



De Anza College

Leadership Academy

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Seeing the Big Picture: *Who Are We And How Did We Get Here?*

THE HISTORY OF CALIFORNIA
COMMUNITY COLLEGE
DISTRICTS



HOW DID COMMUNITY COLLEGES GET STARTED?

A long, long time ago...1907–1921 - Beginnings of Junior College Education:

- On March 17th, 1883, Chaffey College of Agriculture opened as a part of USC.
- In 1907, California was the first state to have a law which established public junior colleges. Proposed by Senator Anthony Caminetti of Amador County, it permitted the high schools to offer post-secondary education.
 - ✓ California Legislature authorized high school districts to create “junior colleges”.
 - ✓ These districts were to offer “postgraduate courses of study similar to the first two years of University Studies.”



HOW DID COMMUNITY COLLEGES GET STARTED?

- 1907–1908: The President of Stanford University, David Starr Jordan, popularized the word “junior colleges” by speeches and articles about the subject.
- He advocated that Stanford that Stanford University eliminate the lower-division and after 1910, require for entrance to the University, that students have 60 units of collegiate work with the title “Associate of Arts”.
- This was the title the University of Chicago gave to students who completed 60 units or the first two year in collegiate work.



HOW DID COMMUNITY COLLEGES GET STARTED?

- 1910: The superintendent of the Fresno City School District initiated post-high school graduate courses with the support of 200+ favorable community replies.
- A collegiate department of Fresno High School was set up to become Fresno City College: the oldest existing public community college in the United States.
- Instruction began with 15 students. Out-of-District students were charged \$4 a month to attend.
- On May 6th, 1910, the Fresno Board of Education adopted a plan that the Board of Education:
 - ✓ Authorize a two-year post-graduate course,
 - ✓ Offer math, English, Latin, modern languages, history, economics, and tech work be the general education courses offered in the first year, and,
 - ✓ Secure a competent person as the Dean or head as attendance justified.

HOW DID COMMUNITY COLLEGES GET STARTED?

- In 1917 Los Angeles introduced Section 1750 (b) of the Political Code on July 27th, which:
 - ✓ Introduced words “junior college courses” into law.
 - ✓ Gave schools \$30 per year, per student.
 - ✓ Defined a credit hour (unit).
 - ✓ Required 60 units (credit hours) for graduation.
 - ✓ Required all courses to be approved by the State Superintendent of Education.
 - ✓ Introduced vocational courses and determined that future “junior colleges” would not be branches of the state university – they would become true community colleges. (Chaffey Junior College was the first).
 - ✓ The Junior College Act expanded the mission by adding trade studies (mechanical and industrial arts, household economics, agriculture, and commerce).



HOW DID COMMUNITY COLLEGES GET STARTED?

- In 1920: Los Angeles High School discontinued courses.
- 1920 Congress authorized the creation of separate colleges, in addition to the programs offered in high schools:
- In 1921 Assemblywoman Elizabeth Hughes' bill created three types of junior college districts:
 - ✓ A junior college district coterminous with a high school district,
 - ✓ A junior college district embracing two or more contiguous high school districts, and,
 - ✓ A county junior college district embracing all the territory of the county not included in any other type of district.
- Assessed valuation floors were established:
 - ✓ \$3,000,000 for a high school district, and
 - ✓ \$10,000,000 for a junior college district.
- Age limits were established:
 - ✓ Non-high school graduates had to be 21 years old to enter a high school junior college department, (started adult schools in high school districts), and,
 - ✓ Eighteen years old to be eligible to enter a district junior college.



HOW DID COMMUNITY COLLEGES GET STARTED?

The 1921 Law:

- The 1921 Law provided that districts could be formed by petition of 500 voters and/or the approval of the majority of the members of the high school Board of Trustees/Education.
- If secured, a junior college district would be formed.
 - ✓ If the same service area as the high school district, the high school board would also be the governing board of the junior college district.
 - ✓ If other territory or 2 or more high school districts were involved, then a board of 5 trustees would be elected for the junior college district.
 - ✓ The district to be formed had to have an assessed valuation of \$10,000,000.
- In return, it would receive a flat sum of \$2,000 from the state plus \$100 per ADA (average daily attendance).

HOW DID COMMUNITY COLLEGES GET STARTED?

- The first junior college district to be formed under this law was Modesto on September 22nd, 1921.
- Eight days later, (September 30th, 1921), approval was given for Riverside to make the switch.
- Sacramento, Fullerton, Santa Ana and Chaffey all became junior college districts in 1922.
- San Mateo followed later in 1922.
- Pasadena followed suit in 1924.



HOW DID COMMUNITY COLLEGES GET STARTED?

- In 1926, Santa Ana and San Bernardino merged with other colleges to become the first two “union” junior college districts.
- In 1929-31, Charles McLane, who helped to found Fresno junior college (in 1910) and the Santa Barbara junior college department (in 1911) became the first president of:
 - ✓ The Junior College Federation,
 - ✓ Later to become the California Junior College Association (CCJCA),
 - ✓ Then, the California Association of Community Colleges (CACCC) (1929), and,
 - ✓ Finally, the Community College League of California (CCLC) (1990).



HOW DID COMMUNITY COLLEGES CONTINUE TO DEVELOP?

1960s and 1970s – Explosion of Community / Junior Colleges:

- After a slow period of growth in the 1950s, during which community college struggled to find sure footing, and a number of independent community colleges closed or converted to 4-year colleges, the 1960s ushered a new era of growth.
- By 1960, there were 56 districts in California offering junior college courses and 28 districts that were not high School districts but were junior college districts.
 - ✓ The 1960 Master Plan for Higher Education restructured the UC and CSU systems limiting enrollment and yet having a goal to provide higher education to all.
 - ✓ In 1967, the Legislature created the Board of Governors for California Community Colleges and formally established the CCC district system.



HOW DID COMMUNITY COLLEGES CONTINUE TO DEVELOP?

1960s and 1970s – Explosion of Community / Junior Colleges:

- Between 1960 and 1970, 450 new public community colleges opened throughout the country.
- Factors that helped the expansion included:
 - Passage of the Higher Education Act.
 - In 1978 California's Proposition 13 (shifted responsibility to fund colleges to the state).
 - Placing the responsibility to the voting public of passing tax overrides to augment the local district's funding base and resourcing.
 - An increase of Baby Boomers!
 - Growth and the addition of Community College Districts over the years.
 - In California, Since 1970, (You Guess!) Community Colleges have been established.



HISTORY OF COMMUNITY COLLEGE FUNDING FORMULAS



The History of Growth and Funding Formulas

- **1967: Pre AB 1725**
 - Average Daily Attendance
- **1987: AB 1725**
 - Program Based Funding (Funding the Function)
- **2006: SB361**
 - Equalized Funding
- **2014: SB 860**
 - Need Based Funding
- **2018: AB1809**
 - Student Centered Funding Formula

AB 1725



The History of Growth and Previous Funding Formulas

THE PAST...Pre - AB 1725 (1967)

- Created by Legislation in 1967
- Based on Average Daily Attendance which was originally part of K-12 (K-14)
- Faculty Submitted Census Sheets That Were Added Together and Divided By 2
 - 1. End of Week 3
 - 2. End of Week 10
- **CSU and UC are Funded Based on Pre-Authorized Numbers of Students**

Formula:

- Apportionment **Revenue** Components
 - Prior year Apportionment Revenue (Base Revenue)
 - COLA
 - Program Improvement/Equalization (Never Funded)
 - Growth/Decline/Restoration
 - Stability (Phases of Decline)
 - Maintenance & Operation Institutional Support

The History of Growth and Previous Funding Formulas

AB 1725 Was Implemented to Align Community Colleges More Closely With Higher Education by Changing How Community College Were Funded

Program Based Funding (Funding the Function)

Growth Formula to Determine Funding % Cap:

Blended Rate of A and B

- A. Adult Population Change x College Population over 21
- B. High School Graduates Change x College Population under 21
- C. Statewide Average Participation Rate – District Participation Rate

ADD:

AND:

- D. One-Half of 90% of the Change in the New State Approved Facilities being brought online

Workload Measures to Determine Increase in Growth Funding \$ Cap

- | | |
|------------------------------------|-----------------------|
| 1. Instruction (Credit) | FTES |
| 2. Instructional Services (Credit) | FTES |
| 3. Student Services (Credit) | Credit Headcount |
| 4. Maintenance and Operations | Square Feet |
| 5. Institutional Support | % of Total Allocation |

SB 361



SB 361 – Equalized Funding

Background

- Authored in 2006 by Senator Jack Scott.
- Designed to equalize per- FTES funding, which ranged from \$2,500/FTES to \$8,000/ FTES across districts.
- Replaced Program Based Funding, which was implemented with AB 1725, but never fully funded.

Intent

- Seen as a solution to the long-standing problem of irregular per-student funding across districts.



SB 361 – Equalized Funding

- Based on the 2006 Senate Bill (SB) 361 – Equalization Formula:
 - Equalized Base Funding/FTES to 90% of Average - \$4,100 per FTES
 - Adjusted Annually by COLA
- Equalized Rates As of 2017-18
 - Credit courses: \$5,151 per 30 units
 - Non-credit courses: \$3,097 per 30 units
 - Enhanced non-credit courses: \$5,151 per 30 units
- Basic Allocation – Adjusted Annually by COLA
 - Center - Greater than 1,000 FTES \$1 M
 - Small – Less than 10,000 FTES \$3 M
 - Medium – 10,000 to 20,000 FTES \$4 M
 - Large – Greater than 20,000 FTES \$5 M

SB 361 – Equalized Funding

Specifics

- Included in Education Code §84750.
- Set minimum per-credit FTES rate at \$4,367, which is adjusted annually by COLA.
- Set the non-credit rate at \$2,626 per FTES, with annual COLA adjustments.
- Growth rate changes were never finalized:
 - ✓ State economic downturn began after 2007-08.
 - ✓ FTES Targets and Base Funding were reduced.
 - ✓ “Growth” Funding became “Restoration” Funding.
 - ✓ SB 361 reversed language for “workload reductions.”



SB 361 – Equalized Funding

Specifics

Proposed growth rate changes (but never enacted)

PREVIOUS	2004 PROPOSED (BUT NEVER ENACTED)
Adult population change X college population over 21	Adult population change X college population over 21
High school graduates change X college population under 21	High school graduates change X college population under 21
Statewide average participation rate – district participation rate	1/4 of the district’s primary county’s unemployment rate over full employment, not to exceed 2%
OR 	1/3 of the district’s 3-year overcap (between 102% and 110% of cap)
1/2 of 90% of the change in new state-approved facilities being brought online	1/3 of 100% of the change in the new state-supportable facilities being brought online.*

Total will equal at least 100 FTES or 1% increase

** To be included only if sum of first 4 lines is less than or equal to 10%*

SCFF – STUDENT CENTERED FUNDING FORMULA



GOVERNOR'S INTENT FOR STUDENT CENTERED FUNDING FORMULA (SCFF)

(AS STATED IN CA ED CODE – 84750.4)

- The general purpose of the SCFF funding was to:
 - ✓ Encourage access for underrepresented students and recognize the cost for additional support needed for low-income students.
 - ✓ Reward colleges for moving the metrics in student success (completion).
 - ✓ Improve overall predictability of community funding.
 - ✓ Colleges may more readily plan and implement instruction and programs.



STUDENT CENTERED FUNDING FORMULA (SCFF)

➤ California community colleges are funded annually by 3 separate allocations:

- 70% Base allocation (FTES + campus & center allocation)
- 20% Supplemental allocation (low-income student population)
- 10% Student success allocation (completion metrics)

➤ FY 25-26 Rates:

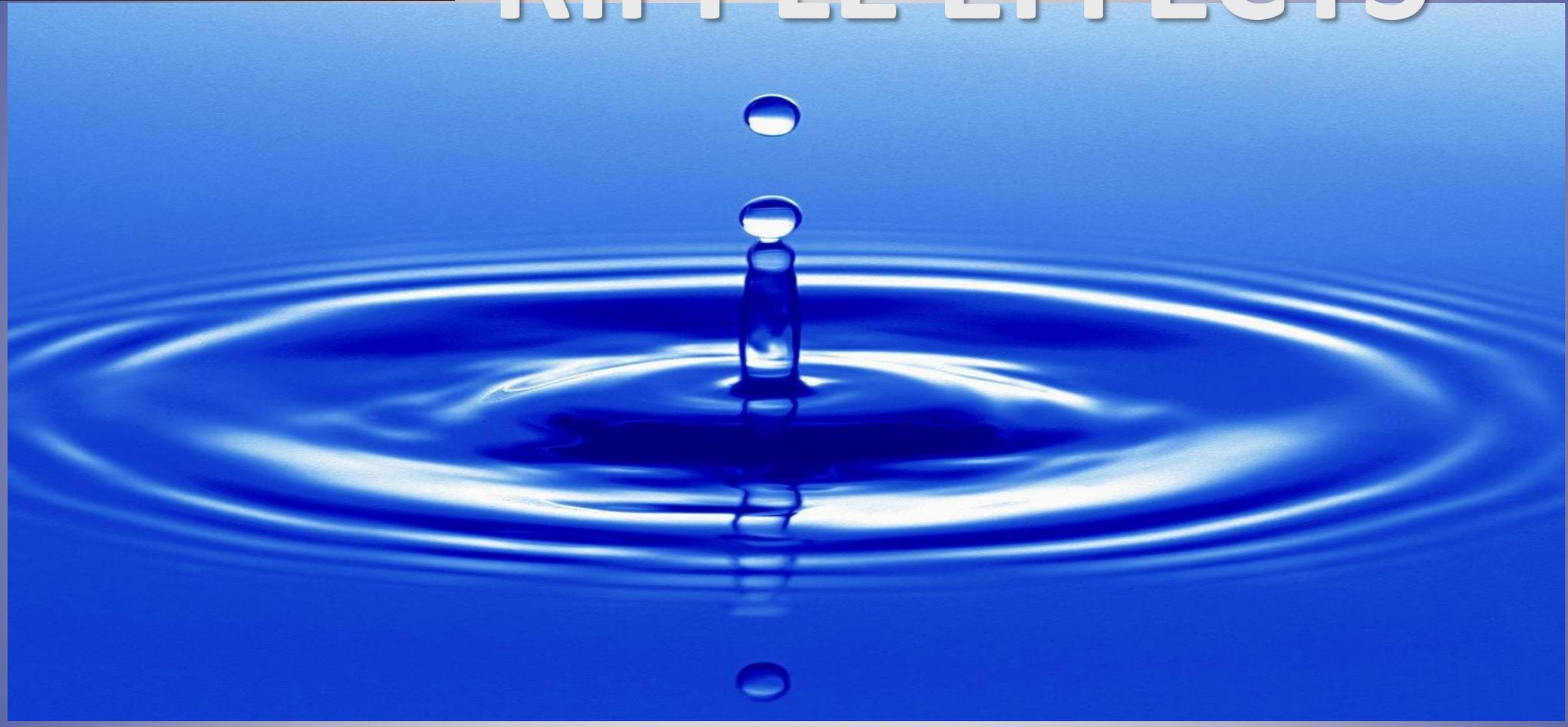
- | | |
|---------------------------|---------|
| ■ Credit (3-year average) | \$5,416 |
| ■ CDCP | \$7,595 |
| ■ Dual enrollment | \$7,595 |
| ■ Incarcerated | \$7,595 |
| ■ Non-credit | \$4,567 |

The Concentric Circle Impact: *How Does One Thing Affect Another?*

*How Will We Navigate
the Ripple Effects
of Regulations and
Recommendations?*



RIPPLE EFFECTS



Navigating Structural & Regulatory
Complexities Unique to California

Why Do We Need to Discuss 60-Year-Old Laws TODAY?

- **Laws and regulations were added one at a time over the years to address specific issues.**
 - ✓ No one studied the collective impact and the interaction between individual mandates.
 - ✓ That impact was not analyzed as new laws and regulations were proposed and passed.
 - ✓ We have a situation that is unwieldy and counter-productive.
 - ✓ Form does not follow function.

Timeline

1961 - Fifty Percent Law

1977 - Educational Employment Relations Act (EERA)

1988 - AB 1725

1988 - 75/25

1989 - Faculty Obligation Number (FON)

2006 - SB 361

2012 - SB 1456

Other Requirements

- Accreditation
- Minimum Conditions

Unintended Consequences

- *Each of these laws and regulations is designed to address a particular issue, but they overlap in certain areas and are often in conflict with one or more of the others.*
- *These requirements also lead to unfunded mandates.*
 - ✓ Initial funding was sometimes provided when legislation was passed, but funding was later cut, yet the mandates remained.
 - ✓ In some cases, legislation was passed without any funding to implement it, yet we must still meet the requirements.

FIFTY PERCENT LAW



Fifty Percent Law A K-12 Holdover

Background

- Originally enacted in 1961 when most community college districts were part of K-12.
 - ✓ Fifty Percent Law Passed for K-12 Class Size Reduction so Teachers Could Spend More Time with Students
 - ✓ UC/CSU not subject to 50% law budgeting
 - ✓ Included in Education Code (§84362).
 - ✓ Designed to result in districts allocating sufficient revenue to support instruction
 - ✓ Enacted before collective bargaining was implemented.



Fifty Percent Law

Intent

- Was designed to be a class-size reduction measure for K-12, but it applies equally to community colleges.
- “The policy judgment underlying this bill is that school districts are expending too much money on administration and on student counseling and guidance services. It is believed that the need for extensive counseling and administrative services would be substantially reduced if the classroom teacher was not confronted with over large classes...”
 - *Correspondence from Legislature to the Governor, 1961*

Specifics

- “There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education.”
- Defines an instructor as an “... employee of the district employed in a position requiring minimum qualifications and whose duties require him or her to teach students of the district for at least one full instructional period each school day for which the employee is employed.”

Fifty Percent Law

The 50% Law Requires Districts Spend at Least 50% of the Current Cost of Education on Instructional Salaries and Benefits (Unrestricted General Fund)

The 50% Law Conflicts with Many Other Compliance Requirements:

- FON and 75/25: Includes Librarians and Counselors
- 50% Law: Does Not Include Librarians and Counselors

The 50% Law Does Not Take Into Account the Costs of:

- The 10+1 Roles of Faculty Members Outside the Classroom
- The Roles of Counselors, Librarians and Instructional Support Staff
- Supporting the Use of New Technology in the Classroom



Unintended Consequences

Example: Fifty Percent Law vs. Faculty Obligation Number

- Only the salaries and benefits of classroom instructors counts toward meeting the Fifty Percent Law obligation.
- We can meet FON by hiring needed Librarians and Counselors, but they fall on the wrong side of the Fifty Percent Law.
- Yet any faculty member counts in the FON.



Example: Fifty Percent Law vs. Technology & Online Education

- Expenditures on classroom technology, hardware and software needed to offer online education, instructional designers, and online tutors, fall on the wrong side of the Fifty Percent Law.
- It would be impossible for faculty to effectively teach online without this equipment and support.

Unintended Consequences

50 Percent Law Definition of Instruction

Allowable	Non-Allowable
Classroom Instructors (Salaries & Benefits)	Lab Techs
Instructional Tutors (Salaries & Benefits)	Instructional Designers
Instructional Aides Present in Classroom	Learning Management System (LMS)
	LMS Support Staff
	Distance Education (DE) Support Staff
	Campus Network Infrastructure
	Network Servers
	IT Specialists/Network Engineers
	Classroom Computers
	Digital Data Projectors and Software
	Classroom/Laboratory Supplies
	Athletic & Fitness Trainers to Support Intercollegiate Teams

Current Fifty Percent Law Does Not Promote Flexibility for Student Success

■ RIGHT SIDE:

- Full-time/Part-time Faculty/Benefits
- Full-time/Part-time Instructional Aides/Benefits

■ WRONG SIDE:

- Counselors
- Librarians
- Faculty Time Outside Classroom
- Coordinators for DSPS, EOPS, Transfer Center, Cooperative Work Study, Curriculum, SLO, Accreditation, Academic Senate, Union Officer, etc.
- Instructional Supplies and Replacement Equipment
- Instructional Computer Support
- On-Line Education (Computers and Support Staff)
- Career Technical Ed Equipment: Auto, Plumbing,
- Financial Aid
- Student Services
- Veterans Office

EDUCATIONAL EMPLOYMENT RELATIONS ACT (EERA)



Educational Employment Relations Act (EERA)

Background

- Enacted by the Legislature in 1975 to implement collective bargaining in school and community college districts.
- Included in Government Code §3540 et seq.

Intent

- Counselors, librarians, and instructional curriculum developers are defined as “public school employees” for purposes of collective bargaining agreements.
- Their salaries must be negotiated along with salaries of other faculty.



Educational Employment Relations Act (EERA)

Scope of Bargaining - Ed. Code § 3543.2(a): matters relating to :

- ✓ Salary and benefits of all faculty
- ✓ Hours of work
- ✓ Leaves of all faculty
- ✓ Evaluation procedures
- ✓ Safety conditions of employment
- ✓ Procedures for processing grievances



Costs of working conditions that are on wrong side of 50%:

- ✓ Salary and benefits of nonteaching faculty
- ✓ Leaves for nonteaching faculty
- ✓ Safety equipment, training, etc.
- ✓ Grievance processing

Educational Employment Relations Act (EERA)

Ed. Code § 3543.2(a) also requires that Union has the right to “consult” about:

- Education objectives
- Curriculum
- Textbook selection

Unintended Consequences

- Fifty Percent Law vs. EERA
- EERA allows faculty to engage in collective bargaining.
- This takes faculty out of the classroom.
- This activity falls on the wrong side of the Fifty Percent Law.
- Any release time paid to engage in these activities counts against Fifty Percent Law compliance.



AB 1725



AB 1725 – Reform of State Community College System

Background

- AB1725 was passed in 1988 but took a few years to implement.
- Before Prop. 13, local trustee boards set student fees and tax rates.
- Following the passage of Prop. 13 in 1978, there was increasing frustration with Legislature's control over community colleges.

Intent

- Collegial consultation recognizes that, in order to bring as much information, analysis and perspective as possible to the decision making and planning processes, the administration needs to rely on input from the entire college community during the goal-setting process and as action priorities are implemented.
- To accomplish collegial consultation, the Legislature made it clear that it intended to expand the definition of the appropriate role of community college faculty beyond the classroom.
- A key component of AB 1725 was Program Based Funding.
- This included funding formulas for Student Services.
- These functions were never funded.
- This lack of funding helped lead to the development of SB 361.



AB 1725

Specifics

- Passed in 1988 and implemented by 1990.
- Added minimum qualifications, local hiring criteria, and faculty service areas.
- Set tenure at four years.
- Instituted evaluation/peer review.
- Implemented administrator contracts.
- Set a goal of having 75% of credit hours taught by full-time faculty.
- Initiated staff development.
- Established diversity goals.
- It states that the Board of Governors of the California Community Colleges shall establish “minimum standards” and local governing boards shall “establish procedures not inconsistent” with those minimum standards to ensure:
 - ✓ faculty, staff and students the right to participate effectively in district and college governance, and
 - ✓ the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (Education Code Sections 70901 and 70902)

AB 1725

Specifics

Academic and Professional Matters: The district governing board shall develop policies to assure it relies primarily on advice of Faculty Senate on “academic and professional 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 the accreditation processes, including the self-study and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

AB 1725

Specifics

- Reassigned Time is given to faculty to enable them to participate in these activities.
- Districts have authority to allocate Reassigned Time and stipends to faculty based on local needs. For example, our college gives Reassigned Time for these roles:
 - Department Chair
 - Instructional Education Liaison
 - Academic Senate President
 - Assistant Director, Nursing
 - Union President
 - SLO Training and Curriculum Coordinator
 - Skills 4 Success Coordinator
 - Associate Program Coordinator
 - Program Development
 - Forensics
 - Curriculum Coordinator
 - Curriculum Software (Curricunet) Project
 - CCA Conference Chair
 - SLO Coordinator
 - Tenure Review Coordinator
 - Institute for Teaching & Learning Coordinator
 - Field Studies Coordinator
 - Synergy Coordinator

Unintended Consequences

AB 1725

- We are required to spend millions of dollars to meet requirements but we don't receive the revenue for meeting them.
 - ✓ At College of the Canyons, we had \$3.8 million in unreimbursed mandate claims.
- This restricted our ability to meet local priorities, fund district plans and meet all of the mandates.



Fifty Percent Law vs. AB 1725

- AB 1725 adds additional duties to the role of faculty members beyond “classroom instruction.”
- These duties are counted on the wrong side of the Fifty Percent Law.
 - ✓ It is difficult to fully fund these roles, especially for small colleges.

Unintended Consequences

AB 1725 vs. EERA

- ✓ AB 1725 says we have to consult with Senates on academic and professional matters
- ✓ EERA says we have to consult with union on “educational objectives,” “curriculum” and textbooks
- *They are supposed to sort this out, but what if they don't?*

AB 1725

- Mandates minimum qualifications when hiring faculty.
- Difficult to find full-time faculty who meet minimum qualifications to teach in emerging fields:
 - ✓ They don't want to quit working in their fields to teach.

We can get the expertise by hiring adjuncts, but that does not meet the requirements of 75/25.

75/25



Background

- Education Code §87482.6

“... the Legislature wishes to recognize and make efforts to address longstanding policy of the board of governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors.

- Districts were required to spend a portion of program improvement funds (much of which were never received) to improve their full-time to part-time ratio.
- Program improvement funds were not included in the state budget after 1991, yet the mandate remains.



Intent

- Enhance the quality of instruction by increasing the number of classes taught by full-time faculty.
- The Legislature said, “... because the quality, quantity, and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty with sufficient opportunities for continued staff development, and with sufficient opportunity for participation in institutional governance.”

75/25

Specifics

- Key factors in determining 75/25 compliance:

Included in calculation	Excluded from calculation
Credit Instructional Hours	Non-credit Instruction Hours
Sabbaticals	Adjunct Backfill of Sabbatical Replacements
Released/Reassigned Time	Adjunct Backfill of Released/Reassigned Time
FLEX Time	Staff to Organize Development Programs
Unpaid Leave	Adjunct Backfill of Unpaid Leave
Teaching by Classified Staff or Administrators	Overload Assignments for Full-Time Faculty

Unintended Consequences

75/25 vs. EERA & AB 1725

- EERA and AB 1725 divert full-time faculty from the classroom to focus on collective bargaining and governance duties.
- This decreases the amount of time that full-time faculty are in class, counteracting the intention of 75/25, which is to increase the percentage of instruction delivered by full-time faculty.



FACULTY OBLIGATION NUMBER (FON)



Faculty Obligation Number (FON)

Background

- Designed as a mechanism to partially comply with the goal of having 75% of instruction provided by full-time faculty.
- It did not generally succeed in ensuring attainment of the 75% goal due to the expense of reaching the goal.
- However, it set an annual minimum number of full-time faculty that each district was obligated to hire.

Intent

- Increase the amount of instruction delivered by full-time faculty.
- BUT – counselors and librarians count toward complying with the FON.



Faculty Obligation Number (FON)

Specifics

- Under these regulatory requirements, each fall term districts must employ a minimum number of full-time faculty.
- This requirement is expressed in terms of full-time-equivalent faculty positions and is referred to as the full-time faculty “obligation,” or FON.
- In years in which the BOG determines adequate funds are available for full implementation, each district’s obligation increases approximately by its percentage increase in funded full-time equivalent students (FTES) in credit courses.
- In addition to classroom instructors, counselors and librarians both count toward meeting the FON obligation.

A penalty is assessed by the Chancellor’s Office for not meeting the FON:

- Penalty is determined by multiplying the number of faculty below the target by the statewide average replacement cost of a faculty member.
- Payment of the penalty can be deferred for 1 year, but it cannot be waived.

Faculty Obligation Number (FON)

- *The FON is not locally set - the State Chancellor's Office calculates the FON every Fall: LOCAL DISTRICTS HAVE NO ROLE IN THIS.*
- *State funding shortfalls can result in the FON being frozen or decreased:*
 - Title 5 states that if the state budget does NOT provide adequate funding for the Community College System, the Board of Governors may “freeze” each district's FON at the previous year's level.
- *Due to many years (during the Great Recession) of cuts to Community College funding, the FON was “Frozen” in Fall 2009, Fall 2010, Fall 2011, Fall 2012*

MINIMUM CONDITIONS



Minimum Conditions

Background

- Education Code and Title 5 specify “minimum conditions” a district must meet.
- If these 19 programmatic requirements are not met, the Chancellor’s Office can remove some, or all, of a district’s state funding.

Intent

- Minimum conditions ensure a consistent level of service to students across the state’s 112 campuses.

Specifics

A sample of the 19 minimum conditions include:

- Prepare education and facilities master plans.
- Undergo accreditation.
- Provide academic counseling.
- Enable college staff to participate effectively in district and college governance.
- Provide matriculation services.

Unintended Consequences

Fifty Percent Law vs. Minimum Conditions

- Work to comply with any minimum condition falls on the “wrong side” of the Fifty Percent Law.
- Most are support services, and any expenditures on these services must be balanced by spending on the “right side.”
- If you fail to meet minimum conditions, you will not receive apportionment funding needed to hire faculty and fund district operations.
- This is a challenge for any district, but particularly for small colleges.



SB 1456 – Student Success Act



SB 1456 – Student Success Act

Background

- The Board of Governors approved the recommendations made by the Student Success Task Force.
- Areas of emphasis include linkages with K-12 schools, student intake and support, instructional programs, and accountability.

Intent

- The Student Success Task Force recommendations are meant to point the way forward for California Community Colleges as the system works to improve the way it helps students to identify their educational goals, achieve them, and transfer or move into the workforce.



SB 1456 – Student Success Act

Specifics

- Students must declare a course of study by the time they complete 15 degree-applicable units or their third semester.
- New students who complete orientation, assessment and have a student education plan will receive higher enrollment priority.
- Implementation of minimum academic standards for students receiving BOG fee waivers.
- Implementation of Student Success Scorecard and Salary Surfer.

Unintended Consequences - Fifty Percent Law vs. SB 1456

- *All of the added services districts are required to provide fall on the “wrong side” of the Fifty Percent Law:*
 - ✓ Assessment
 - ✓ Orientation
 - ✓ Counseling
- *Any expenditures on these services must be balanced by spending on the “right side.”*

Public Policy



Public Policy

- Chilling Effect on Pursuit of and Access to Higher Education
- Immigration Reform
- Tariffs
- Funding of DEIA and related initiatives
- Elimination or Change in Level of Grant Funding in various sectors
- International Student Programs
- Reduction in size of Department of Education
- Social Security and Medicare Coverage
- Government Shutdown

Public Policy

- ***Unintended Consequences and Impacts***
 - Perception of the Value of and access to Higher Education
 - First Amendment Rights
 - Enrollment
 - Budget planning and shortfalls
 - Reduction in Force/Layoffs
 - Partnerships
 - Internships and Workforce Training Initiatives
 - Breadth of Services offered to Students
 - Fundraising

TECHNOLOGY



Technology

- Cybersecurity
- Increase in Online Education
- Online/On-Demand Student Support Services
- Professional Development
- Recruitment and Hiring of Employees
- Remote work for Employees
- Need for New Facilities
- Increased Demand for Technical Expertise
- Expectation of Students that we have State-of-the-Art Technology
- Impact of Socialization/Isolation of Students and Employees

Artificial Intelligence

- Distrust of Factual Information
- Impacting Student Engagement, Critical Thinking, and What is Taught
- Everyone is Using AI to Create their Documents/ Communications without full Context or History
- People are Developing Dependencies on AI for Social Interaction, Lessening the Need for Human Interaction
- Changes the Way We Use Computers
- Impacts the Software Industry
- Impacts the Validity of Hiring
- Impacts How People Access Healthcare Advice
- Impacts the Relationship with Service Industries –BOTs only
- Impact on Creativity and Innovation
- Lack of Data Privacy

ACCREDITATION



Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges



The Ripple Effect: *Accreditation Standards and the Budget*

Accreditation vs. Fifty Percent Law

- Various Standards and compliance are required by Accreditation.
- They are all necessary and worthwhile activities critical to our mission.
- But they all fall on the WRONG side of the Fifty Percent Law.



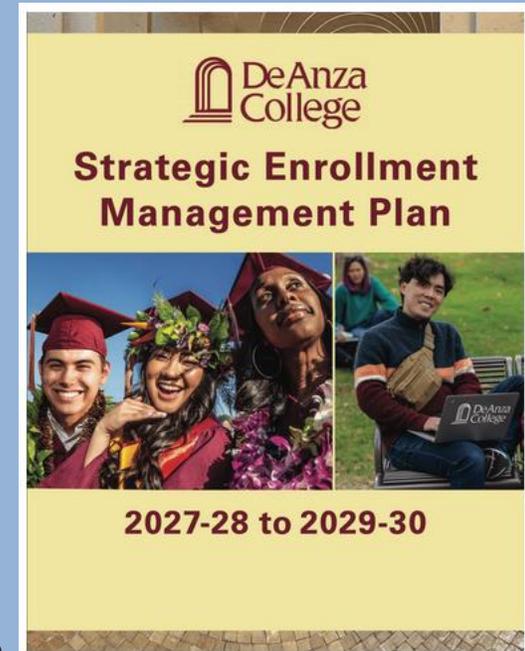
The Ripple Effect on Integrated Planning And Enrollment Management Strategies



Enrollment Management Strategies

Strategic Enrollment Management supports a College's ability to:

- Establish student enrollment targets that align with our mission
- Promote student success by improving access, engagement, success, retention, persistence, and completion of program pathways
- Offer quality and relevant programs with clear pathways for students
- Implement strategies that lead to equitable access and outcomes
- Create a data-rich environment to inform decisions and evaluate strategies
- Design and implement communications and marketing with internal and external stakeholders, to meet enrollment goals
- Integrate SEM into college financial planning, budgeting, and allocation of sections, so that we can cover our costs, based on the reimbursement formula from the State



Enrollment Management Strategies

- Ensure fiscal stability by optimizing student enrollment/completion, taking into account the supplemental and success metric gains of the SCFF that prioritize financial aid students
- Increase collaboration across the District to support SEM efforts, now that we no longer have the full protection of the Emergency Conditions Allowance
- Address post-pandemic Uncertainty as We Strive to Restore Enrollments
- Understand Degrees Not Necessarily Valued for Employment but Rather Stackable Certificates and Credentials
- Provide Technology Access to Support New Instructional Modalities that Emerged post-pandemic
- Provide Opportunities To Further Engage Adult Learners Through Credit For Prior Learning and Competency-Based Education
- Deal with Decline in Financial Aid/College Promise Grant/Pell Grant/AB 540 Waivers
 - ✓ With the decreasing number of students, fewer are qualifying for Financial Aid, which impacts our funding.

Enrollment Management – Legislative Mandates and Other Barriers

Legislative Mandates Have Contributed To Over 20% Enrollment Reductions

AB705 Implementation Since 2017-2018

- The Cumulative Decrease In FTES For Remedial Math And English From 2016-2017 To 2021-2022 Is 18%; A Decline Of 2,596 FTES From 14,065 To 11,469.

Implementing AB1705

- Elimination Of Prerequisite Transfer Level Courses Such As College Algebra For Business Calculus In The Business Administration ADT And Trigonometry And Pre-calculus For The STEM ADTs Will Further Cause A Decline In FTES

Implementing AB928

- Elimination Of Fewer Transferable Courses In Disciplines Such As Psychology, PE, Health Science, Child Development

Other Barriers: CCC Apply, FAFSA, Drops For Non-payment

- These Are Additional Barriers To Students Who Want To Enroll In Community Colleges

Enrollment Management Strategies

Each College must work to Right-size the number of offerings across Instruction to ensure we best meet the needs of our students in a fiscally responsible way, so that:

- Students may transfer in a timely way
- Students may complete degrees and certificates in a timely way through a myriad of offerings such as (short-term) throughout the quarter
- We can eliminate equity gaps by allowing for fuller classes with more diverse students
- We better integrate our efforts with K-12 and the Workforce

By aligning the number of sections and seats offered based on demand for access, we attempt to avoid:

- Unnecessary Cancellations That Disrupt Student Educational Plans
- Assigned Faculty Depending on These Classes for Load And Financial Purposes, Subsequently Losing Their Assignments
- Department Chairs, Deans, And Staff Working to Create and Subsequently Cancelling Sections

WHAT IS THE BOTTOM LINE? FACTORS THAT IMPACT OUTCOMES

- Economy
- Job Availability
- Minimum Wage
- Collective Bargaining
- Breadth of Programs
- In Person vs. Remote Classes
- Enrollment Management Targets



QUESTIONS?

