full-time faculty was 56 percent using our methodology, 9 percentage points lower than its 65 percent faculty calculation would indicate. The faculty calculation percentages for Foothill-De Anza and San Diego, on the other hand, were very similar to our calculations of the percentage of instruction by full-time faculty in those districts. This sort of unpredictable variation further demonstrates why, despite the claims of the Chancellor's Office, the faculty calculation is not an accurate metric of whether districts are meeting or progressing toward the State's goal that full-time faculty should provide at least 75 percent of all hours of credit instruction. Although the faculty calculation is useful for implementing the FON, it does not represent the percentage of credit instruction. By adopting an accurate metric and creating benchmarks for full-time faculty instruction levels, the Chancellor's Office could better monitor and drive progress toward the State's goal.

**Figure 5**  
Data From Fiscal Year 2021–22 Show That the Chancellor's Office's Faculty Calculation Is Not an Accurate Measure of Instruction



Source: Data from selected districts and the Chancellor's Office.

### Some Districts Did Not Properly Use the Funds the Legislature Allocated for Hiring Full-Time Faculty

The districts we reviewed asserted that they would need additional funding to reach or remain at the 75 percent goal. However, the districts did not always spend the funds designated for hiring full-time faculty as required by law nor have they consistently used the funds to fill as many full-time faculty positions as possible. As we describe in the Introduction, since fiscal year 2018–19, the Legislature has provided designated funds for hiring new, full-time faculty members. Table 2 shows the amounts allocated in each fiscal year to the four districts we reviewed. Two of the districts we reviewed did not always use the funds properly. Further, the remaining two districts’ methods for spending and tracking the funds did not provide adequate assurance that they had used the funds as intended.

**Table 2**  
Over the Past Five Fiscal Years, the Four Districts We Reviewed Received Allocations of Funds to Hire Full-Time Faculty

| DISTRICT                | FISCAL YEAR        |                    |                    |                    |                    |
|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                         | 2018–19            | 2019–20            | 2020–21            | 2021–22            | 2022–23            |
| <b>FOOTHILL-DE ANZA</b> |                    |                    |                    |                    |                    |
| First allocation        | \$1,087,522        | \$1,087,522        | \$1,087,522        | \$1,087,522        | \$1,087,522        |
| Second allocation       | –                  | –                  | –                  | 2,634,773          | 2,634,773          |
| <b>Total</b>            | <b>\$1,087,522</b> | <b>\$1,087,522</b> | <b>\$1,087,522</b> | <b>\$3,722,295</b> | <b>\$3,722,295</b> |
| <b>KERN</b>             |                    |                    |                    |                    |                    |
| First allocation        | 1,001,192          | 1,001,192          | 1,001,192          | 1,001,192          | 1,001,192          |
| Second allocation       | –                  | –                  | –                  | 2,487,651          | 2,487,651          |
| <b>Total</b>            | <b>\$1,001,192</b> | <b>\$1,001,192</b> | <b>\$1,001,192</b> | <b>\$3,488,843</b> | <b>\$3,488,843</b> |
| <b>LOS RIOS</b>         |                    |                    |                    |                    |                    |
| First allocation        | 1,968,305          | 1,968,305          | 1,968,305          | 1,968,305          | 1,968,305          |
| Second allocation       | –                  | –                  | –                  | 5,017,282          | 5,017,282          |
| <b>Total</b>            | <b>\$1,968,305</b> | <b>\$1,968,305</b> | <b>\$1,968,305</b> | <b>\$6,985,587</b> | <b>\$6,985,587</b> |
| <b>SAN DIEGO</b>        |                    |                    |                    |                    |                    |
| First allocation        | 1,922,450          | 1,922,450          | 1,922,450          | 1,922,450          | 1,922,450          |
| Second allocation       | –                  | –                  | –                  | 3,025,628          | 3,025,628          |
| <b>Total</b>            | <b>\$1,922,450</b> | <b>\$1,922,450</b> | <b>\$1,922,450</b> | <b>\$4,948,078</b> | <b>\$4,948,078</b> |

Source: Districts’ monthly payment schedules for fiscal years 2018–19 through 2022–23.

In the first year of each appropriation, fiscal years 2018–19 and 2021–22, respectively, Foothill-De Anza inappropriately spent some of the funds on part-time faculty costs. In fiscal year 2018–19, it spent at least \$378,000 of its \$1.1 million on part-time faculty. In fiscal year 2021–22, it spent \$2.6 million, representing its entire portion of the additional funds that the Legislature appropriated beginning in that fiscal year, on part-time faculty expenses. Foothill-De Anza explained that it did so because using the funds to hire full-time faculty in the first year of the respective allocations

would have been problematic because it can take up to a year to hire full-time faculty. The district believed that the Chancellor's Office had given guidance that the funds should be used for other instructional costs if a district was unable to hire new full-time faculty in the first year. Further, the district stated that it used the funding in good faith for instructional purposes until it could hire full-time faculty.

However, expending the funds on part-time faculty was improper. The budget act required districts to use the funds to hire new full-time faculty. In addition, we reviewed the guidance issued by the Chancellor's Office in fiscal memos in 2018 and 2021, and in both instances the guidance was clear that districts were expected to use the funds to hire new full-time faculty. Although Foothill-De Anza improperly spent the funds on part-time faculty costs in the first year of each allocation, it has subsequently used the funds for their intended purpose. In fiscal year 2019–20, Foothill-De Anza used the funds to fill 12 full-time faculty positions, and it later filled an additional two positions. As of September 2022, it had filled 15 of 22 new budgeted positions that will begin incurring costs in fiscal year 2022–23. However, the fact that the district initially used the funds improperly raises the possibility that other districts may have done so as well.

Another district we reviewed, San Diego, left funds unspent that it could have used to hire more full-time faculty. As Figure 6 shows, San Diego created 13 new full-time faculty positions with the fiscal year 2018–19 allocation. However, the costs for these positions have never exceeded 65 percent of the \$1.9 million allocation it received each year. Consequently, about \$4 million in unspent funds have accumulated over the past four fiscal years. San Diego did not notice the large percentage of unused funds until we conducted our audit. San Diego stated that, due to inadequate tracking of the positions by its human resources division, it neglected to reassess whether it could have funded more positions. It now plans to create and fill an additional four positions with those funds. San Diego has already created 25 new positions with the additional \$3 million allocation it began receiving in fiscal year 2021–22. Nevertheless, San Diego will need to ensure that it monitors the positions and their actual costs to avoid having unused funds that should have been used to create and fill more positions.

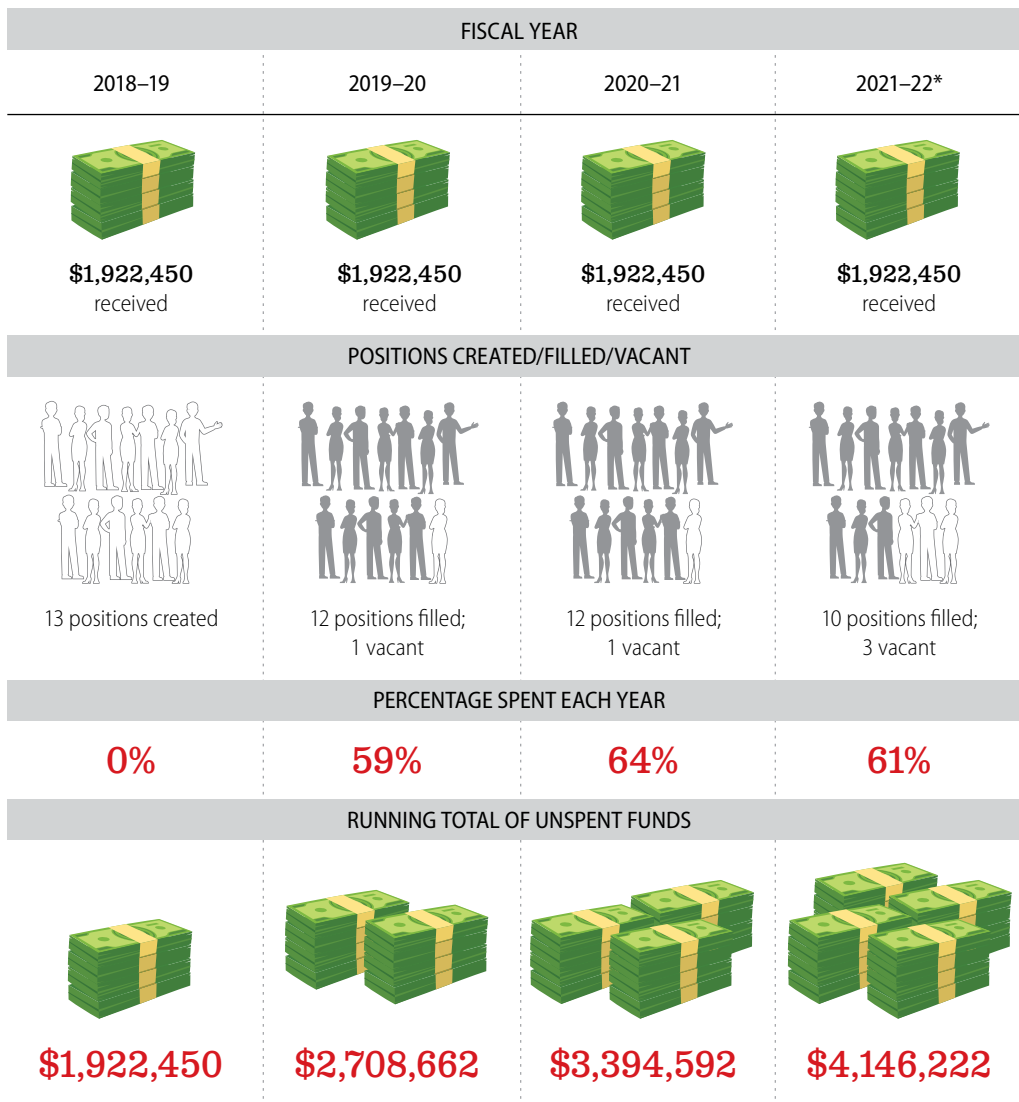
Unlike San Diego and Foothill-De Anza, neither Kern nor Los Rios can demonstrate that the funds were used to create new full-time faculty positions. Both districts asserted that they sufficiently demonstrated that they used the funding to hire full-time faculty by showing that the costs of all full-time faculty hired over the past four fiscal years exceeded the allocations they had received. However, because the funds go into each district's unrestricted general fund, and neither district tracks the use of these funds separately, Kern and Los Rios could not prove that they had been used to create new full-time faculty positions.

*Requiring districts to report on how they used the funds would allow the Chancellor's Office to monitor districts and would give the Legislature assurance that the districts were fully and appropriately using the funds to hire full-time faculty.*

We reviewed only four districts for our audit; however, the lack of accountability means the Chancellor's Office cannot know whether the remaining districts also left funds unspent or used funds inappropriately. For districts like San Diego, which

experienced problems in tracking the use of the funds and left funds unspent, an annual reporting mechanism would require the districts to stay apprised of the funds' status. Further, requiring the districts to report on how many positions they have created and are maintaining with the funds would give the Chancellor's Office additional assurance that districts such as Kern and Los Rios, which do not tie the funds to specific positions, have indeed used the funds to increase the percentage

**Figure 6**  
**San Diego Has Not Maximized Its Use of the First Funding Allocation That Began in Fiscal Year 2018–19**



Source: Analysis of San Diego financial documents, board of trustees agendas, and community college district apportionment reports.

\* The analysis presented here concerns only San Diego's use of the allocation that began in fiscal year 2018–19, and thus we do not include the separate allocation that began in fiscal year 2021–22.

of instruction by full-time faculty. The Chancellor's Office agreed that required reporting would provide greater transparency and allow it to monitor whether districts are leaving funds unspent or potentially misusing funds.

**Please refer to the section beginning on page 5 to find the recommendations that we have made as a result of these audit findings.**

## Chapter 2

### INCREASED OVERSIGHT AND GUIDANCE COULD IMPROVE DISTRICTS' ABILITY TO HIRE FACULTY WHO REFLECT THE DIVERSITY OF THEIR STUDENTS

#### Key Points

- Community colleges struggle to recruit diverse faculty, especially representing the Hispanic community, asserting challenges with workforce availability.
- Despite the potential effectiveness of its nine methods for improving diversity, the Chancellor's Office has required districts to implement only seven of these methods and does not verify whether districts have implemented the methods they claim to be using.
- The Chancellor's Office has identified a number of other best practices for increasing diversity, but districts have not implemented them.

#### Faculty at California Community Colleges Do Not Sufficiently Reflect the Diversity of Their Students

As we discuss in the Introduction, studies cited by the Chancellor's Office show that students, especially those from historically underrepresented groups, who are served by a racially and ethnically diverse faculty are better educated and better prepared to be competitive in the professional workforce. Nevertheless, community colleges struggle to close demographic gaps between students and faculty. For example, as indicated in Table 3, 47 percent of community college students in California identify as Hispanic, but roughly 18 percent of faculty identify as Hispanic.

**Table 3**  
Systemwide Differences Between Faculty and Student Demographics Highlight the Representation Gap for Hispanic Students at California Community Colleges

|                                | STUDENT PERCENTAGE | FACULTY PERCENTAGE* | GAP   |
|--------------------------------|--------------------|---------------------|-------|
| Hispanic                       | 47.0%              | 17.7%               | 29.2% |
| Multi-Ethnicity                | 4.1                | 1.5                 | 2.6   |
| Asian                          | 13.6               | 11.0                | 2.6   |
| Pacific Islander               | 0.4                | 0.5                 | -0.1  |
| American Indian/Alaskan Native | 0.3                | 0.6                 | -0.3  |
| African-American               | 5.4                | 5.9                 | -0.5  |
| Unknown                        | 4.9                | 7.0                 | -2.1  |
| White Non-Hispanic             | 24.3               | 55.8                | -31.5 |

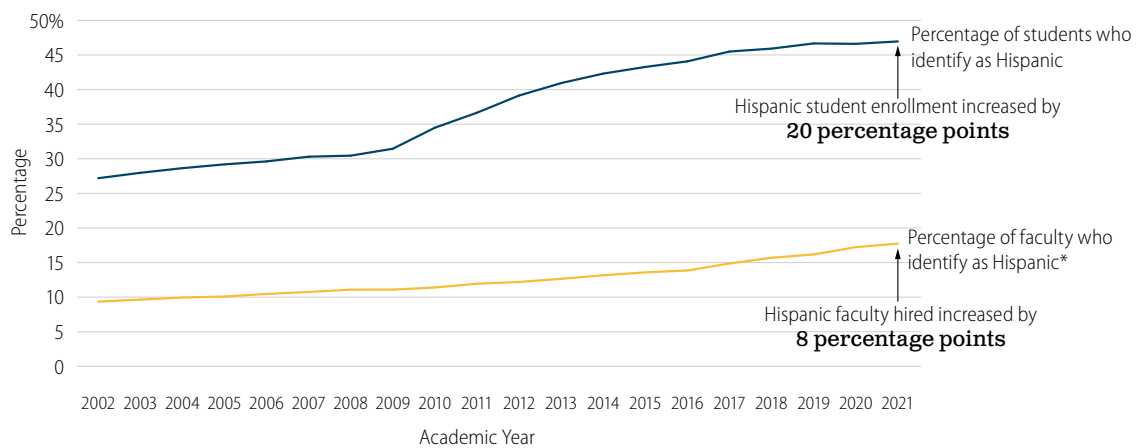
Source: The Chancellor's Office's Data Mart, 2021 academic year.

Note: Some percentages do not add up to 100 due to rounding.

\* Includes noninstructional faculty, such as librarians and counselors.

Although the community colleges have made progress in hiring more Hispanic faculty, that progress is not enough to create a faculty representative of the student body. As we show in Figure 7, over the past 20 years, the gap between the percentage of faculty who identify as Hispanic and the percentage of students who identify as Hispanic has remained significant. This gap is not because the colleges are not hiring Hispanic faculty. In fact, the community colleges have nearly doubled the percentage of faculty identifying as Hispanic over the past 20 years. However, the percentage of students identifying as Hispanic has increased more than the percentage of Hispanic faculty over that time. Although demographic differences between students and faculty are not necessarily evidence of improper hiring activity or discrimination, they highlight that districts have further to go in hiring faculty that represent their students.

**Figure 7**  
California Community Colleges Have a Significant Gap Between the Percentage of Faculty and the Percentage of Students Who Identify as Hispanic



Source: The Chancellor's Office's Data Mart.

\* Includes noninstructional faculty, such as librarians and counselors.

Three of the districts we reviewed are not meeting a requirement that would enable them to address potential sources of underrepresentation in their workforce, and the Chancellor's Office has not held districts accountable for not meeting this requirement. Under state law, districts must determine whether underrepresentation resulting from factors that are not job-related exist in their employment processes, including recruitment, application, hiring, retention, and promotion, and they must implement strategies to address these factors. Current and previous state law further directs districts to review the composition of their initial pool of applicants compared to the pool of applicants who are considered qualified for the position. Of the four districts we examined, only Los Rios was able to provide documentation showing that they performed this analysis. The other three districts stated that due to logistical challenges—a changeover in data systems at Kern, ongoing staff shortages in human resources at Foothill-De Anza, and COVID-related disruptions

at San Diego—they had not been able to conduct this analysis during our audit period. According to the general counsel at the Chancellor’s Office, the office did not hold districts accountable for not conducting this analysis due to a lack of resources within the Chancellor’s Office. The Chancellor’s Office has previously stated that eliminating potential barriers to recruitment and hiring can ensure that a broader range of individuals have a fair chance at employment, and that data analysis is an important tool for districts to identify those barriers. The Chancellor’s Office says it is dedicating additional resources toward verifying that districts are conducting this required analysis. Holding the districts accountable for completing this analysis can help them make sure they are addressing potential underrepresentation throughout the employment process, and it would give them additional support for hiring a diverse faculty.

All four districts we reviewed identified a lack of potential qualified applicants, or *workforce availability*, as a significant barrier to recruiting a diverse faculty. A vice-chancellor at Los Rios, for example, said that a primary challenge to hiring diverse faculty is generational differences in educational attainment; that is, there are larger numbers of Hispanic students currently pursuing higher education than Hispanic people who have already achieved the education needed to teach at a community college. Census data shows that educational attainment varies significantly among different racial and ethnic groups statewide. A faculty position at a California community college generally requires a master’s degree in the area of instruction; thus, the workforce from which community colleges can currently hire faculty may have significant disparities in educational attainment among certain racial and ethnic groups in certain geographic areas. For example, in Kern County the percentage of the Hispanic population with a bachelor’s degree is just over half the percentage of the Hispanic population with a bachelor’s degree statewide. Foothill-De Anza is in Santa Clara County, where educational attainment is relatively high, but the district asserted that the region’s high cost of living, competitive labor market, and high-paying jobs in nearby private industry pose significant recruitment challenges. Although each region faces its own unique challenges, all districts we reviewed said they struggle with a lack of workforce availability.

*In addition to workforce availability challenges, the districts cited various other barriers to the development of a faculty that represents their student body, including slow faculty turnover and differences between full-time and part-time hiring processes.* Students at community colleges closely reflect the diversity of the State as it exists today, but, according to a vice-chancellor at San Diego, the composition of today’s faculty workforce reflects hiring decisions made two or three decades ago. He stated that tenured faculty turnover is often low, sometimes less than 10 percent per year, meaning that it will take time for the demographics of tenured faculty to change. Additionally, full-time and part-time faculty are subject to different hiring processes, which may lead to differences in representation between the two groups.

According to the same San Diego vice-chancellor, time pressure when hiring part-time faculty leads colleges to hire people with whom they are already familiar, which tends to reinforce existing demographics. Because districts often draw from their part-time faculty when hiring full-time faculty, practices that increase diversity among part-time hires in the short term can encourage diversity among applicants



for full-time positions in the long term. While the challenges outlined above would slow the development of a faculty representative of a student body, a greater focus on practices to improve faculty diversity, as we discuss in the next section, would help districts overcome these obstacles.

### **The Chancellor's Office Has Not Ensured That Districts Employ Best Practices for Promoting Faculty Diversity**

The Chancellor's Office does not provide sufficient oversight to ensure that districts adequately implement nine methods, which it calls *multiple methods*, to promote faculty diversity. The Legislature has stated that academic excellence can best be sustained in a climate of acceptance that is prepared to provide service to an increasingly diverse student population, and that a workforce that is continually responsive to the needs of a diverse student population may be achieved in part by eliminating barriers to EEO. *According to a 2020 Chancellor's Office report, workforce diversity affects student and employee retention, reduces the likelihood of implicit bias, and increases the faculty's ability to teach in a multiculturally effective way. Further, diversity is a driver for increasing student achievement.*

To promote faculty EEO and therefore faculty diversity, the Chancellor's Office established a process for allocating EEO funds to districts by requiring the districts to implement the multiple methods. As we indicate in Table 4, each method includes at least one element a district can implement to demonstrate its compliance with that method. Although the Chancellor's Office's deputy counsel asserted that these methods can significantly assist a district's diversity efforts, the Chancellor's Office currently requires implementation of only seven of the nine methods.

These methods provide benefits to districts in improving faculty diversity. For example, a best practice that districts may use to satisfy Method IX is maintaining various programs to support newly hired employees, such as professional development. To satisfy Method IX, Los Rios runs an internship program that provides learning opportunities for faculty interns from diverse backgrounds. According to the Chancellor's Office 2022 EEO handbook, the internship program is designed to recruit qualified faculty who mirror the racial and ethnic diversity of the district's service area. Los Rios provided program information indicating that over 33 percent of the selected interns in fiscal year 2019–20 identified as Hispanic—a population underrepresented among the community colleges' faculty when compared to the demographics of the community colleges' student population. Of the 936 interns who have completed the program in the past 22 years, the district hired approximately 29 percent as part-time faculty and 14 percent as tenure-track faculty. Although these results may appear modest, the internship program offers a potential pipeline to attract, train, and hire faculty from diverse backgrounds. In contrast, Foothill-De Anza is not required to and chose not to implement Method IX, and neither of the district's colleges offer an internship program applicable to Method IX. As a result this district and potentially others like it are missing opportunities to utilize programs that are optional but that, according to the Chancellor's Office 2022 EEO handbook, have proven to be effective at increasing diversity among faculty.

**Table 4**  
**The Chancellor’s Office Requires Each District to Comply With Method I and Any Six of the Remaining Eight Methods to Qualify for EEO Funding**

| METHOD #                                                                                                               | MULTIPLE METHODS                                                               | SUMMARY OF BEST PRACTICES DISTRICTS CAN IMPLEMENT UNDER EACH METHOD                        |                                             |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|
| I                                                                                                                      | Submission of EEO plan                                                         | Submit an EEO plan to the Chancellor’s Office.                                             | <b>Mandatory to qualify for EEO funding</b> |
|                                                                                                                        | EEO advisory committee                                                         | Establish a committee to develop and implement its EEO plan.                               |                                             |
|                                                                                                                        | Submission of reports                                                          | Submit an EEO funds expenditure report to the Chancellor’s Office.                         |                                             |
| <b>Each district must certify that it meets at least six of the remaining eight methods to qualify for EEO funding</b> |                                                                                |                                                                                            |                                             |
| II                                                                                                                     | Board policies and adopted resolutions                                         | Ensure that its board of trustees receives training on the elimination of bias in hiring.  |                                             |
|                                                                                                                        |                                                                                | Ensure that its mission statement conveys a commitment to diversity.                       |                                             |
|                                                                                                                        |                                                                                | Maintain curricula to expand the global perspective.                                       |                                             |
|                                                                                                                        |                                                                                | Address issues of inclusion.                                                               |                                             |
| III                                                                                                                    | Incentives for hard-to-hire areas                                              | Conduct analysis of district hiring, retention, and promotion data over a period of years. |                                             |
| IV                                                                                                                     | Focused outreach and publication                                               | Conduct campus climate surveys and use the survey information.                             |                                             |
|                                                                                                                        |                                                                                | Provide cultural awareness training.                                                       |                                             |
|                                                                                                                        |                                                                                | Maintain updated job descriptions.                                                         |                                             |
|                                                                                                                        |                                                                                | Ensure that its publications and website convey diversity.                                 |                                             |
| V                                                                                                                      | Procedures for addressing diversity throughout hiring steps                    | Conduct exit interviews, analyze interview data for patterns, and use this information.    |                                             |
|                                                                                                                        |                                                                                | Promptly and thoroughly investigate all complaints.                                        |                                             |
|                                                                                                                        |                                                                                | Require applicants to demonstrate understanding of the diverse student background.         |                                             |
|                                                                                                                        |                                                                                | Attempt to gather and use information from applicants who decline job offers.              |                                             |
| VI                                                                                                                     | Training for hiring committees                                                 | Provide training on elimination of bias in hiring.                                         |                                             |
|                                                                                                                        |                                                                                | Promptly and thoroughly investigate all complaints.                                        |                                             |
| VII                                                                                                                    | Professional development focused on diversity                                  | Maintain a variety of programs, such as mentoring, to support newly hired employees.       |                                             |
|                                                                                                                        |                                                                                | Promptly and thoroughly investigate all complaints.                                        |                                             |
|                                                                                                                        |                                                                                | Have staff members serve as resources for other districts.                                 |                                             |
| VIII                                                                                                                   | Diversity incorporated into criteria for employee evaluation and tenure review | Conduct exit interviews, analyze interview data for patterns, and use this information.    |                                             |
|                                                                                                                        |                                                                                | Conduct analysis of district hiring, retention, and promotion data over a period of years. |                                             |
| IX                                                                                                                     | Grow-your-own programs                                                         | Maintain a variety of programs, such as mentoring, to support newly hired employees.       |                                             |

Source: The Chancellor’s Office website.

According to the Chancellor’s Office’s then-deputy counsel, the Chancellor’s Office did not initially require compliance with all nine methods because of differences in administration sizes, resources, and EEO knowledge among the districts. The

Chancellor's Office's goal was to gradually increase the compliance requirements over time. An executive at the Chancellor's Office asserted that districts now have more resources and time to implement these best practices than they did in 2015 and that all nine methods are now realistic expectations for the districts. Until the Chancellor's Office requires districts to implement all of the multiple methods, the districts may be missing opportunities to promote equal opportunity in its hiring of faculty.

The Chancellor's Office has awarded EEO funds to districts without verifying whether they adequately complied with the multiple methods requirements. Currently, the Chancellor's Office awards EEO funding to districts on the condition that they submit an annual certification form declaring that they have implemented seven of the multiple methods. However, according to its deputy counsel, the Chancellor's Office does not verify whether or to what extent the districts carried out the methods they claimed to have implemented. For fiscal year 2022–23, the Legislature greatly increased the EEO funds appropriation by an additional \$10 million, bringing the total EEO funding award to \$12.8 million. *However, without verifying that the districts receiving this money have fully implemented the methods they list on their certification forms, the Chancellor's Office cannot ensure that the districts are making the progress necessary to promote diversity.*

This lack of oversight allowed districts to do less than they should to promote faculty diversity. We reviewed the explanations each of our selected districts submitted with their certification form describing the methods they implemented and how they did so. In doing so, we identified seven instances at the four districts where support for a method appeared inadequate. In each case, the district confirmed that it had not implemented that method in accordance with the Chancellor's Office's multiple methods guidance, with Foothill-De Anza attributing this to the Chancellor's Office's lack of guidance for the implementation of the multiple methods.

For example, Method VIII is intended to incorporate diversity into employee evaluations and tenure reviews, and it recommends in part that districts either conduct analyses of various employment events, such as hiring and promotion, or review exit interview data over time. According to the Chancellor's Office, analyses of such employment data may help districts to identify when non-job-related factors result in a significant underrepresentation of certain ethnic groups. The Chancellor's Office created the *Vision for Success* Diversity, Equity and Inclusion Task Force (equity task force) in part to focus on addressing faculty diversity. The equity task force has asserted that analyses of robust exit interviews allow districts to address specific concerns regarding workplace culture. San Diego does not conduct districtwide exit interviews but certified that it complied with Method VIII in fiscal year 2021–22 through its employment data analysis. However, since its analysis did not include employee evaluation and tenure review data, its vice-chancellor confirmed that the district could not determine whether members of any specific group suffered disproportionate adversity once they were hired. The district agreed that it did not meet the intent of the method. It stated that including such data in its analysis would be valuable and that it will do so and establish an exit interview process in the future. Given the problems we identified with implementation of the

multiple methods and the lack of Chancellor's Office review, there is heightened risk that other districts are receiving EEO funds and not implementing programs intended to improve diversity.

The lack of additional EEO oversight from the Chancellor's Office has even greater significance due to the recent increase in EEO funding. According to its deputy counsel, the Chancellor's Office has not come up with practical ways to verify districts' compliance with the multiple methods due to its lack of resources and positions to dedicate to this time-intensive work. However, state law designated a portion of the EEO funds to be set aside to provide monitoring, among other administrative functions. Under its authority to monitor the use of the EEO funds, the Chancellor's Office is responsible for ensuring that only districts that adequately comply with the multiple methods requirements receive the funds. In addition, an amendment to the state regulation that became effective in October 2022 gives the Chancellor's Office a 90-day period to review and comment on each district's EEO plan. Given this new review period, its deputy counsel explained that the Chancellor's Office can potentially provide oversight by verifying the initial implementation of a selection of methods upon the submission of a district's EEO plan. The Chancellor's Office stated that it plans to monitor districts' documentation of their progress in implementing the multiple methods through the districts' annual certifications as well.

### **The Chancellor's Office Has Not Been Effective at Encouraging Districts to Implement Additional Best Practices for Improving Diversity**

The Chancellor's Office recognizes that districts need to adopt additional practices that can improve faculty diversity and has communicated such practices to the districts, but the districts have not always implemented them. For example, in its 2022 EEO handbook, the Chancellor's Office states that a diverse hiring committee with various perspectives and differences in thoughts will yield a better outcome and indicate commitment to diversity in hiring. The Chancellor's Office had made a similar recommendation in its 2016 EEO handbook. Additionally, in September 2019 and November 2020, the equity task force that was discussed in the previous section recommended best practices districts could take to diversify their hiring committees.

*However, only two of the four districts we reviewed, Los Rios and Foothill-De Anza, have districtwide policies to diversify their colleges' hiring committees.* Kern and San Diego do not yet have such policies; however, San Diego's vice-chancellor for human resources stated that the district is working on adopting a policy already developed by one of its colleges. The equity task force has asserted that when screening and interview committees lack diverse perspectives, the committees are less likely to prioritize the ability to serve diverse communities as a core requirement for successful job performance; when applicants do not see their characteristics represented by current employees during the selection process, they may perceive the institution as not being inclusive and not valuing their cultural background. Thus, adopting a practice of having diverse hiring committees could help districts attract a pool of applicants that is more qualified to serve a diverse student body.

As part of this audit, we identified additional best practices for increasing diversity in hiring. Table 5 lists those practices and the extent to which the four districts we reviewed have adopted them. In general, the Chancellor's Office has communicated information on these practices to the districts, but the districts have not always implemented them. For example, only two districts involve affinity groups in the hiring process, and none have attempted a concept called *cluster hiring*. *Affinity groups* are groups typically constructed around similarities that employees share, which can include race or ethnicity. Both Los Rios and Foothill De-Anza have reached out to Latinx affinity groups to share information on recruitment. In contrast, neither Kern nor San Diego currently has race- or ethnicity-focused affinity groups. Kern's vice-chancellor for human resources noted that the district does have a districtwide EEO group focused on increasing diversity in recruitment, and San Diego's vice-chancellor for human resources stated that the district is working on establishing affinity groups.

**Table 5**

**We Identified Some Potentially Effective Best Practices for Increasing Districts' Ability to Hire Diverse Faculty That Some Districts Have Not Yet Adopted**

|            | POTENTIAL BEST PRACTICE                                                                                                            | PROMOTED BY THE CHANCELLOR'S OFFICE | DISTRICT |           |      |                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|-----------|------|------------------|
|            |                                                                                                                                    |                                     | LOS RIOS | SAN DIEGO | KERN | FOOTHILL-DE ANZA |
| PRE-HIRING | Use internship programs to recruit a diverse group of prospective community college educators                                      | Yes                                 | ✓        | ✓         | ✓    | X                |
|            | Involve affinity groups in the recruitment process                                                                                 | Yes                                 | ✓        | X         | X    | ✓                |
|            | Demonstrate an established commitment to working with underrepresented minority groups as minimum application requirement          | Yes                                 | ✓        | X         | ✓    | ✓                |
| HIRING     | Establish policies to ensure diversity in the composition of hiring committees                                                     | Yes                                 | ✓        | X         | X    | ✓                |
|            | Conduct a cluster hire using criteria designed to assess the candidate's ability to serve underrepresented populations             | Yes                                 | X        | X         | X    | X                |
|            | Require an EEO compliance officer to participate in the part-time faculty hiring process and not just the full-time hiring process | No                                  | ✓        | ✓         | X    | X                |

✓ Adopted

X Not yet adopted

Source: Analysis of diversity hiring best practices from various sources, and interviews with the four districts.

In addition, although cluster hiring has proven to be an effective hiring practice at various universities, none of the districts we reviewed have used this best practice to build a more diverse faculty. According to the Academic Senate for California Community Colleges, *cluster hiring* is an approach to aggressively onboard diverse candidates by intentionally using strategies to promote the hiring of underrepresented faculty instructors as a group. For instance, in a 2021 article in the *Chronicle of Higher Education*,<sup>6</sup> the chief diversity officer at San Diego State University noted that the university increased the number of tenured and tenure-track Black faculty by 68 percent in four years, in part due to its use of cluster hiring of faculty with a demonstrated record of success in research, teaching, or service focused on Black populations. In a 2019 article in *The Chronicle of Higher Education*, a senior associate dean of faculty at Emory University in Atlanta, Georgia, described how cluster hiring helped that university substantially increase the number of new faculty from underrepresented groups. San Diego asserts that it is working to incorporate cluster hiring into its hiring processes, and Los Rios acknowledged the benefit of such a practice but suggested that other practices to promote diversity, equity, and inclusion could be just as or more effective. Kern, Foothill-De Anza, and Los Rios also brought up concerns about resource limitations and potential legal challenges. Resource limitations may be valid, as smaller districts or those that do not need to hire large numbers of faculty may not benefit from cluster hiring. However, legal challenges may not be a barrier. In its 2022 EEO handbook, the Chancellor's Office states that, although there are legal limitations on hiring based on race, it is permissible to explicitly state preferred qualifications in hiring for programs that serve historically underrepresented and disproportionately impacted students.

According to its general counsel, the Chancellor's Office believes that regularly vetting best practices is important, and it hopes to update its EEO handbook with new best practices every three years. Its deputy counsel also asserted that the Chancellor's Office will publish a new EEO plan template that incorporates the multiple methods for districts to use beginning April 2023. Each district must review and submit to the Chancellor's Office a new or revised EEO plan every three years, as well as certify annually to the Chancellor's Office that it has reviewed and updated, as needed, its EEO Plan relating to the multiple methods. *Regularly updating the EEO handbook will enable the Chancellor's Office to communicate best practices more frequently; however, incorporating additional best practices into the list those districts may use to address each of the multiple methods will further encourage districts to consider those practices.* That, along with better monitoring of districts' implementation of the methods, will help the Chancellor's Office and the districts provide community college students with the educational benefits of a diverse faculty and, thus, improve student outcomes.

**Please refer to the section beginning on page 5 to find the recommendations that we have made as a result of these audit findings.**

<sup>6</sup> J. Luke Wood, *5 Ways to Make a Real Improvement in Hiring Black Professors*, *The Chronicle of Higher Education*, September 7, 2021. <[https://www.chronicle.com/article/5-ways-to-make-a-real-improvement-in-hiring-black-professors?cid=gen\\_sign\\_in](https://www.chronicle.com/article/5-ways-to-make-a-real-improvement-in-hiring-black-professors?cid=gen_sign_in)>, accessed on November 2, 2022.

We conducted this performance audit in accordance with generally accepted government auditing standards and under the authority vested in the California State Auditor by Government Code sections 8543 et seq. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on the audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Respectfully submitted,



GRANT PARKS  
California State Auditor

February 23, 2023



## Appendix A

### PERCENTAGES OF STUDENTS AND INSTRUCTIONAL FACULTY BY ETHNICITY AND GENDER AT SELECTED DISTRICTS, FISCAL YEAR 2021–22

The scope and objectives of this audit requested specific statistics related to student and instructor demographics for the districts we reviewed. We present this information in the following tables.

**Table A1**  
Percentages of Students and Instructional Faculty by Ethnicity, Fiscal Year 2021–22, for Kern Community College District

| ETHNICITY                           | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|-------------------------------------|----------|---------------------------------|---------------------------------|---------------------------|
| American Indian or Alaska Native    | <1%      | 1%                              | <1%                             | 1%                        |
| Asian                               | 4        | 4                               | 4                               | 4                         |
| Black or African American           | 4        | 5                               | 4                               | 5                         |
| Hispanic or Latino                  | 65       | 25                              | 21                              | 23                        |
| Native Hawaiian or Pacific Islander | <1       | 0                               | 0                               | 0                         |
| White                               | 21       | 57                              | 64                              | 60                        |
| Two or more races                   | 3        | 2                               | 3                               | 2                         |
| Unknown                             | 1        | 6                               | 3                               | 5                         |

Source: Data from Kern Community College District.

Note: Amounts may not add up to 100 percent due to rounding.

**Table A2**  
Percentages of Students and Instructional Faculty by Ethnicity, Fiscal Year 2021–22, for Foothill-De Anza Community College District

| ETHNICITY                           | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|-------------------------------------|----------|---------------------------------|---------------------------------|---------------------------|
| American Indian or Alaska Native    | <1%      | <1%                             | <1%                             | <1%                       |
| Asian                               | 38       | 22                              | 19                              | 21                        |
| Black or African American           | 3        | 3                               | 6                               | 4                         |
| Hispanic or Latino                  | 26       | 8                               | 17                              | 11                        |
| Native Hawaiian or Pacific Islander | <1       | <1                              | 0                               | <1                        |
| White                               | 23       | 61                              | 52                              | 58                        |
| Two or more races                   | 6        | 2                               | 3                               | 2                         |
| Unknown                             | 3        | 4                               | 2                               | 4                         |

Source: Data from Foothill-De Anza Community College District

Note: Amounts may not add up to 100 percent due to rounding.



**Table A3**  
Percentages of Students and Instructional Faculty by Ethnicity, Fiscal Year 2021–22, for Los Rios Community College District

| ETHNICITY                           | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|-------------------------------------|----------|---------------------------------|---------------------------------|---------------------------|
| American Indian or Alaska Native    | <1%      | <1%                             | 1%                              | <1%                       |
| Asian                               | 19       | 11                              | 10                              | 11                        |
| Black or African American           | 9        | 6                               | 7                               | 6                         |
| Hispanic or Latino                  | 26       | 10                              | 12                              | 11                        |
| Native Hawaiian or Pacific Islander | 1        | <1                              | <1                              | <1                        |
| White                               | 33       | 62                              | 60                              | 61                        |
| Two or more races                   | 7        | 5                               | 4                               | 5                         |
| Unknown                             | 4        | 6                               | 4                               | 5                         |

Source: Data from Los Rios Community College District.

Note: Amounts may not add up to 100 percent due to rounding.

**Table A4**  
Percentages of Students and Instructional Faculty by Ethnicity, Fiscal Year 2021–22, for San Diego Community College District

| ETHNICITY                           | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|-------------------------------------|----------|---------------------------------|---------------------------------|---------------------------|
| American Indian or Alaska Native    | <1%      | <1%                             | <1%                             | <1%                       |
| Asian                               | 14       | 10                              | 10                              | 10                        |
| Black or African American           | 7        | 6                               | 7                               | 6                         |
| Hispanic or Latino                  | 37       | 15                              | 17                              | 15                        |
| Native Hawaiian or Pacific Islander | <1       | 0                               | <1                              | <1                        |
| White                               | 32       | 61                              | 56                              | 59                        |
| Two or more races                   | 7        | 2                               | 3                               | 2                         |
| Unknown                             | 3        | 6                               | 8                               | 6                         |

Source: Data from San Diego Community College District.

Note: Amounts may not add up to 100 percent due to rounding.

**Table A5**  
 Percentages of Students and Instructional Faculty by Gender, Fiscal Year 2021–22, for Kern Community College District

| GENDER  | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|---------|----------|---------------------------------|---------------------------------|---------------------------|
| Female  | 55%      | 51%                             | 49%                             | 50%                       |
| Male    | 44       | 49                              | 51                              | 50                        |
| Unknown | 1        | 0                               | 0                               | 0                         |

Source: Data from Kern Community College District.

**Table A6**  
 Percentages of Students and Instructional Faculty by Gender, Fiscal Year 2021–22, for Foothill-De Anza Community College District

| GENDER  | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|---------|----------|---------------------------------|---------------------------------|---------------------------|
| Female  | 50%      | 53%                             | 54%                             | 53%                       |
| Male    | 49       | 47                              | 46                              | 47                        |
| Unknown | 2        | <1                              | 0                               | <1                        |

Source: Data from Foothill-De Anza Community College District.  
 Note: Amounts may not add up to 100 percent due to rounding.

**Table A7**  
 Percentages of Students and Instructional Faculty by Gender, Fiscal Year 2021–22, for Los Rios Community College District

| GENDER     | STUDENTS | PART-TIME INSTRUCTIONAL FACULTY | FULL-TIME INSTRUCTIONAL FACULTY | ALL INSTRUCTIONAL FACULTY |
|------------|----------|---------------------------------|---------------------------------|---------------------------|
| Female     | 58%      | 54%                             | 54%                             | 54%                       |
| Male       | 40       | 46                              | 46                              | 46                        |
| Non-Binary | <1       | <1                              | 0                               | <1                        |
| Unknown    | 2        | <1                              | <1                              | <1                        |

Source: Data from Los Rios Community College District.  
 Note: Amounts may not add up to 100 percent due to rounding.

**Table A8**  
Percentages of Students and Instructional Faculty by Gender, Fiscal Year 2021–22, for  
San Diego Community College District

| GENDER     | STUDENTS | PART-TIME<br>INSTRUCTIONAL<br>FACULTY | FULL-TIME<br>INSTRUCTIONAL<br>FACULTY | ALL<br>INSTRUCTIONAL<br>FACULTY |
|------------|----------|---------------------------------------|---------------------------------------|---------------------------------|
| Female     | 52%      | 50%                                   | 53%                                   | 51%                             |
| Male       | 48       | 50                                    | 47                                    | 49                              |
| Non-Binary | <1       | 0                                     | 0                                     | 0                               |
| Unknown    | <1       | 0                                     | 0                                     | 0                               |

Source: Data from San Diego Community College District.

Note: Amounts may not add up to 100 percent due to rounding.

## Appendix B

### INSTRUCTIONAL FACULTY HIRING AND HEAD COUNT DATA FOR SELECTED DISTRICTS, FISCAL YEARS 2018–19 THROUGH 2021–22

The scope and objectives of this audit requested specific statistics related to instructor hiring. We present this information in the following table.

**Table B**

| FISCAL YEAR                    | FULL-TIME HIRED* | PART-TIME HIRED* | FULL-TIME HEAD COUNT | PART-TIME HEAD COUNT |
|--------------------------------|------------------|------------------|----------------------|----------------------|
| <b>FOOTHILL-DE ANZA</b>        |                  |                  |                      |                      |
| 2018–19                        | 10               | 62               | 449                  | 925                  |
| 2019–20                        | 9                | 107              | 429                  | 931                  |
| 2020–21                        | 27               | 96               | 419                  | 878                  |
| 2021–22                        | 12               | 54               | 422                  | 838                  |
| Net change over 4 fiscal years |                  |                  | -6.0%                | -9.4%                |
| <b>KERN</b>                    |                  |                  |                      |                      |
| 2018–19                        | 17               | 180              | 419                  | 838                  |
| 2019–20                        | 35               | 171              | 429                  | 754                  |
| 2020–21                        | 11               | 107              | 451                  | 950                  |
| 2021–22                        | 17               | 91               | 428                  | 876                  |
| Net change over 4 fiscal years |                  |                  | 2.1%                 | 4.5%                 |
| <b>LOS RIOS</b>                |                  |                  |                      |                      |
| 2018–19                        | 41               | 229              | 922                  | 1,543                |
| 2019–20                        | 69               | 187              | 931                  | 1,503                |
| 2020–21                        | 7                | 55               | 869                  | 1,193                |
| 2021–22                        | 15               | 98               | 839                  | 1,284                |
| Net change over 4 fiscal years |                  |                  | -9.0%                | -16.8%               |
| <b>SAN DIEGO†</b>              |                  |                  |                      |                      |
| 2018–19                        |                  |                  |                      |                      |
| 2019–20                        | 24               | 165              | 522                  | 1,452                |
| 2020–21                        | 1                | 61               | 475                  | 1,223                |
| 2021–22                        | 7                | 72               | 453                  | 1,208                |
| Net change over 3 fiscal years |                  |                  | -13.2%               | -16.8%               |

Source: Data from selected community college districts.

\* Hires can include individuals who were internal candidates moving from one time base to another.

† San Diego's current system does not contain complete data for fiscal year 2018–19, so we did not include numbers for that year.

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# Appendix C

## Scope and Methodology

The Audit Committee directed the California State Auditor to conduct an audit of the California Community Colleges and a selection of community college districts to determine whether the districts appropriately spent recent state budget funds allocated for hiring full-time faculty. Specifically, we were directed to evaluate whether the selected districts used the funds in accordance with legislative intent to increase the percentage of full-time instruction, to determine the extent to which the faculty represents the diversity of the student population, and to identify barriers that may inhibit the hiring of diverse full-time and part-time faculty. Table C lists the objectives that the Audit Committee approved and the methods we used to address them.

**Table C**  
**Audit Objectives and the Methods Used to Address Them**

| AUDIT OBJECTIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | METHOD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Review and evaluate the laws, rules, and regulations significant to the audit objectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Reviewed relevant state laws, rules, and regulations applicable to the funds provided for hiring full-time faculty, districts' hiring practices, and the Chancellor's Office's oversight responsibilities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>2 For a selection of districts of varying size, location, student composition, and other relevant factors, determine the following:</p> <ul style="list-style-type: none"> <li>a. The percentage of community college instruction taught by full-time and part-time faculty.</li> <li>b. The number of full-time and part-time instructors the districts hired during fiscal year 2021–22 and the net increase in full-time instructors.</li> <li>c. The number of part-time faculty positions converted to full-time positions during this time period.</li> </ul> | <ul style="list-style-type: none"> <li>• Reviewed information on the amount of funding each district received to hire full-time faculty in fiscal years 2018–19 through 2021–22, the geographical location of districts, the student population of districts, and the demographic diversity of students and faculty. Using this information, selected Foothill-De Anza, Kern, Los Rios, and San Diego for further review.</li> <li>• Reviewed current metrics measuring the percentage of full-time faculty at each district and determined that these metrics were inappropriate for our purposes.</li> <li>• Obtained data on instruction by both full-time and part-time faculty from the four districts and determined whether it was taught by full-time or part-time faculty. Calculated the percentage of instruction taught for credit by full-time faculty. The data these districts provided did not include separate values for sex and gender. We therefore present an analysis of gender only in Appendix A.</li> <li>• Obtained data from the four districts, calculated statistics on instructors hired, and calculated the net change in full-time and part-time instructors.</li> <li>• Interviewed human resources staff at the four districts and the Chancellor's Office and determined that districts do not use a conversion process for creating new full-time faculty positions.</li> </ul> |

*continued on next page ...*

| AUDIT OBJECTIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | METHOD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3</b> Assess how each of the selected districts has spent state funding allocated for the hiring of full-time faculty in fiscal year 2021–22, including the following:</p> <ol style="list-style-type: none"> <li>The percentage of these funds that each district used to fill full-time faculty positions.</li> <li>Whether the districts used any portion of the funds for other purposes. If so, identify those purposes, the districts' justification for those expenditures, and the individual or entities that authorized the use of those designated funds.</li> <li>The districts' projected and actual costs per new full-time faculty hired and how the districts determined those costs.</li> </ol> | <ul style="list-style-type: none"> <li>Reviewed fiscal documents at the districts and determined that some districts would likely not have been able to spend funds initially allocated in fiscal year 2021–22 in that year on new full-time faculty positions. Extended the audit period to fiscal year 2018–19 and the allocation that began in that year to determine how districts were expending the funds.</li> <li>Reviewed documentation at Foothill-De Anza and San Diego showing the number of full-time faculty positions created in fiscal year 2018–19 and the actual costs of those positions in subsequent years to determine the percentage of funds used. Reviewed documentation from both districts showing the number of full-time faculty positions created in fiscal year 2021–22 and the budgeted cost of those positions. Interviewed fiscal and human resources staff for perspective.</li> <li>Interviewed fiscal staff at Kern and Los Rios and determined that neither district tied the funds to specific positions. Collected documentation showing the number of full-time faculty hired between fiscal years 2018–19 and 2021–22 and the estimated costs of those positions.</li> <li>Interviewed fiscal staff at the districts and reviewed documentation regarding how the funds had been used.</li> <li>Obtained perspective from the districts and the Chancellor's Office on the justification and authorization for any expenditures for other purposes we identified.</li> <li>Reviewed documentation at Foothill-De Anza and San Diego showing the districts' methodology for determining how many full-time faculty positions to create with the funding. For those positions created in fiscal year 2018–19, reviewed subsequent actual costs of the positions. The districts based their projections on averages for full-time faculty salary and benefit costs, and we based the actual costs on payroll records. We identified no concerns with the districts' projected or actual costs.</li> <li>Interviewed fiscal staff at Kern and Los Rios and determined that because the districts did not tie the funds to specific positions, it was not feasible to determine the projected or actual costs of positions.</li> </ul> |
| <p><b>4</b> Evaluate the selected districts' recruiting and hiring practices for full-time faculty positions by doing the following:</p> <ol style="list-style-type: none"> <li>To the extent possible, compare the ethnicity, sex, and gender of part-time faculty and enrolled students to full-time faculty, including those hired as the result of the fiscal year 2021–22 state budget allocation for hiring full-time faculty. To the extent possible, identify factors contributing to any significant differences identified.</li> <li>Assess the extent to which the selected districts implement best practices for recruiting a qualified and diverse applicant pool.</li> </ol>                            | <ul style="list-style-type: none"> <li>Analyzed demographic data from the Chancellor's Office to determine major differences between students and faculty, as well as changes over time.</li> <li>Interviewed staff at the Chancellor's Office and the four districts to determine barriers to hiring diverse faculty.</li> <li>Compared how the demographic composition of the applicant pool changed from initial applicants to the qualified applicant pool, to determine whether key points in the process appeared to limit diversity. At Los Rios, determined no such limits were apparent. For districts that could not provide this demographic information, interviewed staff at those districts to determine why this was not done.</li> <li>Evaluated barriers using census data and documents from the Chancellor's Office and the four districts, including hiring procedures, EEO plans, and reports.</li> <li>Obtained data from the four districts and calculated statistics related to the ethnicity and gender of full-time and part-time instructors who taught classes for credit and of the students registered for those classes.</li> <li>Interviewed staff at the Chancellor's Office and the districts and reviewed the Chancellor's Office's recent publications to identify best practices that may improve the percentage of full-time faculty instruction and faculty diversity.</li> <li>Evaluated the nine multiple methods the Chancellor's Office offers as options for districts to qualify for EEO funds. Evaluated the Chancellor's Office's oversight of districts' implementation of these methods.</li> <li>Identified and evaluated best practices described in academic studies that may improve the percentage of instruction by full-time faculty and faculty diversity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| AUDIT OBJECTIVE                                                                                                                                                                                                                                                                                                                                                                                | METHOD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5 Identify the reasons why the selected districts have not achieved the goal of having 75 percent of instruction taught by full-time faculty, including whether there have been any delays in the process. Determine whether barriers exist in policies, practices, or other areas that may prevent the districts from achieving this goal and from hiring a diverse full-time faculty.</p> | <ul style="list-style-type: none"> <li>• Interviewed staff at the Chancellor’s Office to identify potential barriers in policies, practices, or other areas that may prevent the districts from increasing their full-time faculty percentage and the diversity of full-time faculty.</li> <li>• Interviewed staff at the Chancellor’s Office and reviewed documentation to identify the benefits and challenges of a requirement to measure actual full-time faculty instruction and track the districts’ progress in reaching this goal. Although districts were able to use the funds to hire additional full-time positions, they assert that they would need further funding beyond the additional funding the Legislature currently appropriates to reach or remain at the 75 percent goal.</li> </ul> |
| <p>6 Review and assess any other issues that are significant to this audit.</p>                                                                                                                                                                                                                                                                                                                | <p>None identified.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Source: Audit workpapers.

***Assessment of Data Reliability***

The U.S. Government Accountability Office, whose standards we are statutorily obligated to follow, requires us to assess the sufficiency and appropriateness of computer-processed information we use to support our findings, conclusions, or recommendations. In performing this audit, we relied on enrollment and instruction data obtained from Foothill-De Anza, Kern, Los Rios, and San Diego. To evaluate these data, we reviewed existing information about the data, interviewed staff members knowledgeable about the data, and performed electronic testing of the data. As a result, we determined that the data were sufficiently reliable for our purposes. Additionally, we relied on demographic data we obtained from the Chancellor’s Office. We interviewed staff members knowledgeable about the data and determined that the data were sufficiently reliable for the purpose of presenting historical demographic trends for students and faculty.



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**DAISY GONZALES, PH.D.**  
Interim Chancellor

February 2, 2023

Grant Parks, State Auditor\*  
621 Capitol Mall, Suite 1200  
Sacramento, CA 95814

Dear Mr. Parks:

The California Community Colleges Chancellor’s Office (Chancellor’s Office) appreciates the opportunity to provide comments and address the recommendations outlined in the California State Auditor’s (CSA) draft audit report 2022-113, *Increasing Full-Time Faculty and Diversity Remains a Challenge*. Below are our comments on the draft audit report and responses to each of the specific recommendations.

**Response to Introduction: Background**

The draft audit report presents a misleading picture of California’s community college governance and the role of the Chancellor’s Office — both by minimizing the responsibility of districts to comply with laws that are directed toward their own hiring practices, and by implying that the Chancellor’s Office is governed only by its own discretion when it is in fact bound to follow rules established in the Education Code and Title V regulations. As a result, the draft audit report paints a misleadingly incomplete picture as to the division of authority within the California Community Colleges system.

①

②

While the draft audit report accurately states that the Board of Governors provides leadership and direction to the districts by carrying out certain responsibilities, it fails to mention that that same provision (Education Code section 70901, subd. (a)) also provides that “[t]he work of the board of governors shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local authority and control in the administration of the California Community Colleges.” Moreover, although Education Code section 71090, subdivision (a) designates the Chancellor of the California Community Colleges as the “chief executive officer” of the system, subdivision (b) provides that the Chancellor may only exercise those “duties and responsibilities as may be delegated to him or her by the board.” As a result, the

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\* California State Auditor’s comments begin on page 57.



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**DAISY GONZALES, PH.D.**  
Interim Chancellor

Chancellor (and the Chancellor’s Office) is constrained by the same limitations as the Board of Governors and must strike a careful balance between the proper exercise of coercive authority and deference to “local authority and control” consistent with Education Code section 70901.

This division of authority is evident in the Legislature’s enactment of the relevant Equal Employment Opportunity provisions of the Education Code. Section 87102 provides that “[a]s a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article.” Section 87103 provides that the “board of governors shall render assistance in developing and implementing equal employment opportunity programs in the community college districts.” Thus, the Legislature’s evident intent is to rest primary responsibility for adhering to EEO principles in the hiring of community college district staff, and to affirming compliance with these principles, in community college districts themselves. It is important to recognize and clarify that local community college districts are solely responsible for individual hiring decisions at our 116 colleges.

④

#### **Response to Introduction: Comparison of Full-Time and Part-Time Faculty**

The draft audit report omits analysis of student success and historical intent of faculty goals. Although the scope of the audit requires CSA to “review and evaluate the laws, rules, and regulations significant to the audit objectives”, the draft audit report does not include any discussion or analysis of the original intent behind the goal of having 75% of instruction taught by full-time faculty nor does it include consideration of whether data on student outcomes for California Community Colleges is correlated with this goal or related to other factors or components of modern education and student success.

⑤

Additionally, although the provision of full-time faculty hiring funds in the annual budget act is at the core of the audit objectives, the CSA does not evaluate the impact of excluding an annual cost of living adjustment (COLA) from this allocation. The allocation to each district is a static amount that over time, unlike the ongoing costs to districts, is never adjusted for collective bargaining increases to salaries, benefits,



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DAISY GONZALES, PH.D.  
 Interim Chancellor

pensions, or other inflationary cost pressures. Most full-time faculty will stay in a tenure track position for an average of 25 to 35 years. When planning for hiring, our districts must consider the lifetime cost of hiring full-time faculty and establish a financial plan to cover the significant additional ongoing costs beyond what is provided by the full-time faculty hiring allocation in the state budget.

⑥

**Response to Introduction: Full-Time Faculty Instruction**

The draft audit report inaccurately describes the faculty obligation number (FON) and statewide trends and states “When there is a decrease in a district’s hours of instruction, the Chancellor’s Office reduces that district’s FON” and that “decreasing enrollment has resulted in a lower FON systemwide.” In fact, the Education Code and regulations require that a district’s FON is adjusted based on the percentage change in **funded** credit full-time equivalent students<sup>1</sup>. It is critical to understand that, despite declining enrollment, funding protections provided by the Student Centered Funding Formula and emergency conditions allowance regulations resulted in the measure of districts’ **funded** credit full-time equivalent students remaining relatively steady in recent years and a minimal change in statewide FON from 17,350 in 2019 to 17,072 in 2022. Given the reality of declining enrollment, districts may experience a reduced need to hire but are still being held to a compliance FON that has been artificially inflated by temporary funding protections.

⑦

**Response to Chapter 2: Increased Oversight and Guidance Could Improve Districts’ Ability to Hire Faculty that Reflect the Diversity of their Students.**

The draft audit does not adequately capture the goal of EEO programs, which are meant to increase overall diversity within the California community college workforce. This goal is clearly expressed by the Legislature in Education Code section 87100, where it states that “a work force that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”

⑧

<sup>1</sup> Full-time equivalent students, or FTES, is another way to express instructional hours, where 525 instructional hours = 1 FTES.



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**DAISY GONZALES, PH.D.**  
Interim Chancellor

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However, rather than examine the increase (or decrease) of overall diversity as a whole, the draft audit report seems to focus only on racial diversity and appears to erroneously measure success or failure of a district's EEO program by comparing the percentage of students of a particular racial or ethnic group with the percentage of faculty identifying in the same group. This approach is flawed in many ways, not least of which is that it seems to suggest that success can be quantified directly by examining percentages of students versus faculty in the same protected category. This ignores the prohibition on racial (and other) preferences specified in Proposition 209 and subsequent court cases. Indeed, in the seminal case in this area, *Connerly v. State Personnel Board*, 92 Cal.App.4th 16 (2001), the plaintiff directly challenged the prior version of the Board of Governors' EEO regulations, which were struck down as violative of Prop 209. While disparities in the racial or ethnic makeup of the workforce as compared to the student population may certainly indicate a problem with the recruitment and retention of employees of a particular group and inform a district's recruitment efforts, it would be unlawful to base individual hiring decisions on achieving stated numerical goals. Yet it appears that is exactly what the draft audit report suggests with respect to Hispanic faculty as it chides the progress made in hiring more Hispanic faculty members as "not enough to create a faculty representative of the student body," even as the draft audit report recognizes that the community colleges have doubled the percentage of Hispanic faculty over the past 20 years. The draft audit report fails to accurately reflect the limitations and context faced by California community colleges seeking to increase the diversity of its workforce due to the confines of Prop 209.

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The draft audit report also fails to recognize the important role that faculty tenure plays in the slow diversification of the community college workforce. Generally, faculty members may achieve tenure after being employed in a full-time academic position for three years. Once a faculty member achieves tenure, they may only be dismissed for cause. As a result, it is rare for tenured faculty to move on by either resigning or retiring and tenured faculty generally serve long careers at their respective colleges. The diversity of a college's workforce therefore reflects the hiring choices made in the distant past, when diversity, equity and inclusion efforts were limited or nonexistent. Due in large part to this dynamic, diversification of the faculty ranks is a slow process.



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**Response to “The Chancellor’s Office has Not Ensured that Districts Employ Best Practices for Promoting Faculty Diversity”**

The draft audit report fails to understand the Chancellor’s Office role and concludes that “sufficient oversight to ensure that districts adequately implement nine [multiple] methods [ ] to promote faculty diversity” has not been provided. However, as the draft audit report later states, the Chancellor’s Office currently requires implementation of only seven of the nine methods due to the fact that at the time of their adoption, differences in size, resources, and EEO knowledge amongst the districts would have apparently made it difficult for all districts to comply with all Multiple Methods. While there may have been an intention to eventually require districts to meet all nine Multiple Methods, such a decision is squarely within the discretion of the Chancellor’s Office. It is not clear what data or other factual basis supports the Draft audit report’s second-guessing on this issue.

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The draft audit report states that the Chancellor’s Office awarded EEO funds to districts without verifying whether they were in compliance with Multiple Methods requirements. As was repeatedly explained to the auditors but not well reflected in the Draft audit report, our statewide governance process and Board of Governors standing orders guide our review of Multiple Methods. With 73 districts, verification is standardized through required forms submitted in good faith by district Chief Executive Officers and verified through local board adoption in a public meeting. The draft audit report suggests that the Chancellor’s Office could remedy the lack of human resources to conduct additional verification of each Multiple Method by each district by using a portion of the EEO fund, which is designated by law “to be set aside to provide monitoring, among other administrative functions.” This misinterprets the language of the relevant statutory provision, Education Code section 87108, subdivision (b), which provides that the specified funds may be used “to provide technical assistance, service, monitoring, and compliance functions.” However, as was also explained, EEO funds fall under the Proposition 98 guarantee which must be expended by districts and may not be used, absent clear statutory authorization, to fund state administrative operations. If the draft audit report is suggesting that these funds could be used to support Chancellor’s Office positions engaging in EEO

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oversight of districts, we would respectfully disagree absent clear language in Section 87108 authorizing use for state operations.

Given that Education Code section 87101, subdivision (c), requires that “each district employer shall commit to sustained action to devise recruiting, training, and advancement opportunities that will result in equal employment opportunities for all qualified applicants and employees,” and that section 87102, subdivision (a), provides that districts accepting EEO funds “shall periodically submit to the board of governors an affirmation of compliance with this article,” it is reasonable for the Chancellor’s Office to rely in good faith on the districts’ affirmations that they have complied with the law, particularly given the extensive process that requires a local process adopted through local governance committees, local community engagement, local adoption through a public board meeting and signatures of local leaders. That the draft audit report appears to find fault solely with the Chancellor’s Office for having accepted districts’ affirmations could be viewed as absolving the districts of their independent legal and ethical obligations to comply with these statutory provisions.

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**Response to “The Chancellor’s Office has Not Been Effective at Encouraging Districts to Implement Additional Best Practices for Improving Diversity”**

Building a faculty and staff who are reflective of the students and communities we serve is integral to our commitment to put diversity, equity, inclusion and accessibility (DEIA) and anti-racism at the heart of our work. Our DEIA efforts have focuses on three core outcomes: cultural diversity, promoting equity through equity-minded policies and practices, and fostering inclusion through employee recruitment, hiring, and retention. Since 2019, our DEI Integration Plan has served as the guide for our DEIA and anti-racism work to improve institutional practices and policies to recruit, hire, and retain diverse faculty. Systemwide efforts like the Vision for Success and Guided Pathways are based on our central commitment to DEIA and anti-racism. In 2020, we issued a “Call to Action” to articulate concrete ways the Chancellor’s Office, college leadership and other stakeholders can advance DEIA and anti-racism.

The Chancellor’s Office is equipping districts and colleges with the tools and support they need to create equity-centered, anti-racist policies and practices, including:





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- Embedding DEIA competencies and criteria into employee evaluations and tenure review processes.
- Updating the student grievance process to provide clear steps for students to raise concerns and resolve acts of racism, microaggressions and discomfort.
- Re-evaluate and embed DEIA in district equal employment opportunity (EEO) plans to demonstrate an ongoing, action-oriented commitment to EEO and DEIA.
- Encouraging more mentorship opportunities between students and faculty.
- Provide professional learning resources focused on institutional bias, structural racism, and their impact on campus culture and student success.

The draft audit states that the Chancellor’s Office has been ineffective at encouraging districts to implement additional best practices for improving diversity; however, it must be said that districts are ultimately responsible for hiring at their campuses. Despite this complex governance structure, the Board of Governors and Chancellor’s Office have taken additional steps to incentivize diverse faculty and staff hiring. Specifically, the Board of Governors and Chancellor’s Office have created the enabling conditions for districts to take urgent action. Most notably, the Board of Governors created a clear roadmap, known as the Diversity, Equity and Inclusion Integration Plan, which resulted in the adoption of 58 recommendations to ensure that diversity in faculty and staff is a pipeline that includes recruitment, hiring and retention. This has led to updates in regulations, increased state investment in EEO programs, the development of handbooks and statewide professional development. In 2020, the State invested \$10 million in EEO programs, rectifying a historic underinvestment and reliance on FON penalties to fund EEO programs. Districts are assessed a FON penalty when the district does not meet its minimum required faculty obligation number in a given year. This investment meant that EEO programs could be resources for the first time in over a decade.

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All DEIA and EEO materials are publicly available and can be found on our website. Districts are and have always been capable and empowered to design robust EEO programs to diversify their own workforces with or without guidance from the Chancellor’s Office. Districts that are proactive about EEO work have gone above and





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beyond the requirements of the EEO statutes and regulations in implementing their EEO programs.

The draft audit report additionally appears to find fault with the relatively slow adoption of some of the “additional best practices” by districts. The main example of one of these best practices that districts are not employing is “cluster” hiring. However, as the draft audit report makes clear, cluster hiring is a relatively new concept as it cites articles dating only from 2019 and 2021. Moreover, cluster hiring was only recently included as a best practice in the Chancellor’s Office’s 2022 EEO Handbook, after extensive review and consultation through statewide governance processes required by the Education Code. It should therefore not be surprising that it has not been employed by any of the districts the auditors examined.

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In fact, the development of the Chancellor’s Office’s 2022 EEO Handbook is but one example of the efforts the Chancellor’s Office has made in recent years to “encourage districts to implement additional best practices for improving diversity” that the draft audit report fails to properly acknowledge. Beginning in 2016 with the initial publication of the EEO Best Practices Handbook which introduced the Multiple Methods, the Chancellor’s Office has been proactive in encouraging districts to implement best practices. Indeed, as mentioned above, since 2020, the Board of Governors and the Chancellor’s Office have renewed their efforts to diversify the California Community Colleges workforce. The Chancellor’s Office has contracted with experts to assist in amending the EEO regulations and in developing a new Model EEO plan to better help districts specify and attain EEO goals. The Chancellor’s Office has also contracted with a visiting executive to oversee implementation of the new EEO program requirements, and to provide guidance and training to the system on implementing their programs. Included in these efforts are presentations in Northern and Southern California to showcase EEO Best Practices, the rollout of an EEO Data Module to inform districts on how to research workforce availability data in order to complete data analyses required by the EEO regulations. Finally, the creation of an EEO Innovative Best Practices Grant using one-time EEO funds provided by Legislature should create additional incentives for the implementation of EEO best practices. Indeed, all of these ongoing efforts are intended to “encourage districts to implement additional best practices for improving diversity.”



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Finally, perhaps the most significant development in this area, as partially explained in the preceding paragraph, is ignored by the draft audit report until its final paragraphs. The Chancellor's Office is on the cusp of implementing a revamp of the EEO regulations and a new Model EEO Plan for districts to use in submitting their EEO plans. The Board of Governors adopted these regulations in July 2021 and we received final approval from the Department of Finance in September 2022. Given the timing of this audit, the Chancellor's Office found itself in a transition period where we had received approval of the new regulations, yet were being asked about the shortcomings of a program that the Chancellor's Office and the Board of Governors had already recognized and addressed.

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The new regulations continue to balance local control against the need for Chancellor's Office oversight, as the Legislature requires. They are intended to streamline some of the requirements that districts must comply with while making the EEO plan a much more meaningful and living document. Importantly, the new regulations require that a district's board of trustees adopt the EEO plan at a regular meeting as an action item for discussion. This is in order to provide transparency of the plan to the community and to allow for community and stakeholder engagement and discussion. Additionally, the new regulations require that a draft EEO plan be submitted to the Chancellor's Office 90 days before final adoption so the Chancellor's Office can provide feedback which must then be presented to the district's board of trustees before final adoption. Through this mechanism, the Chancellor's Office will be able to provide additional feedback and oversight. Finally, the new regulations and the new Model EEO plan will integrate the Multiple Methods directly into the EEO plan, so districts are able to employ those strategies to meet their EEO plan goals. Under the new regulations, districts must review EEO plans annually and determine whether they are on track or must be modified. This is another mechanism that will provide for ongoing oversight of a district's EEO plan goals.



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## RECOMMENDATIONS AND RESPONSE

**CSA Recommendation 1:** To oversee and monitor districts' progress toward the goal of having at least 75 percent of their hours of instruction provided by full-time faculty, by February 2024, the board and the Chancellor's Office should develop, implement, and report on a metric of instruction that calculates actual instruction hours taught by full-time and part-time faculty.

See combined response to recommendation 1 and 2 below.

**CSA Recommendation 2:** To ultimately achieve the current goal of at least 75 percent of instruction taught by full-time faculty, the Chancellor's Office, by February 2024, should set increasing annual benchmarks for the amount of instruction by full-time faculty at the districts, with the goal of achieving an appropriate target percentage within five years. The Chancellor's Office should also develop a mechanism to promote compliance with its benchmarks.

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**Chancellor's Office Response to Recommendations 1 and 2:** The recommendations are made based solely on analysis of only four of 73 community college districts. A comprehensive systemwide study may find different results in support of the continued use of the long established statutory and regulatory methodology to measure and monitor instruction or support for a different measure. The existing methodology, metric, benchmarks, and mechanism to promote compliance (the FON penalty) were established by the Board of Governors after the culmination of an extensive participatory governance process, known as Consultation Council which is codified in the Education Code. This participatory process includes gathering feedback from system stakeholders including academic representatives, chancellors and presidents, chief business officials, human resources officers, students and interested members of the public, as well as extensive discussion at public forums including public meetings of the Consultation Council and Board of Governors. The Chancellor's Office's role is to facilitate these discussions and provide student-centered evidence and data for consideration and discussion. Additionally, any regulation proposed by the Board of Governors is subject to administrative approval



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by the Department of Finance. Ultimately, the Chancellor's Office does not have control over the final regulatory proposals or the timeline for adoption.

**CSA Recommendation 3:** To ensure that districts appropriately use the funds designated for hiring full-time faculty, the Chancellor's office should do the following by August 2023:

- Require each district to report to the Chancellor's Office in November of each year on the number of full-time faculty positions filled and maintained with the funds in the prior fiscal year, the percentage of the funds used in the prior fiscal year, and the cumulative total of funds used and unused since the initial allocation in fiscal year 2018-19. Each district should also include in the report its progress toward meeting the goal of at least 75 percent of instruction by full-time faculty.
- Implement a policy to annually synthesize the information from the districts into a systemwide report and post it on its public website by January of the following year.
- Implement a policy to verify that the districts are using the funds for their designated purpose.

**Chancellor's Office Response to Recommendation 3:** The Chancellor's Office is in the process of modifying the annual faculty obligation report to request data on how funds were used. However, when the allocations for the full-time faculty hiring funds were established, there was no requirement for districts to track and report on these funds separately; therefore, districts may not have this information readily available and will consider this request to be a reimbursable state-mandated program. Districts already report to the Chancellor's Office their progress toward meeting the goal of 75 percent instruction by full-time faculty, total revenues and expenditures in major categories, specific expenditures for academic salaries and wages, and the number and average salary of all employees including both part-time and full-time faculty. This information is currently publicly available on the Chancellor's Office website.

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**CSA Recommendation 4:** To ensure that districts are performing analysis needed to identify and determine the causes of any underrepresentation in the faculty they hire,



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the Chancellor's Office should, by August 2023, implement a policy to verify that districts conduct the required demographic analyses of their employment process.

**Chancellor's Office Response to Recommendation 4:** The demographic analysis of faculty hires is required under the new EEO regulations and will be more closely monitored. The Chancellor's Office is in the process of developing new internal policies and procedures for conducting reviews of district EEO plans.

**CSA Recommendation 5:** To improve faculty diversity at all districts, the Chancellor's office should, beginning in fiscal year 2023-24, require districts to implement all of the multiple methods to receive EEO funding, and it should create a process to verify proper implementation of a selection of the methods to ensure compliance and consistency.

**Chancellor's Office Response to Recommendation 5:** The Chancellor's Office will engage in consultation with community college districts, the EEO and Diversity Advisory Committee and Board of Governors to determine whether there is a better balance to be struck in this area between local control and compliance with all Multiple Methods.

**CSA Recommendation 6:** To improve faculty diversity at districts, the Chancellor's Office should, by February 2024, implement a policy to regularly determine the most effective and feasible best practices for districts to implement. It should then update its multiple methods process to include those selected best practices when it conducts its evaluation of district EEO plans once every three years.

**Chancellor's Office Response to Recommendation 6:** As has been demonstrated by the Chancellor's Office regular publication of the EEO Best Practices Handbook, the Chancellor's Office is already committed to a cycle of regular improvement, and to sharing information with community college districts—whose obligation it is to ensure equal employment opportunity in their recruitment, hiring, and retention of district employees. The 2022 EEO Best Practices Handbook provides local leaders with evidence-based approaches to consider and take action. However, the Chancellor's



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Office is reluctant to blindly recommend that the Board of Governors impose the same set of solutions upon every district—regardless of their unique local circumstances.

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If you have any questions regarding the Chancellor’s Office comments, please contact Lizette Navarette, Interim Deputy Chancellor at [lnavarette@cccco.edu](mailto:lnavarette@cccco.edu).

Sincerely,

A handwritten signature in cursive script that reads "Daisy Gonzales".

Daisy Gonzales, Ph.D.  
Interim Chancellor

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## Comments

### CALIFORNIA STATE AUDITOR'S COMMENTS ON THE RESPONSE FROM THE CHANCELLOR'S OFFICE

To provide clarity and perspective, we are commenting on the response to our audit from the Chancellor's Office. The numbers below correspond to the numbers we have placed in the margin of the response.

The Chancellor's Office's statement that the report is misleading is incorrect and deflects from its own responsibilities. Education Code section 70901 gives the Board of Governors, and by extension the Chancellor's Office, the responsibility to establish conditions entitling districts to receive state funds, the duty to carry out periodic reviews of districts to determine whether those conditions have been met, and the authority to adopt rules and regulations to execute those functions. Our audit identifies the lack of progress toward the State's goal for instruction by full-time faculty, the improper use of state funding, and the failure to implement certain EEO practices that have resulted from the Chancellor's Office's insufficient oversight. While districts have their own responsibility to adhere to state law—and our report appropriately criticizes the districts on pages 19 and 20—the Chancellor's Office's own authority expressed under Section 70901 should not be minimized. The recommendations we make to the Chancellor's Office on pages 5 and 6 can and should be implemented under its existing authority. ①

We do not state or imply that the Chancellor's Office's is governed only by its own discretion. Rather, we frequently refer to the requirements of state law to which community colleges should adhere. In regard to regulations, we acknowledge the Board of Governors—administratively assisted by the Chancellor's Office—must engage in a sometimes lengthy consultation process in the development and review of policies. However, it remains that the Board of Governors has full authority to adopt rules and regulations necessary and proper to execute its functions. The Board of Governors—assisted by the Chancellor's Office—created a full-time faculty calculation in regulations that, as we point out on page 9, does not measure full-time faculty in alignment with the 75 percent goal established in state law. Thus, the Chancellor's Office is following rules that it established when those regulations were created under its own authority. Our conclusions and recommendations do not ignore these regulations; rather, they demonstrate that they need to be corrected. ②

We recognize the role of local control in the administration of districts; however, our audit focused on areas where the Board is responsible for determining minimum standards for receiving state funding and verifying that districts are meeting those standards, as we describe on page 7. Nothing in our report suggests the Board or the Chancellor, as the system's chief executive officer, should supersede local authority and control. Rather, when districts accept state funds, they need to comply with the state directives associated with those funds and the Chancellor's Office, through the authority established in Education Code 70901, must hold them accountable for this compliance. ③



- ④ Community college districts certainly hold the *primary responsibility* for adhering to EEO principles. However, that condition does not negate the Board of Governors and the Chancellor's Office's own duties to ensure districts' compliance with those principles. Education Code section 70901, Education Code sections beginning with section 87100, and their supporting regulations give the Chancellor's Office the authority to ensure districts' compliance with EEO principles. Thus, the Chancellor's Office is responsible, given its authority under state law, for monitoring and ensuring campuses spend EEO funds in a manner consistent with state law and its own policies.
- ⑤ The Chancellor's Office's response seems to suggest that the Legislature's 75 percent goal may not be correlated with positive student outcomes. To clarify, the Joint Legislative Audit Committee directed our office to evaluate why selected districts have not achieved the 75 percent goal and whether barriers exist in policies, practices, or other areas that prevent districts from achieving this goal. As our report points out, the Chancellor's Office's limited oversight is such a barrier. Specifically, the Chancellor's Office has not monitored campus spending, developed a suitable metric of full-time faculty instruction, or collected hiring data from the campuses to measure progress. We believe the Chancellor's Office can and should play a larger role in monitoring progress towards the State's 75 percent goal.
- ⑥ We did not find that the increasing costs of faculty positions over time was a contributing factor to any improper use or neglect of state funds. Rather, as stated on page 20, the factors included a district's confusion about guidance from the Chancellor's Office and inadequate tracking of the funds. Therefore, a discussion of the impact of excluding a cost of living adjustment in the appropriations was not needed for our analysis. Should the Chancellor's Office, as the oversight entity responsible for setting the requirements for community colleges to receive state funding, seek to initiate this discussion with state lawmakers, it would benefit from implementing our recommendation on page 5 for districts to track and report on the use of associated funds.
- ⑦ We acknowledge the Chancellor's Office's distinction that a lower FON results specifically from *funded* enrollment decreases. As such, we modified the sentence on page 10 to better recognize this relationship. However, this detail does not change the accuracy of our statement on page 16 that adjustments to the FON are based on changes in funding and enrollment, and as such, the overall FON has decreased slightly over the last 20 years.
- ⑧ Contrary to the Chancellor's Office's assertion, our audit report adequately captures the goal of EEO programs. The Chancellor's Office supports its assertion that the report does not do so by citing state law, but our report includes reference to the same language from that law twice: once on page 11, and again on page 26.
- ⑨ The Chancellor's Office mischaracterizes our discussion of EEO issues in the report. We acknowledge the progress that has been made to diversify community college faculty, while accurately noting that the faculty is still not representative of the population of community college students. The audit objectives approved by the Joint Legislative Audit Committee directed us to compare the demographics of students and faculty and there is no prohibition on using data to examine progress in

diversity. As we state on page 23, 47 percent of community college students identify as Hispanic, but only 18 percent of faculty identify as Hispanic. As we show in Table 3 on page 23, the largest difference between student and faculty populations by far is for the populations that identify as Hispanic. We use this data to demonstrate that there is a disparity “in the racial or ethnic makeup of the workforce as compared to the student population,” which in its response the Chancellor’s Office acknowledges “may certainly indicate a problem with the recruitment and retention of employees of a particular group and inform district’s recruitment efforts.” We at no point in the audit report suggest that community colleges should implement hiring practices that violate Proposition 209.

The Chancellor’s Office is incorrect in stating that we do not recognize the role of faculty turnover rates in the diversification of the workforce. We include a discussion of this very point on page 25 of the audit report. However, it should be noted that the draft copy of the report we provided to the Chancellor’s Office, in order to maintain confidentiality with each auditee, redacted the comments of a vice chancellor at San Diego shown on page 25. Thus, the Chancellor’s Office would not have known that we had included this perspective in the audit report when it prepared its response. ⑩

On page 26 our report accurately describes the nine multiple methods, including that the Chancellor’s Office currently requires implementation of only seven of the nine methods. We further report on page 28 that an executive at the Chancellor’s Office asserts that districts now have more resources and time to implement these best practices than they did in 2015 and that all nine methods are now realistic expectations for the districts. However, as we note on page 28, the Chancellor’s Office does not verify whether or to what extent the districts carried out the methods they claimed to have implemented. ⑪

As we note in page 28 of the report, the Chancellor’s Office’s goal was to gradually increase the compliance requirements over time, and an executive at the Chancellor’s Office asserted that all nine methods are now realistic expectations for the districts. Our recommendation on page 5 of the report to require districts to implement all of the multiple methods in order to receive EEO funding will help address challenges we identify in the report, and is based on discussions with the Chancellor’s Office, including its executive who, as we report on page 28, asserted that all nine methods are now realistic expectations for the districts. ⑫

The process the Chancellor’s Office describes, in which districts submit a report of their EEO activities that is approved by the district’s board, is a reporting function, and not a verification of compliance with the multiple methods. As we note in the report on page 28, currently the Chancellor’s Office awards EEO funding to districts on the condition that they submit an annual certification form declaring that they have implemented seven of the multiple methods, but the Chancellor’s Office does not take the next step: verifying whether or to what extent the districts carried out the methods they claimed to have implemented. As we state on page 7, the Board, which is responsible for determining minimum standards for receiving state funding and verifying that districts are meeting those standards, delegates fiscal oversight responsibilities to the Chancellor’s Office. Further, as described on page 29, the lack of Chancellor’s Office review means there is heightened risk that districts are ⑬

receiving EEO funds and not implementing programs intended to improve diversity, and this lack of oversight from the Chancellor's Office has even greater significance due to the recent increase in EEO funding.

- ⑭ We disagree with the Chancellor's Office's position that it does not have statutory authority to use EEO funds to provide monitoring of districts' EEO efforts. Education Code section 87108 expressly provides that the Board of Governors, and by extension the Chancellor's Office, "may use not more than 25 percent of the revenues in the [EEO] fund to provide technical assistance, service, monitoring, and compliance functions." The statute goes on to state that the remaining balance may be allocated to individual districts. Title 5, section 53030 of the California Code of Regulations also directs that resources provided to the Board of Governors shall be placed in an EEO fund, and that "A portion of the fund, but not more than 25 percent, shall be set aside to provide technical assistance, service, monitoring, and compliance functions." The regulation goes on to state that a portion of the funds not so allocated shall be allocated to the districts. Accordingly, we believe the Chancellor's Office does have the authority to use a portion of EEO funds to provide monitoring of districts.
- ⑮ The Chancellor's Office's concern that districts are not being held accountable for their legal and ethical obligations is puzzling given its own responsibility in this area. As we note on page 29 of the report, under its authority to monitor the use of the EEO funds, the Chancellor's Office is responsible for ensuring that only districts that adequately comply with the multiple methods requirements receive the funds. As indicated on page 28, each of the districts we reviewed were unable to demonstrate adequate implementation of at least one of the methods they claimed to have implemented. Although the districts should be faulted for inadequate implementation in the instances we identify in Chapter 2, the way to ensure proper implementation in the future is for the Chancellor's Office to fulfill its oversight responsibilities.
- ⑯ As we state on page 28, the Legislature increased the EEO funds appropriation by an additional \$10 million, bringing the total EEO funding award to \$12.8 million. The Chancellor's Office's discussion of the additional funding emphasizes the importance of oversight. Without verifying that the districts receiving this money have fully implemented the methods they list on their certification forms, the Chancellor's Office cannot ensure that the districts are making the efforts necessary to promote diversity.
- ⑰ We do not criticize the pace of adoption of best practices. We identify *additional* best practices the Chancellor's Office could encourage districts to implement, and we identify those districts that have and have not already used the practices. We acknowledge on page 31 that cluster hiring may not benefit all districts.
- ⑱ The timing of the audit did not hinder our ability to work with the Chancellor's Office's planning team to propose the recommendations on page 5 and 6. These recommendations incorporate the Chancellor's Office's future plans, including requiring districts to implement all of the multiple methods, and updating its multiple methods process every three years.

The Chancellor's Office is incorrect that recommendations 1 and 2 are based solely on analysis of the four districts we visited. To the contrary, those recommendations are based on our analysis of the regulations the Chancellor's Office describes. As we state on page 9, the Chancellor's Office's regulations were never a strict calculation of instruction. The text box on that page outlines elements the regulations include, such as unpaid leave, and exclude, such as replacement faculty. These elements render the Chancellor's Office's faculty calculation different from our more suitable calculation of instruction. Our analysis of the four districts only serves to demonstrate the effect of these differences. On page 18, we explain that the unpredictable variation of the Chancellor's Office's faculty calculation across districts further demonstrates why the faculty calculation is not an accurate metric in the context of the state's goal for the percent of instruction by full-time faculty.

(19)

The Chancellor's Office is correct that, when it allocated the full-time hiring funds to the districts, it did not require districts to track and report on the funds separately. We identify several ways this lack of accountability limits the usefulness of the funding. Specifically beginning on page 19 we describe how two of the districts we reviewed did not always use the funds properly and the other two could not provide adequate assurance that they had used the funds as intended.

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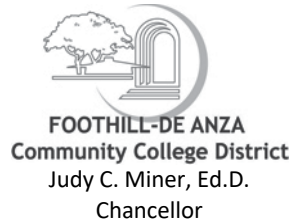
The Chancellor's Office claims that districts already report on their progress toward meeting the goal of 75 percent instruction by full-time faculty. However, as we discuss beginning on page 16 of the report, the current mechanism for monitoring this goal is unsuitable for that purpose. Therefore, districts should report on the goal using a suitable metric, which we recommend on page 5.

(21)

We do not suggest that the Chancellor's Office "blindly recommend" any practice. In fact, our recommendation on page 6 is for the Chancellor's Office to regularly determine the most effective and feasible best practices for districts to implement and then update its multiple methods process to include those selected best practices.

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February 2, 2023

*Sent via encrypted link*

California State Auditor\*  
621 Capitol Mall, Suite 1200  
Sacramento, CA 95814

**RE:** Foothill-De Anza Community College District's formal response to the California State Audit 2022-113

To Whom It May Concern:

The District appreciates the opportunity to review the draft report and provide feedback. The District finds the use of the term "improper" unfairly characterizes the district's use of the first year of the full-time faculty funding, leading the typical reader of this report to assume improper intent. We respectfully request that term be modified or further clarified so as to more clearly reflect the district's good-faith use of funds at the time. Although written communications from the California Community Colleges Chancellor's Office indicated that the funds were for full-time hiring, verbal direction given by staff from the Chancellor's Office indicated that the 2018-19 full-time faculty funding could be used for any instructional purpose until full-time hiring could occur. Though we did reach out to the State Chancellor's Office with concerns about the timing of our permanent faculty hiring process, no guidance to the contrary was issued in 2021-22. Accordingly, the district maintains it acted in good faith to comply with State Chancellor's Office guidance sought at the time.

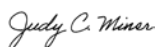
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Further, we maintain that Foothill-De Anza used the funding as permitted and in the best interest of our students. The District would also like to reiterate our recommendation that more attention is paid to both the timing of the funds in relation to hiring cycles and the reporting and spending requirements of funds designated as restricted or general. In this case, the timing and manner in which funds were issued as part of the General Fund, but with tracking and reporting requirements more in line with restricted types of funds, was problematic in retrospect. Additional considerations, such as the lack of any ongoing COLA to support the continuation of the positions through future years, are problematic – particularly with undocumented guidance from the State Chancellor's Office, which is the agency responsible for allocation of the funding to districts.

③

Sincerely,



Judy C. Miner, Ed.D.  
Chancellor ([minerjudy@fhda.edu](mailto:minerjudy@fhda.edu))

\* California State Auditor's comments begin on page 65.

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## Comments

### CALIFORNIA STATE AUDITOR'S COMMENTS ON THE RESPONSE FROM FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

To provide clarity and perspective, we are commenting on the response to our audit from Foothill-De Anza. Although we did not direct any recommendations to the individual community college districts we reviewed, we provided the districts an opportunity to review the draft report because we reference the districts multiple times for examples and perspective. The numbers below correspond to the numbers we have placed in the margin of the response.

As used in the report on page 20, the word “improper” describes Foothill-De Anza’s use of the funds on part-time faculty costs but does not describe the intent of the district. On the same page, we provide the district’s perspective that it used the funding in good faith for instructional purposes. However, as we state in the report, the Budget Act required districts to use the funds to hire new full-time faculty, and therefore, using the funds for another purpose was improper. ①

Undocumented verbal communications do not meet required standards for audit evidence. As we note on page 20, our review of the guidance issued by the Chancellor’s Office showed that it provided clear direction that districts were expected to use the funds to hire new full-time faculty. ②

Our recommendation on page 5 to the Chancellor’s Office to require reporting on the funds is intended to provide the additional oversight the district desires. As we note on page 20, such required reporting would allow the Chancellor’s Office to monitor districts’ use of the funds. ③



**FLC Academic Senate  
Resolution S'23-01**

**Recommendation to the Los Rios Board of Trustees to Investigate Collegial Consultation and Participatory Governance Procedures.**

Whereas, lapses in collegial consultation have occurred for the past five years as evidenced by:

- the Folsom Lake College (FLC) Academic Senate passed a resolution<sup>1</sup> in Spring 2018 urging the Chancellor to consult collegially with faculty on academic and professional matters,
- the Los Rios District Academic Senate passed a resolution in 2019<sup>2</sup> asking for an annual report on collegial consultation with district administration,
- a Collegiality in Action visit with district administration and the District Academic Senate was held in Spring 2021,
- the Sacramento City College Academic Senate adopted the “Sacramento City College Academic Senate White Paper on LRCCD Leadership”<sup>3</sup> in Spring 2022, which the FLC Academic Senate read at our May 10, 2022 meeting, and references to this paper have come up in Senate discussions related to district processes, collegial consultation, and participatory governance throughout the 2022-23 academic year,
- The American River College Academic Senate is considering a resolution urging the Los Rios District Board of Trustees to investigate district leadership practices,

Whereas, Education Code 87360(b)<sup>4</sup> outlines the role of the Academic Senate in hiring criteria, policies, and procedures, but the district administration decided to identify and allocate long-term temporary positions without consulting with the Academic Senate per the “Guidelines for Authorizing New and Replacement Faculty Positions”<sup>5</sup> document, and a February 2023 report, “California Community Colleges Increasing Full-Time Faculty and Diversity Remains a Challenge”<sup>6</sup> by the California State Auditor’s office questions district budgeting processes related to allocations for full-time faculty hiring,

Whereas, faculty have not been involved in key stages of (1) district strategic planning as processes and student success metrics were largely driven by a “District Research Council” and (2) processes for expanding dual enrollment including decisions related to curricular offerings, educational programming, and student services,

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[https://inside.flc.losrios.edu/flc/inside/doc/Governance/Academic-Senate/S18\\_FLC\\_Senate\\_Resolution\\_Collegial\\_Consultation\\_Online\\_College.pdf](https://inside.flc.losrios.edu/flc/inside/doc/Governance/Academic-Senate/S18_FLC_Senate_Resolution_Collegial_Consultation_Online_College.pdf)

2 <https://employees.losrios.edu/lrccd/employee/doc/committee/das/2019/das-minutes-20190402.pdf> (the full resolution is available on the DAS Canvas page)

3

<https://inside.scc.losrios.edu/scc/inside/doc/e3-governance/1-academic-senate/SCC-Academic-Senate-White-Paper-on-District-Leadership.pdf>

4 <https://codes.findlaw.com/ca/education-code/edc-sect-87360/>

5 <https://employees.losrios.edu/lrccd/employee/doc/hr/hiring/guidelines-replacement-faculty.pdf>

6 <https://bsa.ca.gov/pdfs/reports/2022-113.pdf>

Whereas, the Chancellor's Cabinet has not functioned in accordance with Los Rios Board Regulation R-3411<sup>7</sup> in terms of agenda setting, membership (with district administration over-represented and students under-represented), and meeting schedules,

Resolved, that the Folsom Lake College Academic Senate respectfully requests that the Los Rios District Board of Trustees hears and acts on these concerns related to district administration, and

Resolved, that the Folsom Lake College Academic Senate urges the District Academic Senate to recommend that our Los Rios District Board of Trustees insist that collegial consultation occurs between district administration and the district and local Academic Senates, and that DAS reports on the outcomes of collegial consultation.

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<sup>7</sup> <https://losrios.edu/shared/doc/board/regulations/R-3411.pdf>