



# Chief Student Services Officers Association H A N D B O O K



2021

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## Introduction and Acknowledgments

In the 2008-2009 Academic Year, President Lynn Ceresino Neault, presented the first Association Handbook. President Neault along with CSSOs Anne Newins, Celia Esposito-Noy, Sharon Padilla-Alvardao, and Myra B. Siegal developed a short Handbook which laid the foundation of an archival document geared to guide and support CSSOs in their work.

It was in the 2019-2020 Academic year, under the leadership of President Cynthia Olivo that CSSO Sue Gochis expanded on the initial handbook to create a deeper resource for CSSOs.

However, it was in the 2020-2021 Academic Year that President Zav Dadabhoy saw a greater need to provide deeper, richer and broader support to the ever-changing leadership of CSSOs. The 2020-2021 Executive Board authorized Executive Director, Sylvia Dorsey-Robinson to work with retired CSSOs Henry Gee, Linda Fontanilla, Kathleen Moberg, and Denise Sweet along with retired Vice Chancellor, CCCC Rhonda Mohr to create this expansive resource and tool.

Over the course of five months, retirees participated at various levels in the development of this handbook. Special acknowledgment to Linda Fontanilla for her depth and breathe of knowledge that went into nearly all of the text. To Kathleen Moberg for her keen eye and talents in the editing of the entire handbook, to Melinda Wilhelm for the handbook design, and to Denise Sweet.

It is with a special note that we acknowledge Denise's work, for she outlined the entire document, lending her experiences and determination to create a document that would not only be useful and practical, but one that went beyond the design of a premier to one that was a nearly complete compendium for any CSSO.

In 2021-2022, President Lataria Hall, continues the work of her predecessors, to bring to the CSSO's this Handbook in a digital form.

A special thanks goes to Nohmey Ornelas from Allen Hancock College for sharing her college's Pandemic Response Plan and to Martha McDonald from Irvine Valley College for sharing Irvine Valley College Student Equity & Achievement Plan 2019-2022.

## History

Within leadership structures at various colleges, there are designated "Chief Officers" assigned to oversee the major divisions on the campus. These are typically the Chief Executive Officer (CEO), also known as the College President/Superintendent, the Chief Instructional Officer (CIO), also known as the Vice President of Instruction, the Chief Business Officer (CBO), also known as the Vice President (or Vice Chancellor) of Business, and the Chief Student Services Officer (CSSO), also known as the Vice President of Student Services. Each of these Officers are assigned to a respective Association consisting of "like counterparts" to provide networking, advocacy, communication, and professional development specific to responsibility areas.

Every CSSO is a member of the Chief Student Services Officers Association and is responsible for payment of the annual membership dues. As professionals in Student Services, it's important to unite together to provide strong advocacy for the students we serve. The CSSO Association leadership is structured around ten geographic regional divisions, which are numbered consecutively from north to south. A complete listing of each school by region and/or College can be found on the Association website and in the Handbook appendix.

On April 7, 2003, the Articles of Incorporation of the California Community College Chief Student Services Offices Inc. were accepted by the State of California as a California Nonprofit Mutual Non-profit Corporation with a 501(c)(3) status.

The Association was formed with the initial purpose to:

1. To provide methods of communicating and collaboration among Student Services professionals in the California Community Colleges.
2. To provide opportunities for professional development to its members.
3. To represent the mission of Student Services in the Consultation process of shared governance of the California Community Colleges.
4. To support public awareness of the role and values of Student Services programs in community colleges. And
5. To advance public access to and success in the instructional programs of California Community Colleges.

The Association has been referred to with a variety of names such as: California Community Colleges Chief Student Services Administrators Association, CCCCSSAA, and 4C2S2A. Due to the many challenges and inconsistencies when referring to the Association, CSSO President Dr. Linda Fontanilla, initiated formally adopting a Doing Business As (DBA) in California, with respective changes. Now the Association is referred to as Chief Student Services Officers Association (CSSO).



## History Continued

Over the years, the Association has continued to strengthen its focus, messaging and communications. Under the leadership of CSSO President Sylvia Dorsey-Robinson, the Association developed the first Purpose Statement: Ensuring Opportunities for Success for Every Student. Since that time, the Association has continued to strengthen the message, and solidify actions. Under the leadership of CSSO President Dr. Lataria Hall, the Association developed its first Vision, Mission, and Values statements.

While the Association had its initial formation in 2003, CSSOs from across the state actively united prior to 2003 to ensure students were served well and provided the resources to achieve their educational goals.

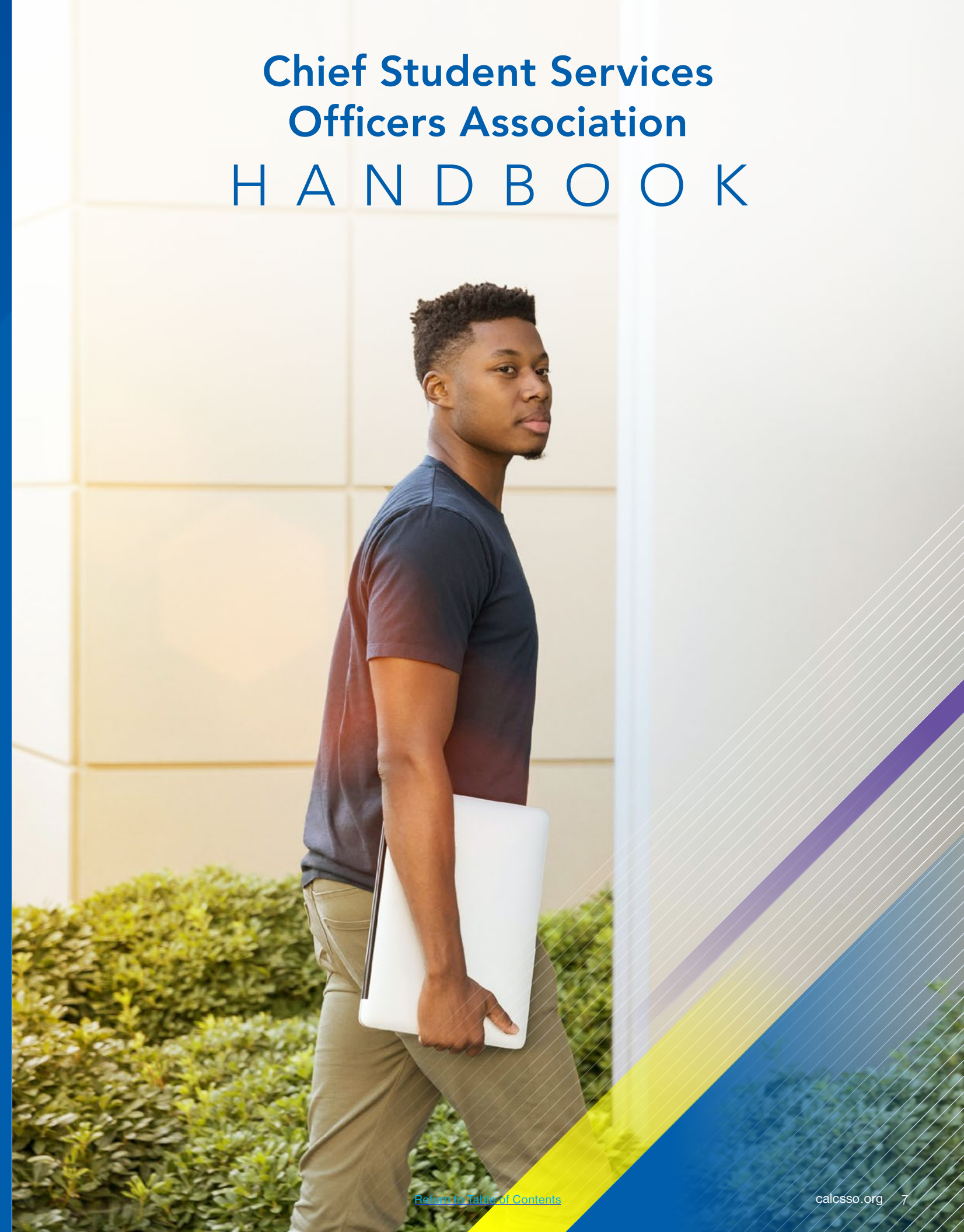
The CSSO Association is led by an Executive Board which consists of:

- President,
- President Elect
- President Elect, Elect
- Past President
- Secretary
- Treasurer
- One Representative from each of the 10 Regions
- One Representative At Large from the North (Regions 1-5)
- One Representative At-Large from the South (Regions 6-10)

The Executive Board selects the President, President Elect and the President Elect, Elect. Each region is responsible for selecting its regional Representative. Any CSSO is eligible to serve on the Executive Board.

The Board meets monthly and provides leadership, communication, and advocacy for the Association members throughout the year. The Board also serves as the planning committee for the annual conference. Many of the CSSO members serve on state-wide task force teams as well as advisory groups to represent the student services voice. The Chancellor's office recognizes the CSSO Association as the primary voice for Student Services and the CSSO list-serve as the primary mechanism to inform CSSOs about policy changes, deadline dates, and new information.

# Chief Student Services Officers Association H A N D B O O K







## Executive Statement

Greetings Colleagues, Guests, and Partners:

Social unrest, racial injustice, racial outcome disparities, and racism are not new to our nation. However, the global COVID-19 pandemic exacerbated institutional forms of oppression and marginalization, as evident in the

disproportionate impact of the COVID-19 pandemic on racially minoritized people, widening educational racial equity gaps, and ever-increasing food and housing insecurities among racially minoritized students in community college. What is more, the global COVID-19 pandemic magnified the prevalence and public display of xenophobia, and we continued to see acts of hate and violence perpetrated against racially minoritized people, women, and members of the LGBTQ+ community.

We all have witnessed how the previously mentioned atrocities impact our community college students. For example, hearing the voices of students through our Healing Circles illuminated the pain that many of them were feeling as they watched a nation of civil discourse unfold through the attacks on the US Capitol, the increased attacks on our Black/African American, Asian American Pacific Islander, and LGBTQ+ communities, and the final DACA ruling that halted the processing of new applications. These are only a few examples of how many of our community college students feel about, and have been impacted by, the COVID-19 pandemic, worsening racial injustice and outcome disparities, and the insurrection at the US Capitol. These student testimonies serve as a reminder about the importance of our work. There is no other time in history where leadership mattered more as community college practitioners. Your bold leadership is needed now to accelerate our individual and collective pursuit of racial equity and anti-racism. As Chief Student Services Officers, we must be bold, courageous, and unapologetic about bringing change for social justice and racial equity and using our positions of influence, power, and privilege to transform the lives of our 2.1 million community college students.

As leaders, I encourage you to join me in bringing the voices of our marginalized students into the conversations for change. Like you, I believe that Student Services leadership plays a pivotal role in providing the required professional learning, rooted in racial equity, social justice, and student success, to our colleagues and respective institutions.

**“Come Back Stronger and Better than Before.”**

Lataria Hall, Ed.D.

Vice President of Student Services, Fresno City College

President, Chief Student Services Officers Association 2021-2022

## Introduction - CSSO Success Factors

Student services is the gateway to the college, providing a safety net and transition to college completion. No other department or division provides this overarching, multi-pronged set of services and support throughout a student's college experience. This handbook will provide an overview of programs and other college/district operations and entities.

As the CSSO you bring your expertise in one or more of the programs in your division. You were not hired as the expert in every program, but should have a general understanding of Student Services areas. You are charged with building a team of experts who ideally bring years of experience to student services programs. Your responsibility will be to assess how well each program is functioning and how you can support the supervisor and team. Your leadership will set examples for your managers in personnel, budget, reporting and other important issues, but it is their job to oversee the day-to-day functions of their program. The focus is to serve students, and help programs achieve their objectives, institutional goals, and operate within budget.

Student Services takes an integrated and collaborative approach in serving the “whole student,” which is also in sync with the Guided Pathways framework. Your leadership role in the Institution is to help others in the organization recognize the importance of Student Services programs, and how each program supports student success and achievement. You provide advocacy for students of diverse backgrounds and build institutional awareness of the myriad challenges they face. Be prepared to have stories to tell to demonstrate student needs, successes, and challenges. Our student stories are powerful testaments to share with the community.

Student Services professionals can guide institutional discussions for creating and providing effective student support. As a member of the Executive Team, your role is to ensure the Executive Team understands how they can support student services efforts, especially in lean or difficult budget cycles. Your Instruction colleagues will look for student services to support their programs as well.

The CSSO's job is never done. The President will expect the executive team to be available when needed. There are some incidents that just can't wait until the next day. Therefore, the CSSO should accept an executive cabinet position with the understanding that he/she could be called on at any time. Flexibility and accessibility are imperative.

Some districts' administrators are on call via text at any time day or night. It can be difficult to find balance with family and self-care. Your days will be filled with unexpected additions to your calendar and you will become an expert at juggling everything that comes your way. You are doing very important work, leading essential workers that support student success. Lean on your Association and CSSO colleagues for support, networking, and advice from seasoned Vice Presidents in the system.

## CSSO Areas of Responsibility

The majority of the California Community College's (CCC) operational funding comes from the state General Fund, local property taxes, and a much smaller portion from student fees and state lottery revenue. Some districts are “community supported” (Basic Aid) and have different funding streams. Regardless of the type of district funding, CSSOs should understand the intricacies of state funding, new Funding Formula requirements that directly impact Student Services operations, and their district's decision-making processes. This understanding will help when difficult budget situations arise, and will help CSSOs explain the role of their programs in improving or supporting district fiscal health.

One thing any seasoned Student Services administrator can tell you is that funding streams and new initiatives are fluid. Divisions and colleges may spend years implementing new programs or strategies and services to meet legislative initiatives. Frequently these initiatives are modified or eliminated and replaced with new ones. CSSOs, as with other administrators, must be able to embrace change, be nimble in meeting these challenges, effectively communicate the scope of the changes, and lead the division to meet new objectives.

There have been significant conversations regarding California community college funding, Equity, and student achievement gaps over the last several years. These conversations have led to major initiatives that impact college operations, expectations, student support, and institutional accountability. The Chancellor's Vision for Success and emphasis on Diversity, Equity, and Inclusion is one development. Another is implementation of the Guided Pathways framework. And last are the changes in the Funding Formula that recognize the importance of quantifying and increasing the number of positive student outcomes that will also reduce achievement gaps.

These changes have required an assessment of current practices and forced colleges to discuss ways of integrating Student Services and Instruction to better meet student needs and optimize outcomes that also optimize funding. CSSOs must be well-versed in these initiatives and understand the role of Student Services programs to support the goals of the college. In addition, building partnerships and reducing silos across campus is essential to meeting these goals. As Student Services are already focused on student needs and barriers to success, CSSOs and their programs have the opportunity to lead and influence the implementation of these initiatives.

This handbook is designed to provide new CSSOs with “essential nuggets” – Information, guidance, and resources – to help you succeed. It covers many areas that we hope will create a foundation to build your expertise. Reach out to seasoned CSSO colleagues and the CSSO Association for advice, resources, or sounding boards. Thank you for your dedication to our students.



## Accreditation

Accreditation preparation is everyone's responsibility, but is often “shelved” until the next review cycle begins. The framework for a successful accreditation review should already be in place: program review, resource allocation, participatory governance infrastructure, and outcomes. California community colleges are accredited by the Accrediting Commission for Junior and Community Colleges [ACCJC](#). As the CSSO, you are responsible for gathering the Student Services managers and other team members together and working on the report one to two years prior to the accreditation visit. There are several steps to ensuring the team understands their role in the accreditation process. [ACCJC Manuals](#)

The Vice President of Instruction (Chief Instructional Officer/CIO) is normally appointed as the Accreditation Liaison Officer (ALO). The ALO is responsible for ensuring that the College successfully completes the entire accreditation process including: the submission of a written report, hosting the ACCJC visit, review of findings, and any follow-up requests by the visiting team. The best way to prepare for your own college's accreditation process is to serve on a visiting team. This provides training on the process, and a glimpse into other college's reviews and findings, their strengths and weaknesses, and how this compares to your own college.

The CSSO will Chair and/or Co-Chair several writing teams to address the four accreditation standards, many sub-standards, and areas relevant to Student Services. Writing the institution's self-evaluation cannot be rushed. It must occur over the course of several months or years with the opportunity for many of the shared governance members to offer input, and plenty of time to edit.

The CSSO's role is to manage expectations regarding the effort and time needed to complete the report and the importance of a carefully crafted Institutional Self-Evaluation Report (ISER). Ensure that team members can attend training to grasp their role and responsibilities. Hold workshops for all involved, providing timelines for completing their assignments. Emphasize the impact of their work on the ISER, the importance of providing evidence, and how the report reflects the health of the college.

Over the course of several months, college writing teams will see the report come alive and several versions and corrections made. The report is your college's story, describing how you provide services to students and how your institution functions. It is your opportunity to highlight accomplishments and be candid about challenges.

## Annual Audit

New CSSOs may not have overseen programs with annual audits, but most Student Services departments have annual or other calendared audits. These can be program-specific, or related to annual college audits. Generally auditors will provide dates when they will be on site. They will also provide a list of reports, files, or other data they will review. Categorical and grant funded programs, Veterans, Financial Aid, Admissions/Enrollment Services, Student Conduct, and Student Health Services might all be audited to ensure regulatory compliance, proper reporting that is tied to funding, student confidentiality, etc.

The audit cycle can be stressful for CSSOs and their administrative staff. To reduce stress and plan for successful audits, CSSOs should work with their administrators throughout the year. Include a review of prior year audits and findings, what has been done to improve the process, technical or other glitches that the administrator is facing, and advocacy the CSSO might employ with Cabinet or other administrators to reduce negative audit findings in the future. For example, Admissions/Enrollment data is annually audited and findings often relate back to Instructional details, such as course set up and attendance accounting. Therefore, it's important to work with the CIO and scheduling staff to reduce the possibility of findings.

Student Services administrators may need additional training related to audits. The Chancellor's office provides annual training for new directors, which covers important reporting and regulatory requirements.

For a comprehensive overview of the annual audit, see the [Contracted District Audit Manual \(CDAM\)](#) on the Chancellor's website.

## Assessment and Testing

Over many years, community college students that took placement tests were placed at very low levels of math and English. It could take years for students who persevered to make it to college level courses. Many students dropped out in frustration, stuck in a spiral of repeating courses that kept them from progressing to meet their academic goals. Research also showed that a disproportionate number of underrepresented students were being relegated to this situation, and the Chancellor's office and other student advocacy groups saw this as a diversity and equity problem.



The Research and Planning Group (RP Group) did years of research as part of their Multiple Measures Assessment Project ([MMAP](#)) starting in 2014. Hosting conferences, focus groups, conducting surveys, and piloting multiple measures with a small number of colleges, the project demonstrated that students who were placed with multiple measures were placed at higher levels, and had significantly higher levels of retention and completion than using placement tests. Ultimately Over 90 pilot colleges implemented a multiple measure assessment to maximize student performance in college level courses.

The traditional mode of assessing incoming students’ math and English language abilities using placement tests was eliminated with the passage of AB 705 in 2017. The bill requires that colleges “maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year time-frame... and be placed using one or more of the following: high school coursework, high school grades, and high school grade point average” ([What is AB 705](#)).

Many colleges have implemented automatic placement from answers about high school coursework students enter on the admissions application. Others are using “informed self placement,” which may include discussions students have with counselors as they are developing their academic plans. The Chancellor’s office has also developed an [Equitable Placement \(AB 705\) Toolkit](#), which provides a model guided placement process.

Colleges are also prohibited from requiring students to take a prerequisite course for a higher course unless they are “highly unlikely to succeed” in that higher level course ([Guidelines for Title 5 55003](#)), and are required to use multiple measures in course placement decisions ([Title 5, 55522](#)). The Chancellor’s office has provided additional information on its [About AB 705](#) web page. There is also a list of resources available regarding the validation of placement practices and webinar slides to guide colleges that may still not be following the required mandates outlined in AB 705.

The implementation of the Student Centered Funding Formula ([SCFF](#)) also incentivises Multiple Measure adoption because there is greater emphasis and funding attached to degree/certificate attainment and transfer. As a result, placing students below college level math and English further hinders their academic achievement as research has shown.

## Athletics

Many colleges assign Athletics oversight to the CSSO. This is an area that has many regulations and eligibility requirements. CSSOs must ensure that there is sufficient accountability and monitoring of the program to avoid litigation, fines, and loss of playing rights. Unfortunately, there have also been cases of athletes involved in sexual assault or other conduct violations, which make them high profile students. CSSOs should have a copy of the California Community College Athletic Association [CCCCAA](#) rules and regulations, and build a relationship with the Athletic Director and coaches so there is transparency and openness related to meeting those obligations. CSSOs should also ensure that athletes and coaches have received conduct and sexual assault training, and understand that “what happens on the field” or before or after an athletic event, can still be a college conduct issue.

For many students, playing college sports is their only reason for attending college. Dreams of moving on to play at a university and professionally drive them to attend community college, but sometimes without a firm desire to complete courses or earn a degree. Much research has been done about the exploitation of college athletes and drop out rates at the university level. Most community colleges strive to create a “scholar athlete” environment that encourages both athletic prowess and academic excellence. Coaches aim to develop the academic, athletic, and personal characters of their players often with outstanding results.

CCCCAA regulations, as mentioned above, include specific language governing Admissions and Records, and attendance, as well as other areas. CSSOs should pay particular attention to these areas to ensure that students do not lose athletic eligibility, and that the college is not cited with an audit finding.

The CCCCCA web site and Constitution/Bylaws are invaluable resources. CSSOs should be familiar with the bylaws, especially pertaining to [Compliance Exam](#), Athletic recruitment, Eligibility, Codes of Conduct, and Transgender Student-Athlete eligibility [CCCCAA Constitution and Bylaws](#)

## Basic Aid or Community Supported Districts

The majority of colleges are funded from three funding sources that make up the annual apportionment: Student Tuition and Fees, State Funding, and Property Taxes. Based on the size of each college that is not Basic Aid, the State will use a formula to determine the annual apportionment. A Basic Aid District is one that receives more money in local property taxes than it would receive from the annual State apportionment.

Basic Aid Colleges/Districts are in geographic areas where property taxes are higher and the colleges that receive these taxes usually receive significant funding above what their state apportionment would be. These colleges can set aside basic aid funds for projects; e.g., capital projects such as paying for new technology infrastructure or building new facilities. Under normal situations a college would have to save for many years to complete these types of projects, go to the State and request funding, or decide to go to the members of the community and request to fly a bond measure. Colleges that are Basic Aid should have board policies and administrative regulations that specify how the basic aid funds can be used. Most policies will specify that the funds can be used to support capital projects, usually over a certain amount, and one-time projects that support the entire college community; e.g., implementation of a new technology platform. Most policies will also state how the basic aid funding cannot be used for on-going expenses; e.g., salaries, rental payments, etc.

## Behavioral Intervention Team (BIT)

Student Services staff and faculty are often the first on campus to identify distressed students, those with academic or other challenges, and those with behavior or conduct issues. Many campuses have established Behavioral Intervention teams (BIT) and CSSOs or their designee often chair the BIT meetings. The BIT is designed to go beyond specific issues of Title IX or common student conduct situations by taking on the responsibilities of assessment, prevention, and early intervention where students or other members of the college may be at serious risk. The BIT relies on the expertise of team members to assess risk, evaluate services, and create an action plan.

Members of the BIT usually consist of the representatives across campus. The National Association for Behavioral Intervention and Threat Assessment ([NABITA](#)) is the organization that most BITs turn to for training and certifications. According to the NABITA web site, “A BIT is a multi-disciplinary group that helps detect early indicators of potential disruptive conduct, self-harm, and violence to others. The team uses an established protocol to support students, employees, faculty, staff, communities, and workplaces” NABITA training may consist of threat assessment, interventions, law enforcement assistance collaboration, etc. Where possible, budget for NABITA training and follow up is essential for BIT members and other campus constituents.

BIT assessment, intervention, and follow up often provides the support that keeps students enrolled.





## Board Policy

Reviewing and updating Student Services-specific policies is often assigned to a new CSSO. Each college should have formal processes for updating policies and administrative procedures. Occasionally, Federal or State laws will be passed that require new Board policies. Although the Community College League of California (CCLC) will eventually develop language and guidance in developing new policies and procedures, ([Policy and Procedure Services](#)), some preemptive discussion may be needed in other campus documents.

Current policies will help define how well business is conducted throughout the institution, while updated administrative procedures will ensure appropriate implementation of the policies, leading to institutional effectiveness and integrity. Board policies are also essential in reducing misunderstanding and any potential for litigation or union disputes. CSSOs should be well acquainted with their college's current policies and procedures, the "rules" colleges are bound to follow.

CCLC guidelines provide a numerical system that numbers policies between 1000 to 7000 within a series of categories. These categories will support the District and/or College's ability to keep track of board policies and procedures. A lack of an established process for updating board policies and procedures, and having old/outdated policies and procedures could result in a "finding" during an accreditation visit.

ACCJC recommends that colleges establish a formal and active Board Policy and Administrative Regulation committee. Committee members should be aware of situations in the internal and external environment that may require development of new or changes to existing policies and procedures.

## Bond Measures

Because deferred maintenance and large expenses are difficult to afford, the College/District may look into passing a bond. The President or Chancellor will discuss the bond measure with the Board of Trustees, the college community, and the community at large to determine if there is support. It's important CSSOs survey their areas to determine what they need that a bond could provide. Identifying needs doesn't ensure that they get added to the bond, but not identifying them is a lost opportunity.

Bond measures are a major undertaking. The College must conduct an extensive feasibility study to assess if the measure will pass. Usually a bond expert is hired to conduct an interest survey, sampling from across demographic and income levels in the district. This entire project could cost the college up to \$200,000. General fund dollars cannot be used to pay for this. If the college Foundation cannot cover the cost, the College will need to fundraise.

Once the feasibility research is conducted, the bond expert will report if there is a "reasonable" chance to pass a bond. Bond measures are usually on the November ballot, during a Presidential election, or when there are not conflicting, controversial measures on the ballot. History has shown that more bonds are passed during these elections than in primary elections.

If new buildings are being proposed, the college will hire architects to develop a "concept" that will be vetted across the district. These concepts will be part of the marketing campaign explaining what the bond is for, how the proposed buildings will look, their purpose, and cost estimations.

Running a bond campaign is arduous and time consuming. It's illegal for college employees to work on a bond during work hours. CSSOs, faculty, and staff are expected to work door-to-door, on phone banks, or in some capacity to support the bond effort.

If the bond measure passes, the college will establish a Bond oversight committee. Spending down the bond is overseen by a bond manager who provides regular updates to the Board and the community. The oversight committee and Board will rely on these reports to ensure there are not unexpected cost overruns, and what projects on the bond list will have to be deferred if costs exceed projections.





# Budget Management & Reporting

It is essential that CSSOs understand budgets, funding streams, and the budget allocation process at the college and in Student Services programs. Familiarity with the budgets in your area will ensure that students are being served, funding is being used correctly and meeting mandates, and cost overruns are avoided. In lean times, your knowledge of the budget process and funding can help you advocate for more resources,

CSSOs are generally appointed to the college-wide strategic planning committee in charge of discussing the overall resource allocation process. Your input and advocacy are important, especially when budgets are limited and programs are competing for a share. When furloughs or layoffs are being discussed, Student Services will face a larger share of the budget reductions because of the number of Classified staff and lack of income generating classes inherent in the division.

CSSOs should be familiar with all budgets within the Student Services Division and should have an annual and optimally an on-going dialogue with each manager to understand budget needs and programmatic goals as well as give input as to how their annual budgets are used. Having a close understanding of each program's budget will allow you the opportunity to give a detailed report to your Chancellor or President when needed, as well as explain how funding or lack of it affects student retention and achievement. More importantly, you do not want to be caught unaware that one of your departments has grossly overspent its budget during a Cabinet or Budget committee review.

During lean budget years, Student Services categorical programs may be under- or unfunded. It's essential that you work with the leadership in these areas to determine the impact on their operations, programmatic viability, and what the effects of these reductions are on the regulations related to their programs. It is also an opportunity to advocate for temporary general funds to keep these important programs afloat as they impact student access, retention, and completion.

It can't be overemphasized the importance of understanding how budgets are developed, the cost of offering courses and Instructional efficiencies (or lack), and how this impacts your areas. You will need to develop foresight in mitigating potential service reduction or elimination in bad budget times and optimizing surpluses to enhance services in bumper years. Your Chief Business Officer (CBO) can often be a mentor in this area. Attending the annual CCCCO budget meeting or other related training or conferences can help develop your competence and confidence.

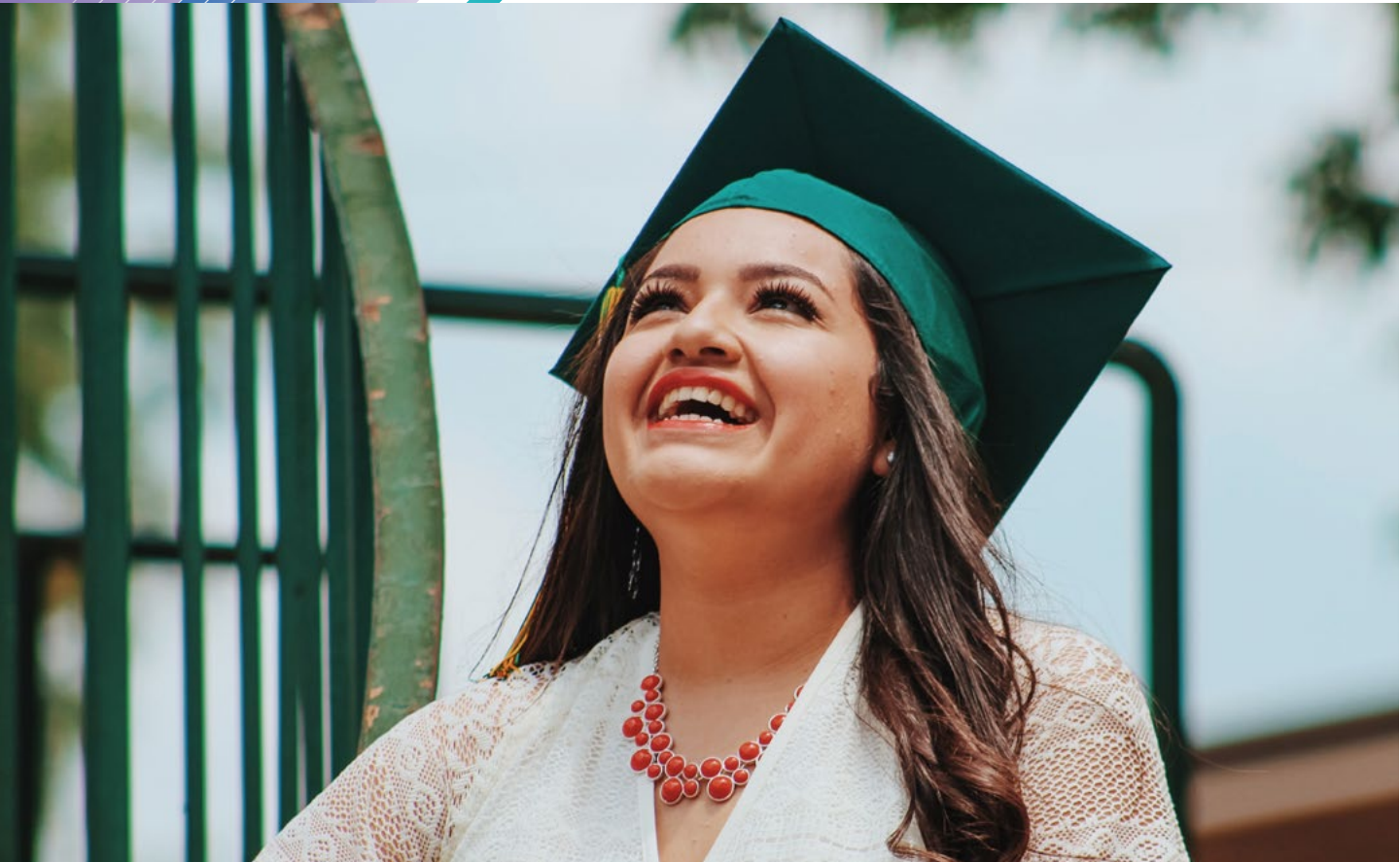
# California Dreamer Students

The California legislator passed Assembly Bill 540 (AB 540) in 2001. AB 540 provides in-state tuition and fee eligibility for attendance at a California higher education university or college for students that are not otherwise considered United States citizens or eligible non-citizens. The legislature also enacted law, in 2011, that provides California student financial aid eligibility to these same students. Often referred to as "AB 540 students", these students may also be known as "undocumented" or, "Deferred Action for Childhood Arrival (DACA) students. CSSOs should be aware of the legislation and regulations surrounding the admissions and financial aid requirements for these students, and ensure that faculty, staff and administrators receive professional development regarding the requirements for, and challenges of, this group of students. More recent California law requires that college appoint at least one person on campus as the Dream Liaison. The Dream Liaison is often staffed in EOPS or Financial Aid, although some colleges have developed separate departments to support this population. Actions at the federal level have called into question the continued status for DACA residents in the U.S., including students across the country, resulting in additional challenges and concerns for this student population.

# Campus Security

Campus Security has become a critical issue for students, faculty and staff. The entire college community wants to feel that they are safe while on campus. It is up to the President and the Executive Team to ensure the campus is safe at all times. The CSSO must be constantly keyed into safety issues and safety threats, and having an open working relationship with Police/Campus Security will ensure you are updated and aware of what is taking place on the campus. The Legislature has provided colleges with guidelines for partnering with law enforcement ([67381.1](#)). Board Policy will define the role for campus security or the Police Department, as well as their ability to investigate crimes and outline their geographical boundaries.

Many colleges have a Campus Police department with sworn and community service officers. Others with limited resources may have campus security and/or contract with local law enforcement for security services. Some campus communities are opposed to having officers who carry weapons, and bringing armed security on campus can become a shared governance and community concern.



Police or Campus Security may be placed under the Student Services Division, but often it is assigned to the Vice President of Administrative Services. A few campuses may have the Chief of Police report directly to the College Superintendent/President.

The Chief of Police and his/her immediate supervisor may be assigned responsibility for the development of the College/District's Emergency Operation Plan (EOP) which will comply with National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS) rules and regulations. He/she may also be designated as the Campus/District Trainer for Campus Security.

Law enforcement or security staff will also play an important role in threat assessment, notifying the campus of criminal activity, assisting distressed students, mitigating behavior events, and serving on the BIT.

# Categorical Programs

Almost all CCC's have categorical programs that serve under-represented, first-generation, low-income, disabled and other specific student populations. These programs can be grants funded over a specific number of years, or State or Federal funded programs typically housed in Student Services, such as Extended Opportunity Programs and Services (EOP&S). During abundant funding periods, colleges may host many categorical programs. However, Categorical funding (sometimes known as soft funding) may be decreased or eliminated when overall state funding decreases. This can cause stress for Student Services administrators and staff, and reduce essential student services. Staff who are hired into programs funded by categorical funds or grants should always be aware that their positions could be eliminated if funding dries up. When faculty are hired under categorical funds, the Faculty Association will usually make provisions to protect their positions.

Categorical funds must be used specifically for the purposes outlined in the law, regulations, grant or contract. In addition, categorically funded programs can often provide services to students who might not otherwise receive those services from the college. For example, categorically funded programs may allow certain expenditures that other programs cannot. The CSSO should ensure that categorical program administrators abide by funding requirements and restrictions.



## Child Development Centers

CSSOs overseeing Child Development Centers (CDCs) should regularly monitor the monthly and annual budgets of the CDC. Many CDCs are only able to stay open because the college-wide community has made a commitment to subsidize them, making up any shortfall in the CDC budget. This can run into tens or hundreds of thousands of dollars from the general fund. The CSSO and members of the college-wide budget committee will need to reaffirm its commitment to this expense annually.

One of the most important early indicators of future student success is access to pre-school, and many community colleges still offer Early Childhood Education programs and Childcare centers that provide learning labs for these programs.

Supporting the child care needs of students and college faculty/staff is also an important function of Childcare Centers. All California Child Care Centers must abide by a variety of health and other State and Federal regulations. In addition to being a heavily regulated program, CDCs require many staff to run the center. Regulations require one Child Development Specialist for every six children. It is not unusual for a CDC to have 40 to 60 children in the Center, so it is not surprising that these programs are costly.

Should the CSSO ever need to think about closing the CDC, know that eliminating child care services is controversial. And if you must close, be prepared for the community to passionately petition the Board of Trustees to retain it.

## Colleague Relationships

As a new CSSO, you may be either the last of many who have come and gone, or the next following a long-lasting and beloved leader. In either case, you will have to find a way to develop trust with your new staff and faculty. Listening tours are a good place to start. It's also important to develop good listening skills, comfort in public speaking, and the ability to network. You will be asked to work with all levels of students, faculty and staff as both leader, confidante, and public face of the college. As one new CSSO was told, "everyone is watching you and listening to what you say."

Some districts have administrators, including Chancellors or Presidents with long years of service in that district. Others may experience years of turbulence and a revolving door of middle- and higher-level administrators. For the latter, this lack of continuity and stability can create an environment of mistrust and an "everyone for themselves" mentality. Accreditation teams take particular interest in districts that have this history of administrative upheaval and probe into the reasons it might occur. Often the reasons are a bad fit, lack of competence, very strong unions that create a less supportive working environment for new Cabinet-level administrators, Boards with particular agendas, etc.

Another challenge will be establishing trust with your new administrative colleagues. If you are hired by a president who soon retires or moves on, the new president may wish to start fresh with his/her own choices. If this is the case, you shouldn't take it personally but consider new options. Or you may have a very supportive president, but the other Cabinet administrators don't warm to you yet. Consider taking them out to lunch individually. This may help you develop a personal relationship with them separate from the Cabinet, but also allow them to share their experience in the district.

Ask yourself if you can be honest with your president. Or if you and your president share the same values and level of integrity. It may take time for you to know the person well enough to ask probing questions about why a decision is being made or your concerns about consequences to those decisions. You could frame this as a mentoring moment, in which case the president may be very willing to share his/her process and the subtext for decisions. As a CSSO you probably already understand how to read people fairly well, but be mindful of personality types that cannot have their authority questioned or think rules are either iron-clad or very fluid. In those cases, you may want to ask yourself if this college/district is a good fit for you.

### ***Your president***

An ideal situation is for every CSSO to work with a President that you highly respect, is an effective leader, and can mentor you in your role as

CSSO. It is preferable that the CSSO has a supportive working relationship with the President, but sometimes this isn't possible. All Presidents want to surround themselves with members of a high functioning Executive Cabinet they can trust. As a member of the Cabinet, the President will depend on you to oversee your division and ensure each program is running well. The President is not your friend, but should be your ally.

The ideal President should support you by making training available, supporting your leadership development, and taking an interest in your career goals. They should defend and support you and your programs during budget allocations, accreditation, audits, etc. This should occur if they have confidence in you and respect for your programs.

Effective communication and trust are two elements that must exist between you and the president. When presidents realize they do not have to worry about what is going on in Student Services, they may give you more responsibility. The more confidence in you, the more you may be asked to represent the college at local, state-wide, and national events. The President will rely on you to support him/her publicly even if privately you do not agree, and maintain confidentiality related to Cabinet discussions and decisions.

Presidents will depend on you to fully inform them on items that will go to the Board of Trustees. You will need to make effective presentations on behalf of the college and address any questions the board members might have.

### ***Fellow Administrators***

The vice presidents, directors, union and student leaders may be some or all who are appointed to an Executive Committee or attend Cabinet. Therefore, you will need to work closely with them in order to be an effective CSSO. In a participatory governance environment each of these individuals' input is important. Your working relationship with each person, although different, is critical to you understanding what happens in their areas and their support of yours.

The Executive Team (usually the vice presidents and HR lead) are the individuals whom the President will look to help run the college. The foursome should be the closest working team at the college, and usually meet at least weekly. In these meetings you will update and share ideas. You will also be apprised of legal and personnel matters the college faces, the district's negotiation strategy and position, and other high level, and confidential information. It's imperative that what is discussed in these meetings remains private unless the president approves communicating "out."

### ***District Office***

When you work in a multi-district environment, there is another level of administration between your campus, other colleges in the district, and District administration. The President, mostly like, will give you permission to work directly with Vice Chancellors as needed. Working with staff at the District and developing effective relationships with them is another key to your success. Just as you need to know all of your staff, it is equally important for the CSSO to know the key stakeholders at the District level.

### ***Board of Trustees***

Before becoming a CSSO you may not have attended Board meetings or otherwise had any connection to the Board. If so, you may ask if there is "working with a Board" training you could attend.

The Board of Trustees (BOT) are elected officials, chosen by the community to oversee the direction of the District. The BOT supervises the President or Chancellor. The BOT approves the annual budget and final board policies. Each month the BOT holds a meeting that is open to the public. The agenda and the previous month's minutes are published no later than 72 hours prior to the meeting in accordance with the [Brown Act](#).

Board of Trustees members often bring their own interests, biases, and future plans for the college/district with them when they are elected. This becomes clear during Board discussions and the CSSO needs to develop "Board IQ" to read between the lines. CSSOs should feel free to bring observations for clarification to future Cabinet level discussions regarding Board agenda and the role of the CSSO in these discussions. Likewise, CSSOs might discover Board members who are very interested in certain Student Services areas; e.g., how Outreach is done, or the specifics of certain programs and services. Generally, the President or Chancellor works directly with the Board and individual administrators are discouraged from having side conversations with BOT members unless approved by the CEO.

BOT members may also have "pet" programs, services, or departments for whom they advocate or request funding. This may compete with other programs and services' needs for resources. CSSOs need to be mindful of the political agenda of the BOT and develop effective ways of working within these often "fraught" situations.





**Board of Governors**

The Governor of California appoints members to a body known as the Board of Governors (BOG) to oversee and set policies for the California Community College (CCC) System. Hundreds of board policies and procedures are established as guidelines and templates that either “mandate” or “strongly recommend” how districts or colleges should operate in order to remain in compliance with accreditation standards, Education Code, Federal, and State laws.

The BOGs follow a participatory and consultation model for conducting business and to develop policies and procedures. In addition to following the directives of the BOG, districts and colleges should work with outside organizations such as the Community College League of California (CCLC), the non-profit organization that informs on matters such as developing and updating board policies, pending legislation, and other pertinent issues.

**College/District Foundation**

Foundations often directly support student programs and services, and can play an important role when the Student government is looking for support. Foundations also play a pivotal role in soliciting funds for and distributing student scholarships.

Robust Foundations serve a variety of purposes: creating opportunities for the community to support the college; providing the college with community and industry collaborations on mutual projects; creating funding streams to support events and programs where adequate institutional funding is unavailable, etc. The CSSO will work closely with the Foundation, especially to share Student Services needs and accomplishments so that this information can be used in marketing and contribution requests.

Scholarship fundraising takes up a large portion of Foundation time and makes up a large portion of the Foundation’s budget. Creating opportunities and proactively seeking ways to receive donations is imperative to maximizing scholarship funds. Administrators are expected to participate in fund-raising events in some capacity: attending galas, donating time or auction items, selling tickets in the community, etc. Student Services will need to participate to ensure that the good work of the division is represented.

**College Promise**

Each college has implemented a slightly different version of the [California College Promise](#) based on the needs of its college community. The CSSO may designate a Director for the program and should identify members of the management team who can collaborate to implement it. In order for colleges to participate in the program they must meet the requirements of [Ed Code 76396.2](#). CSSOs should refer to [College Promise Q&A](#) for further information about the California Promise Program.

CSSOs must be familiar with the legal requirements of the program in order to ensure the College/District is working within the appropriate program guidelines to receive Promise funding and maintain a successful program. Failure to do so could result in the loss of many thousands of dollars to support students with need. CSSOs should also ensure that infrastructure is built to properly track data, create reports, and otherwise document how the program is working. ([AB 19](#))

The Legislature intends that the California College Promise: Increases the number/percentage of high school students who are prepared for and attend college directly after graduation and increases the percentage who are placed directly into community college transfer-level mathematics and English courses; Increases the percentage of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs and increases the percentage of students who report being employed in their field of study; Increases the percentage of students who successfully transfer to CSU or UC, and increases the percentage of students who graduate from college with a baccalaureate degree; Reduces and eliminates regional achievement gaps and achievement gaps for students from groups that are underrepresented at the CCC.

**Commencement**

Student Services usually oversees commencement planning. The Registrar/Enrollment Services often takes the lead coordinating the annual ceremony, and will work with Marketing to create the program and list of all the graduates, speakers, etc. Not all students who qualify to graduate choose to participate in the commencement activities, but for many, Commencement is the greatest event of the year for students, family, and friends. A successfully planned and executed commencement reflects well on the college and encourages other family members to attend the college.





As a new CSSO, your college’s commencement process may already be well organized and your oversight will be advisory. However, your new college may have outdated processes, insufficient resources, and need your leadership to sort it out. Or new circumstances, like offering a virtual graduation ceremony, may arise.

You are responsible for ensuring that commencement is well planned and flawlessly executed. The planning committee will need representatives from across campus to support the effort, as well as contracting with outside services and vendors as needed. Each area plays an important role in coordinating and implementing the plan. Well prepared committees generally have a spreadsheet with duties, timelines, budgets, and other key points to ensure the event is a success. As the executive in charge, you will need to ensure the college has sufficient budget to support the event. Commencement costs can run as low as \$5,000, but most will cost \$20,000 to \$30,000. Ensuring the necessary budget is a key factor in successful planning.

## Community Relations

CSSOs will have a direct relationship with the community. Some of your programs will have advisory groups or Boards with community members, and Outreach will work closely with K-12 and other agencies. Building effective partnerships with K-12 colleagues, prominent individuals, and businesses only enhances the college’s standing in the community. CSSOs may be asked to join Rotary or participate in other community organizations or events as a college representative. As the “face” of the college in the community, it’s important to have ready talking points to share when asked, especially when going out for a bond or seeking additional support.

The community supports the college with their taxes and has a role in knowing what courses are being offered, what jobs are available, and how tax dollars are being spent. Often community representation is a requirement for campus or oversight groups and committees. Building and maintaining partnerships with the community is essential to serving their needs and ensuring access to the college. Accreditation teams will also want to see how the community is involved in campus decisions.



## Counseling & Academic Advising

If you as CSSO did not come from a Counseling background, one of your first jobs will be to establish a positive working relationship with your Counseling faculty. Most often the Counseling Department is in the Student Services division. Full-time counseling faculty are tenured (or in the tenure process) who have been trained to specifically guide students in course selection, efficient education planning, and often provide emotional support as well. Some counselors will teach courses, in or out of their load depending on what is negotiated within the faculty contract. The courses taught by counselors most often focus on academic “readiness,” orientation, or support Guided Pathways.

Particular caveats for CSSOs who have oversight of Counseling: Know the faculty contract and any differences applying to non-Instructional faculty. Follow the contract for evaluation timelines and processes. Adhere to the contract during the tenure process, especially when working with a sub-par faculty member.

The Counseling Department is considered its own academic division such as Math or Science and a full-time faculty member may be appointed as chair. The department may have a Dean or the CSSO may serve as de facto dean. The implementation of the Guided Pathways (GP) model and the passage of [AB 705](#) required all colleges to reassess what courses are offered to students, what courses they were eligible to take, and how each course would assist students in achieving their goals in a minimal amount of time.

Under [Guided Pathways](#), Instructional faculty who create new academic pathways are required to work closely with counselors to ensure consistency when building education plans. Counseling faculty also often serve important roles on campus committees such as Academic Senate, Curriculum, Articulation, technology implementation, inquiry groups, etc.

In many colleges, counseling faculty may feel they do not receive the same respect as Instructional faculty. As CSSO you may be asked by the CIO or CEO to “tell your counselors” what they would like them to do. It’s not unusual for this to be outside their contractual scope and would set a precedent that no Instructional faculty member would ever take on. It’s a delicate situation between advocating for your faculty, and not alienating the others with demands. There can be leverage for the CSSO who can demonstrate the contract does not support the action being requested. The Counseling faculty will appreciate your support.

## Crisis Management

As the leader of Student Services, Crisis Management will often be a part of your job or the job of other Student Services staff and counselors. Student Services staff will assist in or provide support after a crisis. Many faculty may work with students who have had or are in a crisis, so providing training in risk assessment and [Trauma Informed Care](#) is important.

Campus staff are mandated support workers in an emergency, and often campuses themselves are bases for a community working through an incident. Under these conditions, staff are not allowed to leave campus until authorized, and it’s crucial that plans for not being able to return home are developed before an incident occurs.

Crisis planning is part of emergency planning, but includes follow up components focused on healing and mental health after effects of an emergency/crisis. For CSSOs and Student Services, this might require additional counseling, health services, student mental health support, etc. There are resources online and often CSSOs who have experienced an emergency first-hand can be valuable resources for preparing for an emergency and working through the aftermath of one.

## Dining Services/Cafeterias & Vending Machines

The cafeteria is where community is built, activities other than dining are held, and a sense of belonging is created. Therefore it is important to have state-of-the-art/updated cafeterias if possible. Studies have shown that keeping students on campus builds their sense of connection and community to the college. When basic needs are not met, such as having nutritious food available, students are more likely to leave campus and not return for the day. For food and housing insecure students, the cafeteria can be a place for nourishment and shelter.

Students may also feel unsupported when food choices are limited or too expensive. Advocating for student food needs and affordability can be part of a CSSO’s role. Student leaders, CalWORKS, and other campus entities may feel food service offerings don’t meet student needs and in some cases, colleges have negotiated with food services to accept CalFresh (SNAP) benefits from lower income students.



Urban colleges may have too much traffic for students to travel to and from home for lunch. In remote areas there may not be available eateries close by or transportation to those farther away. As a result, having food services that support the college's needs and preferences is essential for both the fiscal health of the vendor and campus community health as well.

Food services can be college-supported with college employees or contracted out. Generally the Business Office will oversee the contract and work with the vendors. Contracts will have to go out to competitive bid and regularly reviewed as part of the contract process of the college. In some colleges this is overseen by a committee.

Vending machines may also be a source of food and beverages for the college, and healthy choices may be another point of contention on campus. Vending contracts are also the purview of the Business Office and revenue may be at the college level or supporting a department such as Student Life or Athletics. Who collects the revenue and how this was determined can be controversial. Therefore, strong relationships between the departments, Business Office and vendors is essential to make this a positive experience for students. Student opinions and satisfaction are important considerations when choosing food services and vending options.

## Disability Support Program and Services (DSP&S)

DSP&S provides services to students with an array of disabilities. CSSOs should work closely with DSP&S leaders to ensure that students are receiving services and accommodations, and the campus meets ADA and other requirements for this population. CSSOs should also include DSP&S leaders or counselors on the Behavior Intervention Team to mitigate the confidentiality and special circumstances of students in their program who may come to the BIT for evaluation.

State regulation [11135](#) prohibits discrimination that denies access to any State agency or program, which includes access to education. The Chancellor's office has created a [DSP&S Fact](#) sheet and also has information for serving students with mental health disabilities: ([DSP&S Mental Health](#)). DSP&S departments often also work with outside agencies and serve students who are not enrolled in regular college courses, such as those with developmental disabilities who are learning life or work skills. As with other categorical programs, DSP&S is highly regulated and must maintain services in accordance with guidelines.

DSP&S offers an array of services: priority registration, specialized counseling, class scheduling, mobility assistance, test proctoring, specialized tutoring, transcription services, interpreter services for hearing impaired or deaf students, and ensuring the appropriate accommodation is provided. Students must have verified disabilities that prohibit full participation in general education without additional specialized services.

Disability Resource centers also need to work closely with faculty to ensure students are receiving their due accommodations in a timely manner and their confidentiality is being protected. Faculty also need to be aware of requirements such as using captioning and other accessible learning options. It's essential to provide training, sensitivity, and greater awareness regarding students with disability rights, and the responsibility of faculty and staff to protect their privacy and fulfill mandates.

## DSP&S Related Areas (Accessibility, 504, and ADA Compliance)

The CSSO can be designated as the [504](#) Compliance Officer. 504 of the Rehabilitation Act of 1973 guarantees certain rights to Americans with Disabilities.

It is not uncommon for students to file a complaint with the 504 Officer or Human Resources to claim harassment and/or discrimination because of their disability. Often these claims will name staff or faculty as the respondent. These complaints require delicacy, confidentiality, and often outside investigation and legal counsel assistance.

## Emergency Preparedness

Every college should have an Emergency Plan and regularly scheduled training.

Not all campus constituents will view training in the same way. There may be resistance to having law enforcement on campus, to having classes disrupted by drills, or identifying certain potential emergencies that may make people feel vulnerable or recall past trauma. In these cases it's important to take training and awareness of risks and benefits through the participatory governance process. Board members should also be part of the process and have been included in training as well. Student Services might also offer regularly scheduled training in Trauma Informed Care or other support topics to prepare faculty and staff for dealing with emergencies.



There should be board policy and procedures that outline how the District and the College will implement the Emergency Operation Plan (EOP). This plan will be activated in the event of an emergency, such as a natural disaster, hazardous-conditions, terrorist activity, active shooter incident, other unanticipated crisis, etc. Each college's EOP must comply with the National Incident Management System ([NIMS](#)) and the Standardized Emergency Management System ([SEMS](#)) and should describe the functions and principles of the Incident Command System ([ICS](#)) and other relevant programs needed for a college to manage emergency situations and crises. College administrators are required to complete NIMS and SEMS training either in person or online.

College Police, the VP of Administrative Services, or other designee is in charge of developing the EOP. This can be a large assignment, therefore, other shared governance members, including the CSSO and Student Services staff, will be asked to assist in a plan. This EOP should be approved by the Board of Trustees and published so that all constituent groups are aware of its existence and have a copy to reference when needed. It should be updated every 2 years.

In addition, CSSOs need to be trained in crisis management. Many campus crises will involve the CSSO and other Student Services programs - Physical and Psychological services, Counseling, Undocumented student support, and more. Any crisis affecting the well-being of students will fall under CSSO purview in some way; at minimum, advocating for the needs and interests of students during the crisis and providing follow up mental health and other counseling.

## Employee Relations

### Hiring

It is the CSSO's responsibility to ensure that qualified individuals are hired to work in all Student Services programs. Board policy describes how staff and faculty are hired, and Human Resources will provide training prior to each committee's review of position candidates. Make sure you and your administrators follow the processes each time a new employee is hired to ensure confidentiality and integrity in the search.

Classified and faculty collective bargaining agreements will specify their processes for hiring, supervision, and evaluation. Read the union agreements, ensure your managers have read them, and follow them to prevent violating staff and faculty's rights.

Faculty hiring processes are different from classified hiring processes. Normally, the Chair and Dean of the department will oversee the hiring process for faculty. Remember that full-time faculty are hired through a process that will put them on a tenure-track. The process for this is spelled out in the Faculty Agreement. When faculty successfully complete the tenure track they are recognized by the Board of Trustees for earning a position for life in the CCC system.

Hiring part-time (adjunct) faculty follows a different process, and each campus may have a different way of handling this. Sometimes the dean or director can hire adjunct faculty directly, while other colleges may require a pool be established and vetted through the department faculty. Working with Human Resources and abiding by the faculty contract is essential when hiring.

### Employee Onboarding

You cannot effectively supervise individuals/staff and faculty you don't know. Therefore, it is important to spend time in all of your programs and get to know the people who work with you. Taking steps to establish rapport with your faculty and staff will lead to better relationships and smoother evaluation and supervisory experiences.

In a "typical" organizational chart, deans, some directors, and coordinators will report directly to the CSSO. Most Classified staff will report to the managers of their program. Counseling faculty will report to the Dean of Counseling and work closely with the Chair of the Counseling Department. In smaller colleges the CSSO may serve as director, dean and Vice President and have many direct reports, including Classified staff.





It will take time, but the CSSO should be familiar with all of the positions and job descriptions that are housed in Student Services. Who is full-time and who is part-time. Who is hired under general fund budgets and who is hired under categorical fund budgets. This is important in times of resource allocations and/or budget crises should you need to make recommendations for budget reductions.

Regular communication and information sharing is critical. Attend department meetings and address questions that staff and faculty may have. Always make it clear to all staff where you stand on issues. Always tell staff and faculty the truth (good or bad) and follow through on what you say you are going to do. Consistent messaging and fairness are important attributes.

Hold regular staff and faculty meetings. Use this time to get to know, train, update, and inform staff and faculty about what is taking place at the college. You might want to invite professional speakers to cover topics. Retreats are opportunities for cross-training, updates, and team building.

A CSSO who is taking these steps will earn the respect and trust of those who work in the division. This CSSO will find it much easier to lead staff and faculty, and talk with them during difficult times. There is nothing that takes the place of building genuine and healthy relationships with those who work for you. Supervising staff and faculty under these conditions will prove to be a much easier task. However, if this is new to you, it could be helpful to network through the CSSO Association and seek out a mentor or seasoned CSSO who can offer advice and strategies.

### **Evaluations**

One of the CSSO's many job responsibilities will include staff and faculty evaluation. Besides being a best practice, accreditation standards require consistent and documented employee evaluations. Of course, the sole purpose of conducting a thorough and fair evaluation for each direct report is to assist the employee in improving and/or maintaining excellent job performance. It is essential that the CSSO is well versed in the various bargaining units' contracts, and the evaluation process in Board policy and administrative procedures. This will reduce the opportunity for grievances and be within administrative rights. Effective leaders look for staff strengths and work to develop those strengths in the context of their current assignment as well as future career goals. Staff weaknesses are opportunities for personal and professional growth, and can be a good learning experience during the evaluation cycle. In some difficult cases, the CSSO may have to work with challenging staff who have not been adequately evaluated or coached. It's important to keep your president and Human Resources apprised of employee performance issues.

Many times a new CSSO is charged with "cleaning up" long neglected personnel matters. It's essential to follow the contract and provide consistent and clear direction for improvement. It can be surprising to discover that staff and faculty may have never been asked about career goals, ideas for improvements, or what they like and don't like about their current jobs. Taking time to ask will improve these relationships and help clarify the working environment and expectations.

Some colleges/districts have a "360" evaluation process where employees across the college give input to the employee's performance. This is used in addition to the supervisor's feedback in the final evaluation process. However, the employee's evaluation should not be a surprise. If the employee is doing exceptional work, the CSSO and the employee will have discussed areas of achievement prior to the annual evaluation. If the employee is demonstrating work behavior that warrants improvement, the CSSO will bring this matter to the attention of the employee when it arises and develop an "Improvement Plan and Timeline" if needed, per campus procedures.

Many CSSOs shy away from giving timely and effective performance evaluations, particularly when the employee has several areas for improvement. These conversations can be difficult and stressful for all involved, but they are necessary. Some staff may request that a union steward attend the meeting. Knowing the contract and working with HR in these situations can reduce future problems.

## **Enrollment Management**

Enrollment management in the California Community College system is multifaceted. Historically the purview of Instruction, under the new CCCCO funding formula and Vision for Success, Enrollment Management is a campus-wide obligation. CSSOs should be well versed in how funding occurs, the ways apportionment is calculated, how Basic Aid districts operate, and the impacts of class schedules on completion, etc.

A valuable resource is the [Student Attendance Accounting Manual](#), (SAAM) which the CCCCO updated in 2020. It covers how apportionment is calculated and reported. It also covers a variety of rules and auditable data elements that fall under Student Services departments. CSSOs should be familiar with the SAAM and have a copy on hand.

Enrollment Management (EM) is key to understanding the goals of the college in terms of budget, funding, outcomes, serving diverse



communities, etc. Many districts have a standing Enrollment Management Committee (EMC) that oversees the development of the institution's Enrollment Management Plan. CSSOs need to be proficient in using data to determine Student Services' role in meeting campus goals and making resource allocation decisions.

EM is more than just determining how many Full-time Equivalent Students (FTES) should enroll each semester or academic year. It is a process to determine how the college will reach each overall EM goal to generate base allocation funding from the State. Failure to meet EM goals could result in a college losing funding and going into a “budget spiral.”

In conjunction with the CCCCCO, the Research and Planning Group (RP) undertook a Strategic Enrollment Management (SEM) project and published a [Roadmap](#) that outlines SEM concepts, creating and implementing a SEM plan, and provides other resources. Enrollment Management encompasses enrollment targets, apportionment goals, a marketing plan, the cost of offering courses, budget goals, overhead costs for non-income generating departments, completion goals and funding, the cost of faculty overload and release time, etc. Enrollment Management should be integrated with Program Review and resource allocation processes.

Enrollment management from a Student Services perspective is also closely tied to student course needs, the opportunity to complete a program of study in a timely way (tied to Guided Pathways guidelines), and the goals for degree and certificate attainment.

CSSOs should be aware of other Enrollment Management areas such as: Impact of the course schedule and what classes students need to progress and graduate; Student graduation and high school population trends; Student retention and efforts to retain for more students term to term; Maximizing apportionment/enrollment; and the impact of the [50% law](#), which regulates the distribution of funds to cover Instruction.

## Enrollment Services/Admissions & Records

Enrollment Services (Admissions and Records), often in conjunction with Outreach and Recruitment, plays a vital role in creating a seamless and successful onboarding experience for students. These SS departments are also key players in the Guided Pathways framework with Counseling and Financial Aid. Effective Enrollment Services departments are able to use data to assess admissions yield, create follow-up for “no shows” and work with appropriate departments, including Institutional Technology (IT) to facilitate the onboarding, placement, and enrollment processes. In addition, Enrollment Services plays a crucial role in awarding degrees and certificates, and ensuring that the college receives the funding for these successful outcomes. Working closely with IT, Admissions leaders should understand how these data elements are recorded in the student “system” and then reported to the Chancellor’s office to ensure optimal results. Along with IT and research staff, Enrollment Services is responsible for correcting bad data elements so reporting is accurate and the college receives optimal credit.

In some colleges the Admissions/Enrollment Services dean or director creates and submits the Apportionment Attendance Report [320 Report](#). As the “owner” of this report, enrollment services personnel must understand the way the data is generated based on course enrollment, the budget goals of the college determined by apportionment projections, and more. They must also work closely with Instruction, IT, and the Finance office to reduce errors, misreporting, or other unexpected negative results. The CSSO should also understand how these reports are generated and provide background and support to staff generating the report. CSSOs may need to explain to other campus constituencies, auditors, and even the Board Of Trustees (BOT) how 320 data was generated, and why there might have been errors or other problems.

## Extended Opportunity Program and Services, CARES & CalWORKS

Extended Opportunity Programs and Services (EOP&S) was created to ensure that students disadvantaged by social, economic, educational, or linguistic barriers get the resources they need to enroll and succeed at any California community college. EOP&S offers comprehensive academic and support counseling, financial aid and other services aimed at keeping students from dropping out and helping them reach their educational and career goals. There are several areas in the Education Code that address the operations of EOP&S departments [EOP&S Guidelines](#).

EOP&S students who are parents receiving public assistance can also access the Cooperative Agencies Resources for Education (CARE) program. CARE offers additional support services so students can transition from welfare dependency by securing the education, training, and marketable skills needed for self-sufficiency and upward social mobility.

CalWORKs programs are designed to provide parents who are receiving public assistance for dependent children an opportunity to receive an education that will lead to successful work outcomes. The Chancellor’s office has a [CalWORKS program guide](#) and listserv for more information.



EOP&S, CARE and CalWORKS, have historically been staffed and managed through separate offices or departments within Student Services. Low income and other disadvantaged students may very well be receiving benefits/services from more than one of these programs. For this reason, and in an effort to extend the Guided Pathways initiative beyond the classroom, some colleges have, or are planning to, integrate categorical program services in an effort to serve the “whole student” – reducing duplication of effort by the institution and student confusion. An integrated educational plan is one artifact that can make a positive difference on student success. Student Services integration is a national movement, being carried out at some California Community Colleges. Such integration requires careful joint planning and consultation with the college CEO and Academic Senate.

## First Amendment Rights

Per the recommendation of the Community College League of California and to abide by California Education and Penal Code, all colleges should have Board Policies and Procedures that address a person's ability to exercise their U.S. and California constitution's First Amendment rights. The policy and procedure should state that the College/District's goal is to comply and provide access to free speech on campus. Failure to provide access to a designated space for free speech will invariably create controversy and leave the college vulnerable to litigation

## Financial Aid

Financial aid programs play an integral role in advancing the Chancellor's Vision for Success. The Chancellor's Office has made it a priority to advocate for legislation that will increase the amount of financial aid being awarded and disbursed to community college students. College affordability and access to financial aid is at the forefront of closing the equity gap for students who attend college. Student Services plays a key role in creating programs and services that will maximize opportunities for students to receive their financial aid in a timely manner.

CSSOs should work closely with financial aid offices to examine financial aid practices and procedures to determine if there are policies that are creating delays in awarding aid to students. In addition, it is important to implement strategies to outreach to students regarding the aid that is available to them.



The California Community College League, in collaboration with the California Community Colleges Student Financial Aid Association, published “*Increasing Student Access, Success, and Equity: California Community College Student Focused Financial Aid Policies.*” ([Increasing Student Access](#)). The report contains very valuable information for the CSSO, including questions that can be explored with the Director of Financial Aid to determine if the college is actually delivering aid to students with a focus on the student, rather than policies or processes that are too strictly focused on compliance. The CSSO should examine the culture of the financial aid office, as well as the policies and procedures for the office.

In addition to assisting students with the expenses of books, rent, food, and transportation, the timely disbursement of financial aid funds will help colleges financially in the calculation of the Student Centered Funding Formula, which focuses on student enrollment and completion. The SCFF also includes a supplemental allocation based on the numbers of students receiving a College Promise Grant, a Pell Grant, and students covered by [AB 540](#), a provision for undocumented students. Financial aid programs are highly regulated, and colleges must adhere to the rules to ensure compliance, or jeopardize losing their ability to provide financial aid. CSSOs must understand how federal, state, and private funds are administered. In addition, financial aid offices are required to follow reporting timelines and annual funding closeout requirements. CSSOs should be aware of these timelines to ensure reporting deadlines are met. Lastly, staff must receive adequate training to ensure appropriate levels of accountability and proper awarding of [Title IV Funding](#). The Chancellor’s office offers new Director training annually.

Both federal and state financial aid programs (Pell Grants, Cal Grants) have requirements not directly tied to financial aid in their laws and regulations. The [California Student Aid Commission](#) has consumer information requirements, cohort default rate, and other reporting requirements tied to the institution’s ability to remain eligible for their students to receive benefits from the program. The federal government has an extensive list of institutional requirements tied to federal student aid eligibility. These include the institution’s ability to know if a student has withdrawn, requirements related to Federal Direct Loan Cohort Default Rates, the Constitution Day requirement, and various consumer information disclosure requirements. The CSSO, working with the Financial Aid Director, should annually review these requirements to ensure the campus is aware of and abiding by these requirements.

## Foster Youth Services & NextUp

Current and former foster youth face a unique set of challenges when it comes to succeeding in college. The California Community Colleges Chancellor’s Office and the Foundation for California Community Colleges are addressing those challenges through the Foster Youth Success Initiative.

Emancipated foster youth are an under-served population. The **NextUp** program, also known as [Cooperating Agencies Foster Youth Educational Support](#), is another EOP&S program, a program targeting the nearly 13,000 current or former foster youth enrolled in California’s community colleges. Next Up/Guardian Scholars offers a range of services and resources to help current and former foster youth increase their confidence and ability to become successful, college-educated individuals.

Every community college campus should have a designated foster youth liaison as part of the [Foster Youth Success Initiative](#). These liaisons are dedicated to helping FY students navigate college processes and access services more easily. In addition, a statewide liaison based in Sacramento supports campus liaisons by organizing training sessions, regional events, statewide convenings, web-based orientations and more.

## Health and Wellness Center

[Education Code 76355](#) requires California Community Colleges to establish health services on campus to contribute to the overall physical and mental well being of all students. Personal and public health is an institutional commitment. Health, Wellness, and Psychological services are in demand more than ever. However, providing overarching services within budget is becoming more and more challenging.

In districts that offer Health Services, Education Code requires that health services be supervised by a nurse with a Master’s degree and a public health nursing certificate. If health services fees are collected, then some level of health service must be provided. However, given the



minimum amount collected each year, especially for small colleges, many health centers cannot provide a full range of services at all, or without additional grants or financial support.

The Director of the Health Center plays a key role in guarding student privacy and following HIPAA regulations. S/he may lead or participate in the Behavior Intervention Team (BIT), Title IX Response Team, Food Resources and Homeless Workgroup, infectious disease control, etc. The Center leads or collaborates on important college initiatives such as Suicide Prevention Week, Sexual Assault Awareness and Breast Cancer Awareness. They are first responders, working closely with city and county public health entities.

Large, well-funded districts may have Health and Wellness centers that offer acute care for students, and operate much like a local Urgent Care. Smaller colleges with fewer resources are experimenting with “telemedicine” or contracting with local family services agencies to augment meager on campus services.

The CSSO should keep in mind that the student fees, which make up part of the Center’s budget, should be used for direct student needs. Occasionally, the College/District can develop agreements and reserve additional budgets to administer a limited number of services to staff and faculty, such as TB testing, flu vaccinations, etc.

### ***Psychological and Mental Health Support***

Colleges are increasingly faced with providing psychological services given the increase in student mental health needs. Psychological services can include regular work with a licensed clinician, group therapy, and referral to other mental health professionals or outside agencies. Faculty and staff may receive training in Trauma Informed Care and campuses often partner with the National Alliance on Mental Health ([NAMI](#)). Some colleges offer online psychological services and have created student-led mental health groups that aim to reduce the stigma around mental health issues ,and provide additional campus resources and peer-to-peer support.

### ***Suicide prevention***

It is unfortunate that student suicidal ideation and suicide has risen sharply over the last few years. The Health and Wellness website should list 24/7 Crisis resources directing students, faculty and staff to call 911 or a local or national crisis hotline to seek help for themselves or a friend. Recent legislation requires this information to be printed on all legally issued student ID cards.

CSSOs should encourage Health and Wellness staff to work closely with Marketing to send out as much information as possible about Suicide Prevention. Some colleges have started to hold annual events focusing on suicide prevention. Prominent speakers share films, panels, and data on this important topic, and how to better identify and intervene when individuals are in crisis.

Crisis protocols should be established for providing them with services as needed. These protocols could include reporting behavior or writing assignments that are concerning, walking a student to the Health Center to be “seen immediately,” and setting up reporting software or other methods of reporting “students of concern.” There should also be clear timelines for following up with a student, referring the concern to the BIT, etc. Campus Police can also be a resource to make Health and Welfare checks on students.

### ***Housing, Homelessness, and Other Resources***

To support the whole student, it’s increasingly important to provide more non-academic support, such as food and housing related resources. Over the past few years, new legislation was passed to address some of the needs of homeless students attending community colleges. Education Code [76011](#) requires that colleges provide shower facilities to their homeless students. [76010](#) requires that colleges that offer on campus housing give priority to homeless and current and former foster youth.

A [2019 CCCCCO Survey](#) found that 19% of CCC students had been homeless during that year. 52% of CCC students said they could not afford balanced meals and worried about having enough money for food. In 2019-20 the CCCCCO established [Homeless Grants](#) to help homeless and shelter-insecure students find and afford reliable shelter. Fourteen colleges received the initial grants of up to \$700,00 annually.

Given changes in economics and a focus on providing more holistic services to students, currently eleven CCC’s provide housing. A list is available on the CCCCCO website under [College Housing and Dormitories](#). Generally on-campus housing has been implemented to assist students living in more remote areas of the state. Other urban/suburban districts where housing is very expensive are also exploring housing opportunities.

Many campuses have also established food pantries, partnering with food banks, food resource programs, and local agencies. Other districts have developed larger resource programs such as SparkPoint that provide food programs, financial coaching, students with “hygiene” bags, interview-appropriate clothing “closets” and connections to job-readiness programs.





## Integrating Student Services and Working with other Departments

### ***Partnering with Instruction***

The CSSO fundamentally knows the value of Student Services departments, but will always have the challenge of negotiating for budget when Instruction earns apportionment and the main role of the college is to provide instruction. Establishing a positive and collaborative relationship with the CIO will help foster mutual respect for the roles of both Student Services and Instruction. For this collaboration to be most effective, the CSSO should understand how the course schedule is developed and based on what (i.e., past practice, student needs based on student education plans or degree audits, the FTES and FTEF associated with the schedule; the enrollment targets and associated apportionment projected in the adopted budget, etc. )

Under the Vision for Success and Guided Pathways, the typical silos between Student Services and Instruction must be eliminated to ensure higher levels of student achievement. CSSOs and other leaders should be actively engaged in Guided Pathways implementation and serve on key committees and decision-making groups. Likewise, the CSSO and CIO should have regularly scheduled meetings to review how integration is working, what obstacles exist, and how to use data to further the objectives for Guided Pathways implementation and increasing student achievement.

### ***Supporting Instructional Faculty***

Student Services and the CSSO can support Instructional faculty in a variety of ways. The first would be to create a continuous information feed of available services and ways students can access them. Creating web links, a hard copy list of services and contact information, attending faculty department meetings with updates, and new faculty orientations, can all add to faculty familiarity and comfort with available services.

Another area of support lies in adequate training and adoption of technology aimed to meet mandates, expedite services, and create nudges, follow through, and support for students. Most colleges already have various online/tech support applications, but may still be working on implementing Student Conduct or Early Alert type programs. It's important to take new tech projects to the campus community, especially the Academic Senate to prepare them for the changes, ask for their support, and highlight the benefits to students.

Finally, CSSOs, DSP&S, Student Conduct administrators, and Title IX coordinators should all work with Instructional faculty to understand the various reporting requirements, mandates, due processes and services available to students. For example, class disruptions or conduct issues must be handled according to Board policy, Student Conduct rules, and within student and faculty rights, depending on the situation. Incidents can be stressful and fraught with misunderstanding, so the earlier and more often scenarios and policy can be discussed before a real event, the better. It's also beneficial having a CIO that understands the nuances of student and faculty rights, conduct and disability challenges, and can assist and support CSSOs and their staff to work more effectively with faculty.

### ***Working with Institutional Research (IR)***

Colleges that have robust IR departments with researchers that understand their data needs and provide reports are a treasure. More and more colleges are using data to make important decisions, report to their constituents, and evaluate where improvements can be made.

Data helps provide a snapshot to how the college is meeting student needs, mandates, and how to improve. Accreditation standards require colleges to demonstrate their effectiveness with data and narratives. Many campus researchers provide valuable help in conducting surveys, focus groups, and otherwise engaging the college community to glean important insights into college programs and operations. IR departments can evaluate student success or achievement gap patterns and recommend interventions or programmatic changes. They can also project student course selection needs, make recommendations for optimizing course enrollment based on student surveys, and evaluate the impact of low enrolled courses on the cost of Instruction.

Institutional Research is also intimately involved in Program Review, developing relevant Student Learning Outcomes, analyzing student outcomes, and providing reports to support the college's Institutional Self-Evaluation Report (ISER) during the accreditation cycle.

### ***Working with Institutional Technology (IT)***

Student Services often uses many technology applications and is often on the forefront of implementing new technology for student and staff use. Many CSSOs are asked to oversee this adoption and implementation process, and if not directly responsible, Student Services faculty and staff always play a key role. As a result, having a good working relationship with the IT department is essential. If they do not support the tech you are adopting, cannot provide you with reports you need, the division is compromised. These delays and obstacles can then impact enrollment and retention, and have a fiscal impact on the college.



How CSSOs approach this relationship varies depending on the district/college, their own comfort with technology, and how collegial and accessible are IT staff. At minimum, CSSOs should be familiar with the technology applications in the division, their current status, who are the champions of that technology, and the obstacles to fully implement. Technology applications should be regularly evaluated for effectiveness and usage, especially before renewing contracts.

Networking with Student Services administrators at other colleges can provide valuable information regarding pitfalls or opportunities in adopting new technology. Beware of the vendor that tries to sell you the moon or the IT director that obfuscates the abilities of current technology you have but do not use. Likewise, don't champion technology you cannot implement because there is little support from your staff or IT or insufficient staff and funds to do a proper job of full implementation.

A good working relationship with IT will smooth the way for effective reporting, clean audits and efficient, student-centered technology. As a non-income generating department, they also compete for resources, and have large overhead costs. Finding ways to partner with them and understanding their challenges can benefit both departments

The Foundation for California Community Colleges [College Buys](#) program has already vetted a variety of technology tools and software at reduced or no cost. Review what's available there before adopting new technology. You might also attend the Chief Information Systems Officers Association (CISOA) summit to get an inside view of how IT professionals see things.

**Working with Marketing**

CSSOs should work closely with Marketing and Communication to ensure that Enrollment Management goals sync with Outreach and Recruitment and other onboarding processes. The Marketing department should also be a member of the Enrollment Management team to coordinate targeted marketing with enrollment goals and populations. CSSOs can help frame marketing messages to different constituent groups or for particular programs and services. The campus should develop ways of evaluating marketing effectiveness and enrollment yield by tagging new students in the student system and following their progress based on targeted marketing efforts.

When the campus has no centralized marketing effort or plan, the CSSO will still need to advocate for staff resources during outreach and financial aid events. The CSSO, CIO, and Instructional deans should determine what marketing messages and publications are needed for outreach and methods for evaluating the effectiveness of marketing efforts. Funds to cover these expenses may come from a variety of budget sources, although individual departments or programs may be asked to fund their own marketing.

**Working with Vendors**

Student Services can provide high level support services for students and staff by contracting with an industry partner for online programs. The [College Buys](#) program vetted vendors that provide numerous kinds of online services. By using a CollegeBuys contracted vendor, you do not need to go out to bid or do a Request for Proposal (RFP), form a selection committee, or recommend a product. You can use the special pricing that CollegeBuys has negotiated with providers. Vendors in the CollegeBuys program are listed at:

Numerous vendors exist to provide services or programs that support students or staff. Your district will have specific procedures for contracting with vendors not partnered with the Foundation's College Buys program. If CSSO's do not have the tech experience to select new programs, contract with a consultant who has experience and can guide you through the process of selecting a vendor.

**International Student Programs**

International students add to the cultural diversity and educational experience for all students, but having a robust International Student program requires a commitment by the district to provide staff, infrastructure, security, and ongoing emotional and academic support for students. Although culturally and financially beneficial to the campus community, insufficient expertise and support can lead to problems.

Creating an International Student Program (ISP) requires sufficient infrastructure, including recruitment and support. This often includes working with international agencies to recruit and screen potential students. Students will need housing arrangements. They will need to be oriented to different cultural and logistical situations, such as mass transportation options (or lack of them), security concerns, culture shock and depression, banking or shopping considerations, etc.

There are many eligibility requirements for International Students, which can be affected by global or national changes in policy, financial crises, or pandemics. Dependency on International Student Programs (ISP) can create budget shortfalls during these often unforeseen, and unplanned for, changes in enrollment.

The requirements for hosting International students is under the purview of the Department of Homeland Security (DHS), which

monitors the stay of all non-immigrant visitors. Once accepted to a U.S. college or university, students will submit an I-20 form issued to the student by the admitting college to the U.S. embassy in their home country. If approved, the student will be issued an F-1 visa for entry and exit in the United States.

Once in the U.S., the Student and Exchange Visitor Program (SEVIS) monitors all F-1 students. Admitting colleges and universities are required to give regular status updates on each ISP student's enrollment, address and other requested information.

There are many rules and restrictions for ISP students, and CSSOs and their ISP coordinators should be aware of these. This will ensure the safety of ISP students and reduce any liability or findings in a SEVIS audit. There is additional information at [Education USA](#) and [ICE](#) websites under the Student and Exchange Visitor Program.

**Office for Civil Rights and Complaints**

The U.S. Department for Civil Rights enforces federal civil rights laws, "which together protect fundamental rights of nondiscrimination, conscience and religious freedom, and health information privacy." Specifically, the OCR enforces Title IX statutes to protect against discrimination based on sex. In addition the OCR enforces the American Disabilities Act and based on Section 504 of the Rehabilitation Act of 1973, prohibits discrimination on the basis of disability. OCR complaints may result in campus investigations, audits, fines, lawsuits and loss of federal financial aid funds.

CSSOs need to be familiar with all board policies and procedures related to any form of harassment and discrimination and aware of who the mandatory reporters are on campus. Human Resources should provide mandatory training on unlawful harassment and discrimination.

Any person who feels they have been harassed or discriminated against based on their protected status may file a complaint with the College or District. There are different procedures for State and OCR complaints, which Board policy should provide. All complaints are taken seriously and should be processed according to the College/District's board policies and procedures. Board policies and procedures and the college website should outline in detail how an individual can file an informal or formal , written or verbal, complaint and the timelines for responding.







The goal of the College/District is to promptly resolve any/all complaints and follow the appropriate steps to ensure that the alleged behavior is stopped immediately. Human Resources should oversee responding to the complainant and processing the complaint, following Board policy and Administrative procedures. If complainants are not satisfied with the process or the outcome, they may file a complaint with the Office for Civil Rights.

OCR will notify the College/District when a complaint has been received. The CSSO may be directed to work very closely with Human Resources to participate in any OCR visit and investigation, especially if the complaint involves a Student Services department such as DSP&S.

## Online Learning and Services

Colleges that provide any online learning should provide online services at the same level as in-person services. CSSOs should prioritize needed services and develop strategies to implement all student services online. Accreditation teams will review whether “like” services are available online and accessible to any population.

Online and hybrid learning is generally the purview of Instruction, however more and more Student Services are offered online. As a result, CSSOs

and their staff and faculty should understand the basic challenges and inequities that may exist for students who need to access online platforms. Inclusive teaching and learning requires transparency, accessibility (including the [Universal Design for Learning](#)) and flexibility.

Over the last several years, the Chancellor’s office has created new online learning initiatives. One is the Online Education Initiative (OEI)/[Virtual Campus](#), which provides online courses in collaboration with multiple colleges. [@One](#) provides professional development in online learning for faculty and staff. And recently the CCCO adopted [Canvas](#) as the preferred course management tool for colleges in the system. This platform standardizes the system across colleges and should make it easier for students to access courses from one college to another. Many colleges have Teaching and Learning centers where faculty can be trained to use online course systems and student-centered strategies for delivering course work online. The Chancellor’s office also sponsors training and online resources.

## Outreach & Recruitment

Effective Outreach and Recruitment (OR), especially in support of Guided Pathways and in an era of decreasing enrollments, is crucial to meeting enrollment goals. OR staff should have a clear idea of annual enrollment and retention goals and be members of any GP onboarding group. If the college has a marketing plan, the OR staff should also coordinate marketing and outreach materials that focus on a consistent theme and are designed to attract certain populations. Staff should be trained in the areas of Diversity, Equity and Inclusion and be aware of best practices working with diverse populations.

Outreach staff should participate in Guided Pathways and Vision for Success efforts on campus to ensure goals are being addressed. Besides liaising with K-12 partners and other community and career programs and services, OR staff can also provide special conferences or other events specifically for underserved populations. These events provide an entree to the college as well as fostering community between the college and other potential student populations.

## Participatory Governance

In 1988 Governor George Deukmejian, signed AB 1725, which emphasized the new role of California community colleges as postsecondary institutions committed to transferring students, offering remedial courses, and providing vocational training. Other issues addressed by AB 1725 are the shift in power from the legislature back to the local board, and a number of concerns related to faculty and the hiring of personnel.

It also included the 75:25 ratio, which refers to the goal that 75% of instruction be taught by full-time instructors and 25% by part-time

instructors. The last main provision of AB 1725 is an adjustment to the financing of the college system using a new “program-based funding” procedure. New formulas also were developed to change the way the community colleges would receive funding, with an emphasis placed on local control. This mandate is controversial and there have been numerous attempts to modify it.

Participatory governance guarantees faculty input in the decision-making process of community colleges. The law’s purpose was to provide a mechanism to ensure that the expertise of the faculty would be used in developing college policies. This law gives faculty the sole right to make decisions in areas known as the “[10+1](#)”.

### *College Governance System*

Participatory governance is the mechanism whereby employees and students participate equitably and collegially in the decision-making processes of the college. The goal is to include, within the decision-making processes, representatives of all college constituencies affected by these decisions. In the spirit of collegiality, and California Title 5 53200-53204, participatory governance attempts to ensure that campus constituent groups are represented on the College Council and, where appropriate, on standing committees.

### *Decision Making Process*

Most colleges have a Governance Manual, which outlines college committees, their charges and membership; the college’s organizational structure; planning models and types; and provides consistent, transparent information about college policies and processes. The manual should include a decision flow chart that reflects how the decision making process functions.

Most colleges have an array of standing and ad hoc committees. The Participatory Governance manual specifies the leadership of each committee and council, and clarifies mission and objectives. This ensures transparency across campus, and creates an expectation for consistent representation of all groups on all committees. Members of each committee are required to keep their constituent groups updated. The overarching committee, often called Coll

## Professional Development and Travel

Professional development is important to maintain currency with new initiatives, mandates, and best practices. Fortunately, the CCCCO sponsors annual training, conferences, and webinars and supporting organizations also offer excellent, affordable training. CSSOS should identify faculty and staff that would benefit from additional training and leadership programs and allocate budget to help them meet their career goals. Often union contracts specify certain annual amounts available to staff and faculty for enrichment or conferences.

Ongoing training will keep staff and faculty informed about changes to state and federal laws that may impact services to students or their job functions. Local Senates can also advocate for greater training related to new initiatives, such as Guided Pathways.

There are many legitimate reasons why students, staff, faculty and administrators need to travel. There should be board policy and procedures that explain under which circumstances individuals are permitted to travel and how travel is approved. CSSOs should ensure that those who travel, particularly students, receive Title IX Training and sign affidavits as receipt of training. Many colleges also have students sign conduct forms that specify expectations for students traveling on college trips prior to approving the travel.

When budgets are tight, travel is one of the first line items that are cut. Many State and Federal grants include funding for travel and training. The grantors’ expectation is that the grantee will comply with travel and training requirements; failure to do so may jeopardize future funding. Some districts only allow in-State travel.

## Program Review

Program Review is an accreditation requirement and an essential part of the college’s review and planning process. It ensures that there is assessment of total quality improvement for each program and/or service. Program review should be tied to mandated programmatic requirements, budget and enrollment management, and is key to determining both long- and short-term resource allocation. Colleges should have formal program review committees, submission calendars, and opportunities for campus constituents to review the process and resulting decisions. Generally, program review provides transparency and information about each program’s mandates, outcomes, goals and challenges. The CSSO’s role is to be well versed in the process, understand the various funding streams and budgets, and represent the interests of Student Services, especially in lean funding cycles.

On a micro level, it is the CSSO’s responsibility to ensure each of their areas complete their program reviews. Program reviews demonstrate what operational functions are working well and where improvements are needed. Colleges, per accreditation



requirements, should have a program review process, instruments (templates), and calendar for periodic updates.

Each year when the college goes through its Budget resource and allocation process, CSSOs and staff will use their program reviews to provide evidence as to why budgets should be increased, staff should be hired, equipment purchased, and training obtained.

All college departments will complete a comprehensive program review every 3 to 5 years. Mini or annual reviews outside of the comprehensive review process will assist the CSSO and managers in developing and documenting their Student Learning Outcomes (SLOs), sometimes also called Service Area Outcomes (SAOs). These SLOs, also an accreditation requirement, will help bridge any gaps in services and outcomes, and paint a clearer picture of the overall quality improvement goals within the program.

## Scholarships

Scholarships provide a bridge for students who otherwise might not qualify for other aid. In many cases scholarships are the only form of Financial Aid allowing students to attend college. For others, a scholarship must be considered as part of the financial aid packet and may result in reducing the amount of other State and Federal aid a student receives.

Foundations play a key role in collecting donations and distributing scholarship funds. It is not uncommon to have hundreds or thousands of students apply for scholarships during the application process. The application process should be systematic, calendared, and well advertised. Students should be given plenty of forewarning and reminders about deadlines, and advised about the application requirements. All students' information is confidential and should be easily accessed when the time comes for reviewers to screen .

Scholarship application readers will have to be trained and “normed” to the screening process prior to reviewing the applications. This is an important step to ensure impartiality and confidentiality.

Many colleges hold an annual event to thank the donors and award scholarships. This event also gives donors an opportunity to meet the students who are the recipients of their scholarships and is another opportunity for building community. The Scholarship Ceremony is one of the most highly coveted on campus. It is not uncommon for hundreds of guests to attend. As with commencement, scholarship events require planning and coordination and can play an important public relations role with the community.

## Senates: Academic, Classified, and Student

The Academic Senate committee is an important voice for faculty and the Academic Senate president and department representatives play key roles in the governance of the college. The State Academic Senate offers annual leadership and curriculum institutes, and is very involved in the Chancellor's Consultation Council and other state-wide committees. It also plays an advocacy role with the Legislature to further faculty concerns and opportunities.

Per [AB 1725](#) the faculty is granted oversight or involvement in ten different areas. These include curriculum; degree/certificate requirements; educational program development; faculty role in college governance; faculty role in accreditation process; faculty professional development; program review; institutional planning and budget development; and other academic matters.

Many colleges also have a Classified Senate with elected officials who operate similarly to the Academic Senate. This does not exist at every college. In some cases members of the Classified union will serve in other roles on campus committees in lieu of a Classified Senate representative. As Student Services leaders, it is in our interest to support Classified leadership opportunities. Often Classified staff feel underrepresented due to being both non-faculty and often non-Instruction. This is exacerbated during bad budget times when Classified staff are often the first to be furloughed or laid off. In the case where succession planning exists, it's beneficial to have Classified leaders who understand the policies and politics of the college, and who may plan to move into administrative roles at some time.

State Classified Senate leadership plays a similar role as the State Academic Senate; that is, to ensure shared governance participation; provide training and leadership opportunities; and advocate for Classified professionals in the community college system.

The Student Senate for the California Community Colleges (SSCCC) was established in 1988 by the Board of Governors. As with the Academic and Classified senates, the SSCCC represents California community college students in state-level shared governance and legislative advocacy. The mission of the SSCCC is to pursue policies that will improve student access, promote student success, engage and empower local student leaders, and enrich their collegiate experience.





All three Senates are divided into regions and representatives are elected from each region to serve at the State level. They are asked to send representatives to serve on State level committees, task forces and inquiry groups to ensure that all constituents have decision-making input. Representatives also serve on the Chancellor’s Consultation Council, the largest participatory governance committee in the CCC system.

College Council, vets and reviews the work of other campus committees, Program Review, and changes to Board policy/procedures. It is the College Council’s responsibility to make recommendations to the President.

## Special Populations

When becoming a new CSSO, review your campus demographics and the services provided to individual student populations. Are there gaps? Are there populations who are underserved or disenfranchised? What obstacles exist to providing those services and what advocacy is required? Are there community partners or agencies that the college could work with to provide better support?

As part of the college’s commitment to Diversity, Equity, and Inclusion sensitivity to and support of special populations is essential. CSSOs ensure that special populations are supported and have safe spaces. Hiring excellent staff that represent the interests of these students and who can effectively advocate for them on campus is crucial.

Work with Student leaders to assess the campus climate for serving diverse populations and consider having focus groups or surveying students. This will enable you to identify where the campus is meeting needs and where it is not.



## Student Conduct

Board policy and procedures regarding the Student Code of Conduct should be reviewed annually and updated as needed. This policy will state what type of behavior is expected of each student while attending the college and representing the college off campus at college hosted events. Student Handbooks and catalog entries related to Conduct should also be current and accessible. Many colleges request that students sign a behavioral contract before becoming members of campus groups. CSSOs must follow processes for discipline, suspension, and expulsion and understand the legal ramifications for making these decisions, reporting to the president and Board. These conditions and actions should be reflected in Board policy and procedures. [AB 2171](#) outlines when a college can deny admission if a student has been expelled from another college.

College staff should be aware of what rights they do or do not have in regard to student conduct in and outside of the classroom. CSSOs or a Student Conduct administrator need to work with various student services areas regarding the rights of these students within their programs vs general college student conduct expectations. DSP&S and Athletics are two areas where clear expectations and processes are important to preserve student rights and adhere to campus Conduct rules. Faculty rights for academic conduct violations are also important to make clear both to faculty and students. [Academic Dishonesty- ASCCC](#)

Colleges with Behavior Intervention teams can often mitigate situations to avoid student censure. They can also provide positive support and referral to services to keep students enrolled and out of trouble. Some colleges have formal hearing committees or student panels. Others have ombudspersons who work through student conduct or complaints prior to a formal investigation. It is often necessary to work with DSP&S or outside agency support professionals in cases where conduct offenders also have mental health or other disabilities that influence their conduct.

Sometimes student conduct may cross over into other areas such as Title IX regulations and processes for investigating charges. Colleges need to have clearly defined criteria for determining what sort of conduct is being investigated, the processes defined by policy and law, and the responsible administrators in these situations. Different individuals should be responsible for Student Conduct and Title IX complaints. Records of all related issues must be documented and filed securely. These records may be reviewed by Accreditation teams or subpoenaed by other entities such as law enforcement.

## Student Employment

There are two types of student employment: [Federal Work Study](#) (FWS) using financial aid funds that are part of the student’s award package, and non-work study positions that are regular jobs on-campus paid for by the department where the student is working.

District/college-funded student jobs are open to any student who is enrolled in at least 12 units at the College and who meets academic eligibility requirements. There are exceptions, which should be documented in student employment literature.

Federal Work-Study (FWS) student employees can only earn up to the Federal Work-Study award amount they are given. This amount can often be adjusted upward. FWS jobs are only open to students who have submitted a FAFSA for financial aid and have a Pell Grant award, a Federal Direct Student Loan offer, or a “work-study job option” message in their financial aid award letter for the academic year in which they will work.

Students can lose their FWS if they don’t earn at least a 2.0 GPA *and* receive a D or better in at least 12 units for a District-Funded job, or in at least 6 units for a Federal Work-Study job.

## Student Engagement

Diverse and special student populations add to the fabric of each CCC – unique colleges where students make friends, establish relationships, find mentors and achieve their goals. It’s incumbent on every CSSO to get to know the different populations of students that attend their college. The Foundation for California Community Colleges and the Chancellor’s office support [Student Engagement](#), recognizing the importance of student involvement in college and CCC governance and policy issues.

Board policy and procedures cover the structure of the Associated Student (AS) group on campus, its election process, and how its finances and budget are administered. Usually faculty or a manager is assigned oversight of AS. Creation of an Associated Student group is covered in [Ed Code 76060](#). Robust AS programs allow students the opportunity to participate in campus and State governance, learn the intricacies of government structure and meeting protocols, and prepare many of them for further advocacy and Civic involvement.



The Associated Students may recommend additional fees they would like to implement to support initiatives or benefits for the students. These types of initiatives would have to be vetted through the participatory governance committees and taken to the Board of Trustees.

Associated Students are asked/or assigned to serve on strategic planning committees. Student representation and voice are critical to making decisions that include student interests and concerns. Student activities enhance the college experience and many officers go on to serve at university and in the community.

Another form of student engagement is Student Life and Clubs. Colleges may have Student Life directors or others who support these efforts. They are responsible for ensuring the Associated Student organization and Club leaders will develop and abide by the current AS Constitution and by-laws. These include holding honest and transparent elections, following the guidelines for establishing and maintaining a campus club, and the process for initiating new fees. They often also attend State conferences with student leaders and provide other important support and oversight as needed.

## Service Area Outcomes

ACCJC accreditation standards have required colleges to develop Service Area Outcomes since the early 2000s. Each course must have learning outcomes that roll into Program Learning outcomes, and which support Institutional Learning Outcomes. Areas where there is little or no Instruction, such as Student and Administrative Services, must develop Service Area Outcomes (SAOs). SAOs and Program Review are linked.

CSSOs should ensure each Student Services area completes SAOs and Program Reviews. Many CSSO direct reports may need training and coaching in order to develop effective and meaningful SAOs. Complete and assessed SLO/SAOs are an important part of the accreditation review and will be evaluated closely by the Accreditation team. By attending to these outcomes early and throughout the program review cycle, departments can be assured that they are aiming toward continuous quality improvement. This will better serve students and will also meet accreditation requirements.

Outcomes assessments are an essential way of evaluating the effectiveness of teaching, learning, and services. They should be regularly evaluated through surveys or other methods to assess if areas are meeting their goals. Institutional Research will be invaluable in helping to assess outcomes. Embedding SAO's in Program Review will ensure that the CSSO and managers are keenly aware of what is happening in their programs and that the SSO/SAO's are tied directly to improving any deficit areas of the program identified in the Program Review. Counseling faculty are expected to have SLOs for their courses. The Academic Senate has developed a position related to SLOs [ASCCC resolution 17.01.S15](#)

## Title IX and Campus Sexual Assault

Federal Law states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” [US Department of Education – Title IX](#)

All California Community Colleges are required to designate a Title IX coordinator. This individual is responsible for receiving Title IX complaints and ensuring that each complaint is given due process as outlined by Title IX, as soon as possible, but not later than mandated deadlines. Most colleges will assign the Title IX coordinator job responsibilities to the CSSO or their designee.

The CSSO and Title IX coordinator, should be familiar with Title IX Law and all California Education Codes that pertain to sexual assaults, dating violence, domestic violence, stalking, affirmative consent and discrimination in athletics. Ensure they work closely with Human Resources to establish, review, and update Board Policy and Procedures that cover these areas. Build a team or identify a group of individuals on campus who will assist with Title IX cases, and ensure they are properly trained.

In May 2020, the US Department of Education made new [Changes to Title IX 2020](#). As Federal law and guidance can change at any time, it's imperative the CSSO and Title IX staff have current information

There must be established processes and procedures for receiving Title IX complaints. Everyone on campus should know how and when to contact the Title IX Officer. Packets of information for both the complainant and the respondent should be available as needed. Each complaint should be handled according to Board Policy and Procedures. Health Services and Marketing can support the college by creating information on how to protect oneself from sexual assaults; information on myths and facts about sexual assault; and services offered on campus and in the community.

[Campus Sexual Assault Laws](#) require that in order to receive state funds for student financial assistance, the college (private or public) must adopt a policy concerning: sexual assault, domestic violence, dating violence, and stalking as they are defined in the federal [Higher Education Act of 1965](#). The policy must address designated incidents against students that occur on or off campus.

The Title IX workload can be heavy. Incidents are very high profile, and need to be addressed quickly and following protocol. Understand who will need to be the mandatory reporters on campus. Ensure these individuals are aware of their mandatory reporting responsibilities and ask the college to support them by sending them to critical Title IX Training.

Title IX efforts can be costly. There should be sufficient budget to cover: annual training; marketing and communications support; possibly staffing; technology support; and legal support to advise on difficult Title IX cases and investigations.

Training and Title IX -related awareness building is critical. Work closely with the Director of Student Life, Athletics Director, Counselors and instructional faculty to develop opportunities to train all students on Title IX. Ensure that students who are traveling for co-curricular activities are some of the first students to attend Title IX training.

Students will often report sexual assault, harassment, and discrimination cases to faculty, health services, friends, and family, and not directly to the Title IX coordinator. This can delay the investigation and due process and reduce the processing time needed to meet deadlines. Therefore, having a reporting mechanism that is easy to use and can be accessed 24/7 is important. Providing mandatory and updated training is also important.

## Transfer and Career Centers

Research shows that most community college students and especially underrepresented students have lower rates of success for achieving their academic goals and transferring to a four-year institution. CCCs are committed to increasing transfer rates, and provide transfer services focusing on transferring to a four-year institution. There are minimum requirements for [Transfer Centers](#).

Both the Transfer Center and the Career Center play vital roles in providing students with the necessary information to prepare them for graduating, transferring, and seeking employment. Without these services, most CCC students would be at a loss when it comes to meeting transfer requirements and looking for employment. CSSOs should be familiar with both Centers and actively participate on the Advisory Committees and activities offered in both areas.

### Transfer Center

Over the past five years, many statewide initiatives were developed to help underrepresented students achieve their transfer goals. Guided Pathways, AB 705, and the Vision for Success were designed to improve student achievement.

A full services Transfer Center should develop relationships with 4 year institutions; provide transfer advising and counseling; oversee workshops and college/career fairs; create a resource library; provide computer labs for college application workshops; document transfer path requirements; work closely with the Articulation Officer. Transfer Centers are required to submit an annual report to the Chancellor's office and have an advisory group.

### Career Center

Many colleges house the Transfer Center in the same office or near the Career office. Students will need the same type of advice and guidance deciding on a career as they will for taking the appropriate courses to ensure transferability.

Career centers help students develop effective resumes; build strong LinkedIn pages and other social media platforms; offer mock interview sessions; provide workshops; host career planning workshops and speakers; highlight local career trends, salary data and other requirements for finding a career.







**Internships**

The Transfer Center can also be instrumental in helping students obtain Internships. Internships offer students valuable work experience in their area of interest. Some internships give students next steps after college. The Center should work closely with local employers and create easy access to internships online and through the college website.

**Veterans Program**

California leads the nation in the size of its veteran population. Community colleges provide the majority of California veteran education, as most veterans are ineligible for direct admission to the University of California or the California State University systems. [VA Benefits](#)

More than 90 of California's 116 community colleges have a veterans resource center. In addition, those who have served have access to priority registration, tutoring, food pantries, and more. At the state level, a Veterans Services Advisory Committee works with colleges in opening the lines of communication to identify student veteran needs and exchange innovative ideas and share strategies for programs that are working. Many colleges have also partnered with [CalVet](#) and other Veteran resources and agencies. Approximately 89,000 veterans, active duty service members and dependents are enrolled at a California community college each year. Student Services role is not limited to providing academic programs and career training for returning veterans, but also includes assisting with the often-difficult adjustment many face when transitioning to life after military service, particularly after combat deployment. Colleges are expanding their veterans resource centers with an array of services. This includes counselors versed in GI Bill requirements and providing support and retention services. Many veterans benefit by having close connections to the Disabled Students Programs and Services and to Health and Wellness services. Veteran students do not always have stable living conditions/housing and the ability to maintain a consistent source of food once discharged. Many veteran students need psychological counseling. As a result, it's important for managers overseeing the program to be keenly aware of all veteran student needs.



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## APPENDIX A - APPORTIONMENT, CREDIT VS. NONCREDIT COURSES

The apportionment funding for colleges is very complex and changes often. For the most accurate information on apportionment, credit vs. noncredit and any changes, visit the Chancellor’s Office website or the links below.

CCCCO Overview  
[Noncredit Curriculum and Instructional Programs](#)

The following [Legislative Analyst’s Office](#) report is an excellent informational overview on credit and noncredit courses.

[California Community Colleges: Effects of Increases in Noncredit Course Funding Rates](#)



APPENDIX B - BACKGROUND ON FUNDING PRACTICES:  
APPORTIONMENT VS. BASIC AID FUNDING

The state provides funding for California Community College’s (CCC’s) 73 districts through two primary mechanisms: apportionments (general-purpose funding based on student enrollment, student course completion), and categorical programs (funding designed to achieve specific educational purposes and allocated based on separate formulas). Each year, the Legislature and Governor specify the total amount of apportionments and categorical-program funding for the CCC system.

**Apportionment**  
The method by which the system office distributes federal, state and local monies to community college districts according to specified formulas.

All districts receive General Fund monies for categorical programs. However, while categorical programs are funded entirely by the General Fund, apportionment funding comes from three main sources: local property taxes, student enrollment-fee revenues, and the state General Fund. Local property taxes and fees are retained by the districts that collect this funding. The General Fund provides the additional funding needed to meet each district’s apportionment target.

Some districts choose to be “basic aid” as local property tax and fee revenues alone exceed the districts’ annual apportionment obligation. These districts, commonly referred to as “basic aid” districts, can keep the excess local revenue and use it for educational programs and services at their discretion.

Basic Aid District

A community college or district that does not receive state funds because its revenues from local property taxes provide more than it would receive under state formulas.

Because they are not dependent on state monies to fund enrollment, basic aid districts are oftentimes insulated from some funding reductions experienced by other districts during state budget crises.

Current Basic Aid Districts:

- Marin Community College District
- Mira Costa Community College District
- Napa Valley College District
- San Mateo Community College District
- San Jose-Evergreen Community College District
- San Luis Obispo Community College District
- Sierra College
- South Orange Community College District
- West Valley-Mission Community College District

APPENDIX C - CALIFORNIA COLLEGE PROMISE

[California College Promise](#) is an overarching framework for improving college affordability, access, and completion. College Promise programs incentivize college enrollment, persistence, and completion by offering financial, academic, and other support services to students based on where they live or where they attend school.

AB 19 creates the California College Promise that provides funds to districts to advance the goals of the legislation. One specific use of funds mentioned in the new law will allow, if a district chooses to use the funds in this way, cover the fees for first time, full-time students.

However, a grant for student to pay their fees is not required. It is recommended that districts review the goals outlined in the legislation and implement their AB 19 promise program so that programs and services are provided with student success in mind.

AB 19 California College Promise Questions and Answers

*The news media has described AB 19 as “free college” for first time, full time community college students. Is this label accurate?*

The actual provisions of the program were not fully described in media coverage. AB 19 allows districts to decide what is best for their students, whether that is to cover fees for first time, full-time students or make use of program funding in other ways that meet the goals of the legislation. Each district and each college may implement the California College Promise(AB19) in different ways. In addition, these funds may be used to tie-in or to expand existing local promise programs.

Here are just some other possible uses:

- Grants to pay the first time, full-time student’s enrollment fees
- Grants to pay student non-enrollment fees
- An enrollment fee reimbursement grant to be paid upon successful full-time completion of each term
- Grants to assist meeting child care, transportation, books and other costs
- Support at Local Education Agencies(LEA) to promote college preparedness and attendance Staffing and academic/student support services to provide interventions and encourage outcomes
- Other uses that support the goals of the legislation

*Does it matter if we provide a fee waiver or award the funds as a grant or scholarship?*

Districts should consider treating AB 19 disbursements as direct assistance instead of fee waivers. Treating the AB 19 disbursement as direct assistance will not result in a decrease in your Total Computational Revenue (TCR) but treating it as a fee waiver will. Direct assistance in the TCR formula does not decrease revenue to your college. This would not be the case at Community Supported (Basic Aid) Districts.

*Does AB 19 replace the California College Promise Grant or CCPG, (formerly known as the BOG fee waiver)?*  
AB 19 does not replace the CCPG. Districts adopting the new first time, full-time fee grant would use AB 19 funds only for students who do not qualify for a CCPG and meet the other AB 19 requirements. All AB 19 promise recipients must complete a FAFSA or Dream Act Application and many may qualify for a CCPG and other need based financial aid. AB 19 funds may also be used to augment and support existing promise programs.

PROGRAM AND PARTICIPATION

*Is a district required to participate in the California College Promise?*

Participation in the California College Promise is voluntary. A district is not required to establish a College Promise program nor is a district with an existing College Promise program required to change that program. However, if a districts seeks to access funding provided by the State to support the California College Promise, the district would need to comply with the requirements in support of the goals of the legislation:

- Increasing the number and percentage of high school students who are prepared for and attend college directly from high school and increasing the percentage of high school graduates who are placed directly into transfer-level mathematics and English courses at a community college Increasing the percentage of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs and increasing the percentage of students who report being employed in their field of study.



- Increasing the percentage of students who successfully transfer from a community college to the California State University or the University of California and increasing the percentage of students who graduate from college with a baccalaureate degree
- Reducing and eliminating regional achievement gaps and achievement gaps for students from groups that are underrepresented at the California Community Colleges, including, but not limited to, under-represented students, low-income students, students who are current or former foster youth, students with disabilities, formerly incarcerated students, undocumented students, students meeting the requirements of Assembly Bill 540 of the 2001–2002 Regular Session of the Legislature, and students who are veterans.

*When did this bill take effect?*

The statutory structure took effect on January 1, 2018. Grants/fee waivers began with summer 2018. Districts who had not been participating in the federal loan program had until January 1, 2019 to re-enter the program. Colleges reentering the loan program had to update their PPA to request to be reinstated to participate in federal student loan program by January 1, 2019. Submission of the updated PPA demonstrated the institution's intent to set-up and process loans.

*What should a district do if it already has a locally funded College Promise that includes a tuition waiver that is duplicative of the tuition waiver allowed in this program?*

A district is not required to expend any monies received from this program on providing tuition assistance to students. Pursuant to Legislative intent, a district should use funding to advance the goals outlined in the program.

*Does a district have to start the promise in summer 2018? If the district IT department needs the time, can we waive fees starting in fall 2018?*

It is the intent of the legislation to begin program benefits with the first summer after the student exits high school. Section 76396.3(c)(2) defines one academic year as: "One academic year" means the total of the summer term that immediately precedes the first semester or quarter of the fall term, and the two consecutive semesters or three quarters that immediately follow that summer term. Each semester or quarter is approximately the same length." Summer payment as a leader to the 2018-19 year allows graduating high school students to receive program benefits as they segue from high school to college. However, since many first-time students begin in the fall, benefits would start with fall, and continue through spring to the following summer if full-time status is maintained.

*Must a student enroll in 12 units or more for every term they attend to receive a waiver of fees?*

12 units is required. Section 76396.3(c)(1) of the California Education Code, added by the AB 19 legislation states: "For purposes of this section, the following terms have the following meanings: "Full time" means 12 or more semester units or the equivalent. For students attending in Summer prior to their first year in college, fees may be waived for summer if the student attends full-time for the fall term. 76396.3(b) of the California Education Code states, in part: "A fee waiver that a student receives pursuant to this subdivision shall only be for one academic year and fees shall only be waived for the summer term and each semester or quarter of that year in which the student maintains full-time status ." We interpret this to allow summer payment at less than 12 units if adjacent to a full-time primary term.

*What are districts required to do to receive funding?*

The Chancellor's Office will be responsible for insuring that districts complete their certifications in order to qualify for appropriated funding:

- Partner with one or more Local Education Agencies (LEAs) to establish an Early Commitment to College Program
- Partner with LEAs to improve college readiness and reduce remediation
- Use evidence-based multiple measures for assessment and placement
- Participate in the CCC Guided Pathways program
- If a college will be covering fees for first-time, full-time students, ensure that students complete the FAFSA or California Dream Act application prior to covering the fees
- Participate in the federal student loan program. Districts not currently in the loan program will have until

January 1, 2019 to re-enter the program.

*Does the district or each college certify the AB 19 District Certification form?*

If district colleges will implement the program in different ways, districts should certify separate forms for each college describing what the college is doing to meet the goals of the program.

*For those colleges issuing grants for first-time college students, what definition will be used for first-time college students?*

The program will use the definition used for IPEDS reporting that defines first-time college student as: "A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or postsecondary formal award earned before graduation from high school)." The IPEDS definition for postsecondary education is also used: "The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs."

*Is there an age limit for the start of a student's first year?*

A student could be considered a first-time college student at any age. However, they must meet the IPED first-time college student definition.

*If a student completely withdraws or drops down to less than the college's full-time attendance, do they need to repay the grant/fee waiver?*

Each institution will establish its own return of funds policies.

*How are mid-year high school graduates, who begin college enrollment in the Spring handled, with regards to one-year of free tuition?*

The student may receive AB 19 fee waivers only for the duration of their first academic year.

*For colleges providing a grant/waiver of fees, could a student receive summer term payment?* The law, as written, tells us that students must be in 12 units to be considered full-time for purposes of using AB 19 funds to waive fees. Payment for summer units would be allowable only if tied to an adjacent full-time primary term. Colleges should provide assistance consistent with other programs.

*What is full-time equivalent for DSPS students?*

The law, as written, tells us that students must be in 12 units to be considered full-time for purposes of using AB 19 funds to waive fees.

Colleges who identify students participating in the DSPS program that would otherwise meet the requirements for a fee waiver under this law should see what other assistance or support can be provided them if they cannot take 12 units. Keep in mind that these students might be able to receive a CCPG fee waiver if they meet eligibility requirements for that program. If a DSPS student is not eligible based on financial need, the college should see whether the student's cost of attendance could be increased to include attendance costs not included in the standard student attendance budget.

*Does a student have to be a California resident to receive funds?*

Participation is limited to California residents and students eligible for the non-resident tuition exemption. For students receiving a grantor waiver from tuition fees, non-residents are not eligible. CEC Section 76396.3(b) states: "A fee waiver provided pursuant to this subdivision shall not be available to a student who is charged a tuition fee pursuant to Section 76140." Section 76140 addresses non-resident fees for students.

*Does attending adult education classes affect the first-time definition?*

Adult education enrollment does not affect a student's classification as first time.



*Does prior attendance in ESL classes affect first-time status?*

First time status is affected only if the student was awarded credit for the ESL coursework or if other credit coursework was completed at the same time as the ESL coursework.

*Must AB 19 fee waiver recipients have attended high school within the college’s service area?* The law is silent on that. A college may offer a waiver of fees for a student who attended high school outside of the college service area and meets the other program requirements.

**PROGRAM FUNDING**

*How were funds allocated to districts?*

Allocation calculations were based on individual college reported MIS data. However, funds were allocated to the district. Calculations: Funds were allocated based on an estimate amount, derived from 2016-17 data, which would cover fee waivers for students who did not get a Community College Promise Grant (formerly known as the BOGFW). Based on individual college data, this amount was \$36 million. The 2018-19 Budget included total funding at \$46 million. The allocation total is comprised of three (3) factors:

1. \$36 million was allocated based on calculated number of non-CCPG students
2. \$2.5 million (25%) was allocated based on FTEs c.7.5 million (75%) was allocated based on number of Pell recipients Fair share calculation: funds were allocated based on the college’s data count as a percent of the system total. Data Used:
3. Prior-prior (2016-17) college count data was used. This included: The number of students who were full-time, first time, did not receive a CCPG (formerly known as BOGFW) and were CA residents.

MIS methodology:

1. First Time and Attempted 24+ Units at specific college in 2016-2017
2. Identified CCPG recipients from A
3. Identified non-CCPG recipients who were CA residents from A
4. Number of FTEs (per 320 report)
5. Number of Pell Grant recipients (MIS)Use of this funding methodology provided more funding for colleges with fewer CCPG fee waivers. Colleges with more CCPG waivers received less funding.

*Is this one-time funding?*

The law creates an ongoing program subject to annual funding in the state budget.

*If the initial allocation falls short, will we be able to request more funding?*

All funds have been allocated. Districts should plan on expending all allocated funds and rationing the funds by some means.

Consider rationing funds by:

- Applying a GPA minimum
- Setting an application deadline Including only students based on: City of residence County of residence High school attended.

These are only suggestions. Establish a policy. It cannot be understated that the accuracy of reported MIS data is critical. This data is used to establish allocations, create reports and for reporting to the Legislature. Be aware that redistribution of funds may be possible once it is known how much funding will not be utilized by a college not participating in the program. However, no additional funds can be guaranteed.

*If we have funds left over, should they be returned?*

All funds are to be spent to meet program goals.

**USE OF THE FAFSA OR DREAM ACT APPLICATION**

*Must colleges require the completion of the FAFSA or Dream Act Application (CADAA) for all of its students?*

The FAFSA or Dream Act Application (CADAA) application is required if the student is receiving a fee waiver or other direct assistance, such as payments for child care, transportation and books.

The California College Promise does not have a stated deadline. Districts could choose to set a final deadline for AB 19 fee waiver application based on local practice. The student’s FAFSA or California Dream Act Application must be completed prior to receiving benefits in the program. Of course, other financial aid programs do have deadlines for FAFSA or CADAA submission.

Information from [https://californiacollegepromise.wested.org/wp-content/uploads/2018/09/AB-19-Question-and-Answers-Updated-8\\_27\\_2018.pdf](https://californiacollegepromise.wested.org/wp-content/uploads/2018/09/AB-19-Question-and-Answers-Updated-8_27_2018.pdf)

More from CA Ed CODE: [https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.2.&chapter=&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.2.&chapter=&article=)



APPENDIX D - CALIFORNIA COMMUNITY COLLEGE CHANCELLOR’S OFFICE

The California Community College system is the largest system of higher education in the nation, with 2.1 million students attending 116 colleges in 73 districts. The college s are diverse in student demographics, geographic locations and size. Some of the colleges are “-college” districts where there is only one college in the district and others are “multi- college districts”, where there are anywhere from 2-9 colleges in a district. The smallest college serves about 1,700 students and the largest serves over 36,000 students each year. The newest college is a 100% online college sponsored by the Chancellor’s Office and is called Calbright College. Despite the great differences among the colleges, the California Community College system as a whole strives to provide students with high quality/low- cost educational experiences to meet their goals.

The California Community College system is governed by a 17-member Board whose members are appointed by the Governor. The Board of Governor (BOG) members are appointed to 2-6 year terms depending on their role. The BOG selects a Chancellor for the system. The Chancellor serves as the Chief Executive Officer of the BOG and is responsible for managing the California Community College Chancellor’s Office. The BOG and the Chancellor’s Office work closely with state and federal officials, as well as other state organizations and the community colleges on policy development and system recommendations. Additionally, each district in the state has a locally-elected Board of Trustees, responsible to local community needs and charged with oversight of the operations of the local colleges.

The governance system of the California Community Colleges is one which uses a process of shared governance. The Board of Governors oversees a Consultation Council in which representatives of selected community college institutional and organizational groups assist in the development and recommendation of policy to the Chancellor and the BOG. The Council meets regularly throughout the year. It develops and recommends policy and reviews comments developed by other groups, locally-elected boards, and the California Legislature. The formal consultation process allows the massive community college system to advise the Chancellor, who then makes recommendations to the BOG on the matters of policy. The purpose of the consultation process is to strengthen a system of communications, policy development, and review to ensure the quality and effectiveness of college operations and programs.

The Chancellor’s Office is located in Sacramento and led by the system Chancellor. It is comprised of 10 areas of focus: Academic Affairs, Office of Communications, College Finance and Facilities Planning, Governmental Relations, Institutional Effectiveness, Internal Operations, Legal, Student Services, Technology Research Information Systems, and Workforce and Economic Development. The Divisions of the Chancellor’s office are designed to assist colleges with the various operational needs and compliance requirements. The Chancellor’s Office also works to implement system wide initiatives and streamline transfer pathways to the University systems. For more information about the Chancellor’s Office, visit the website at [www.cccco.edu](http://www.cccco.edu).

APPENDIX E - CALIFORNIA COMMUNITY COLLEGE DISTRICTS

**Multi College Districts**

**Chabot- Los Positas**

Chabot College  
Las Positas College

**Coast Community College District**

Coastline College  
Golden West College  
Orange Coast College

**Contra Costa Community College District**

Contra Costa College  
Diablo Valley College  
Los Medanos College

**Foothill-DeAnza Community College District**

DeAnza College  
Foothill College

**Grossmont-Cuyamaca Community College District**

Cuyamaca College  
Grossmont College

**Kern Community College District**

Bakersfield College  
Cerro Coso College  
Porterville College

**Los Angeles Community College District**

East Los Angeles College  
Los Angeles City College  
Los Angeles Harbor College  
Los Angeles Mission College  
Los Angeles Pierce College  
Los Angeles Southwest College  
Los Angeles Trade-Technical College  
Los Angeles Valley College  
West Los Angeles College

**Los Rios Community College District**

American River College  
Cosumnes River College  
Folsom Lake College  
Sacramento City College

**North Orange Community College District**

Cypress College  
Fullerton College

**Peralta Community College District**

Berkeley City College  
College of Alameda  
Laney College  
Merritt College

**Rancho Santiago Community College District**

Santa Ana College  
Santiago Canyon College

**Riverside Community College District**

Moreno Valley College  
Norco College  
Riverside City College

**San Bernardino Community College District**

Crafton Hills College  
San Bernardino Valley College

**San Diego Community College District**

San Diego City College  
San Diego City College Continuing Education  
San Diego Mesa College  
San Diego Miramar College

**San Jose -Evergreen Commuity College District**

Evergreen Valley College  
San Jose City College

**San Mateo Community College District**

Cañada College  
College of San Mateo  
Skyline College

**South Orange Community College District**

Irvine Valley College  
Saddleback College

**State Center Commuity College District**

Clovis Community College  
Fresno City College  
Madera Commuity College  
Reedley College



APPENDIX E - Continued

**Ventura Community College District**  
Moorpark College  
Oxnard College  
Ventura College

**West Hills Commuity College District**  
West Hills College Coalinga  
West Hills College Lemoore

**Yosemite Commuity College District**  
Columbia College  
Modesto Junior College

**Yuba Community College District**  
Woodland Community College  
Yuba College

***Single College Districts***

Allan Hancock College  
Antelope Valley College  
Barstow College  
Butte College  
Cabrillo College  
Calbright College  
Cerritos College  
Chaffey College  
Citrus College  
City College of San Francisco  
College of Marin  
College of the Canyons  
College of the Desert  
College of the Redwoods  
College of the Sequoias  
College of the Siskiyous  
Compton College  
Copper Mountain College  
Cuesta College  
El Camino College  
Feather River College  
Gavilan College  
Glendale College  
Hartnell College  
Imperial Valley College  
Lake Tahoe Community College  
Lassen College

Long Beach City College  
Mendocino College  
Merced College  
Mira Costa College  
Mission College  
Monterey Peninsula College  
Mt. San Antonio College  
Mt. San Jacinto College  
Napa Valley College  
Ohlone College  
Palo Verde College  
Palomar College  
Pasadena City College  
Rio Hondo College  
San Joaquin Delta College  
Santa Barbara City College  
Santa Monica College  
Santa Rosa Junior College  
Shasta College  
Sierra College  
Solano Community College  
Southwestern College  
Taft College  
Victor Valley College  
West Valley College

APPENDIX F - CALIFORNIA COMMUNITY COLLEGES LISTSERVS

**Alias List Overview and Subscription Instructions**  
**Alias List Purpose**

An alias list is a method of distributing information to individuals holding specific positions within the California Community Colleges. Determining which alias list to use depends on the targeted audience for the message.

We have two Listserv providers for the California Community Colleges:

1. The alias lists managed by Chancellor’s Office have the suffix xxx@listserv.cccco.edu, and are based on predetermined employment positions (i.e. chief executive officers, academic senate presidents, etc.). Anyone who knows the correct email syntax may use these lists. Alias lists differ from list servers in that alias lists are “hard-wired”; the pointers must be actually physically typed in, whereas in a list server, one must subscribe or unsubscribe to a notification system, such as majordomo.
2. The alias lists managed by the [CCC Technology Center](#) have the suffix xxx@listserv.cccnext.net. The CCC Technology Center provides Listserv hosting for the California Community Colleges regional and systemwide organizations. [An index or existing lists is available here.](#) To subscribe to one of these lists click on the list name and you will find a link allowing the option to subscribe on the right sidebar.

Some advantages to alias lists include being able to email to a generic pointer without knowing the name or email address of the recipient, and allowing more control over to whom the mail goes, as opposed to a list server, where mail goes to all subscribed users. One disadvantage with pointers is that they must be manually maintained and frequently updated to reflect constant personnel changes, as individuals tend to move in and out of the community college system.

Here are some of the various alias abbreviations and what they mean:

Destination	Description
adreg-all	Admissions and Registrars
aoe-all	Administrators of Occupational Education
arcc-all	Accountability Reporting for Community Colleges
art-all	Articulation Officers
asp-all	Academic Senate President
bot-all	Board of Trustees (District Only)
calw-all	California Work Opportunity and Responsibility to Kids
cbo-all	Chief Business Officers
ceo-all	Chief Executive Officers
cfao-all	Chief Financial Aid Officers
chro-all	Chief Human Resources Officers
cio-all	Chief Instructional Officers
ciso-all	Chief Information Systems Officers
cpo-all	Chief Purchasing Officer (District Only)
csso-all	Chief Student Services Officers
de-all	Distance Education
dsps-all	Disabled Student Program and Services
eacpb-all	Exec Assist for local Chancellor/Pres./Board Trustees
eeo-all	Equal Employment Opportunity
eops-all	Extended Opportunity Program and Services
fac-all	Facilities Planners
govr-all	Government Relations
hsp-all	Health Service Personnel
ipeds-all	Integrated Postsecondary Education Data System
mat-all	Matriculation Coordinators



miscn-all	Management Information Systems Contacts
ncmat-all	Non-Credit Matriculation Coordinators
pio-all	Public Information Officers
respl-all	Research and Planning
sbgp-all	Student Body Government President
tcd-all	Transfer Center Directors
vet-all	Veterans Officers

There are essentially two ways to take advantage of these lists: “broadcasting” to a particular group or combination of groups, or using the unique three-digit district/college identifier to target an individual campus, district position or group of individuals.

NOTE: Each list has its own subscription requirements as established by the organization managing the list, so not every list in the index is available for open subscription. In addition, some organizations have chosen to not include their lists in the public index. You may be able to search for these lists per instructions on the page.

**How to Subscribe to the Alias List:**

Each district alias list email coordinator (typically MIS staff person) establishes the names of the “pointers” for each this list. The pointers for the lists should include all persons interested in the topical area covered by each list but typically should always include the director or manager of any programs covered in any of the topical areas. For Example if FA covers Veterans then the director and appropriate staff should monitor the list (receive postings) as “pointers”. If personnel changes, please contact the MIS office at the district level and ask for a change in pointers to identify new staff for the appropriate lists.

**How to Send to the Alias List:**

Staff at the campuses may also use this listserv to communicate statewide with the “pointers” on any list to which they are subscribed. To use the alias list, open your email application. Create a new email message or use an existing message.

**To mail to all members of an alias distribution group**

In the “To:” line, type “xxx-all@cccco.edu” or “xxx-all@listserv.cccnext.net”. XXX refers to the abbreviated alias list designation (i.e. cfao, adreg, vet). The cccco.edu or listserv.cccnext.net designates the Chancellor’s Office email host or CCC Technology Center email host, which is the first stop on the e-mail journey. For any message sent to an entire group alias, “-all” must be used. If either the hyphen or the word all is left out, the email will not be sent. For example, to send a note to all the CFAOs, in the “To” field, type “cfao-all@cccco.edu” (do not include the quotes). When you are finished composing your message, click on the “Send” button.

For security reasons, the listservs has been configured to request positive confirmation of posted messages. You must confirm that the enclosed message did originate from you. To do so, simply reply to the message and type “OK” (without the quotes) in the text of your message, or click on the link provided. NOTE: If this does not work, or if the message did NOT originate from you, then contact the list owner for assistance.

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/info-tech-services/ListServ-Instructions>

**APPENDIX G - CALIFORNIA COMMUNITY COLLEGES TERMINOLOGY**

<b>75/25 Ratio</b>	The goal established by AB1725 for the ratio of full-time faculty to part-time faculty.
<b>10 + 1 (The 11 Responsibilities of the Academic Senate) (AKA AB 1725)</b>	Ed Code Section 70902 (b) (7) provides that the Academic Senate of a college has primary responsibility for “academic and professional matters.” Title 5 Section 53200 (c ) describes the ten areas of responsibility with the addition of one more (+1). The +1 provides for the Academic Senate and the governing board to mutually agree upon other academic and professional matters for consideration. 10 + 1 defined: <ol style="list-style-type: none"> <li>Curriculum, including establishing prerequisites and placing courses within disciplines</li> <li>Degree and certificate requirements</li> <li>Grading policies</li> <li>Educational program development</li> <li>Standards or policies regarding student preparation and success</li> <li>District and college governance structures, as related to faculty roles</li> <li>Faculty roles and involvement in accreditation processes, including self-study and annual reports</li> <li>Policies for faculty professional development activities</li> <li>Processes for program review</li> <li>Processes for institutional planning and budget development, and</li> <li>Other academic and professional matters as mutually agreed upon between the governing board and the academic senate</li> </ol>
<b>A.A./A.S. Degrees</b>	A.A. The Associate Degree may be obtained by the completion of all required courses for a major (18 units or more) with grades of "C" or better in each course, fulfill general education requirements, satisfy competencies, and sufficient electives to meet a minimum total of 60 units with a grade point average of 2.0 ("C" average). A.S. the Associate in Science degree may be met by completing an approved California Community College Certificate Program of 24 semester units or more, and as specified in the General Education Requirements.
<b>AB 1725</b>	Shared governance is a process created by the California state legislature that guarantees faculty input in the decision-making process of community colleges. The purpose of the law, AB 1725, was to provide a mechanism to insure that the expertise of the faculty would be used in developing college policies. Although the phrase "shared governance" is not found in the legislation, it has become the commonly used description of the process that provides for faculty input.
<b>AB 19</b>	California Promise Program. Ensures the first year of college tuition is paid. Requires colleges to be enrolled in the Federal Loan Program.
<b>AB 540</b>	California Education Code Section 68130.0 created a new exemption form the payment of non-resident tuition for certain non-resident students who have attended high school in California and received a high school diploma or its equivalent.



<b>Academic Calendar Year</b>	Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM. Basis/Rationale: 175 days ÷ 5 days per week = 35 weeks ÷ 2 primary terms = 17.5 week semester.175 days X 3 hours = 525 hours, which equals one (1) full-time equivalent student. Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions).
<b>Academic Senate (ASCCC)</b>	The statewide organization represents, by law, the faculty on matters of educational policy. Local academic senates also have legal rights and responsibilities related to local district decision-making.
<b>Accreditation Terms*</b>	Show Cause – when the Commission finds an institution to be in substantial non-compliance with its Eligibility Requirements, Accreditation Standards, or Commission policies or when the institution has not responded to the conditions imposed by the Commission. The institution must demonstrate why its accreditation should be continued within a stated period of time. Warning – when the Commission finds that an institution has pursued a course deviating from the Commission’s Eligibility Requirements, Accreditation Standards or Commission policies to an extent that gives concern to the commission, it may issues a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. Probation – when an institution deviates significantly from the Commission’s Eligibility Requirements, Accreditation Standards or Commission policies, but not to such an extent as to warrant a Show Cause order or the termination of accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation. Reaffirmed – the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies. Recommendations are directed toward strengthening the institution not correcting situations. A Midterm Report must be submitted by the third year of the six-year accreditation cycle. Mid-Term Report – a written response to the recommendations from an accreditation report demonstrating how deficiencies have been resolved and describing progress on self- identified issues from the self-study. Self-Study – (Institutional Self Evaluation Report) a comprehensive review of the institution using institutional data analyzing its strengths, weaknesses, and achievements against its mission and objectives. Visiting Team – a team of trained external peer reviewers appointed by the Commission selected on the basis of their professional expertise in higher education and areas of specialization.
<b>AEBG</b>	Adult Education Block Grant
<b>Association of Community College Trustees (ACCT)</b>	The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 communities, technical, and junior colleges in the United States and beyond.
<b>Allocation</b>	Division or distribution of resources according to a predetermined plan.
<b>Apportionment</b>	Federal, state or local monies distributed to college districts or other governmental units according to certain formulas.
<b>ASF</b>	Assignable Square Feet used in conjunction with the Taxonomy of Programs to define capacity space standards in terms of square footage allowable per 100 Weekly Student Contact Hour (WSCH).

<b>Audit</b>	An examination of documents, records and accounts for the purpose of determining 1) that all present fairly the financial position of the district; 2) that they are in conformity with prescribed accounting procedures; and 3) that they are consistent with the preceding year.
<b>Auxiliary Operations</b>	Service activities indirectly related to teaching and learning. Food service and dormitories are considered auxiliary operations.
<b>Basic Skills</b>	Courses in reading, writing and computation that prepare students for college level work. There are special funds that partially support these programs. May also be called development or remedial skills.
<b>Backfill</b>	Funds allocated by the Legislature to make up for revenues (e.g. student fees, property taxes) that were projected but not received.
<b>Base Year</b>	A year to which comparisons are made when projecting a current condition.
<b>Block Grant</b>	A fixed sum of money, not linked to enrollment measures, provided to a college district by the state.
<b>Board Self-Evaluation</b>	The process of annually evaluating board performance by the Trustees to identify areas of board functions that are working well or need improvement. The process is an accreditation requirement.
<b>BOG</b>	Board of Governors set policy and provides guidance for the 72 districts and 112 colleges.The 17-member board is appointed by the governor and formally interacts with state and federal officials and other state organizations.
<b>BOG Waivers (Now known as the California Promise Grant)</b>	For eligible California residents, the California Promise Grant (Formerly the BOG Fee Waiver) permits enrollment fees to be waived.
<b>Bonds</b>	Investment securities (encumbrances) sold by a district through a financial firm for the purpose of raising funds for various capital expenditures.
<b>Budget Act</b>	The legislative vehicle for the State’s appropriations. The Constitution requires that it be passed by a two-thirds vote of each house and sent to the Governor by June 15 each year. The governor may reduce or delete, but not increase, individual items.
<b>Budget Document</b>	A written statement translating the educational plan or programs into costs, usually for one future fiscal year, and estimating income by sources to meet these costs.
<b>California Community College System Office</b>	The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 112 community colleges and 72 community college districts in California. It is located in Sacramento and allocates State funding to the colleges and districts.
<b>Capacity</b>	The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.
<b>Capacity/Load Threshold Ratios(AKA “Cap Load(s)”)</b>	The relationship between the space available for utilization (square footage that is assignable) and the efficiency level at which the space is currently being utilized. The State measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.
<b>Capital Projects</b>	Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.
<b>Carnegie Unit</b>	A unit of credit; a student’s time of 3 hours per week is equivalent to one unit of credit.



<b>Categorical Funds</b>	Also called restricted funds, these are monies that can only be spent for the designated purpose. Examples: funding to serve students with disabilities (DSPS) or the economically disadvantaged, low-income (EOPS), scheduled maintenance, instructional equipment, and matriculation.
<b>CCFS</b>	320 (“The 320 Report”): One of the primary apportionment (funding) documents required by the State. It collects data for both credit and noncredit attendance. Three reports are made annually: the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full-time equivalent students.
<b>Census</b>	An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.
<b>CEO</b>	Chancellor in a multi-college district and Superintendent/President in a single college district
<b>CEP</b>	Community Enrichment Program-Classes that provide lifelong learning opportunities or development of new skills and upgrading existing ones.
<b>Certificates of Completion</b>	Students must complete the number of units required by the College. No certificate shall consist of less than 12 semester units.
<b>Certificates of Participation (COPs)</b>	Certificates of Participation are used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.
<b>CCLC/CCCT</b>	CCLC - Community College League of California CCCT - Community College of California Trustees
<b>CTE (Career Technical Education)</b>	A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. <a href="http://www.cde.ca.gov/ci/ct/">http://www.cde.ca.gov/ci/ct/</a>
<b>Current Expense of Education</b>	Usually regarded as expenses other than capital outlay, community services, transportation (buses) and selected categorical funds.
<b>Disabled Student Programs &amp; Services (DSPS)</b>	Categorical funds designated to integrate disabled students into the general college program.
<b>DOE</b>	U.S. Department of Education <a href="http://www.ed.gov">www.ed.gov</a>
<b>Dual Enrollment</b>	The enrollment of high school students in community college classes and receiving high school and college credit. Also known as AB288.
<b>Education Code</b>	The body of law which regulates education in California. Implementing regulations are contained in the California Administrative Code, Title 5, the Government Code, and general statutes.
<b>Educational Centers</b>	A postsecondary institution operating at a location remote from the campus of the parent institution which administers it, and recognized by the Chancellor’s Office as a Center.
<b>Educational Master Plan</b>	A part of the College’s Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the Facilities MasterPlan.
<b>Encumbered Funds</b>	Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.
<b>Ending Balance</b>	A sum of money available in the district’s account at year end after subtracting accounts payable from accounts receivable.
<b>Enrollment Cap</b>	A limit on the number of students (FTES) for which the state will provide funding.

<b>Enrollment Fee</b>	Charges to students on a per-unit basis, and established in the Education Code.
<b>Enrollments (Unduplicated)</b>	A student enrollment count (also referred to as “Headcount”) based on an Individual Student Number or Social Security Number that identifies a student only once in the system.
<b>Equalization</b>	Funds allocated by the legislature to raise districts with lower revenues toward the statewide average.
<b>Estimated Income</b>	Expected receipt or accruals of monies from revenue or non-revenue sources (abatements, loan receipts) during a given period.
<b>Extended Opportunity Programs and Services (EOPS)</b>	Categorical funds designated for supplemental services for disadvantaged students.
<b>Facilities</b>	All of the capital assets of the College including the land upon which it is located, the buildings, systems and equipment.
<b>Facilities Master Plan</b>	The Facilities Master Plan is an inventory and evaluation (condition/life span) of all owned facilities (the site, buildings, equipment, systems, etc.). It identifies regulations impacting those facilities and any deficiencies, and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities; identifies the deficiencies relative to those criteria; and defines a plan of correction. It draws on information contained in the Educational MasterPlan.
<b>Faculty Loads</b>	The amount of “teaching time” assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 “teaching hours” per week as being equal to one (1) full- time equivalent faculty; a “full faculty load.” Actual faculty loads are generally governed by negotiated agreements and collective bargaining.
<b>Faculty Obligation Number (FON)</b>	California Code of Regulations (CCR) title 5 section 51025 requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES.
<b>FCMAT</b>	Fiscal Crisis Management Advisory Team <a href="http://www.fcmat.org">www.fcmat.org</a>
<b>Fee</b>	A charge to students for services related to their education.
<b>Fifty-Percent Law</b>	Requires that fifty percent of district expenditures in certain categories must be spent for classroom instruction.
<b>Final Budget</b>	The district budget that is approved by the board in September, after the state allocation is determined.
<b>Fiscal Year</b>	Twelve calendar months; in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government’s fiscal year.
<b>FTEF</b>	An acronym for “full-time equivalent faculty.” Used as a measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.
<b>FTES</b>	An acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that represents 525 class (contact) hours in a full academic year.
<b>Full Time Equivalent Students (FTES)</b>	A measure used to indicate enrollment and workload. The State General Apportionment is based on FTES.



<b>Fund</b>	An independent fiscal and accounting entity with a self-balanced set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.
<b>Fund Balance</b>	The difference between assets and liabilities.
<b>Gann Limitation</b>	A ceiling on each year’s appropriations supported by tax dollars. The limit applies to all governmental entities, including school districts. The base year was 1978-79. The amount is adjusted each year, based on a price index and the growth of the student population.
<b>Governor’s Budget</b>	The Governor proposes a budget for the state each January.
<b>Inflation Factor</b>	An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.
<b>Proposition 13</b>	An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1 percent of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy new taxes.
<b>Proposition 98</b>	An initiative passed in November 1988, guaranteeing a portion of the state’s budget for K-12 and the community colleges. The split was proposed to be 89 percent (K-12) and 11 (CCC), although the split has not been maintained.
<b>Qualified Audit</b>	When an auditor is not willing to certify the District’s financial statements are fully accurate
<b>Reserves</b>	Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes. There are different categories of reserves, including contingency, general, restricted and reserves for long-term liabilities.
<b>Restricted Funds</b>	Money that must be spent for a specific purpose either by law or by local board action.
<b>Revenue</b>	Income from all sources.
<b>Revenue Limit</b>	The specific amount of student enrollment fees, state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by Proposition 98 formula or the Legislature
<b>SB 1440 – Student Transfer (Chapter #428 Statue of 2010)</b>	Associate Degrees for Transfer - Enables the CCC’s and the CSU’s to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. Students are given guaranteed admission into the CSU system, and further are given priority consideration when applying to a particular program that is similar to the student’s community college major.
<b>Scheduled Maintenance</b>	Major repairs of buildings and equipment. Some matching state funds are available to districts to establish a scheduled maintenance program.
<b>Service Area</b>	Any community college’s service area is usually defined by geography, political boundaries, commuting distances and the historical agreements developed with adjacent community colleges. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.
<b>Shared Governance</b>	As outlined in AB 1725 listed above.

<b>Shortfall</b>	An insufficient allocation of money, requiring an additional appropriation, and expenditures reduction, or deficits.
<b>SLO</b>	Student Learning Outcomes – knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. <a href="http://www.accjc.org/glossary">www.accjc.org/glossary</a>
<b>State Apportionment</b>	An allocation of state money to a district, determined by multiplying the district’s total FTES times its base revenue per FTES.
<b>Strategic Plan</b>	Strategic planning is an organization’s process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.
<b>STRS</b>	State Teachers’ Retirement System. State law requires that school district employees, school districts and the State contribute to the fund for full-time certificated employees.
<b>Strong Workforce</b>	Strong Workforce is a program to lead state economic development program driven by “more and better” CTE. The “more” is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The “better” is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.
<b>Student Centered Funding Formula (SCFF)</b>	The Student-Centered Funding Formula is a blended formula made up of: o A Base Allocation based on current enrollment factors; A Supplemental Allocation determined by the number of students who receive a College Promise Grant or a Pell Grant (or both) or who are AB 540 students. A Student Success Allocation based on student success metrics.
<b>Student Education Plan (SEP)</b>	SEP is a counseling tool used to assist students in planning their educational goals. Some student groups are required to complete an SEP for their program e.g., athletes, pre- nursing, veterans.
<b>Student Equity Plan (SEP)</b>	This is a plan which must be submitted to the Chancellor’s Office every three years. The plan outlines college efforts in promoting and ensuring equity on the campus.
<b>Student Financial Aid Funds</b>	Funds designated for grants and loans to students. Includes federal Pell grants, College Work-Study, and the state funds EOPS grants and fee waiver programs.
<b>Subventions</b>	Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example to compensate for loss of funds due to tax exemptions.
<b>Sunset</b>	The termination of the regulations for a categorical program or regulation.
<b>Technology Master Plan</b>	A five year plan for the modernization and security of the District’s electronic equipment and software.
<b>Tentative Budget</b>	The budget approved by the board in June, prior to when state allocations have been finalized.
<b>TMC’s</b>	Transfer model curriculums (AATs: Associate Arts Transfer; AST; Associate Science Transfer)
<b>Title 5</b>	The Section of the Administrative Code that governs community colleges. The Board of Governors may change or add to Title 5.
<b>Title IX</b>	Federal law requiring the protection of students’ educational experiences from unwanted sexual harassment, misconduct, assault or behavior. Each campus is required to name a Title IX compliance officer and conduct training of all staff and students.



<b>TOP Code</b>	<p>The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900’s). Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of State purposes including educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.</p> <p>1500 – Humanities (Letters) 1501 – English 1509 – Philosophy 2200 – Social Sciences 2202 – Anthropology 2205 – History</p>
<b>TOP/CSS Code</b>	<p>Taxonomy of Programs. Numbers assigned to programs to use in budgeting and reporting.</p> <p>Rooms or space are assigned for a particular use and function or a specific discipline or service. The State has a numeric code, a four-digit number that identifies the “type” of use that is supported by a particular room/space. (see TOP Code) Space Utilization: assumed by most faculty and staff on campus to mean the level or degree to which a room is utilized. It is the room’s capacity expressed as the percentage that the room is actually used.</p> <p>Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.</p> <p>Stations: The total space to accommodate a person at a given task (classroom-laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.</p>
<b>Total Cost of Ownership (TCO)</b>	<p>Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years).</p>
<b>TRANS</b>	<p>Districts finance short-term cash flow needs by issuing Tax and Revenue Anticipation Notes (TRANS) through bond underwriters. The notes are paid off with operating revenue.</p>
<b>Unencumbered Balance</b>	<p>That portion of an appropriation or allotment not yet expended or obligated.</p>
<b>Unfunded FTES</b>	<p>FTES that are generated in excess of the enrollment/FTES cap.</p>
<b>Unit Plans</b>	<p>An annual plan by college unit designed to describe the college unit’s support to the college’s educational master plan.</p>
<b>Unqualified Audit</b>	<p>When an auditor finds that the District’s financial statements comply with acceptable accounting practices.</p>
<b>Unrestricted Funds</b>	<p>Generally those monies of the General Fund that are not designated by law or a donor agency for a specific purpose. They are legally regarded as unrestricted since their use is at the Board’s discretion.</p>
<b>WASC/ACCJC</b>	<p>Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges</p>
<b>WSCH</b>	<p>“Weekly Student Contact Hours.” WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525WSCH.</p>

<b>WSCH/FTEF</b>	<p>Represents the ratio between the faculty’s hours of instruction per week (“faculty load”)and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member’s load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.</p> <p>Examples: A faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching three sections of Biology, each section meeting for six hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH)</p>
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**APPENDIX H - CATEGORICAL PROGRAMS**

**Board Financial Assistance Programs (BFAP):** This program provides colleges with dedicated funds to better assist students in the financial aid application and award processes.

**California Adult Education Program (CAEP):** formerly known as the Adult Education Block Grant (AEBG): This program provides colleges financial resources to improve adult education services and programs in their community. CAEP is designed to assist adult learners' transition into higher education programs as well as support their success.

**California College Promise Grant (CCPG):** The CCPG was signed into law in 2016 and provides financial support to districts for implementing new or expanding existing College Promise programs.

**CalWORKS:** This program assists welfare recipient students and those in transition off welfare to achieve long-term self-sufficiency through coordinated services at community colleges including work study, job placement, child care, curriculum development and redesign, and under certain conditions, post-employment skills training and instructional services.

**Cooperative Agencies Resources for Education (CARE):** This is a supplemental component of another categorical program called EOPS which provides EOPS students who are heads of welfare households with young children with support services designed to help the student acquire education, training, and marketable skills needed for eventual self-sufficiency. Every CARE student is an EOPS student who must meet the eligibility criteria for both programs.

**Disabled Student Programs and Services (DSPS):** DSPS provides support services, specialized instruction, and educational accommodations to students with disabilities.

**Extended Opportunity Programs and Services (EOPS):** The primary goal of EOPS is to encourage the enrollment, retention, and transfer of students disadvantaged by language, social, economic and educational circumstances, and to facilitate the successful completion of their goals and objectives in college.

**Foster and Kinship Care Education (FKCE):** This program provides quality education and support opportunities to caregivers of youth so that these providers may meet the educational emotional behavioral and developmental needs of children and youth in the foster care system.

**Foster Youth Success Initiative (FYSI):** The purpose of FYSI is to remove barriers that youth from foster care often encounter when attempting to access, attend, and complete their educational goals at an institute of higher education.

**Guided Pathways:** This is a multi-year, state program designed to provide all California Community Colleges with an opportunity to implement Guided Pathways for the purpose of significantly improving student outcomes. Mathematics, Engineering, Science Achievement (MESA): This program serves financially and educationally disadvantaged students seeking majors in math and science based fields.

**NEXTUP:** Also called Cooperative Agencies Foster Youth Educational Support (CAFEYS). This is another supplemental categorical component of EOPS and is designed to strengthen the capacity of community college districts to support the higher education success, health and well-being of current and former foster youth who are enrolled in the California Community College system.

**Puente:** Co-sponsored by the California Community College and the University of California, Puente provides teaching, counseling, and mentoring for educationally disadvantaged students. The program's goal is to increase the number of underserved students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations.

**Student Equity and Achievement (SEA) Program:** The Chancellor's Office combined the Student Success and Support Program, Student Equity, and the Basic Skills Initiative into one program, SEA, which is designed to provide support for student achievement and success with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

**Strong Workforce Program (SWP):** This program provides “more and better” Career Technical Education (CTE) to community college students. The goal is to increase social mobility and fuel regional economies with skilled workers.

APPENDIX I - DACA: DEFERRED ACTION FOR CHILDHOOD ARRIVALS

Community colleges serve the largest number of undocumented students of any of California's higher education systems, but continue to receive the lowest per student funding levels.

DACA is a federal process that defers removal action of an individual by USCIS for a specified number of years. It is important to note that DACA is not the same as financial aid and Undocumented/Dreamer students should still submit a CA Dream Act Application and Non-SSN GPA instead of a FAFSA. The California Dream Act Application allows students interested in attending eligible California Colleges, Universities and Career Education Programs to apply for state financial aid. This application is unrelated to the federal Deferred Action for Childhood Arrivals (DACA) program.

Now that Governor Gavin Newsom has signed AB 1645 into law, California Community Colleges are required to expand resources for undocumented immigrant students. However, there is one major problem with this law: the lack of funding to implement.

This was confirmed by Vice Chancellor of Governmental Relations for the California Community College system Laura Metune: “AB 1645 did not include a state appropriation. However, the bill authorizes a college campus to accept on behalf of the state any gift, bequest, devises or donation that supports the creation and operation of Dream Resource Centers.”

There are 115 colleges affected by the new law but only 19 have staff designated to serving the undocumented students. The law requires each college to designate a staff member as a Dream Resource Liaison. The liaisons will be responsible for assisting undocumented students in accessing financial aid and other resources.

Community colleges serve the largest number of undocumented students of any of California’s higher education systems, but continue to receive the lowest per student funding levels.

Officials from the CSU system expect to have the funds for each of its campuses beginning in the 2020-21 academic year however, officials with the community college system say their campuses are going to struggle.

The cost to implement the program for all 116 community colleges could reach \$3 million. The role of the liaisons would be to assist undocumented students in accessing all available financial aid, legal services, internships and other academic opportunities. The Dream Resource Centers include counseling in areas like academic, mental health and financial aid. They also provide other services such as legal clinics and professional development.

The University of California's nine undergraduate campuses and one graduate campus already provide the liaisons and resource centers.

“Guidance and Model Policies to Assist California’s Colleges and Universities in Responding to Immigration Issues” increased FERPA protections by providing specific guidelines each campus must take to ensure student data cannot be used for immigration enforcement purposes. In other words, AB 1645 will create a system within the education system staffed with trained liaisons who will protect the undocumented students immigration status legal or not legal.

[Undocumented/Dreamer Students](#)

The California Dream Act Application allows students interested in attending eligible California Colleges, Universities and Career Education Programs to apply for state financial aid. This application is unrelated to the federal Deferred Action for Childhood Arrivals (DACA) program.

[California Nonresident Tuition Exemption Education Code § 68130.5, as amended, commonly known as AB 540](#)

California Nonresident Tuition Exemption commonly known as AB 540, exempts certain students from paying nonresident tuition (higher than resident tuition) and/or allows them to apply and receive state aid at certain California public and private colleges.

- Satisfy either items 1 or 2 (Time and Coursework Requirement)
1. Three (3) or more years of full-time attendance or attainment of equivalent credits earned in California from the following schools (or any combination thereof):
    - A. High School \*
    - B. Adult School \*
    - C. Community College (credit or non-credit courses) \*\* or
  2. Three (3) or more years of full-time high school coursework and attended a combination of elementary, middle and/or high school in California for a combined total of three (3) or more years.

**Excellent resources:**

[California Community Colleges Dreamers Project Strengthening Institutional Practices To Support Undocumented Student Success](#)

[Supporting Undocumented Students Resource Links](#)



APPENDIX J - THE EDUCATION CODE AND TITLE 5

The Education Code and Title 5 contain laws (code) and regulations (Title 5) that govern California Community Colleges. There is a difference between the two, with the Education Code always trumping Title 5.

A big part of the difference between Education Code and Title 5 has to do with the way the State of California operates. Laws are passed via the legislative process. All of these laws are maintained by the Legislative Counsel of California. California law consists of 29 codes, covering various subject areas, the State Constitution and statutes.

A list of the 29 codes is as follows:

- 1. Business and Professions Code
- 2. Civil Code
- 3. Code of Civil Procedure
- 4. Commercial Code
- 5. Corporations Code
- 6. Education Code
- 7. Elections Code
- 8. Evidence Code
- 9. Family Code
- 10. Financial Code
- 11. Fish and Game Code
- 12. Food and Agricultural Code
- 13. Government Code
- 14. Harbors and Navigation Code
- 15. Health and Safety Code
- 16. Insurance Code
- 17. Labor Code
- 18. Military and Veterans Code
- 19. Penal Code
- 20. Probate Code
- 21. Public Contract Code
- 22. Public Resources Code
- 23. Public Utilities Code
- 24. Revenue and Taxation Code
- 25. Streets and Highways Code
- 26. Unemployment Insurance Code
- 27. Vehicle Code
- 28. Water Code
- 29. Welfare and Institutions Code

It should be noted that the Education Code is just one of the 29 codes of the vast body of laws that govern California. Community College Education Code is found in Title 3 of the Education Code and is titled Postsecondary Education.

Division 7 is the section that is devoted specifically to community colleges. It is very important to constantly review the community college section to assure that your college practices are compliant with state law. Remember that the route to Education Code is legislative and that if a conflict exists between Education Code and Title 5, Education Code reigns supreme. Another way to think about this is that Education Code can only be changed by the legislature (or in some instances, deemed invalid by the Supreme Court).

Title 5

Title 5 refers to the administrative laws that govern education. These are very specific regulations dealing with a variety of topics. All Title 5 regulations are either directly derived from, or supported by, law (code). Title 5 regulations for community colleges are formulated by the Chancellor’s Office and approved by the Board of Governors after the consultation process. The consultation process is a major step in developing the Chancellor’s Office recommendations to the Board of Governors. In the case of community colleges, regulations are most often developed to clarify and define the expected actions required to be in compliance with a given law.

California Code of Regulations

The Office of Administrative Law (OAL) ensures that agency regulations are clear, necessary, legally valid, and available to the public. OAL is responsible for reviewing administrative regulations proposed by over 200 state agencies for compliance with the standards set forth in California’s Administrative Procedure Act (APA), for transmitting these regulations to the Secretary of State and for publishing regulations in the California Code of Regulations.

The APA establishes rulemaking procedures and standards for state agencies in California. The requirements set forth in the APA are designed to provide the public with a meaningful opportunity to participate in the adoption of state regulations and to ensure that regulations are clear, necessary and legally valid. The APA is found in the California Government Code, section 11340 et seq. State regulations must also be adopted in compliance with regulations adopted by OAL (see California Code of Regulations, Title 1, sections 1-280). There are 28 classifications of codes in the California Code of Regulations, which are referred to as “Titles”.

Title 5 of the Code of Regulations is Education, which is why we refer to Title 5 as such. When you look at Title 5, you will find ten divisions. Division 6 is where you will find California Community College regulations. Then, within Division 6, there are ten chapters.

Chapter 5 deals with Students and is the one most relevant to CSSOs. Chapter 5 contains 8 subchapters on various topics.

The eight subchapters in Chapter 5 are as follows:

- [Subchapter 1. Student Residence Classification](#)
- [Subchapter 2. Parking for Students with Disabilities](#)
- [Subchapter 2.5. Medical Insurance for Hazardous Activities \[Repealed\]](#)
- [Subchapter 3. Attendance \[Repealed\]](#)
- [Subchapter 4. Student Equity](#)
- [Subchapter 4.5. Electronic Submissions](#)
- [Subchapter 5. Commercial Solicitation on Campus](#)
- [Subchapter 6. Student Records](#)
- [Subchapter 7. Health Services](#)
- [Subchapter 8. Student Organization](#)

As an example, if you wanted to check the regulations for the allowable charges for Student Health Services, you would do the following:

Go to <http://leginfo.legislature.ca.gov/faces/codes.xhtml> to see the list of the 28 Titles, then ...

- TITLE 5. Education
- Division 6. Community Colleges
- Chapter 5. Students
- Subchapter 7. Health Services
- 54704. Allowable Charges

The following is a great website to assist you in understanding laws and regulations. It has an interactive organizational chart that explains how the California Community College System works with regard to laws and regulations. Take a look and be sure to hold your cursor over each box for explanations: <http://www.4faculty.org/includes/digdeeper/flowchart.html>

APPENDIX K - ENROLLMENT TERMINOLOGY & ACRONYMS

Block Schedule

A scheduling technique (standardized start and end times) designed to utilize facilities efficiently and to allow students to easily create schedules without class overlap or conflict.

Census

A reporting “snapshot in time” at approximately 20% of a course. For regular full-term classes (Fall and Spring semesters), the census date is the Monday of the third week of the term unless that Monday is a holiday.

- ▲ Weekly Census  
Attendance reporting type for course sections that are regularly scheduled for the full semester.
- ▲ Daily Census  
Attendance reporting type for course sections that meet on a regular basis for at least five days but meet for less than the full semester. This type is used for most intersession course sections and for short-term course offerings within a regular semester.

Course Catalog

The course catalog will include all the colleges approved credit and noncredit course and program offerings. It will also include all the important information a student needs related to college rules, regulations, and general education patterns.

Course Schedule

A list of classes being offered each semester/session. This will include days/times of class offerings. Class description, Unit value, transferability, assigned instructor, and mode of instruction will also be included.

Electives

- ▲ General Electives: Any degree applicable course used to fulfill degree requirements.
- ▲ Restricted Electives: Specific group of courses that students may select from to fulfill a degree requirement.

Transferable classes

Courses that can be used for units at another institution.

Online Classes

A course conducted remotely via the internet.

Hybrid Class

A course conducted remotely via the internet and in-person.

Pre-requisite

A course that must be completed prior to enrolling in another course.

Co-Requisite

A course requiring concurrent enrollment in another course.

Full-Time Equivalent Students (FTES)

- ▲ Number of Students (at Census) X hours per week X number of weeks/525.
- ▲ Replaced ADA as the community college workload measure for instruction and instructional services. A “full-time student” is defined as one who is enrolled in 12 or more units. FTES is determined by dividing 12 into the total number of units in which all students are enrolled.

Full-Time Equivalent Faculty (FTEF)

The total number of full- and part-time faculty counted in terms of full teaching loads, not headcount.

APPORTIONMENT

The method by which many states distribute federal, state and local funds to college according to specified formulas.

Weekly Student Contact Hours (WSCH)

Weekly Census Procedure: for full-term regularly scheduled classes; uses weekly student contact hours (WSCH) as the basis for calculating total student contact hours.

HEADCOUNT

The actual number of students enrolled at the college.

DCH

Daily Student Contact Hours.

WCH

Weekly Student Contact Hours

TERM LENGTH MULTIPLIER (TLM)

Number of weeks of instruction in regular fall/spring semesters, quarters or term. Includes all days of instruction, final exam days, and approved flexible calendar days.

Semester

Usually Fall & Spring, 15-18-weeks in length.

Quarter

Usually Fall, Winter, Spring, Summer, approximately 10-12 weeks in length.

Apportionment

The method by which the college system offices distribute federal, state and local funds to colleges or college districts according to specified formulas.

Clock Hours

Clock hours are the total number of actual hours per week a student spends attending class or other instructional activities that count toward completing a program of study.

Credit Hours

The phrase “credit hours” refers to the number of credits a student receives for enrolling in, and successfully completing, a given course.

Positive Attendance

Attendance reporting type based on actual student attendance for the course section. Generally used in all noncredit courses and in irregularly scheduled and open-entry/open-exit courses and courses that meet for less than five days.

Credit Classes

A course, that upon completion, will award the student units and appear on their transcript. Typically these units are applied towards a degree, but some units are non-degree applicable.

Noncredit Classes

Courses that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults.



Literature

Enrollment Management in Higher Education

Defining Enrollment Management, Key Offices and Tasks in Enrollment Management, Organizational Models  
StateUniversity.com Education Encyclopedia  
<https://education.stateuniversity.com/pages/1959/Enrollment-Management-in-Higher-Education.html>

7 Things You Should Know About Enrollment Management

Tom Green, Mark McConahay & Eric Range, March 8, 2019. Educause  
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R.B. Wilkinson, James S. Taylor, Angé Peterson, & Maria de Lourdes Machado, November 2007. Educational Policy  
Institute  
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5 Entrepreneurial Strategies Universities Can Use To Boost Enrollment

Robyn D. Shulman, Jul 8, 2018. Forbes  
<https://www.forbes.com/sites/robynshulman/2018/07/08/5-entrepreneurial-strategies-universities-can-use-to-boost-enrollment/?sh=9d07a461c33d>

Report: Enrollment Continues to Trend Downward

Madeline St. Amour, October 15, 2020. Inside Higher Ed  
<https://www.insidehighered.com/news/2020/10/15/worrying-enrollment-trends-continue-clearinghouse-report-shows>

APPENDIX L - FEDERAL TRIO PROGRAMS

Many community colleges have a federal TRiO program at their institution and these are typically under the supervision of the CSSO. These are grant-based programs and awards are for four or five years in length. They are renewable; however, colleges must reapply in the competitive process for renewals.

The Federal TRiO Programs (TRiO) are federal outreach and student services programs in the United States designed to identify and provide services for individuals from disadvantaged backgrounds. They are administered, funded, and implemented by the [United States Department of Education](#). TRiO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. Their existence is owed to the passing of the [Higher Education Act of 1965](#).

TRiO was given its name after the first three programs (Upward Bound, Talent Search, and Student Support Services) were implemented. The name TRiO is not an [acronym](#).

If your college has a TRiO program, there will be a federal program officer assigned to your school. This is a liaison for you to ask questions and clarify regulations. All reporting and grant submission is completed online, and your college should have secure login information for the TRiO portal. TRiO also includes a training program for directors and staff of TRiO projects. These trainings are highly recommended.

The eight TRiO programs are summarized below. They are listed in the order in which they were created.

Upward Bound

[Upward Bound](#) (UB) is a federally funded educational program within the United States. The program is one of a cluster of programs referred to as TRiO, all of which owe their existence to the federal [Higher Education Act of 1965](#). Upward Bound programs are implemented and monitored by the [United States Department of Education](#). The goal of Upward Bound is to provide certain categories of high school student’s better opportunities for attending college. The categories of greatest concern are those with low income, those with parents who did not attend college, and those living in [rural areas](#). The program works through individual grants, each of which covers a restricted geographic area and provide services to approximately 50 to 100 students annually.

Talent Search (TS, but also referred to as ETS: Educational Talent Search)

Talent Search (TS) identifies junior high and high school students who might benefit from intervention strategies meant to increase the chances of the student pursuing a college education. There are currently more than 475 TS programs in the U.S. serving more than 389,000 students. At least two-thirds of the students in each local TS program must be from low-income economic backgrounds and from families where parents do not have a bachelor’s degree. TS is a grant-funded program. Local programs are required to demonstrate that they meet federal requirements every five years in order to maintain funding.

Student Support Services

Student Support Services (SSS) receives funding through a federal grant competition. Funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. SSS projects also may provide grant aid to current participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants.

Educational Opportunity Centers

The Educational Opportunity Centers program (EOC) provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.

Veterans Upward Bound

Veterans Upward Bound (VUB) is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring, and academic instruction in the core subject areas. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs.

Training Program for Federal TRiO Programs

The purpose of the Training Program for Federal TRiO Programs (TRiO Staff Training) is to increase the effectiveness of TRiO programs through staff training and development. Through a grant competition, funds are awarded to institutions of higher education and other public and private nonprofit institutions and organizations to support training to enhance the skills and expertise of project directors and staff employed in the Federal TRiO Programs. Funds may be used for conferences, seminars, internships, workshops, or the publication of manuals. Training topics are based on priorities established by the Secretary of Education and announced in Federal Register notices inviting applications.

Ronald E. McNair Post-Baccalaureate Achievement Program

The, [Ronald E. McNair Post-Baccalaureate Achievement Program](#) often referred to as the McNair Scholars Program, is a [United States Department of Education](#) initiative with a goal of increasing “attainment of PhD degrees by students from underrepresented segments of society,” including first-generation low-income individuals and members from [racial](#) and [ethnic](#) groups historically underrepresented in graduate programs.

Upward Bound Math-Science

Upward Bound Math-Science (UBMS) was first authorized through the [Higher Education Act of 1965](#) and reauthorized in the [Higher Education Opportunity Act of 2008](#). Participating students must have completed the eighth grade and be low-income or “potential first-generation college students”, with two-thirds of selected applicants meeting both of the criteria. The program provides counseling, summer programs, research, computer training, and connections to university faculty with the goal of improving students’ math and science skills and helping them obtain degrees and careers in math and the sciences. Students in the summer program attend 5 weeks of English, math, and science classes in the summer months. [Mathematics](#) classes include [algebra](#), [geometry](#), pre[calculus](#), calculus, and science courses are held for [biology](#), [chemistry](#), and [physics](#). After completing the program, the student receives one college credit from the associated institution.

TRiO programs are an excellent way to provide enhanced services for special populations on your campus. The requests for funding are highly competitive and the proposals are data and time intensive; however if your college is granted an award, it can truly positively affect many students who may otherwise not receive services.

APPENDIX M - FERPA & HIPAA

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Educational institutions receiving funds under programs administered by the U.S. Secretary of Education are bound by FERPA regulations. U.S. Dept. of Education Family Educational Rights and Privacy Act (FERPA): <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

A few key components of the law include:

- ☐ College students must be permitted to inspect their own education records
- ☐ Once a student begins attending a university, the rights transfer from the parents having the right to inspect and review a student’s record to the college student.
- ☐ School officials may not disclose personally identifiable information about students, nor permit inspection of their records, without written permission from the student, unless such action is covered by exceptions permitted by the Act. A notable exception is disclosing information to school officials determined by the institution to have a legitimate educational interest.

Students are informed of their Student Rights under FERPA annually which include, the:

- ☐ Right to inspect and review their education records within 45 days of a request
- ☐ Right to request an amendment of the education records that the student believes is inaccurate or misleading or in violation of the student’s privacy rights
- ☐ Right to provide written consent to disclose personally identifiable information from their records
- ☐ Right to file a complaint with the U.S. Department of Education concerning alleged failures by IU to comply with FERPA requirements

What are education records?

Education records are directly related to a student and maintained by an institution or its agent for all enrolled students, including those in high school. Education records may exist in any medium (e.g., electronic or digital files including email, paper documents, fax documents, oral conversations, etc.). Education records include such things as personal identifiers and bio-demographic data (such as SSN, date of birth, ethnicity, gender, relationship information) and also academic records such as test scores, GPA, graded papers, exams, transcripts, advising notes, financial aid information, etc.)

What is directory information?

Directory Information is specific information kept about the student that is considered public. This information may be released without the student’s written permission. Directory information at IU includes:

- ☐ Name
- ☐ Hometown (City, State, 5 digit zip only)
- ☐ E-mail address
- ☐ Dates of attendance
- ☐ Admission or enrollment status
- ☐ Campus, school, college, division, major
- ☐ Class standing (freshman, sophomore, junior, senior)
- ☐ Degrees and awards
- ☐ Activities



The student may opt to restrict the release of this directory information by contacting the Office of the Registrar on their campus.

From Indiana University. <https://ferpa.iu.edu/basics/index.html>

HIPAA

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient’s consent or knowledge. The US Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule. <https://www.cdc.gov/phlp/publications/topic/hipaa.html>

“Treatment records” under *FERPA*, as they are commonly called, are: records on a student who is eighteen years of age or older, or is attending an institution of postsecondary education, which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student’s choice.

See 20 *U.S.C.* § 1232g(a)(4)(B)(iv); 34 *CFR* § 99.3, “Education records.” For example, treatment records would include health or medical records that a university psychologist maintains only in connection with the provision of treatment to an eligible student, and health or medical records that the campus health center or clinic maintains only in connection with the provision of treatment to an eligible student. (Treatment records also would include health or medical records on an eligible student in high school if the records otherwise meet the above definition.)

“Treatment records” are excluded from the definition of “education records” under *FERPA*. However, it is important to note, that a school may disclose an eligible student’s treatment records for purposes other than the student’s treatment provided that the records are disclosed under one of the exceptions to written consent under 34 *CFR* § 99.31(a) or with the student’s written consent under 34 *CFR* § 99.30. If a school discloses an eligible student’s treatment records for purposes other than treatment, the treatment records are no longer excluded from the definition of “education records” and are subject to all other *FERPA* requirements, including the right of the eligible student to inspect and review the records.

While the health records of students at postsecondary institutions may be subject to *FERPA*, if the institution is a *HIPAA* covered entity and provides health care to *non*students, the individually identifiable health information of the clinic’s *non*student patients is subject to the *HIPAA* Privacy Rule. Thus, for example, postsecondary institutions that are subject to both *HIPAA* and *FERPA* and that operate clinics open to staff, or the public, or both (including family members of students) are required to comply with *FERPA* with respect to the health records of their student patients, and with the *HIPAA* Privacy Rule with respect to the health records of their *non*student patients.

<https://www.hhs.gov/hipaa/for-professionals/faq/518/does-ferpa-or-hipaa-apply-to-records-on-students-at-health-clinics/index.html>

APPENDIX N - FINANCIAL AID AUDIT

Both the Federal Student Aid administration and the California Student Aid Commission conduct periodic program reviews (aka audits) on institutional administration of financial aid programs. Below is a list of the most common findings from those program reviews, and some additional notes about the impact on the California Community Colleges. This list is taken from a federal government training presentation; common findings in California state programs are close to identical to what the federal reviews discover.

1. Student Status – Inaccurate/Untimely Reporting: The institution must be able to report student statuses to the federal government in a timely way. Such statues are: graduated, withdrawal, and dropped below half -time. This is a common finding for community colleges, especially in light of the fact that CCs are not required to take attendance. Avoiding findings in this category requires close consultation with the financial aid department, the instructional department, and instructors/ Academic Senate.
2. Repeat Finding – Failure to Take Corrective Action: If, on a return program review the review team finds that a college did not correct previously identified problems, the review team is less likely to allow a “second chance” and more likely to require a penalty.
3. Return to Title IV (R2T4) Calculation Errors: If a student withdraws prior to completing 60% of a term, the institution must determine if the college or the student owes a repayment to the federal government. The R2T4 calculation is complicated, but there are system applications to assist with correct calculations and repayment. In community colleges such errors are most often done incorrectly because the college does not have an adequate process of determining if and when a student withdraws from all courses for the term (see #1 above). A college can be cited for both #1 and #3.
4. R2T4 Funds Returned Late: Any repayment due to the federal government, and payable by the institution (this happens often due to the way the Promise Grant impacts the R2T4 calculation) must be paid within a certain number of days of the determination of a repayment. And, the determination of the need for a calculation must be made within a certain number of days from when the student withdraws for the term. As you can see #4, along with #3, is also tied to finding #1.
5. Verification Violations: Up to 70%, or more, California community college students get flagged for verification by the federal government. Verification requires that the financial aid office obtain certain documents or information regarding information the student and the student’s family supplied on the Free Application for Federal Student Aid (FAFSA). The financial aid office is not allowed to make disbursements of aid to students selected for verification until verification is complete and accurate. One of the most common mistakes made in verification is that there is something in the student file that contradicts other information the institution has, and the financial aid office staff have not solved that discrepancy.
6. Qualified Auditor’s Opinion Cited in Audit – All institutions are required to have an independent annual audit of institutional records, and copies of these audits must be submitted to the Federal Student Aid department for review. If the audit firm hired by the institution notes financial aid findings the federal department will also include these findings in their own program reviews.
7. Student Credit Balance Deficiencies: If the institution has held federal funds from the student without the student’s permission or beyond when the funds should be released to the student this would be a finding.
8. Entrance and Exit Counseling Deficiencies: Students that borrow from the Federal Direct Student Loan Program must complete an entrance interview prior to receiving loan proceeds, and must receive an exit interview after leaving the college for any reason (i.e. withdrawal, graduation). The federal government provides on-line entrance and exit counseling applications for colleges to use for these purposes. The most common finding here occurs when a student withdraws and the financial aid office is not aware of the withdrawal, so does not provide the exit interview information to the student on a timely basis. Again, this ties back to finding #1 listed above.
9. Pell Grants – Overpayment/Underpayment: The amount of an eligible student’s Pell Grant is determined by the student’s attendance status (full-time, three-quarter time, half-time and less than half-time). If the payment to the student is made inaccurately a finding will be assessed.

10.G5 Expenditures Untimely/Incorrectly Reported:  
Disbursements, repayments, fund receipts and other types of transactions must be reported timely and accurately to the federal government via their G5 reporting system. The Financial Aid Office must work collaboratively with the college’s fiscal services department to ensure correct reporting.

Note: Although not on the most current top 10 list of findings provided by the federal government, there are a couple more findings that California Community Colleges have been cited for over the last few years worth noting.

- A. On-line/Distance Learning Courses not Meeting Standards: This finding in the past was centered on courses meeting the standard levels and types of interaction with students. Program reviews conducted for periods of time during the Covid 19 pandemic will include a review of distance ed and on-line courses.
- B. Improper Direct Loan Eligibility for Students: Institutions have the choice of whether or not to participate in the Federal Direct Loan program. However, if an institution participates, the financial aid office is not supposed to create obstacles that make it harder or impossible for students to receive Direct Loan funds for their time at the college.

And finally, CSSOs should review the status of the institution’s [Cohort Default Rate](#) (how many Direct Loan borrowers go into default after leaving college) and any steps the institution is taking to manage the Rate. (Individual institutions with default rates of **30% or higher for three consecutive years**, or greater than 40% for one year — or both — are subject to sanctions, including a loss of eligibility for one or more federal student aid programs)

As part of this effort, the CSSO and Director of Financial Aid should review processes in place to identify fraudulent enrollments, which typically happen for on-line/distance education courses. If a fraudulent student “enrolls” and then takes out a Direct Loan (and gets a Pell Grant or other aid) the fraudulent student will likely default on the loan and that default will impact the institution’s Cohort Default Rate. Enrollment Services can help with this effort by frequently reviewing admissions applications where the same physical or similar email addresses have been used, which usually signifies a financial aid fraud ring.

APPENDIX O - FREEDOM OF SPEECH, TIME, PLACE AND MANNER

EDUCATION CODE - EDC  
TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5]  
( Title 3 enacted by Stats. 1976, Ch. 1010. )  
DIVISION 7. COMMUNITY COLLEGES [70900 - 88933]  
( Division 7 enacted by Stats. 1976, Ch. 1010. )  
PART 47. STUDENTS [76000 - 76407]  
( Part 47 enacted by Stats. 1976, Ch. 1010. )  
CHAPTER 1. General Provisions [76000 - 76143]  
( Chapter 1 enacted by Stats. 1976, Ch. 1010. )

ARTICLE 7. Exercise of Free Expression [76120 - 76121]  
( Article 7 enacted by Stats. 1976, Ch. 1010. )

[76120.](#)

The governing board of a community college district shall adopt rules and regulations relating to the exercise of free expression by students upon the premises of each community college maintained by the district, which shall include reasonable provisions for the time, place, and manner of conducting such activities. Such rules and regulations shall not prohibit the right of students to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, or other insignia, except that expression which is obscene, libelous or slanderous according to current legal standards, or which so incites students as to create a clear and present danger of the commission of unlawful acts on community college premises, or the violation of lawful community college regulations, or the substantial disruption of the orderly operation of the community college, shall be prohibited.  
(Enacted by Stats. 1976, Ch. 1010.)

[76121.](#)

The governing board of each community college district shall require each community college maintained by the district, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student’s religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably have been avoided is an issue, the burden of proof shall be upon the institution.  
(Added by Stats. 1985, Ch. 633, Sec. 1.)

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=47.&chapter=1.&article=7.](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=47.&chapter=1.&article=7.)



APPENDIX P - HISTORY & BACKGROUND OF CCCS

**1907**  
Passage of the Upward Extension Law, providing legislative authorization for high school districts to create junior colleges to offer postgraduate courses of study similar to the first two years of university studies. It is the first state law in the country that authorizes the establishment of junior colleges.

**1910**  
Founding of the Collegiate Department of Fresno High School (later Fresno City College), one of only three public junior colleges in the country.

**1913**  
Bakersfield, Fullerton, and Long Beach developed junior colleges. Over the next four years, Azusa, Placer, Sacramento, Chaffey, Riverside, and Santa Ana had authorized their own junior colleges. By the fall of 1917, California had sixteen junior colleges.

**1917**  
Passage of the Ballard Junior College Act, providing state and county support for junior colleges and expanding the mission of the junior colleges to include trade studies.  
By the fall of 1917, California had sixteen junior colleges.

**1921**  
Passage of the District Junior College Law, establishing governance by elected governing boards.  
The University of California begins to accredit junior colleges and their faculty.  
Modesto Junior College became the first ever community college district.

**1922**  
The first California junior college transfer student transferred from Modesto Junior College to Stanford.

**1930**  
The American Association of Junior Colleges (later AACC) held its annual meeting in Berkeley, the first time the Association met in a western state.  
California leads the nation with 15,000 students in 34 junior colleges. More than one-third of the nation’s public junior college students were enrolled in a California institution.  
One-sixth of California’s junior college students are enrolled in vocational programs.  
The California Junior College Federation (today, CCLC) was established.

**1932**  
A panel established by the Carnegie Foundation for the Advancement of Teaching, called the Commission of Seven, issued its report, State Higher Education in California, recommending a formal division of labor among the institutions and segments of postsecondary education in California and emphasizing the importance of building enrollment in vocational programs.

**1941**  
J. Cloud, President of San Francisco Junior College, releases the results of a survey showing that the most common junior college vocational/semiprofessional curricula to be automobile maintenance, drafting, pre-engineering, agriculture, and business.

**1943**  
Legislation was passed to institute accreditation of junior colleges by the State Department of Education.

**1944**  
Passage of the GI Bill.

**1947**  
Release of the Truman Commission Report, advocating the expansion of community colleges.  
The California Junior College Federation changes its name to the California Junior College Association (today, CCLC).  
California’s 55 junior colleges enroll 60,346 students, 35% of California’s higher education students.

**1948**  
The Strayer Report of a Survey of the Needs of California in Higher Education was released, recommending the establishment of

more junior colleges to meet the community needs of a number of unserved sections of the state and that the junior colleges, state colleges, and university of California should keep within the bounds of their own field of service.

**1953**  
Establishment of the California Junior College Faculty Council (CJCFC), now known as the Faculty Association of California Community Colleges (FACCC).  
The Western College Association began accrediting California’s junior colleges.

**1958**  
Reorganization of the California Junior College Faculty Council (CJCFC) to the California Junior College Faculty Association (CJCFA).  
More than 40% of all junior college students nationwide are enrolled in California institutions.

**1960**  
Approval of the California Master Plan for Higher Education, restricting admissions to the University of California to the top 12.5% of graduating high school seniors and to the California State Colleges (now CSU) to the top 1/3 of graduating seniors. Community colleges were to remain as open admission institutions.  
The W. K. Kellogg Foundation provided funding to establish 12 community college leadership programs in universities, including programs at Stanford University and the University of California at Berkeley and at Los Angeles.

**1961**  
Passage of AB 2804, establishing a process for colleges that were founded under a K-12 school district to form their own independent community college districts.

**1962**  
Establishment of the Accrediting Commission for Community and Junior Colleges (ACCJC).

**1963**  
Passage of Assembly Concurrent Resolution Number 48 (ACR 48), authorized the Junior College Bureau in the State Department of Education to provide for the establishment of academic senates in the community and junior colleges.

**1967**  
Passage of SB 669, removing community colleges from supervision by the State Department of Education and establishing the Board of Governors of the California Community Colleges and the State Chancellor’s Office.

**1968**  
Sidney Brossman is appointed as the first Chancellor of the California Community Colleges.

**1969**  
The California Junior College Faculty Association (CJCFA) becomes the Faculty Association of the California Community Colleges and moves its office from Long Beach to Sacramento.  
Establishment of the Academic Senate for California Community Colleges (ASCCC).  
Passage of SB 164, establishing Extended Opportunity Programs and Services (EOPS) in the California Community Colleges.

**1975**  
Passage of SB 160, the Rodda Act, authorizing the formation of collective bargaining units in K-12 and community colleges.  
Establishment of the Association of California Community College Administrators (ACCCA).

**1976**  
Passage of AB 77, establishing Disabled Student Programs and Services (DSPS) in the California Community Colleges.

**1978**  
Passage of Proposition 13, the property tax limitation initiative, limiting local funding and centralizing major governance of community colleges in Sacramento.

**1979**  
The Academic Senate of the California Community Colleges and the California Association of Community Colleges (now the Community College League of California) held the first Great Teachers Seminar.

**1983**

Passage of SB 1204 empowering the Academic Senate of the California Community Colleges to nominate faculty members to the governor to appoint to two positions on the Board of Governors.

**1984**  
Authorization of the first ever per unit fee to students at \$5.00 per credit unit with a maximum cap of \$50.00 for 12 credits or more.

**1988**  
Establishment of the Consultation Council to the Board of Governors of the California Community Colleges.  
Passage of AB 1725, the California Community College Reform Act.  
Passage of Proposition 98, providing a minimum level of funding for K-14 education.

**1991**  
Development of the Learning Paradigm (also known as the Learning College) principles at Palomar College, beginning a movement focused on student learning and student learning outcomes.

**1996**  
Passage of Proposition 209, amending the California Constitution to prohibit public institutions from discriminating on the basis of race, sex, or ethnicity.

**2000**  
The Little Hoover Commission issues recommendations for community colleges to improve teaching quality, ensure access, align funding with purpose, and to reinvigorate governance at the state and local levels.

**2002**  
Founding of the Campaign for College Opportunity, an independent advocacy group focused on improving higher education access and success.

**2006**  
Compton College in Compton, California, loses its accreditation. Arrangements are made to transfer the College's governance to El Camino College, creating the El Camino Compton Center.  
Passage of SB361, changing the funding formula for community colleges and providing equalization of funding and increased financial support for low revenue districts.

**2010**  
Passage of SB 1440, simplifying the process for community college students to transfer to the California State University system with guaranteed admission, junior standing, and Associate Degree for Transfer.  
White House Summit on Community Colleges is held in Washington, DC, focusing on college completion, community colleges as the pathway to the baccalaureate, affordability, veterans' services, and partnerships.

**2012**  
Passage of SB 1456, The Student Success Act of 2012, requiring community colleges receiving student support funds to post a student success scorecard that clearly communicates progress in improving completion rates for all students and closing achievement gaps for historically under-represented groups.

**2013**  
Passage of SB 440, strengthening community college transfer reform and setting deadlines for institutional compliance.

**2015**  
Passage of SB 850, authorizing the Board of Governors in consultation with the California State University and the University of California to establish a baccalaureate pilot program at no more than 15 community college districts with one bachelor's degree program each.

**2017**  
Passage of AB 705, requiring colleges to use high school transcripts (instead of only placement tests) as a factor in determining course placement for college-level math and English.  
The Accrediting Commission for Community and Junior Colleges restores accreditation to Compton College.

**2020 (March)**  
The COVID-19 Pandemic closes all colleges campuses and colleges move to online teaching.

**Commentary on the History of California Community Colleges**

Rodda, Albert S.  
<https://eric.ed.gov/?id=ED270135>

This paper traces the development of state and local funding mechanisms which support community college education in California. Part 1 considers the history of California community college finance, looking at California public education in the 19th and early 20th centuries, the development of the state's junior colleges from 1907 to the institution of the Master Plan for Higher Education in 1960, the effects of the Master Plan, and the difficulties experienced by the community colleges in the 1960s and 1970s. Part 2 examines the finances of the community colleges after the passage of Proposition 13 in 1978, describing the financial condition of the system in the post-Proposition 13 period, the enactment of a state financial assistance program to “bailout” the community colleges, and the effects of the 1979 Gann Initiative Amendment, which set a limit on state expenditures equal to the level received in the 1978-79 base years with only small annual adjustments for inflation and population changes. Part 3 focuses on issues currently being considered by the Commission for the Review of the Master Plan for Higher Education pertaining to governance, funding, faculty tenure, and collective bargaining. This section highlights concerns about the erosion of the administrative and governing power of community college district boards; the modification of the current formula for funding and revenue allocation; the implementation of full-time equivalency as a finance mechanism or formula; and modifications in current laws concerning collective bargaining and faculty tenure. (RO)



# APPENDIX Q - INFORMATIONAL RESOURCES FOR CSSOS

## Active Minds

Active Minds is a nonprofit organization dedicated to raising mental health awareness among college students, via peer-to-peer dialogue and interaction. Active Minds has since become the premier organization impacting young adults and mental health. Now on more than 800 campuses, we directly reach close to 600,000 students each year through campus awareness campaigns, events, advocacy, outreach, and more.

<https://www.activeminds.org/>

## American College Personnel Association (ACPA)

*ACPA is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery.*

<https://www.myacpa.org/>

## American Association of Community Colleges (AACC)

AACC is the primary advocacy organization for the nation's community colleges. The association represents nearly 1,200 2-year, associate degree-granting institutions and more than 12 million students. Their mission is Building a Nation of Learners by Advancing America's Community Colleges.

<https://www.aacc.nche.edu/about-us/>

## Association of International Educators (NASFA)

NAFSA is the world's largest nonprofit association dedicated to international education and exchange. NAFSA's is the leading organization committed to international education and exchange, working to advance policies and practices that build global citizens with the knowledge and skills they need to succeed in today's interconnected world.

<https://www.nafsa.org>

## Association for Student Conduct Administration (ASCA)

ASCA is the leading voice for student conduct in higher education. ASCA and its members are dedicated to upholding the integrity of the student conduct process, resulting in the ability to build safer educational communities and positively impact the higher education experience. ASCA supports its members and other higher education professionals by providing professional development opportunities, education materials and resources on a number of topics related to student conduct.

<https://www.theasca.org/>

## Association of California Community College Administrators (ACCCA)

ACCCA is the foremost member-supported professional organization for administrators and managers of California's community college campuses and their district offices. ACCCA was established in 1975 as a non-profit organization dedicated to the advancement of administrator's rights through advocacy. Since its inception, ACCCA has expanded to provide insurance benefits, legal services, professional development opportunities, business partnerships, and career development assistance to a growing coalition of administrators and managers.

<https://www.accca.org/>

## Association for Orientation, Transition, & Retention in Higher Education (NODA)

The mission of NODA is to provide education, leadership, and professional development in the fields of college student orientation, transition, and retention.

<https://www.nodaweb.org/>

## Association on Higher Education and Disability (AHEAD)

AHEAD is the leading professional membership association for individuals committed to equity for persons with disabilities in higher education. Since 1977, AHEAD has offered an unparalleled member experience to disability resource professionals, student affairs personnel, ADA coordinators, diversity officers, AT/IT staff, faculty and other instructional personnel, and colleagues who are invested in creating welcoming higher education experiences for disabled individuals. Informed by its diverse membership.

<https://www.ahead.org/>

## Association of Title IX Administrators (ATIXA)

The Title IX association for advancing gender equity in education. ATIXA is the premier association for Title IX training. Certifications and training courses are led by top practitioners in their fields. Our trainings and certifications cover key competencies for the field, or they can tailor trainings specific to your organizational needs.

<https://www.atixa.org>

## California Community College Chief Information Systems Officer's Association (CISOA)

CISOA is a nonprofit organization supporting technology leadership in the California Community College System. They provide support to information systems professionals in California community colleges, cooperative planning and development of instructional technology and are valued collaborators with student services.

<https://cisoa.org/>

## California Community College Registry (CCC Registry)

The CCC Registry was created to maintain a large-scale database of qualified job seekers who are committed to educational excellence as faculty members or administrators. This is an excellent site to review job descriptions and salaries for CCCs.

<https://www.cccregistry.org/jobs/index.aspx>

## Campus Technology

Campus Technology is one of higher education's top information sources, delivering valuable information via a daily site, monthly digital magazine, newsletters, webinars and online tools. It's the go-to resource for campus professionals, providing in-depth coverage on the technologies and implementations influencing colleges and universities across the nation.

<https://campustechnology.com/Home.aspx>

## Center for Collegiate Mental Health (CCMH)

CCMH is a multidisciplinary, member-driven, Practice-Research-Network (PRN) focused on providing accurate and up-to-date information on the mental health of today's college students. CCMH strives to connect practice, research, and technology to benefit students, mental health providers, administrators, researchers, and the public.

<https://ccmh.psu.edu/>

## Chronicle of Higher Education

The Chronicle of Higher Education is a newspaper and website that presents news, information, and jobs for college and university faculty and student affairs professionals, staff members and administrators The Chronicle has the nation's largest newsroom dedicated to covering colleges and universities. As the unrivaled leader in higher education journalism, we serve our readers with indispensable real-time news and deep insights, plus the [essential tools](#), [career opportunities](#), and knowledge to succeed in a rapidly changing world.

<https://www.chronicle.com/>

## Community College League of California (CCLC)

CCLC is a nonprofit public benefit corporation whose voluntary membership consists of the 73 local public community college districts in California. We support locally elected trustees and community college CEOs serve their students and communities by advocating on their behalf at the state and federal levels, providing continued professional development, and delivering services that employ economies of scale to minimize cost.

<https://ccleague.org/>

## Diverse Issues in Higher Education

Diverse is the preeminent source of critical news, information and insightful commentary on the full range of issues concerning diversity in American higher education. Diverse began writing about diversity, equity and inclusion in higher education long before diversity and multiculturalism became "hot-button" issues. Today, their mission remains as true as it was more than 37 years ago: to provide information that is honest, thorough and balanced. We seek, through traditional and nontraditional mediums, to be change agents and generate public policies that resolve inequities that still exist today.

<https://diverseeducation.com/>

## EdSource: Highlighting Strategies for Student Success

EdSource works to engage Californians on key education challenges with the goal of enhancing learning success. It does so by providing timely, useful and accurate information to key education stakeholders and the larger public; advancing awareness of major education initiatives being implemented in California and nationally; and highlighting effective models and strategies intended to improve student outcomes, as well as identifying areas that are in need of repair or reform.

<https://edsource.org/>

## EDUCAUSE

EDUCAUSE is a nonprofit association whose mission is to advance higher education through the use of information technology. We equip our community with the knowledge, resources, and community-building opportunities needed to help shape strategic IT decisions at every level in higher education.

<https://www.educause.edu/>

**Foundation for California Community College’s CollegeBuys**

The Foundation serves as the official foundation supporting the Board of Governors, Chancellor’s Office, and the entire California Community College system. CollegeBuys, powered by the Foundation, offers discounts of up to 85 percent on a wide range of educational products—from industry-leading software, online student and academic support services and technology to high quality office and classroom furniture.

<https://foundationccc.org/CollegeBuys>

**Higher Ed Dive**

Higher Ed Dive provides in-depth journalism and insight into the most impactful news and trends shaping higher education. The newsletters and website cover topics such as online learning, policy, legal, leadership, enrollment and more.

<https://www.highereddive.com/>

**Inside Higher Ed**

Inside Higher Ed is the leading source for the latest news, analysis, and services for the entire higher education community. Since our founding in 2004, we have not wavered from our mission of delivering independent news and analysis that informs the world about higher education, while providing essential tools and services to help organizations and professionals be more effective. Our mission is to serve all of higher education - individuals, institutions, corporations and nonprofits - so they can do their jobs better, transforming their lives and those of the students they serve.

<https://www.insidehighered.com/>

**JED Foundation**

JED is a nonprofit that protects emotional health and prevents suicide for our nation’s teens and young adults. We’re partnering with high schools and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems. We’re equipping teens and young adults with the skills and knowledge to help themselves and each other. We’re encouraging community awareness, understanding and action for young adult mental health.

<https://www.jedfoundation.org/>

**League for Innovation in the Community College**

The League is an international nonprofit organization with a mission to cultivate innovation in the community college environment. The League serves as a catalyst for introducing and sustaining deep, transformational innovation within and across colleges and international borders to increase student success and institutional excellence.

<https://www.league.org/home>

**National Resource Center for The First-Year Experience and Students in Transition**

The National Resource Center for The First-Year Experience and Students in Transition is the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions.

[https://sc.edu/about/offices\\_and\\_divisions/national\\_resource\\_center/about/index.php](https://sc.edu/about/offices_and_divisions/national_resource_center/about/index.php)

**PPIC Higher Education Center**

The PPIC Higher Education Center advances practical solutions that enhance educational opportunities for all of California’s students—improving lives and expanding economic growth across the state. The center focuses on three critical higher education issues facing California in the 21st century:

- 1. Expanding access: Identifying policies that increase and strengthen pathways to higher education, ensuring that all Californians have the opportunity to earn a college degree.
- 2. Improving outcomes: Promoting strategies that produce more college graduates and prepare Californians to be successful in a changing economy.
- 3. Managing finances: Helping to determine the most effective funding approaches, to keep college affordable and broaden the impact of the state’s higher education investments.

<https://www.ppic.org/higher-education/>

**RP Group**

The RP Group, non-profit, non-partisan team, primarily supports institutional research, planning, and effectiveness (IRPE) professionals in our California Community Colleges (CCC), but also CCC practitioners and administrators as well, in order to help make data accessible and to bridge silos for all educators in our system in order to improve outcomes for — and the lives of — all students.

<https://rpgroup.org/>

**Student Affairs Administrators in Higher Education (NASPA)**

NASPA is the professional home for the field of student affairs. Together, we are dedicated to fulfilling the promise of higher

education through our guiding principles of Integrity, Innovation, Inclusion, and Inquiry. We place students at the center of our work, serving the field through exceptional professional development, research to take on our biggest challenges, advocacy for inclusive and equitable practices and communities, and nurturing networks and pipelines to mentor, rejuvenate, and support.

<https://www.naspa.org/>

**Student Veterans of America (SVA)**

SVA is the premier organization leading service, research, programs, and advocacy for veterans in higher education. SVA elevates the academic, professional, and personal development of veterans in college through chapter programs and services, outcomes and impacts research, and advocacy at every level. With a mission focused on empowering student veterans, SVA is committed to providing an educational experience that goes beyond the classroom.

<https://studentveterans.org>

**University Business**

UB delivers news, analysis, and insight to help higher education leaders discover and employ best practices from colleges and universities across the U.S.

- ▢ UB Daily - Ideas and insight that impact your institution, delivered to your inbox every day.
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- ▢ UB Weekend Roundup - A collection of the week’s most important higher education stories, curated for a deeper, weekend read.
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SPECIAL THANKS TO  
Irvine Valley College Student Equity & Achievement Plan

2019- 2022

1. In the chart below the three-year goal for each metric based on data for the college’s overall

student population and identify the activities that support goal attainment.

Metric	Base- line (2017- 2018)	Tar- get (2021- 2022)
Access: Successful Enrollment	20,090	21,095 (= +5%)
Retention: Fall to Spring	10,547	11,074 (= +5%)
Completion of Transfer Level Math & English in 1 year	569	683 (= +20%)
Certificates and Degrees	1,278	1,534 (= +20%)
Transfer to a Four-Year Institution	2,408 (2016-17)	3,251 (= +35%)

Activities that support goal attainment

Access: Successful Enrollment

The Irvine Valley College (IVC) Outreach Department provides services to our feeder high schools to ensure students and families receive the necessary information related to admissions, financial aid, and matriculation. The Outreach Department assigns student services teams that represent various departments including Counseling; these teams are assigned to each of our service area high schools to provide critical and on-time on-boarding support for our new and prospective students. The Irvine Valley Promise Program provides financial support and academic enrichment to first-time college students to ensure a positive transition to college life and curriculum. The Outreach and Financial Aid departments provide this critical information to prospective students and families. Counseling and Educational Planning Services require students to complete their initial academic plan prior to enrolling (a MAP lab offers students assistance to complete their plan) and are instructed by discipline faculty mentors who provide career advisement. The college’s Guided Self-Placement tool (in accordance with AB705) ensures incoming students are placed appropriately to accelerate time to earn a degree. Irvine Valley College’s ESL department provides admissions and matriculation services (including bilingual staffing) to students from diverse backgrounds, increasing access and enrollment to the college.

IVC’s Freshman Advantage program provides priority registration for those students who complete their matriculation steps two to three weeks prior to the date registration times are set. Through our matriculation efforts on high school campuses and Fast Fridays held at IVC (day-long sessions to help students complete their matriculation steps), we are looking to increase the number of students who qualify for Freshman Advantage. Credit students can complete orientation online or in-person to reduce enrollment barriers. The IVC AESL program offers in-person orientation to all non-credit students. IVC’s Laser Week/Laser Day program is an in-person orientation session designed to help students clarify their academic/career path by providing academic success strategies and academic school-specific orientations. Laser Week/Laser Day services approximately 500-700 students per day.

Retention: Fall to Spring

IVC offers Early Alerts (Extremely Early Support Innovation) to identify students who may be at risk for probation/dismissal. Counselors and select staff can view when instructors reach out to students to offer support/resources. The college also offers probation and dismissal workshops to assist students in getting back on track academically. The IVC Math Center provides drop-in tutoring support to students enrolled in Basic Skills math courses. Furthermore, the Student Success Center also offers online and in-person tutoring support. The Student Success Center also offers computer lab access, providing students with access to specialized software for their coursework. Furthermore, the Student Success Center hours have expanded to serve students on Saturdays. The Center also

Activities that support goal attainment

offers DSPS, EOPS, Re-Entry, Guardian Scholars, and Veteran students with up to two hours of tutoring per week for up to three courses to provide additional support for these student populations. The Summer Bridge Program is a transition program offered each summer to help underrepresented students (Hispanic/Latino & Low SES) better transition into college. The program consists of two faculty-taught courses taken during the summer, providing students with information and guidance on to how to effectively adjust to college life and achieve their goals (e.g., transfer, degree/certificate). IVC has developed multicultural programming to acknowledge and affirm ethnic identities and to increase cultural awareness on the campus. IVC continues to grow and expand its cultural programming to provide a safe space and healthy campus climate which has its positive associations with increasing retention among historically underrepresented student populations.

Completion of Transfer Level Math & English in 1 year
IVC offers an accelerated pre-college writing (English course) that combines three lower level writing courses to provide students with an opportunity to complete their first travel-level English course in a maximum of two semesters. Both the Math and English Departments have developed course mapping in response to AB705 to accelerate completion of math and English coursework. The use of multiple measures has increased placement into transfer level math and English. The Guided Self Placement (GSP) tool is recommended for students to place them into courses that align with their degree of readiness for college level coursework.
Certificates and Degrees
IVC has piloted a program that notifies students who have met degree or certificate of achievement requirements. This pilot program identifies students who are eligible or close to fulfilling the requirements for those degrees/certificates and messages them to apply for the award through the Awards Management System and by speaking with a counselor. IVC has begun to scale its academic and career pathways through a variety of methods including mapping of careers, developing interest clusters, and soliciting student feedback throughout the process. Student feedback has primarily driven the grouping and mapping of courses to ensure the path is simple for students. Our Summer Bridge program will be scaled up to serve a larger amount of students to help them transition to college; data has shown that through the Summer Bridge program, students develop the academic and social skills necessary to actualize their education and career goals. The Summer Bridge program ensures students receive advisement that is relevant to their pathway, learn about opportunities for engagement that support their goals, and have the resources and services available to them to be successful students. The college's Disabled Students Programs and Services (DSPS) department offers a variety of support for students including accommodations, specialized counseling and advising, priority registration, and other adaptive resources to support students in actualizing their graduation and career goals.
Transfer to a Four-Year Institution
The IVC Transfer Center provides workshops, advisement, and university tours to students. The Transfer Center also provides transfer information nights to prospective IVC students, providing them with information on transfer and time-to-degree prior to their enrollment at IVC. The Transfer Center hosts workshops and provides support for students to understand the Associate Degree for Transfer, guaranteeing transfer to a CSU. IVC hosts university and college representatives to provide institution-specific information and support. The IVC Honors Program provides enrichment opportunities (Honors coursework), priority registration, and has partnerships with top universities including UCLA and UCI to provide IVC students with transfer pathways. The Honors Program also has designated counselors who advise students on their transfer pathways, articulation, transfer benefits, and the application process to a four-year university.

2a. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Demographic	Gender	Baseline	Minimum Equity	Full Equity	Goal (40% gap decrease)	% increase
Enrolled in the Same Community College						
Disabled	Female	352	364	380	352	
Hispanic or Latino	Female	2388	2805	2924	2602	9%
Black or African American	Female	303	368	384	335	11%

Filipino	Female	377	395	412	377	
Some other race	Female	82	156	163	82	
Native Hawaiian or other PI	Female	39	56	58	39	
American Indian or Alaska Native	Female	41	49	51	41	
Black or African American	Male	274	305	318	292	6%
Some other race	Male	83	151	158	83	
Native Hawaiian or other PI	Male	29	38	39	29	
Foster Youth	Female	77	101	105	88	15%
Foster Youth	Male	31	40	42	35	13%
LGBT	Female	389	596	622	482	24%
LGBT	Male	330	526	549	418	27%
Retained from Fall to Spring at the Same College						
Economically Disadvantaged	Female	2643	2643	2720	2674	1%
Hispanic or Latino	Female	1191	1215	1251	1215	2%
Native Hawaiian or other PI	Female	7	11	11	7	
White	Male	1700	1712	1763	1700	
Hispanic or Latino	Male	1065	1095	1127	1090	2%
Black or African American	Male	74	88	90	80	8%
Some other race	Male	45	52	54	45	
American Indian or Alaska Native	Male	N/A	1	1	1	
LGBT	Female	119	139	143	129	8%
LGBT	Male	99	115	118	107	8%
Veteran	Male	143	165	170	154	8%
Completed Both Transfer-Level Math and English Within the District in the First Year						
Economically Disadvantaged	Male	126	141	155	126	
Hispanic or Latino	Female	53	72	79	63	19%
American Indian or Alaska Native	Female	N/A	1	1	1	
Native Hawaiian or other PI	Female	N/A	1	1	1	
Hispanic or Latino	Male	51	76	83	64	25%
LGBT	Male	1	7	8	4	300%
Veteran	Male	2	4	5	3	50%
Certificates and Degrees						
Some other race	Female	5	11	14	5	
American Indian or Alaska Native	Female	N/A	1	1	1	



Demographic	Gender	Baseline	Minimum Equity	Full Equity	Goal (40% gap decrease)	% increase
Some other race	Male	5	7	9	5	
Foster Youth	Male	4	6	7	5	25%
LGBT	Fe-male	13	16	19	15	15%
Transferred to a Four-Year Institution						
Native Hawaiian or other PI	Fe-male	2	3	4	2	
American Indian or Alaska Native	Fe-male	1	1	2	1	
Filipino	Male	24	28	35	24	
Black or African American	Male	18	18	23	20	11%
Native Hawaiian or other PI	Male	1	1	2	1	
LGBT	Male	19	20	25	21	11%

Note: Baseline targets indicated for groups where no equity funded activities are currently planned. Groups with set targets are highlighted in green. The current SEA template from the State Chancellor’s Office requires targets only for English and math transfer-level outcomes. However, we will also monitor transfer-level outcomes for students who start in the ESL sequence in accordance with AB1805.

DI Groups	Activities that support goal attainment
Access: Successful Enrollment	
Black/African American	IVC is exploring programs and interventions to establish a support program that directly serves Black and African American students. While there are support mechanisms for all students who apply and intend to enroll at IVC, targeted programming that is designed around specific racial groups is necessary. Some community colleges, including those in our area, have established Umoja programs that are designed to provide support services targeted towards Black and African American students. We are exploring options to develop a program that creates a sense of community among Black and African American students, staff, and faculty.
Hispanic/Latino	IVC hosts a Latinx transfer night targeted towards providing information, support, and services to Latinx students and their families. The IVC Outreach Department provides regular onboarding support to our local feeder high schools with large Latinx student populations including Tustin High School and Beckman High School. The IVC Outreach Department does not actively recruit outside of its service areas of Irvine Unified School District, Tustin Unified School District, and Laguna Beach Unified School District. Tustin High School and Beckman High School, which are regularly serviced by the Outreach Department, have significant percentages of Latinx students. The IVC Counseling Department’s Summer Bridge program provides college preparation support and offers students an opportunity to enroll at the college the summer before their first fall semester. The Summer Bridge program serves a significant percentage of Latinx students and will be scaled up this summer by offering more sections and serving a larger number of students.

Pacific Islander Native Hawaiian or other Pacific Islander American Indian or Alaska Native	Irvine Valley College is the recipient of the Asian American Native American Pacific Islander Serving Institution (AANAPISI) federal grant which is targeted to improving their college outcomes. The AANAPISI program at IVC provides community outreach, hosts events for the Orange County Asian and Pacific Islander community and provides designated counseling services for students to help them transition to college and identify their intended academic and career pathway. The Outreach Department and AANAPISI program have cultivated relationships with local nonprofit organizations that serve the Asian and Pacific Islander community, including the Orange County Asian and Pacific Islander Community Alliance (OCAPICA), to provide them with campus tours, application assistance, and onboarding support.
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DI Groups	Activities that support goal attainment
	The IVC AANAPISI program provides tutoring, peer mentorship, cultural enrichment, and wrap-around support services to students to help them be successful at IVC and beyond.
LGBT	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
Foster Youth	IVC’s Guardian Scholars program targets former and current foster youth and provides priority registration, designated Guardian Scholars counseling/advisement, financial aid assistance, and other direct support services including academic supplies.
Retention: Fall to Spring	
Hispanic/Latino	IVC is launching a Puente program which is geared towards supporting Latinx students through counseling, mentorship, and academic support to increase completion and success.
American Indian Native Hawaiian or other Pacific Islander	The Asian American Native American Pacific Islander Serving Institution (AANAPISI) program at IVC provides community outreach, hosts events for the Orange County Asian and Pacific Islander community and provides designated counseling services to students, helping them transition to college and identify their intended academic and career pathway. The Outreach Department and AANAPISI program have cultivated relationships with local nonprofit organizations that serve the Asian and Pacific Islander community, including the Orange County Asian and Pacific Islander Community Alliance (OCAPICA), to provide them with campus tours, application assistance, and onboarding support. The IVC AANAPISI program provides tutoring, peer mentorship, cultural enrichment, and wrap-around support services for students to help them be successful at IVC and beyond.
Black/African American	IVC is exploring programs and interventions to establish a support program that directly serves Black and African American students. While there are support mechanisms for all students who apply and intend to enroll at IVC, targeted programming that is designed around specific racial groups is necessary. Some community colleges, including those in our area, have established Umoja programs that are designed to provide support services for Black and African American students. We are exploring options to develop a program that creates a sense of community among Black and African American students, staff, and faculty.

<b>LGBT</b>	Our Pride Scholars program provides not only activities and events to establish a positive campus climate for our LGBTQIA+ students, but also has a designated Pride Scholars Counselor who is available for students to meet with 1:1 to provide academic and career development support.
<b>Veteran</b>	The IVC Veterans Services Center provides wrap-around support services including a designated counselor, specialized tutoring, access to psychological resources, and financial aid support to Veteran students.
<b>Economically Disadvantaged</b>	Food and Basic Needs Support. Food Resource Center assisted 350 students with food resources in Fall of 2017. Nearly 100 referrals were given to students for state resources including CalFresh and MediCal and approximately 80 meal cards were given to students (unduplicated) in Fall 2018. The center also provides CalFresh assistance and housing referrals. The Summer Bridge Program also serves a high percentage of economically disadvantaged groups
<b>DI Groups      Activities that support goal attainment</b>	
<b>Completion of transfer level math and English</b>	
<b>Hispanic/Latino</b>	Our Summer Bridge and Puente programs serve/will serve a large proportion of Latinx students at IVC with wrap-around support services.
<b>LGBT</b>	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
<b>American Indian Native Hawaiian or other Pacific Islander</b>	The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC. Elevate and CAANAPI Program; The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC.
<b>Certificates and Degrees</b>	
<b>Hispanic/Latino</b>	The Summer Bridge program services a high proportion of Latinx and first-generation students. The IVC Puente program is currently being established and will target support towards Latinx students through academic enrichment, career development, and transfer support.
<b>LGBT</b>	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
<b>Foster Youth</b>	IVC's Guardian Scholars program is targeted towards former and current foster youth and provides priority registration, designated Guardian Scholars counseling/advisement, financial aid assistance, and other direct support services including academic supplies.
<b>American Indian Native Hawaiian or other Pacific Islander</b>	The Student Activities Center includes the opportunity for all students to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within Student Government.
<b>Transfer to a four-year institution</b>	

<b>Black/African American</b>	IVC is exploring programs and interventions to establish a support program that directly serves Black and African American students. While there are support mechanisms for all students who apply and intend to enroll at IVC, targeted programming that is designed around specific racial groups is necessary. Some community colleges, including those in our area, have established Umoja programs that are designed to provide support services for Black and African American students. We are exploring options to develop a program that creates a sense of community among Black and African American students, staff, and faculty.
<b>Hispanic/Latino</b>	The Summer Bridge program services a high proportion of Latinx students. The IVC Puente program is currently being established and will target support towards Latinx students through academic enrichment, career development, and transfer support.
<b>LGBT</b>	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
<b>American Indian</b>	The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of
<b>DI Groups      Activities that support goal attainment</b>	
<b>Native Hawaiian or other Pacific Islander Filipino</b>	each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC. Elevate and CAANAPI Program; The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC.

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)
- Irvine Valley College's Office of Research, Planning and Accreditation has an assigned Student Equity Research Analyst who will design, lead, and conduct regular quantitative and qualitative studies in collaboration with program leads and content experts. Progress towards the goals will be assessed on, at minimum, an annual basis using local and Chancellor's office data made available via the Student Success Metrics. Local data will be captured semiannually, with program leads providing brief reports of the challenges/successes of the program and any relevant data. After a program/service has had ample time of implementation, they will be evaluated with more rigorous methods to isolate the specific effects of the services/programs on select subgroups.
- The Student Equity Research Analyst and Student Equity Coordinator will compile and present the results to the Student Equity Task Force, a robust team consisting of faculty, members of Academic Senate, classified staff, administrators, students, and community members. Upon review and discussion of the findings, the task force will make recommendations as to whether to continue, scale up, add new, or discontinue programs.
4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs (500 words):
- Our college is committed to focusing on reducing barriers and accelerating students to completion and successful outcomes. Classified professionals, faculty, administrators, and students each play an active role in the work we do to increase student success and close the achievement gap. Our Student Equity and Achievement Program (SEAP) Integration Workgroup was assembled in Spring 2017



and brings together our Basic Skills (BSI), Student Equity, and Student Success and Support Program (SSSP) teams. This workgroup consists of faculty, staff, and administrators who work collaboratively to strategize which practices and programs can fulfill our student success goals. One of the ways in which this group collaborates is by working together to provide budget transparency and dialogue while working collectively to select projects and programs to fund that will help close the achievement gap. IVC conducts a resource request process for each of the categorical programs and the BSI, Student Equity, and SSSP groups convene to discuss the direction the group will go. This allows for more thoughtful dialogue and data-driven planning to facilitate decisions on how to best position the funding to target specific disproportionately impacted groups.

Our college, throughout the resource request and planning process, makes data-informed decision by working very closely with our Research Department. Our Research Department is represented at our SEAP Integration Workgroup, as well as our BSI Task Force, Student Equity Task Force, and SSSP Task Force to present relevant data that shows which of our student populations are experiencing disproportionate impact. Something that makes IVC unique is the transparency with which data is shared, as well as the thoughtful dialogue that ensues regarding how we can move the needle to promote racial equity.

As demonstrated in our overall summary of activities that promote student success and completion, IVC has a variety of programs and departments working to enhance student success. Hence, our Guided Pathways Workgroup, AANAPISI Program, Promise Program (AB 19), and Multiple Measures (AB705) Design Team are also represented in our equity task force and integration groups to ensure we are positioning funding and discussions around scaling up promising

practices. Our 2019-2022 goals will be to continue these important discussions and dialogues to have honest and open conversations about focusing on racial equity and campus climate.

IVC was granted an Institutional Effectiveness Partnership Initiative (IEPI) grant to further our integrated efforts by focusing on effective communication and cultural competence. This initiative will bring a Partnership Resource Team (PRT) to our campus to continue our inter-departmental collaboration with the ultimate goal of enhancing our campus climate for our diverse student body. This will focus on team building across departments and teams, as well as improve communication to continue the work we are doing for student success and achievement.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

C.2 ESL and Basic Skills Completion – African American Students  
By 2018: Increase rates of Basic Skills Improvement for English among African American students according to their individual education goals by 3 points from 33% to 36%. (Student Equity Plan Goal 2016)

Accounting of how Student Equity fund- ing for 2014-15 was expended	English: Faculty Research Stipend of Best Practices (Spring 2015) \$3,100
	- English: Workshop Textbooks \$3,000
	- English: Teacher Training Workshop Stipends \$3,000
	- English: Faculty Research Stipend of Best Practices (Summer 2015) \$6,050
	- English: Workshop Refreshments \$400
Total: \$15,550	
Accounting of how Student Equity fund- ing for 2015-16 was expended	- English: Lit Café Textbooks Total: \$1,382
Accounting of how Student Equity fund- ing for 2016-17 was expended	N/A
Accounting of how Student Equity fund- ing for 2017-18 was expended	N/A
Progress made in achieving the identi- fied goals from prior year plans	Although initially funded by Student Equity, this initiative was not complet- ed due to lack of faculty availability due to the increased involvement with other statewide and federal initiatives.
Total Expenditures (2014-2018)	\$16,932
C.3 ESL and Basic Skills Completion – Re-Entry Students By 2018: Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37%. (Integrated Plan Goal)	
Accounting of how Student Equity fund- ing for 2014-15 was expended	- N/A
Accounting of how Student Equity fund- ing for 2015-16 was expended	- Re-Entry Center: Pt. Time Faculty Counselor Staffing \$20,000
	- Re-Entry Center: Project Specialist (NBU)
Accounting of how Student Equity fund- ing for 2016-17 was expended	\$4,234
	Total: \$24,234
	- Re-Entry Center: Pt. Time Faculty Counselor Staffing \$10,000
	- Re-Entry Center: Project Specialist (NBU) \$4,234
	- Re-Entry Center: Student Aid \$3,000
Accounting of how Student Equity fund- ing for 2017-18 was expended	Total: \$17,234
	Re-Entry Center: Project Specialist (NBU) 20,000
	Re-Entry Center: Events and Programming 3,000
Progress made in achieving the identi- fied goals from prior year plans	Total: \$23,000
	Re-Entry Center Faculty Counselor was hired in October 2016; A Re-Entry Center space was identified in November 2016; Individualized appointments with Re- Entry students begin in October 2016; Specialized group counseling sessions and workshops began in November 2016.

<b>Total Expenditures (2014-2018)</b>	<b>\$64,468</b>
D.1 Degree and Certificate Completion – Re Entry Students	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	See C.3
Accounting of how Student Equity funding for 2016-17 was expended	See C.3
Accounting of how Student Equity funding for 2017-18 was expended	See C.3
Progress made in achieving the identified goals from prior year plans	See C.3
D.2 Degree and Certificate Completion – Resources	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Textbook Loan Library \$5,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Textbook Loan Library \$23,000
	- Student Equity: Laptop Loan Program \$163,498
	<b>Total: \$186,498</b>
Accounting of how Student Equity funding for 2017-18 was expended	Guardian Scholars: Meal Cards \$500
	Student Equity: Transportation Vouchers \$15,608
	Student Equity: Textbook Vouchers \$10,200
	Re-Entry: Student Support \$285
	<b>Total: \$26,593</b>
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity established a Laptop Loan program in 2016-2017 academic year in response to data that indicated access to technology resources was limited for disproportionately impacted groups. Currently, procedures are being developed for intake and usage.
<b>Total Expenditures (2014-2018)</b>	<b>\$218,091</b>
E.1 Transfer – Northern California Campus Tour/Latino Transfer Night <i>By 2018: Increase the transferrate among Hispanic students by 5 points from 35% to 40%. (Integrated Plan Goal)</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- Career/Transfer Center: Seasonal Job Fair/Career Mixer \$1,460
	- Career/Transfer Center: Happy Hours \$1,493
	- Career/Transfer Center: Latino Community Fair \$2,000
	- Counseling Center: Evening Counseling \$20,360
	<b>Total: \$ 25,313</b>

Accounting of how Student Equity funding for 2015-16 was expended	- Transfer Center: Up North College Tour Stipends \$2,205
	- Transfer Center: Up North College Tour \$15,253
	- Transfer Center: Latino Night \$1,600
	<b>Total: \$19,058</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Transfer Center: Up North College Tour Stipends \$1,400
	- Transfer Center: Up North College Tour \$10,000
	- Counseling Center: Latino Night \$800
	<b>Total: \$12,200</b>
Accounting of how Student Equity funding for 2017-18 was expended	Counseling Center: Latino Night \$1,450
Progress made in achieving the identified goals from prior year plans	Student pre- and post-evaluations were collected to see students' learning and overall experience of the Northern CA Campus Tour. The qualitative data results show that students learned and gained a lot through their experiences of visiting, touring and listening to admission information on their Northern CA Campus Tour excursion. For some of these students, it was life changing because it helped them see their options and solidify their choices. Latino Transfer Night was held for two academic years, each in the spring semester. We had 25 students and their families from local high schools and from IVC attend the Latino Transfer Night. By providing these resources, it helped them feel connected to IVC and meet all of the supporting staff/faculty. This event covered the transfer process, financial aid, the California Dream Act and finding and applying for scholarships. We also put together packets of information and flyers of all student services and referrals. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.
<b>Total Expenditures (2014-2018)</b>	<b>\$58,021</b>
E.2 Transfer – Summer Bridge for Hispanic Students <i>By 2018: Increase the transferrate among Hispanic students by 5 points from 35% to 40%. (Integrated Plan Goal)</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Counseling: Summer Bridge Student Support \$13,290
Accounting of how Student Equity funding for 2016-17 was expended	- Counseling: Summer Bridge Student Support \$5,000
	- Counseling: Summer Bridge Project Specialist (NBU) \$5,600
	<b>Total: \$10,600</b>
Accounting of how Student Equity funding for 2017-18 was expended	Counseling: Summer Bridge Project Specialist \$5,000
	Counseling: Summer Bridge Student Support \$6,400
	<b>Total: \$11,400</b>
Progress made in achieving the identified goals from prior year plans	Summer Bridge has been offered for two academic years, each during the summer term. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.
<b>Total Expenditures (2014-2018)</b>	<b>\$35,290</b>



E.3 Transfer – Digital Advertising - Hispanics	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Marketing & Creative Services: Digital Advertising <b>Total: \$14,920</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Marketing & Creative Services: I Heart Radio <b>Total: \$19,560</b>
Accounting of how Student Equity funding for 2017-18 was expended	Marketing & Creative Services: Translation Services \$5,000
	Marketing & Creative Services: Geo-fencing \$5,000
	<b>Total: \$10,000</b>
Progress made in achieving the identified goals from prior year plans	Ad: 320x50 Hispanic; Impressions: 250,045; Clicks: 891; CTR%: 0.36% - 2.5 times higher than industry average. Turning advertising focus to high services offered for underserved students as opposed to one specific group.
Total Expenditures (2014-2018)	<b>\$44,480</b>
F.1 Other College: Research and Evaluation – Analyst	
Accounting of how Student Equity funding for 2014-15 was expended	- Research and Planning: Staffing <b>Total: \$72,571</b>
Accounting of how Student Equity funding for 2015-16 was expended	- Research & Planning: Student Equity Research Analyst <b>Total: \$96,909</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Research & Planning: Student Equity Research Analyst <b>Total: \$57,693</b>
Accounting of how Student Equity funding for 2017-18 was expended	Research & Planning: Student Equity Research Analyst <b>Total: \$86,802</b>
Progress made in achieving the identified goals from prior year plans	A Research Analyst was hired in February 2016 and serves as a member of the Student Equity Leadership team. The Research Analyst position conducted orientations, attended monthly meetings, and analyzed mid-year and year-end reports for each equity initiative on its assessment and evaluation strategies.
Total Expenditures (2014-2018)	<b>\$ 313,975</b>
F.2 Other College: Outreach - Director	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Outreach: Director <b>Total: \$115,566</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Outreach: Director <b>Total: \$70,824</b>
Accounting of how Student Equity funding for 2017-18 was expended	- Outreach: Director <b>Total: \$142,735</b>
Progress made in achieving the identified goals from prior year plans	An Outreach Director was hired in March 2016 and serves as a member of the Student Equity Leadership team. The Outreach Director conducted orientations, attended monthly meetings, analyzed mid-year and year-end reports for each equity initiative on its outreach strategies. Outreach activities encompass almost all areas of Student Equity programs, such as ESL, Foster Youth, Veterans, Latino Transfer night, and the Re-entry center.
Total Expenditures (2014-2018)	<b>\$329,125</b>
F.4 Other College: Student Equity Support Staff	
Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.	

Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Project Specialists (3) \$25,214
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Project Specialists (3) \$19,200
	- Student Equity: Diversity and Peer Educators (DEPE) Staffing \$19,800
	<b>Total: \$39,000</b>
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Project Specialist (3) \$49,000
	Student Equity: Student Leaders (6) \$15,000
	Student Equity: Administrative Assistant \$83,978
	<b>Total: \$147,978</b>
Progress made in achieving the identified goals from prior year plans	In August 2016, three project specialists were hired to assist the Director of Student Life and Equity programs with multicultural programming and student leadership development of student equity initiatives. There was an expansion of the staff to include student leaders called Diversity & Equity Peer Educators (DEPE) in January 2017.
Total Expenditures (2014-2018)	<b>\$212,192</b>
F.5 Other College: Cultural Competency Summit	
Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.	
Accounting of how Student Equity funding for 2014-15 was expended	- Student Services: Cultural Competency Summit \$32,525
Accounting of how Student Equity funding for 2015-16 was expended	- See F.12
Accounting of how Student Equity funding for 2016-17 was expended	- See F.12
Accounting of how Student Equity funding for 2017-18 was expended	See F.12
Total Expenditures (2014-2018)	<b>\$32,525</b>
F.6 Other College: Ethnic Studies Curriculum Development	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- No Equity Funds were utilized
Accounting of how Student Equity funding for 2016-17 was expended	- No Equity funds were allocated
Accounting of how Student Equity funding for 2017-18 was expended	N/A
Progress made in achieving the identified goals from prior year plans	Although denoted in the plan, none of the funds were utilized due to lack of faculty availability.
F.7 Other College: Student Equity and Social Justice Retreat	
Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A

Accounting of how Student Equity funding for 2015-16 was expended	- N/A
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Diversity and Equity Retreat <b>Total: \$16,300</b>
Accounting of how Student Equity funding for 2017-18 was expended	N/A
Progress made in achieving the identified goals from prior year plans	The Diversity and Equity Retreat took place in November 2016. Pre-test and post-tests showed significant increased cultural competency skills for faculty, staff, and student participants.
Total Expenditures (2014-2018)	<b>\$16,300</b>
F.8 Other College: DREAM BOOK CLUB <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: DREAM Book Club <b>Total: \$25,000</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: DREAM Book Club <b>Total: \$17,000</b>
Accounting of how Student Equity funding for 2017-18 was expected	Student Equity: DREAM Book Club <b>Total: \$7,945</b>
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity conducted 14 monthly DREAM book clubs from April 2016 until June 2017. Monthly meetings were held both face-to-face and online via Blackboard. The meetings averaged 40 members per book club, and evaluations showed that the book clubs increased cultural competency knowledge of faculty, staff, and student participants.
Total Expenditures (2014-2018)	<b>\$49,945</b>
F.9 Other College: Student Equity Meet and Greet <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Meet and Greet: Informal Networking Receptions <b>Total: \$13,700</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Meet and Greet: Informal Networking Receptions <b>Total: \$5,000</b>
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Meet and Greet: Informal Networking Receptions <b>Total: \$1,368</b>
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity conducted a meet and greet informal networking reception for the disproportionately impacted populations (Hispanic, African American, Foster Youth, Veterans, Re-Entry) and underrepresented populations (Asian American and LGBTQ) during the fall and spring semesters of 2016-2017. Student participants reported positively about the campus climate and noted an increased engagement in campus community.
Total Expenditures (2014-2018)	<b>\$20,068</b>
F.10 Other College: Multicultural Programs <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	

Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Multicultural Programs <b>Total: \$14,000</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Multicultural Programs \$15,000 - ELEVATE: AAPI Month \$2,500 <b>Total: \$17,500</b>
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Multicultural Programs \$10,000 Laser Week: New Student Orientation \$6,000 <b>Total: \$16,000</b>
Progress made in achieving the identified goals from prior year plans	Since January 2016, the Office of Student Equity has conducted over 40 individual multicultural programs to educate the campus community about the cultures, heritages, and issues impacting disproportionately impacted communities including events listed in F.5, F.7, F.8, F.9. Other events include: Lunar New Year, African American Heritage Month, Holi, Diwali, Indigenous Peoples Day, Dia de los Muertos, and Real Talk. The Office of Student Equity has also established social media accounts and a news-letter. Initial feedback on the effectiveness of these events has indicated increased student learning outcomes.
Total Expenditures (2014-2018)	<b>\$47,500</b>
F.11 Other College – Financial Aid Front Counter Staffing	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Financial Aid: Front Counter Staffing <b>Total: \$22,680</b>
Accounting of how Student Equity funding for 2016-17 was expended	- Financial Aid: Front Counter Staffing <b>Total: \$20,000</b>
Accounting of how Student Equity funding for 2017-18 was expended	Financial Aid: Front Counter Staffing <b>Total: \$17,276</b>
Progress made in achieving the identified goals from prior year plans	The Office of Financial Aid hired student staff to assist with financial aid and scholarship workshops. These positions primarily serve as communication liaisons between the office and disproportionately impacted communities noted within the equity plan.
Total Expenditures (2014-2018)	<b>\$59,956</b>
F.12 Other College: Professional Development <i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Professional Development Opportunities \$20,044 - Student Services: Professional Development for Managers \$18,119 <b>Total: \$38,163</b>



Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Professional Development Opportunities \$11,000
	- ELEVATE/ Student Equity: Lunch and Learn \$262 Bowers Museum \$135
	- Student Equity: Flex Week Speaker – Spring 2017 \$2,500
	- Student Equity: Region 8 Directors Council
Accounting of how Student Equity funding for 2017-18 was expended	\$1,000
	<b>Total: \$ 14,897</b>
	Student Equity: Region 8 Directors Council \$1,000
	Guardian Scholars: Professional Development Opportunities \$900
Progress made in achieving the identified goals from prior year plans	<b>Total: \$1,900</b>
	In addition to items listed in F.5, the Office of Student Equity has funded professional development opportunities for members of the Student Equity Task Force, Academic Senate, Office of Research, Planning and Accreditation, Re- Entry, Guardian Scholars, Outreach, and Veterans staff. We have conducted on- campus professional development workshops open to the campus community with a focus on teaching cultural strengths, underrepresented student panels, and equity student leadership advocacy modules. We have also attended conferences on race and Promise Pathways, and participated in statewide oversight meetings. The Director of Student Equity is also the co-founder and co-chair of Region 8 Student Equity Directors Council.
Total Expenditures (2014-2018)	<b>\$54,960</b>

5b. Goal Progress

The most current plan that the college was utilizing to inform decision-making and activities was the Integration Plan submitted in 2017. The plan outlined five overall goals coupled with relevant baseline data and targets.

Goal 1: Increase student engagement in college life

*Target definition:* Student engagement will be measured with the Community College Survey of Student Engagement (CCSSE) and will be administered every two years. The overall goal was to increase students’ category scores by 5%.

	Spring 2016	Spring 2018		
Outcome	Baseline	Actual	Targets	Target Met
Active and Collaborative Learning	35.30%	34.80%	37%	No
Student Effort	44.90%	38.80%	47%	No
Academic Challenge	55.60%	54.40%	58%	No
Student-Faculty Interaction	38.10%	36.60%	40%	No
Support for Learners	41.60%	40%	44%	No
Overall	43.10%	40.90%	45%	No

*Findings:* Overall student engagement scores did not meet the target

growth of 5% for the benchmark scores. **Even still, this data must be interpreted with caution as this is potentially problematic cross-sectional data.**

Moving forward, IVC is exploring different tools and means of evaluating students’ true sense of engagement on campus.

Goal 2: Reduce the number of students on probation or at risk of probation  
*Target definition:* Probation is defined as attempting 12 or more units with (a) a cumulative GPA of less than 2.0 or (b) when the proportion of enrolled units with entries of “W,” “I,” and “NP” exceed 50%. At risk of probation is defined as attempting 12 or more units with a cumulative GPA of less than 2.2. The cohort is all IVC students with 12 or more attempted units who enrolled in term. The overall goal was a 5% decrease per year from the baseline term, Fall 2016.

	Fall 2016	Fall 2017			Fall 2018		
Outcome	Baseline	Actual	Target	Target Met	Actual	Target	Target Met
Probation	10.70%	10.00%	10.20%	Yes	9.70%	9.70%	Yes
At risk of probation	4.10%	4.20%	3.90%	No	4.90%	3.70%	No

*Findings:* Our most current data indicates we have met our targets for reducing probation by roughly half a percentage point but did not meet our targets for reducing those who are identified as at risk of probation with the rate actually increasing by about .7 percentage points.

Goal 3: Increase completion of transfer-level Math and Writing classes

*Target definition:* Rate of how many students successfully complete a transfer-level course within one year in English or math (Scorecard definition).

	Fall 2016	Fall 2017		
Outcome	Baseline	Actual	Target	Target Met
Transfer-Level Math	38.6%	45.3%	40.5%	Yes
Transfer-Level English	58.0%	63.3%	60.8%	Yes
Transfer-Level ESL	28.6%	18.8%	30.0%	No

Note: Transfer Level ESL outcomes are defined as successfully completing WR 1 courses for students who started in the ESL sequence

Overall, the goals for transfer-level math and English completion were exceeded by roughly three to five percentage points with only the ESL goal not being met with a shortfall of roughly 11 percentage points.

Goal 4: Increase student completion of degrees, certificates, and transfer

two-year completion rate for degrees, certificates, and transfers for first-time college students who attempted math or English and attempted at least 6 credit units within two years.

	Fall 2015	Fall 2016		
Outcome	Baseline	Actual	Target	Target Met
Degrees	5.8%	6.3%	6.1%	Yes
Certificates	9.1%	10.7%	9.6%	Yes
Transfer	17.4%	16.2%	18.3%	No
Transfer-prepared	15.1%	15.5%	15.8%	No
SPAR	23.8%	24.0%	25.0%	No

Note: SPAR =Student Progress and Achievement Rate (achievement of certificate, degree, transfer -prepared, and transfer)

The goal for degree completion was met, with the completion rate exceeding the target by .2 percentage points for the Fall 2016 cohort. Likewise, certificate completion exceeded the target by roughly one percentage point. The remaining targets for transfer, transfer-prepared, and SPAR were not met.

Goal 5: Reduce the achievement gap for disproportionately impacted students (in Goals 1 - 4)

Target definition: 5% decrease in disproportionate impact from Fall 2016 (Baseline)

		Fall 2016 <sup>1</sup>	Fall 2017			Fall 2018		
Outcome	DI Group	Baseline	Actual	Target	Target Met	Actual	Target	Target Met
CCSSE	No DI group							
Probation	Hispanic	6.4%	5.4%	6.1%	Yes	0.054	5.8%	Yes
At Risk of Probation	No DI group							
Transfer-Level Math	Hispanic	-15.0%	-13.4%	-14.2%	Yes	N/A		
	Low SES	-7.1%	-7.4%	-6.8%	No	N/A		
	Re-Entry	-27.7%	-32.5%	-26.4%	No	N/A		
Transfer-Level English	Hispanic	-8.2%	-9.1%	-7.8%	No	N/A		
	Low SES	-5.5%	-4.0%	-5.2%	Yes	N/A		

		Fall 2016 <sup>1</sup>	Fall 2017			Fall 2018		
Outcome	DI Group	Baseline	Actual	Target	Target Met	Actual	Target	Target Met
	Re-Entry	-41.8%	-40.7%	-39.7%	No	N/A		
	Military	-38.0%	-0.8%	-36.1%	Yes	N/A		
SPAR	Hispanic	-11.6%	N/A	-11.0%	N/A	N/A	-10.4%	N/A
	Low SES	-6.3%	N/A	-6.0%	N/A	N/A	-5.7%	N/A
	Re-Entry	-17.5%	N/A	-16.6%	N/A	N/A	-15.8%	N/A

Note: Values represent point gaps between subgroup and overall measure. Blank cells = Not applicable due to rate being within margin of error (E) or sample size below 10. For negative outcomes margin of error is positive. For positive outcomes, margin of error is negative. Afr Am = African American, SE Asian = Southeast Asian, Nat Am = Native American, Pac Isl = Pacific Islander, Other Ethn = Other Ethnicity. SPAR = Student Progress and Achievement Rate (achievement of certificate, degree, transfer-prepared, and transfer)

<sup>1</sup>Fall 2016 does not apply to CCSSE (Base line: Spring 2016)

Findings: Of the cases of disproportionate impact where data is available, the results indicate some progress has been made for select groups and metrics.

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:	
Name	Anissa Heard-Johnson
Title	Director Student Life and Student Equity
Email Address	ahheard@ivc.edu
Phone	949-451-5364
Alternate Point of Contact:	
Name	Loris Fagioli, PhD
Title	Director of Research, Planning and Accreditation
Email Address	lfagioli@ivc.edu
Phone	949-451-5513



APPENDIX S - MONEY, BUDGET & FISCAL INFORMATION

Annual Budget Calendar Release Dates:

- Jan. 10: Governor’s Budget
- May 15: Revised Governor’s Budget
- June 30: District Tentative Budget
- June 30: State Budget
- Sept 15: District Final Budget

Chancellor’s Office Websiteccccco.edu  
Community College League of Californiaccleague.org  
Association of California Community College Administratorsaccca.org  
Association of Chief Business Officialsacbo.org  
Academic Senate for California Community Colleges (glossary)asccc.org/glossary  
Calif. Dept. of Finance (state budget)ebudget.ca.gov

New Funding Structure:

The Student Centered Funding Formula is all about ensuring community colleges are funded, at least in part, in how well their students are faring. It is upending how California’s community colleges receive state money by basing general apportionments – discretionary funds available to community college districts – on three calculations:

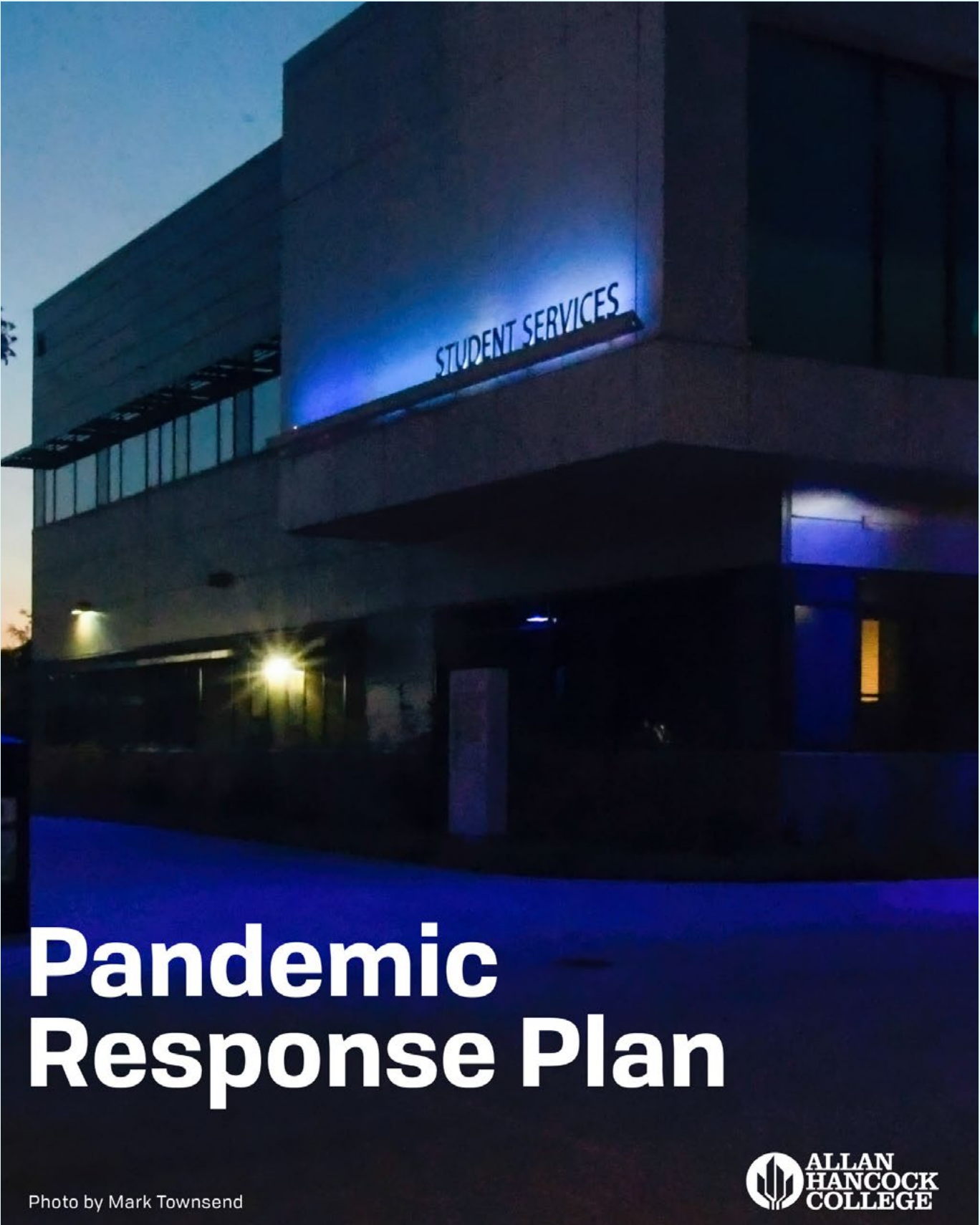
- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of student who have attained the regional living wage.

The Student Centered Funding Formula’s metrics are in line with the goals and commitment set forth in the California Community Colleges’ [Vision for Success](#) and can have a profound impact closing achievement gaps and boosting key student success outcomes. It was created in coalition with organizations such as the Campaign for College Opportunity, Education Trust-West and other key stakeholders.

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

APPENDIX T - PANDEMIC RESPONSE PLAN - ALLAN HANCOCK COLLEGE

SPECIAL THANKS TO  
Allan Hancock College.



SUPERINTENDENT/PRESIDENT’S MESSAGE

Summer 2020

To the Allan Hancock College Community:

Emergency planning is a critical component of ensuring the college can continue operations in the face of external threats. The COVID-19 pandemic tested the preparedness of all community institutions and revealed the need for specific procedures for such a unique situation.

This Pandemic Plan is a collaborative effort that articulates best practices and procedures as we continue to respond to the on-going pandemic. It will serve as our guidebook for the coming year as we face decision points and questions about protocol in our community. It will also be the foundation for responding to similar situations in the future, should such an occasion arise.

Please take time to read it, and refer to it first when questions arise about college operations in coming weeks and months. Any questions or concerns should be directed to a department supervisor or dean, or any member of the President’s Cabinet.

Thank you to the individuals who helped produce this document and to all who support this community, the college, and our students.

Kevin G. Walthers, Ph.D.  
Superintendent/President

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Purpose and Background

Allan Hancock College (AHC) performs a vital role in Northern Santa Barbara County, and its mission is more critical than ever as the result of the COVID-19 pandemic’s economic fallout. Furthermore, institutions of higher education are identified by the federal government as part of the [Government Facilities Sector](#), and an element of the national critical infrastructure. Similarly, California identifies higher education workers as essential support for critical infrastructure as part of [Government Operations and Other Community-Based Essential Functions](#). Both designations underscore how crucial it is for the college to maintain operations despite the challenges posed by the COVID-19 pandemic. This plan represents the collaborative work of faculty, staff, students, and administrators to ensure the continuity of the college mission in the face of uncertainty and change.

The California Department of Public Health (CDPH) recommends that workplaces develop an action plan to respond adequately to the pandemic and designate responsible individuals to execute the plan. Developed in alignment with guidance set by the State of California and Santa Barbara County, this document establishes guidelines for current operations and a safe reopening of AHC, and it will be distributed widely to campus stakeholders and will be used as part of training and communication with staff.

While this document focuses primarily on the fall 2020 semester, the guidance and protocols developed through the planning process are intended to provide ongoing direction for the duration of the current COVID-19 pandemic emergency. This plan will guide the college’s plans for a staged, flexible reopening to make it as safe as possible for students, staff, and faculty to return and to minimize the risks of transmission, while recognizing that as the situation evolves, this plan may evolve in response.

Executive Summary

In March 2020, in response to the COVID-19 pandemic and the governor’s shelter-at-home order, the college transitioned nearly all courses to synchronous online instruction, locally termed ‘Emergency Remote Teaching’ (ERT). The only exceptions were courses in public safety and health sciences that continued to meet on-site under new safety protocols. Other courses that required on-site instruction were canceled or suspended until they could be completed on-site with safety protocols in place. College services also transitioned to online modules, with staff working remotely to offer a full range of academic and student support services via web, online chat, videoconferencing, and telephone.

In early April 2020, with the stay-at-home order still in place and the uncertainty about conditions during the summer term, the college determined that summer courses would be offered through ERT.

Given the ongoing uncertainty of the county and state’s reopening status and accompanying restrictions during the fall 2020 semester, the college convened a meeting of students, faculty, staff, and administrators on May 7, 2020, to determine how fall instruction would be delivered. At that meeting, the college leadership decided that all courses that normally would have been scheduled on-site in the fall - but could be delivered in an online format - would be scheduled as ERT. Courses that could not be delivered by ERT would be taught on-site, in accordance with all state and local regulations. Planning for service and support areas, also reviewed at that meeting, adopted a phased model for gradual reopening

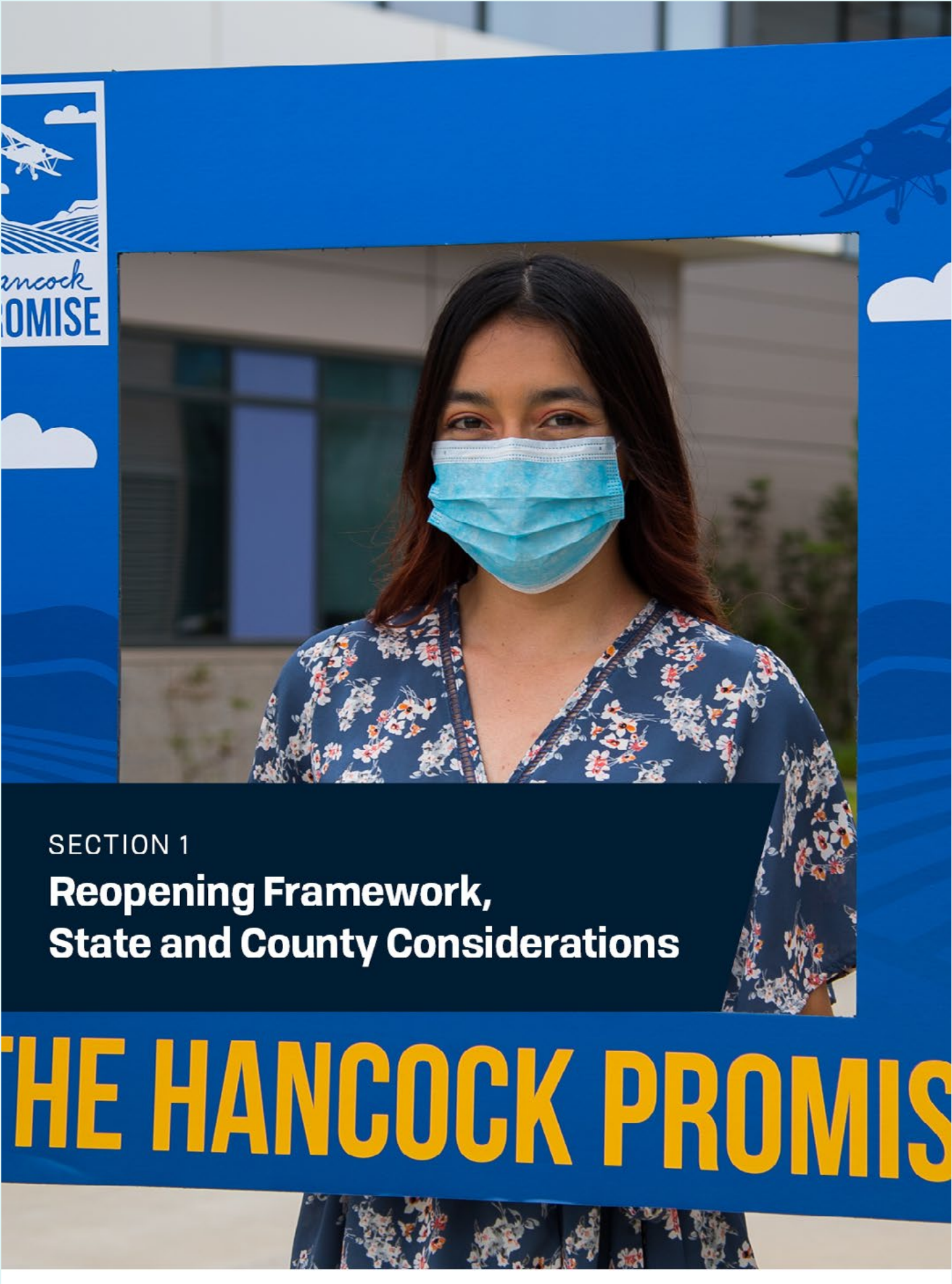
contingent on the county’s reopening status. As a result, college services will change modality as state and county restrictions are relaxed or tightened.

This report provides a high-level review of departmental and division plans and safety guidelines, with gradually increasing level of detail. Section 1, “Reopening Framework, State and County Considerations,” identifies the guiding principles, criteria, and authorities consulted in the development of this plan. Section 2, “Institutional Prevention and Response,” reviews the college’s COVID-19 workplace coordination structure, as well as the safety protocols and practices adopted in support of a safe campus reopening. Section 3, “Technology, Finance, and Institutional Planning and Assessment,” provides an overview of college planning and implementation in these three divisions to support the continuity of student services and instruction as emergency conditions have continued to change.

Section 4, “Instructional and Service Programs,” is divided into two sections. The first is the college’s fall 2020 delivery plan, which identifies, by department and discipline, each academic program’s instructional plan. The second is an overview of the planning matrix for the college’s student services and academic support programs. These plans are offered in a phased reopening framework to accommodate ongoing changes in safety conditions as the pandemic emergency continues.

Finally, Section 5, “Special Programs and Services,” provides more detailed fall planning information for a range of distinct college programs and services. Additional information, including supporting documentation, implementation plans for on-site instruction, and course-level information are included in the appendices and supplemental documents.





SECTION 1: REOPENING FRAMEWORK, STATE AND COUNTY CONSIDERATIONS

Section 1: Reopening Framework, State and County Considerations

Community colleges are vital to the economic recovery of California, as many individuals will seek retraining and skill development during and after the COVID-19 pandemic. Initial estimates of job losses in Santa Barbara County are projected to exceed 30,000, with many in the service and hospitality industries seeing the largest decline. In recognition of this key role, both [federal](#) and [state](#) guidelines designate higher education as essential critical infrastructure. Both designations underscore how crucial it is for the college to maintain operations despite the challenges posed by the COVID-19 pandemic. To establish the safest possible environment to support that imperative, this plan draws on guidance from the CDC and the state, including information and recommendations from the California Department of Public Health, [COVID-19 Industry Guidance: Institutions of Higher Education](#), as well as Santa Barbara County’s [Rise Guide](#) and the California Community Colleges’ [“Report of the Safe Campus Reopening Workgroup.”](#)

This guidance, along with the “Reopening Stages” established in California’s [Resilience Roadmap](#) to guide workplace transitions, provide a framework to support the college’s decision-making process and to allow for delivery of instruction and services.

- Stage 1- Safety and preparedness.
- Stage 2- Creating opportunities for lower-risk sectors to adapt and reopen.
- Stage 3- Creating opportunities for higher-risk sectors to adapt and reopen.
- Stage 4- End of Stay-at-Home Order.



As part of its plan, the college identified action steps to decrease the spread of COVID-19 and reduce the pandemic impact in the workplace. The American College Health Association provides the following guidance for colleges and universities to consider in order to protect the safety and well-being of individuals during the pandemic:

1. The road to recovery will be long. It is anticipated that restrictions and limitations in activities will be in place for the next 12–18 months, if not longer.
2. Resumption of activities will be gradual and phased based on local public health conditions, as well as institutional capacity.



## SECTION 1: REOPENING FRAMEWORK, STATE AND COUNTY CONSIDERATIONS

3. The high-touch, highly interactive, mobile, densely populated living and learning environment typical of most campuses is the exemplar of a congregate setting with multiple risk factors for ready transmission of COVID-19.
4. Protecting the most vulnerable populations (medically susceptible, undocumented, students of color, uninsured or underinsured, non-traditional, older, DACA, and homeless students, faculty, and staff members) is a moral and ethical obligation. Some vulnerable individuals may need to observe ongoing physical distancing for more prolonged periods.
5. Meticulous adherence to public health practices - including hand hygiene, social distancing, proper cough/sneeze etiquette, frequent disinfection of common and high-traffic areas, symptom assessment, temperature checks, and face covering in public - is the college's new normal. This should be widely communicated to students, employees, and all campus visitors.
6. The White House's "[Opening Up America Again](#)" plan identifies a phased approach to easing restrictions, which will be dictated in large part by COVID-19 activity state to state.
7. Faculty, staff, and student immunity to COVID-19 will be essential for long-term campus planning, management, and recovery.

While the college will continue to serve the community despite the challenges presented by the COVID-19 pandemic, the health and safety of students, employees, and their families are of paramount importance. For this reason, AHC operations and planning will continue to reflect the current state of knowledge and guidance about the novel coronavirus and the prevention and containment of COVID-19. This plan acknowledges that such guidance from the state and county will shift in response to new developments, and this plan may continue to be adjusted as a result. This plan will be accessible on the [college website](#).



## SECTION 2

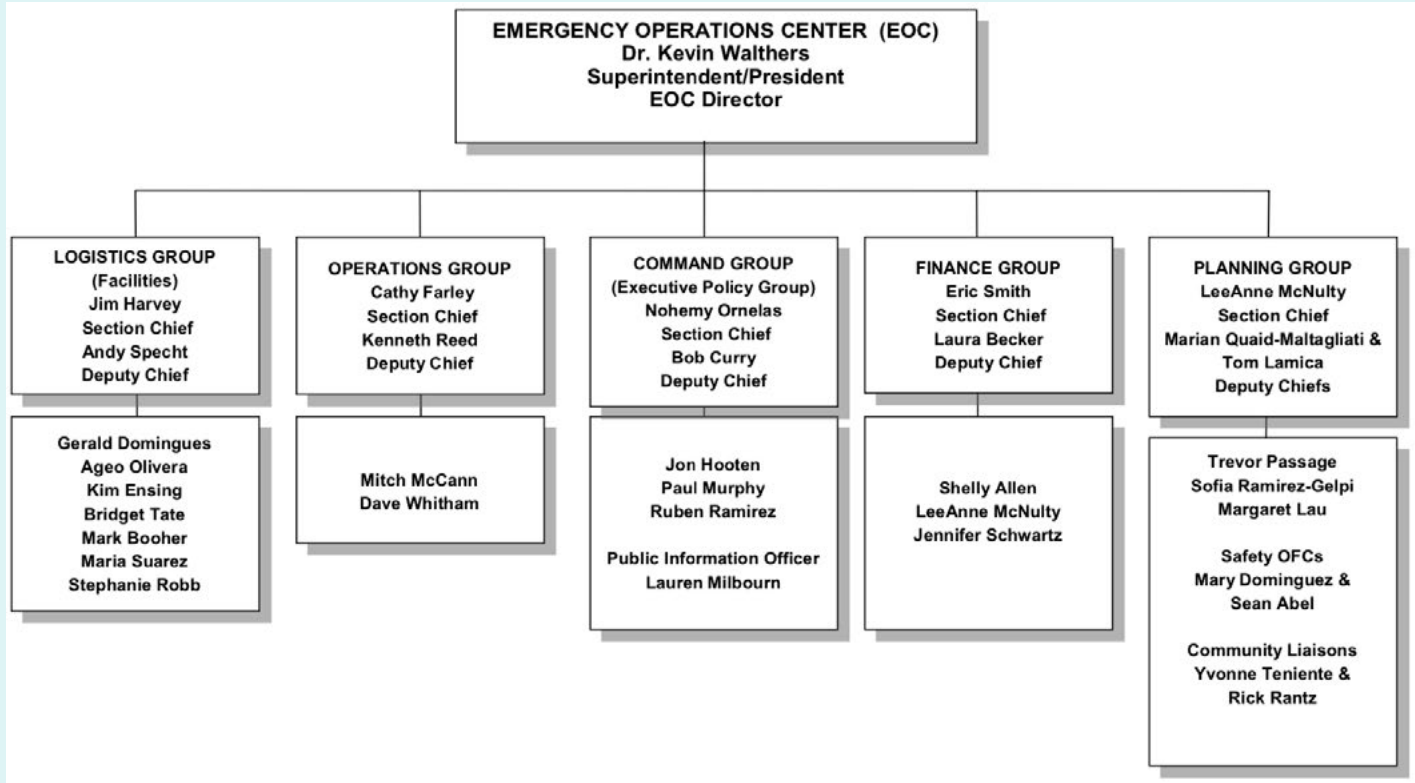
### Institutional Prevention and Response



Section 2: Institutional Prevention and Response

This section will review several procedures and practices the college has identified to protect faculty, staff, students, and visitors to campus and to minimize the transmission of COVID-19. These guidelines align with recommendations made by [Cal/OSHA](#) and will provide direction to support a safe campus environment as the college continues to operate under these conditions.

A. **Emergency Operations Center:** In accordance with its emergency response plan, on March 16, 2020, the college progressed from a limited Emergency Operations Center (EOC) to a fully activated EOC to coordinate its COVID-19 pandemic response. For the first time in the college’s 100-year history, the superintendent/president declared a Campus State of Emergency. The mission of the Allan Hancock College (AHC) EOC is to protect life and property through the effective use of college resources, in coordination with other responding and partnering agencies. The chart below identifies key roles and campus assignments:



Following guidance from the [Centers for Disease Control and Prevention](#) (CDC), the Allan Hancock College EOC created campus-level plans to manage the spread of the COVID-19 virus. The AHC EOC coordinated and communicated emergency strategies with the Santa Barbara County Office of Emergency Management on a weekly basis and made decisions with guidance from the California Office of Emergency Services (Cal OES) and the Federal Emergency Management Agency (FEMA). EOC meetings were held daily at the beginning of the pandemic to institute rapid changes, disseminate information, assess resources, and procure resources, while supporting faculty and students as they

transitioned to online learning, counseling, and service platforms. EOC meetings were eventually reduced to a weekly schedule. Due to the unique and changing circumstances of the COVID-19 pandemic, the EOC has been held virtually and for a prolonged period of time. The AHC EOC will remain activated, at the appropriate level, throughout the pandemic.

B. **Local Health Department:** Hancock will cooperate and work with the local health department to communicate information about COVID-19 outbreaks among students or staff. The contact information is listed below.

Santa Barbara County Health Department  
Susan Klein-Rothschild, Deputy Director  
300 North San Antonio Road  
Santa Barbara, CA 93110

(805) 681-5407  
<https://www.countyofsb.org/phd/>

The college has established regular communication with local and state authorities through the participation of the County’s Emergency Operation Center. The college’s Emergency Operations Center regularly reviews and disseminates local and county information to campus constituency leaders.

C. **Identified Workplace Coordinators:** Managers are responsible for COVID-19 issues and their impact in the workplace as outlined below. Workplace coordinators will provide weekly reports to President’s Cabinet.

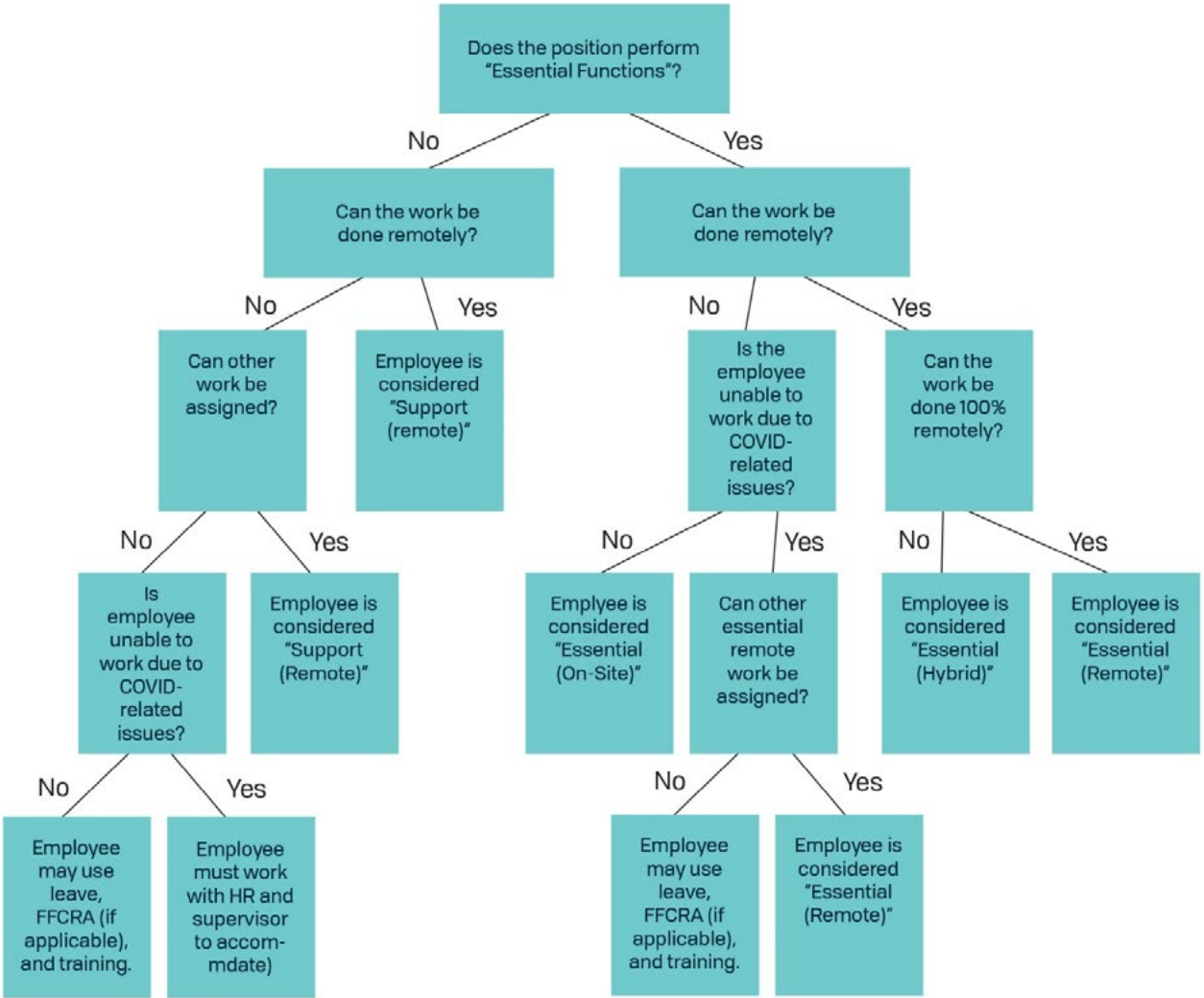
Location	Workplace Coordinator
Santa Maria Campus	
Building A - Student Services	Mary Dominguez, Dean, Student Services
Building B – Administration	Robert Curry, Ph.D., Vice President, Academic Affairs
Building C - Humanities Complex and Forum	Rick Rantz, Dean, Academic Affairs
Building CBC - Columbia Business Center	Jennifer Schwartz, Managing Director, PCPA
Building D - Performing Arts Center	Mark Booher, Associate Dean, Academic Affairs
Building E – Music	Rick Rantz, Dean, Academic Affairs
Building F - Fine Arts	Rick Rantz, Dean, Academic Affairs
Building G - Student Center and Bookstore	Stephanie Robb, Director, Student Activities and Outreach
Building H - Campus Graphics	Lauren Milbourne, Director, Public Affairs and Communications
Building I - Early Childhood Studies and Children’s Center	Maria Suarez, Director, Orfalea Children’s Center Lab School
Building K - Business Education and IT Services	Andy Specht, Ph.D., Director, ITS
Building L - Library/Academic Resource Center	Mary Patrick, Dean, Academic Affairs

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Building M - Math and Science Complex	Sean Abel, D.A., Dean, Academic Affairs
Building N - Sports Pavilion and Joe White Memorial Gymnasium	Kim Ensing, Associate Dean, Academic Affairs
Building O - Industrial Technology	Margaret Lau, Dean, Academic Affairs
Buildings P and Q – Facilities	James Harvey, Director, Facilities
Building S - Community Education	Sofia Ramirez Gelpí, Ph.D., Dean, Academic Affairs
Building S2 - Police Department	Cathy Farley, Chief, Campus Police
Building W - Student Health Services Center, STEM Center, and MESA Program	Sean Abel, D.A., Dean, Academic Affairs
Lompoc Valley Center	
Buildings 1 – 9	Mitch McCann, Associate Dean, Academic Affairs
Santa Ynez Valley Center	
R1 – R5	Sofia Ramirez Gelpí, Ph.D., Dean, Academic Affairs
Vandenberg Air Force Base (VAFB) Center	
Education Center	Marian Quaid-Maltagliati, Director, Admissions and Records

D. **Workplace Protocol:** AHC has been identified as “[Essential Critical Infrastructure Workers](#)” that allows the continuity of services critical to public health and safety. In order to ensure the student and community needs are being met, the decision tree below identifies how programs and services will be delivered during the pandemic. District needs will vary by programs and services.

SECTION 2: INSTITUTIONAL PREVENTION AND RESPONSE



Based on the decision tree, the following staffing options outlined allow for maximum employee safety, as well as the continuation of essential operations. Specific department information is located [here](#).

1. Remote Work

Those who can work remotely to fulfill their job responsibilities may continue to do so as determined by their manager. All remote work must be approved by and monitored by the immediate management supervisor and can be completed in a full or partial day/week schedule as appropriate.



## SECTION 2: INSTITUTIONAL PREVENTION AND RESPONSE

### 2. On-site Work

On-site staffing will be coordinated to mitigate potential risks and ensure the safety of staff, faculty, and students, as well as the community we serve. Once decisions to expand on-site staffing have been made, staff must follow the policies and protocols detailed in this plan for returning to work on-site.

### 3. Alternating Days

To limit the number of individuals and interactions among those on campus, departments, where possible, will schedule partial staffing on alternating days.

### 4. Protections for Persons at Higher Risk for Severe Illness from COVID-19

The college has identified options for faculty and staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, remote course delivery, and modified job responsibilities). Under the [Families First Coronavirus Response Act](#) (FFCRA), Allan Hancock College must provide employees of the district with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19 if the employee is unable to work. The Department of Labor's (Department) Wage and Hour Division (WHD) administers and enforces FFCRA. Leave provisions under FFCRA will apply from the effective date through December 31, 2020.

Under the FFCRA, an employee qualifies for paid sick time when unable to work because the employee:

- is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
- has been advised by a health care provider to self-quarantine related to COVID-19;
- is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
- is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
- is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
- is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

For additional information regarding rights under FFCRA, employees may contact the human resources department and visit the [U.S. Department of Labor website](#).

### E. COVID-19 Signs and Symptoms

COVID-19 symptoms, as described by the [CDC](#), include:

1. Fever or chills
2. Cough
3. Shortness of breath or difficulty breathing
4. Fatigue
5. Muscle or body aches

## SECTION 2: INSTITUTIONAL PREVENTION AND RESPONSE

6. Headache
7. New loss of taste or smell
8. Sore throat
9. Congestion or runny nose
10. Nausea or vomiting
11. Diarrhea

It is recommended that faculty, staff, and students regularly conduct self-checks (e.g., temperature screening and/or symptom checking).

### F. Campus Safety and Training

1. **Employee Training:** All employees, prior to returning to campus workspaces, will be required to complete training on COVID-19 concepts, safety, and prevention in the workplace. Upon completing the training, employees should be able to explain basic facts, assess the risk of workplace exposure, define key steps in worker protection and infection control, and identify methods to prevent and respond to COVID-19 exposure in the workplace.

#### a. Instructions for Reducing the Spread of COVID-19:

- Follow the college's policies and procedures related to illness, cleaning and disinfecting, how to conduct safe work meetings and travel requirements.
- Wear face covering at all times.
- Wash hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60 percent alcohol if soap and water are not available.
- Avoid touching eyes, nose, and mouth with unwashed hands.
- Cover mouth and nose with a tissue when coughing or sneezing, or use the inside of the elbow. Throw used tissues in the trash and immediately wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer containing at least 60 percent alcohol. Follow coughing and sneezing etiquette recommended by the CDC.
- Encourage staff and students to clean and disinfect frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, light switches, and doorknobs. Dirty surfaces are cleaned with soap and water prior to disinfection.
- Avoid use of other employees'/students' phones, desks, offices, or other work tools and equipment, when possible. If necessary, clean and disinfect them before and after use.
- Complete safety training assigned to employees in the district learning management systems.
- Strongly recommend that staff be immunized each autumn against influenza unless contraindicated by personal medical condition to protect the campus community, reduce demands on health care facilities, and decrease illnesses that cannot be distinguished from COVID-19.
- Travel for employees will be approved and based on need with state and local regulations and guidance.

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2. **Student Training and Outreach:** Hancock College is scheduled to meet with the Associated Student Body Government (ASBG) to share this plan. Students will learn about COVID-19 concepts, safety, and prevention. Students will also learn the key steps the college has taken to protect employees and control infection, and identify methods to prevent and respond to COVID-19 exposure in the workplace. The college will host a student town hall and share bilingual information regarding COVID-19 on social media.

**a. Instructions for Reducing the Spread of COVID-19:**

- Inform students about adhering to the college's policies and procedures.
- Wear face covering at all times.
- Wash hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60 percent alcohol if soap and water are not available.
- Avoid touching eyes, nose, and mouth with unwashed hands.
- Cover mouth and nose with a tissue when coughing or sneezing, or use the inside of the elbow. Throw used tissues in the trash and immediately wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer containing at least 60 percent alcohol. Follow coughing and sneezing etiquette recommended by the CDC.
- Encourage students to clean and disinfect frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, light switches, and doorknobs. Dirty surfaces are cleaned with soap and water prior to disinfection.
- Avoid use of other employees'/students' phones, desks, offices, or other work tools and equipment, when possible. If necessary, clean and disinfect them before and after use.
- Strongly recommend that students be immunized each autumn against influenza unless contraindicated by personal medical condition to protect the campus community, reduce demands on health care facilities, and decrease illnesses that cannot be distinguished from COVID-19.

3. **Control Measures and Symptom Screening**

- a. **Face Covering:** Anyone who is on campus is required to use a face covering at all times while conducting business on campus among students, faculty, and staff. Face coverings should be worn in public areas and, most importantly, when 6 feet of physical distance is not possible. Individuals should be reminded not to touch face coverings and to wash hands frequently. Information will be provided to all students, faculty, and staff on proper use, removal, and washing of face coverings.

**Note:** Face coverings should not be placed on:

- Babies and children younger than 2 years old.
- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove the face cover without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication. Employees seeking a face covering exemption due to a medical condition, mental

health condition, or disability that otherwise prevents wearing a face covering must contact [Human Resources](#).

4. **Communication and Messaging**

- Hancock has established communication systems to allow faculty and staff the ability to report COVID-19 related exposures or symptoms. (For more information, see section H., Incident Response).
- Information and notification processes related to COVID-19 will follow all confidentiality guidelines established by FERPA and state law.
- AHC posts signs in highly visible locations (building entrances, restrooms, dining areas, etc.) that promote protective measures and describe how to stop the spread of germs (such as by properly washing hands, maintaining social distance of 6 feet between persons, and wearing a face covering). Signs will also communicate proper ingress and egress protocols and contact information for college departments and programs. Signage will be developed in both English and Spanish.
- AHC has established a COVID-19 webpage to inform campus stakeholders and the community. The website contains FAQs, resources, college updates, and more.
- AHC launched a #YouGotThisAHC marketing campaign that provided support and guidance to students. The targeted campaign ran on multiple platforms, including digital, social, radio, and TV. The messaging continues to be used in the college's fall marketing campaign.
- AHC uses the website, social media posts, emails, videos, text messages, signage, news media, marketing campaigns, town hall meetings, Zoom meetings, virtual events, and more as various means for communication related to the campus operations.

5. **Support Respiratory Etiquette and Hand Hygiene**

- AHC will provide tissues and no-touch disposal receptacles.
- Soap and water sink areas are available throughout campus and located in all bathrooms. If soap and water are not readily available, employees are encouraged to use alcohol-based hand sanitizer.
- Hand sanitizer dispensers are located at all points of entry and exit to buildings and in other areas as deemed necessary to encourage sanitized hand hygiene.
- Posted notifications are displayed by building entrances and in other visible areas encouraging hand hygiene to help stop the infection spread.

**G. Facility and Distancing Guidelines**

1. **Social Distancing**

- Avoid gatherings and maintain distance (approximately 6 feet or 2 meters) from others when possible.
- Implement flexible work hours to minimize close contact as people arrive and depart from work (e.g., staggered shifts).
- Increase physical space between employees/students at the worksite.
- Increase physical space between employees, students, and customers (e.g., drive through, partitions).
- Receive products through curbside pick-up or delivery whenever possible.



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- f. Place markers designating line-start points and 6-foot spacing with floor markers to ensure safe distance is being maintained.
- g. Designate separate entry points and exit points whenever possible to ensure, as much as possible, safe distancing is being followed.

### 2. Modified Layouts

- a. Space seating/desks at least 6 feet apart when feasible. When movable furniture is used, the unused furniture is removed from the space to allow more space within the room for distancing. For lecture halls, seats and rows are marked or covered and made unusable - designate seats that cannot be used to ensure 6-foot distance between seats.
- b. Host smaller classes in larger rooms.
- c. Offer distance learning in addition to in-person classes to help reduce the number of in-person attendees.
- d. Provide adequate distance between individuals engaged in experiential learning opportunities (e.g., labs, vocational skill building activities).
- e. Create distance between students in rooms (e.g., skipping rows) when possible.
- f. Physical distancing does not alter the guidance to wear face coverings.
- g. Use non-classroom space for instruction, including outdoor space, as appropriate and feasible.
- h. Physical guides and cues have been set up throughout campus, such as tape on floor markers or sidewalks and signs on walls, to ensure individuals remain at least 6 feet apart in lines and at other times.
- i. Designated routes for entry and exit have been established in areas across campus, protocols have been put into place to limit direct contact with others as much as practicable.
- j. Covering sinks, toilets, and urinals when the 6-foot spacing cannot be accomplished. Where sinks are closer than 6 feet, they are disabled to create more distance. Signage is posted in these areas to promote social distancing.

### 3. Physical Barriers and Guides

- a. Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart.
- b. Provide physical guides, such as tape on floors or sidewalks and signs on walls, and cordon off areas to ensure individuals remain at least 6 feet apart at all times.

### 4. Communal Spaces

- a. Close shared spaces (dining halls, game rooms, exercise rooms, and lounges); otherwise, stagger use and restrict the number of people allowed in at one time to ensure everyone can stay at least 6 feet apart, clean and disinfect between use.
- b. Add physical barriers, such as plastic flexible screens, between bathroom sinks, urinals, or close fixtures to maintain at least 6 feet apart.

**H. Incident Response:** All exposures or possible exposures should be reported to Human Resources (HR) as soon as possible to [CovidNotification@hancockcollege.onmicrosoft.com](mailto:CovidNotification@hancockcollege.onmicrosoft.com). When contacting

## SECTION 2: INSTITUTIONAL PREVENTION AND RESPONSE

HR, individuals should be prepared to provide the names and classifications of all employees potentially exposed to COVID-19. Exposure, as defined by the Centers for Disease Control (CDC), is close contact with an individual known to have been infected with COVID-19. Close contact is defined as:

- a. Employee was within 6 feet of someone who has COVID-19 for at least 15 minutes.
- b. Employee has provided care at home to someone who is sick with COVID-19.
- c. Employee has had direct physical contact with a person known to have COVID-19 (e.g., touched, hugged, or kissed).
- d. Employee has shared eating or drinking utensils.
- e. Employee has been exposed to respiratory droplets via sneeze, cough, or other transmission method.

**1. Exposure Risk (Off-site):** If an employee has been exposed to COVID-19 at home or in the community:

- a. Employee should self-quarantine for 14 days and monitor for symptoms.
- b. Employee may not return to work until released by a healthcare provider and/or is free from all symptoms (without the use of symptom reducing medication) for seven (7) days.
- c. Employee may be able to work from home if tasks can be performed remotely or use appropriate leave.

**2. Department/Facility Closure:** Facility closure is not necessary. Routine cleaning and disinfection of all high-touch surfaces in the facility should continue. All remaining employees must wear face coverings, social distance, and regularly wash/sanitize hands.

**3. Employee Notification:** Employees that have had direct contact with exposed employee:

- a. HR will inform employees of their possible exposure to COVID-19 in the workplace. Confidentiality will be maintained as required by the [Americans with Disabilities Act \(ADA\)](#).
- b. Employees should continue working as long as asymptomatic.
- c. Encourage remote work, for employees who are identified as high-risk.
- d. Employees who continue to work in the office should self-monitor for COVID-19 symptoms (e.g., fever, cough, shortness of breath) prior to coming to campus.

**4. Exposure Risk (On-site):** If an employee has tested positive for COVID-19 or is exhibiting symptoms consistent with COVID-19 (e.g., fever, cough, shortness of breath):

- a. Employee should leave work immediately or not report for duty if at home.
- b. Employee should get tested (if not already tested) by their own healthcare provider.
- c. Employee may not return to work until released by a healthcare provider and/or is free from all symptoms (without the use or symptom reducing medication) for seven (7) days.

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5. **Department/Facility Closure:** In most cases, the facility will not need to be closed. HR will work with Facilities to determine appropriate measures. If it has been less than seven (7) days since the sick employee has been in the facility, any areas used for prolonged periods of time by the sick person will be closed off and:

- Facilities will wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.
- If it has been seven (7) days or more since the infected employee used the facility, additional cleaning and disinfection is not necessary. Routine cleaning and disinfecting all high-touch surfaces in the facility will continue. All remaining employees must wear face coverings, social distance, and regularly wash/sanitize hands.

6. **Employee Notification:** Employees that have been exposed to the infected employee may need to take additional precautions:

- HR will inform employees of their possible exposure to COVID-19 in the workplace. Confidentiality as required by the [Americans with Disabilities Act \(ADA\)](#) will be maintained.
- Potentially exposed employees must stay home for 14 days, telework if possible, and self-monitor for [symptoms](#).
- Potentially exposed employees may get tested by our industrial health provider, Industrial Medical Group, at any time during self-quarantine or if they become symptomatic.

I. **Classroom/Student Incident Response:** All exposures or possible exposures should be reported to Student Health Services. Student Health Services will report any possible exposures to Human Resources (HR) as soon as possible to [CovidNotification@hancockcollege.onmicrosoft.com](mailto:CovidNotification@hancockcollege.onmicrosoft.com). Exposure, as defined by the Centers for Disease Control (CDC), is close contact with an individual known to have been infected with COVID-19. Close contact is defined as:

- Student was within 6 feet of someone who has COVID-19 for at least 15 minutes.
- Student has provided care at home to someone who is sick with COVID-19.
- Student has had direct physical contact with a person known to have COVID-19 (e.g., touched, hugged, or kissed).
- Student has shared eating or drinking utensils.
- Student has been exposed to respiratory droplets via sneeze, cough, or other transmission method.

1. **Student Exposure Risk (Off-site):** If a student has been exposed to COVID-19 at home or in the community:

- Student should self-quarantine for 14 days and monitor for symptoms. If no symptoms occur during self-quarantine, the student may return to class.
- If the student experiences symptoms during self-quarantine, student should not return to class onsite until released by a healthcare provider, and/or
  - It has been at least 10 days since symptoms first appeared **and**

- At least 24 hours with no fever without the use of fever-reducing medication **and**
- Symptoms have improved

2. **Facility/Lab Closure:** Classroom/facility closure is not necessary, and on-site instruction can continue. Routine cleaning and disinfection of all high-touch surfaces in the facility should continue, and all remaining students and faculty must continue to observe all safety protocols.

3. **Student Notification:** Students who have had close contact with potentially exposed student:

- Student Health Services will inform students of their possible exposure to COVID-19. Confidentiality will be maintained.
- Students should continue attending class as long as the students remain asymptomatic.
- Students who continue to attend class should self-monitor for COVID-19 symptoms (e.g. fever, cough, shortness of breath) prior to coming to campus.

4. **Student Exposure Risk (On-site):** If a student has tested positive for COVID-19 or is exhibiting symptoms consistent with COVID-19 (e.g., fever, cough, shortness of breath):

- Student should leave class immediately or not come to class if at home.
- Student should get tested (if not already tested) by their own healthcare provider.
- Student may not return to class until released by a healthcare provider, and/or
  - It has been at least 10 days since symptoms first appeared **and**
  - At least 24 hours with no fever without the use of fever-reducing medication **and**
  - Symptoms have improved

5. **Facility/Lab Closure:** The instructor, in consultation with the dean, will determine how to continue instruction safely in the case of on-site exposure. In most cases, the facility/lab will not need to be closed; Human Resources will work with Facilities to determine appropriate measures. If it has been less than 7 (seven) days since the sick student has been in the facility, any areas used for prolonged periods of time by the sick person will be closed off and:

- Facilities will wait 24 hours before cleaning and disinfecting to minimize potential for employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.
- If it has been 7 (seven) days or more since the sick student used the facility, additional cleaning and disinfection is not necessary. Routine cleaning and disinfecting all high-touch surfaces in the facility will continue. Remaining students and staff must continue to wear face coverings, social distance, and regularly wash/sanitize hands.

6. **Student Notification:** Students that have had close contact with sick student:

- Student Health Services will inform students of their possible exposure to COVID-19 in the classroom. Confidentiality will be maintained.
- Student should self-quarantine for 14 days and monitor for symptoms.
- Student should not return to class onsite until released by a healthcare provider, and/or
  - It has been at least 10 days since symptoms first appeared **and**



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- ii. At least 24 hours with no fever without the use of fever-reducing medication **and**
- iii. Symptoms have improved

### J. Sick Employees

#### 1. Sick Employees at Work

- a. When individuals exhibit symptoms while at work (e.g., fever, cough, or shortness of breath), they should immediately isolate from others and contact their supervisor.
- b. It is recommended they seek care from their healthcare provider as soon as possible.
- c. The District may, as a measure to ensure the immediate health and safety of other staff, send the affected employee to our industrial health provider for immediate testing.
- d. Employees must not return to work unless cleared by healthcare provider and have been free from any symptoms for seven (7) days without the use of fever-reducing or other symptom-altering medication.
- e. If an employee is confirmed to have COVID-19, the manager should inform fellow employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA). The fellow employees should then self-monitor for symptoms (e.g., fever, cough, or shortness of breath).
- f. When an employee/student tests positive for COVID-19, AHC will work with the Santa Barbara County Public Health Department (SBCPHD) COVID-19 Team on proper notification and contact tracing.

#### 2. Sick employees at Home

- a. Employees/students who display COVID-19 [symptoms](#) (e.g., fever, cough, or shortness of breath) should notify their supervisor and stay home.
- b. Sick employees/students should follow [CDC-recommended guidelines](#).
- c. Employees/students should not return to work/school until the criteria to [discontinue home isolation](#) are met, in consultation with healthcare providers and state and local health departments.
- d. Employees/students who are well, but who have a sick family member at home with COVID-19 should notify their supervisor.
- e. Employees who must stay home for pandemic-related reasons should contact Human Resources to provide appropriate documentation and ensure all appropriate leaves are applied.
- f. If an employee is confirmed to have COVID-19, the manager should inform fellow employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA). The fellow employees should then self-monitor for [symptoms](#) (e.g., fever, cough, or shortness of breath).
- g. When an employee/student tests positive for COVID-19, AHC will work with the Santa Barbara County Public Health Department (SBCPHD) COVID-19 Team on proper notification and contact tracing.

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### K. Cleaning, Disinfecting, and Prevention Protocols

#### 3. Perform Routine Environmental Cleaning and Disinfection

- a. Custodial staff perform daily cleaning and disinfecting of all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, light switches, and doorknobs.
- b. Custodial staff perform daily cleaning and disinfecting of all occupied areas - including private offices, classrooms, and group areas - using cleaning products and disinfectants that are approved by the EPA as effective against COVID-19 virus.
- c. Custodial staff perform weekly disinfecting of individual use areas using electrostatic sprayers to ensure all areas are disinfected.
- d. Custodial staff daily check unused and unoccupied areas to confirm spaces have not been used. If they find a space was used it is cleaned and disinfected. Notifying Custodial staff of entry into normally unoccupied spaces assists in making sure all areas are cleaned and disinfected properly.
- e. Discourage workers/students from using other workers' phones, desks, offices, or other work tools and equipment, when possible. If necessary, employees or students may have to clean and disinfect using supplied products before and after use.
- f. The Custodial department will provide disposable wipes when available or cleaning supplies such as spray bottles with disinfectant, as well as a Safety Data Sheet (SDS) of the product in the spray bottle so that commonly used surfaces (for example, doorknobs, light switches, keyboards, remote controls, desks, other work tools and equipment) can be wiped down by employees before each use.
- g. Areas of high use such as childcare, labs, and restrooms will be wiped down and disinfected every two hours to ensure the area is sanitized.
- h. Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible (e.g., open windows where possible).
- i. Disinfecting cleaning is planned only when occupants are not present; fully air out the space before people return. If the surface or object is visibly soiled, start with soap and water or an all-purpose, asthma-safer cleaning product certified by the U.S. Environmental Protection Agency (EPA) Safer Choice Program.
- j. Allan Hancock College uses "Terminator" disinfectant product containing the required ingredients to meet the approved formulation and efficacy requirements from the [EPA-approved List "N"](#) for use against the virus that causes COVID-19. Students, faculty, and staff are encouraged to keep their spaces clean by using disinfectant spray or wipes to wipe down shared spaces before use (e.g., desks, lab equipment, doorknobs, light switches, and other shared objects or surfaces).

#### 4. Perform Enhanced Cleaning and Disinfection After Persons Suspected/Confirmed to Have COVID-19 Have Been in the Facility.

- a. If a sick employee is suspected or confirmed to have COVID-19, custodial staff meet (or exceed) the CDC cleaning and disinfection recommendations using proper PPE to protect themselves, staff, and students.

5. Improve the Engineering Controls Using the Building Ventilation System

- a. Outside air circulation has been increased in all buildings through the economizer settings. HVAC systems that are tied into the energy management system are checked daily to insure they are operating properly, new high-efficiency filters as designated by CDC guidelines are installed in all HVAC equipment and documented to ensure they are on schedule to be changed regularly to improve filtering and fresh air injection into classrooms, offices, and group areas.
- b. Equipment is monitored and regular maintenance is performed on all systems to ensure HVAC systems operate properly and increase circulation of outdoor air as much as possible. Campus staff should report any concerns of equipment malfunctions to Facilities to investigate and ensure the systems are operating properly.
- c. In buildings that do not have HVAC systems, it is recommended to open windows and doors to improve air flow within the space.
- d. Introduce as much fresh outdoor air as possible:
  - i. Open windows where possible.
  - ii. For mechanically ventilated buildings, increase outdoor air ventilation by disabling demand-controlled ventilation and opening outdoor air dampers to 100 percent or the greatest amount feasible as indoor and outdoor conditions permit.
  - iii. Mechanical ventilation systems in buildings are operated continuously when persons are in the building.
  - iv. Improve building mechanical ventilation filtration to MERV-13 or the highest feasible level. Hancock has planned on replacing filters at their next change to Merv-13. Currently the college is utilizing high-efficiency MERV- 8 or higher. This meets the highest feasible level criteria. There some units that will not be able to increase to MERV-13 and these be replaced with the highest MERV level rating filter possible into the units which in most cases will be MERV-8.
  - v. The Health Center will have a small air filtration unit in exam rooms. Hancock is currently exploring new technology and have just installed for testing two bi-polar high output ion generators in our package HVAC units this product is designed for treating air it sends out positive and negative ions to purify the supply air. If this is effective, the college will be installing these in all units on campus.

6. Water Systems

- a. To minimize the risk of Legionnaires' disease and other diseases associated with water not flowing through fixtures, the Facilities maintenance department is taking steps to ensure that all water systems and features (e.g., sinks, faucets, drinking fountains, decorative fountains) are safe to use at all times by regularly running water through all fixtures and flushing all systems.
- b. Use of drinking fountains is prohibited. Faculty, staff and students are encouraged to bring their own water and to use water refilling stations where available for personal water bottles. Water refilling stations should be cleaned and disinfected regularly. The college has covered drinking fountains and bottle fillers will remain active. Signs will be posted at refilling stations that encourage users to wash or sanitize their hands after refilling.





**SECTION 3: CAMPUS ACCESS, TECHNOLOGY,  
FINANCE, AND INSTITUTIONAL PLANNING AND ASSESSMENT**

Section 3: Campus Access, Technology, Finance, and Institutional Planning and Assessment

A. On-Campus Settings (Campus Access and Study Spaces)

Allan Hancock College remains open and operating with measures in place to protect the health of our essential workers and the community, in accordance with state and local mandates. Staff able to perform work functions remotely have continued to do so since the start of the pandemic emergency, but as the county gradually relaxes restrictions and the college transitions to a phased reopening, additional on-campus programs and services will be required as described in the phased plans in Sections 4 and 5. Alongside these increased services, additional study spaces not directly linked to any program will be available on campus to support student access. The study spaces that are available for students meet the occupancy and distancing guidelines recommended in the [COVID-19 Industry Guidance: Institutions for Higher Education](#).



### SECTION 3: CAMPUS ACCESS, TECHNOLOGY, FINANCE, AND INSTITUTIONAL PLANNING AND ASSESSMENT

Campus Location	Bldg.	Room #	Capacity	Open Hours	Manager/ Responsible Party	Instructions for use
Santa Maria	L	Academic Resource Center	20	M-R 9am-7pm; F 9am-1pm	Mary Patrick/ARC Front Desk (3260)	Students must call and setup an appointment to reserve a computer
Santa Maria	L	Library Lobby	12	M-R 8am-5pm; F 8am-1pm	Mary Patrick/Front Desk (3683)	Services by appointment
Santa Maria	K	Classroom Room # 20	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 21	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 22	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 23	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 24	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 25	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 26	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	K	Classroom Room # 27	7	M-R 8am-8pm; F 8am-1pm	Bob Curry/VP Academic Affairs (3247) or Nohemy Ornelas/VP Student Services (3659)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	Commons	Between the Library and Student Center (Bldg. G and Bldg. L)	15	M-R 8am-8pm; F 8am-1pm	Stephanie Robb/Student Activities (3734)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	Parking Lot	2	150	M-F 8am-10pm	Sergeant Ken Reed (3652)	No appointment needed, space will be available for students to use during the specified hours
Santa Maria	Parking Lot	8	150	M-F 8am-10pm	Sergeant Ken Reed (3652)	No appointment needed, space will be available for students to use during the specified hours
Lompoc Valley Center	2-121	Classroom	10	M-R 8am-5pm; F 8am-1pm	Mitch McCann/Associate Dean (3800)	No appointment needed, space will be available for students to use during the specified hours
Lompoc Valley Center	1	Library	12	T 8am-1pm; W 1pm-6pm	Mary Patrick/LVC Desk (5224)	Services by appointment

### SECTION 3: CAMPUS ACCESS, TECHNOLOGY, FINANCE, AND INSTITUTIONAL PLANNING AND ASSESSMENT

#### B. Technology

Allan Hancock College implemented new processes to address the technological needs of the college and students. This includes taking inventory of equipment and purchasing additional items to allow the continuity of operations, instruction, and services. Below is a brief summary of the efforts to support the institution.

##### 1. Equipment Loaning

To support student access and the continuity of services during the transition to remote instruction and operations, the Information Technology Services (ITS) department implemented an emergency equipment loan program. During the spring semester, more than 300 students and 100 employees borrowed a laptop or other device to facilitate remote learning/working. This program continued during the summer term and will continue for as long as ERT courses are offered or employees continue work remotely.

##### 2. Expanding Internet Access

The library maintains a Wi-Fi hotspot loan program for students and increased the number of available devices. In addition, ITS is strengthening Wi-Fi signals in parking lots 2 and 8 to expand the areas in which students can connect to on-campus Wi-Fi from their cars or outdoors. When students or others are on campus to use Wi-Fi connections, all guidelines including physical distancing must be followed. The Academic Resource Center maintains a socially distanced computer lab prioritized by appointment and computers are disinfected after each student.

##### 3. Classroom Updates

ITS worked with faculty and deans to upgrade classrooms to facilitate remote and hybrid instruction. Some classrooms were equipped with web cameras, allowing faculty to record lectures, stream video to students, or teach hybrid classes where some students can attend in-person and some attend remotely. In fall 2020, courses with learning outcomes that cannot be taught or assessed in ERT modality will be taught on-site, either fully or with a combination of ERT and on-site instruction. These classrooms will be provided with the appropriate technology to support the identified teaching modalities.

##### 4. ITS support

ITS has staff (both on campus and working remotely) to provide support to the college community. In addition to its long-standing help desk for employees, ITS launched new support options for students. These include an online form and phone support. A new, comprehensive online help system for both employees and students is scheduled to launch in August 2020.

ITS will continue to assess technology needs to maintain the appropriate level of support during the pandemic.

#### C. Finance

The office of Finance and Administration focused on continued operations and the development of budgeting, purchasing, and financial reporting for all COVID-19 related expenses. These expenses fall into one of two categories; the first category relates to expenditures eligible to be reimbursed



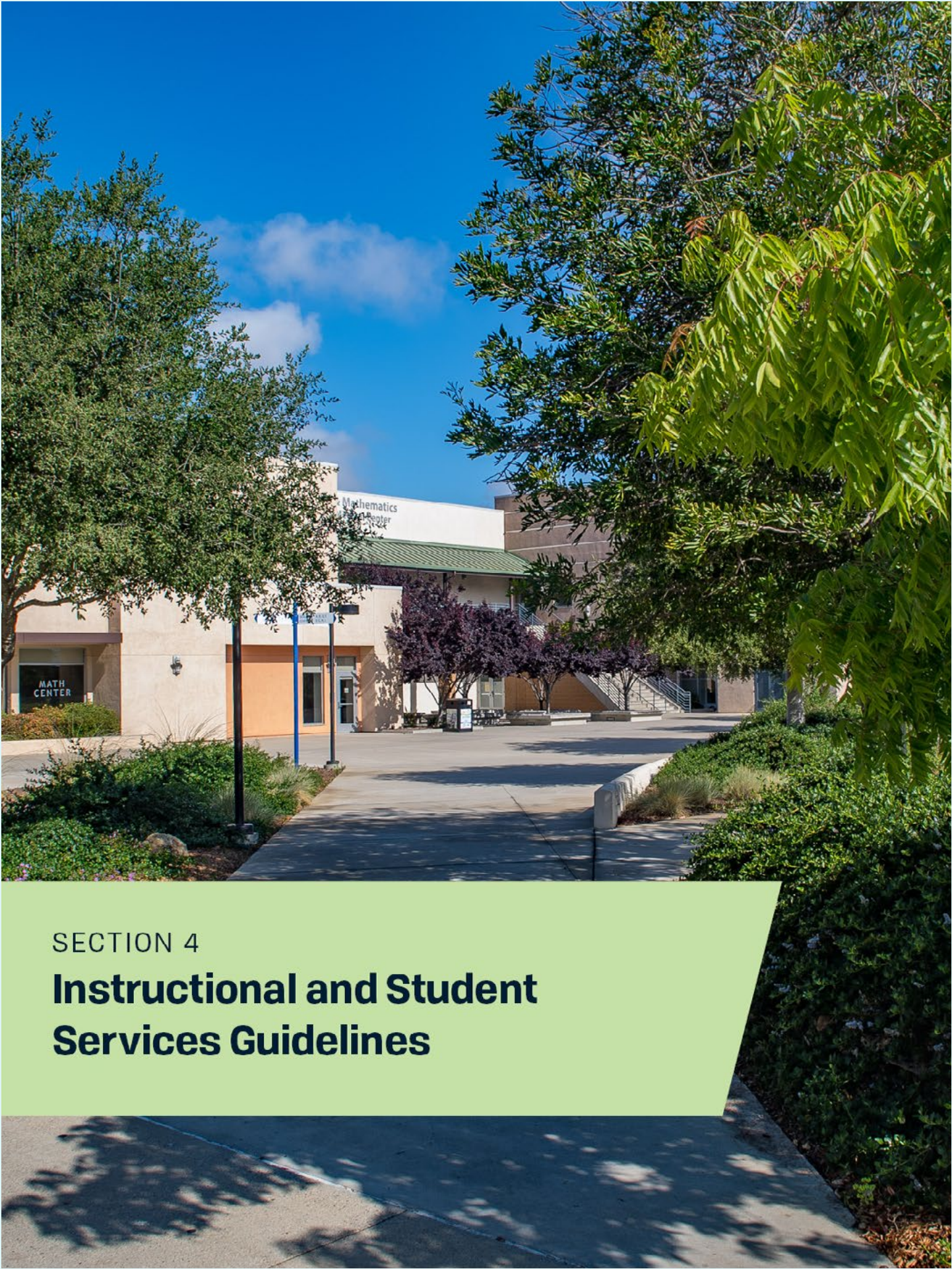
**SECTION 3: CAMPUS ACCESS, TECHNOLOGY,  
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through the institutional portion of the federal Coronavirus Aid, Relief, and Economic Security Act (CARES). These include costs for faculty distance education training, laptop purchases to support students in need of a laptop for online education and staff working remotely, online software education licenses, and technology purchases to support fall 2020 ERT classes.

The second category relates to expenditures potentially reimbursable through the Federal Emergency Management Agency (FEMA). These include expenses related to personal protective equipment, social distancing measures, cleaning/disinfecting, food share, and communication/marketing related to the district’s COVID-19 response. Unique account codes to track expenses were created. Support and administrative staff are tracking and recording time that is devoted to COVID-19 response to ensure timely reporting and/or reimbursement timelines. All reporting and tracking will follow state and federal requirements.

**D. Institutional Planning and Assessment**

The office of Institutional Effectiveness will provide continuing support for evaluation of this plan, district-wide planning, student impact assessment, accountability reports, and accreditation compliance. Surveys to students, faculty, and staff were administered to assess the impact of the transition on student access and needs for additional support. Student comments and questions from the surveys have been used to formulate FAQs. Surveys have allowed students to provide contact information along with questions or needs to facilitate specific follow-up. Coronavirus Aid, Relief, and Economic Security (CARES) Act funding surveys have also been administered to ensure efficient allocation of funds. Regional maps of student locations along socio economic status were developed to facilitate community placement of Wi-Fi access points. The transition to online instruction has also necessitated monitoring and reporting of courses and programs to the Accrediting Commission for Community and Junior Colleges (ACCJC), as well as changes to attendance accounting guidelines for purposes of FTES calculations. Feedback from faculty and staff surveys will be used for professional development training and efforts to encourage peer to peer collaborations. Research of student impact and equity gap analyses resulting from the conversion to ERT will be shared with college personnel to ensure ongoing informed decision making.



**SECTION 4**  
**Instructional and Student  
Services Guidelines**



Section 4: Instructional and Student Services Guidelines

Instructional and Service Programs

Instructional and student services planning is guided by public health considerations and CDC, state, and county regulations. The college recognizes the changing nature of the COVID-19 pandemic, and the following plans intentionally reflect a degree of flexibility as state and local public health guidance and regulations change with shifting conditions and within specific environments.

In planning for limiting student, faculty, and staff exposure to COVID-19, the college worked with discipline faculty to determine which courses and programs included content and learning outcomes that could not be taught or assessed using online or remote technologies (e.g., online, videoconferencing, live chat), such as performance, laboratory, and clinical experiences.

Unless not allowed by county or state directives as a result of changing pandemic conditions, these courses will be offered on-site with symptom screening, social distancing, and other safety protocols that follow CDC, state, and county safety guidelines. Should a resurgence of local infections partway through the term lead to increased restrictions that do not allow for on-site instruction, each course will be assessed at that time to do one of the following: in cases where sufficient instruction has taken place, issue a grade; temporarily suspend the course instruction and continue later when conditions allow for a return to the campus; continue instruction through a hybrid modality, delivering course instruction online until on-site instruction can be resumed; or complete the course in a fully online/remote modality.

Student support services are available through phone, email, and live virtual sessions using videoconferencing (Cranium Café, Zoom) and chat. Hours of operation include evening services to meet the needs of students who require assistance after normal business hours. The delivery of on-site, in-person academic and support services will be assessed and align with the county’s recommendation for operations. Health and safety considerations (outlined in Section 2) will be used to make programmatic decisions.

Instructional Delivery Plans

As described in the Executive Summary, the college determined in early May that instruction for the fall 2020 semester, with limited exceptions for courses or parts of courses that cannot be delivered in a remote modality, will be delivered primarily through distance education, locally termed Emergency Remote Teaching (ERT). ERT will be primarily synchronous, with students meeting for all or part of each class session at the regularly scheduled day and time throughout the term. Courses originally scheduled as online (distance learning or DL), and which are taught asynchronously, were unchanged and will be offered alongside ERT courses.

The following tables separate fall instructional plans by academic department and provide a high-level overview of each program within the department. [Individual course information is located in the appendices](#). Following the guidelines established at the May meeting, key changes to fall instruction as a result of the pandemic to courses traditionally taught on-site include the following:

1. Conversion of on-site/face-to-face (F2F) courses to Emergency Remote Teaching, which is primarily synchronous online instruction

2. On-site/F2F courses converted to a mix of online instruction (distance education/learning or DL) and on-site instruction with appropriate safety protocols
3. Cancellation of courses that cannot be offered safely on-site

For ease of review, programs currently planning on-site instruction in fall 2020 are highlighted in blue.

Applied Behavioral Sciences	
Sofia Ramirez Gelpi, Ph.D.   Dean, Academic Affairs	
Program	Instructional Modality
Culinary Arts	Only courses that can be taught via distance learning (DL) or Emergency Remote Teaching are allowed at this time. ECS 118/119 will provide on-site instruction via student placement in the AHC Children’s Centers and/or community childcare facilities.
Early Childhood Studies	Only courses that can be taught via DL or ERT are allowed at this time.
Education (cross listed with ECS)	Only courses that can be taught via DL or ERT are allowed at this time.
Family and Consumer Science	Only courses that can be taught via DL or ERT are allowed at this time.
Food Science and Nutrition	Only courses that can be taught via DL or ERT are allowed at this time.
Fashion Studies	Only courses that can be taught via DL or ERT are allowed at this time.

Business	
Rick Rantz   Dean, Academic Affairs	
Program	Instructional Modality
Accounting	All on-site courses converted to ERT format.
Business	All on-site courses converted to ERT format.
Computer Business Information Systems	All on-site courses converted to ERT format.
Computer Business Office Technology	All on-site courses converted to ERT format.
Entrepreneurship	All on-site courses converted to ERT format.
Paralegal Studies	All on-site courses converted to ERT format.



SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Community Education	
Sofia Ramirez Gelpi, Ph.D.   Dean, Academic Affairs	
Program	Instructional Modality
Basic Skills	Basic Skills courses that can be taught via Emergency Remote Teaching (ERT) are allowed at this time.
Citizenship	Limited offerings of Citizenship courses delivered via ERT are allowed at this time.
Adults with Disabilities	Adults with Disabilities courses are canceled at this time as these cannot be offered via ERT.
Health & Safety	Limited offerings of Health and Safety courses delivered via ERT are allowed at this time.
Home Economics	Home Economics courses are canceled as these cannot be offered via ERT at this time.
Noncredit ESL	A reduced number of Noncredit ESL courses are offered via ERT at this time.
Parent Education	Parent Education courses that can be taught via ERT are allowed at this time.
Older Adults	Older Adults courses are canceled as these cannot be offered via ERT.
Vocational Education	Vocational Education courses that can be taught via ERT are allowed at this time. A limited number of VOCE courses will be offered on-site (VOCE 7801 and VOCE 7108).
Workforce Preparation	Workforce Preparation courses that can be taught via ERT are allowed at this time.
Community Service (Fee-Based Programming)	Limited offerings of fee-based courses (CFK, CSPD, CSFT) delivered via ERT are allowed at this time.

Cosmetology	
Sofia Ramirez Gelpi, Ph.D.   Dean, Academic Affairs	
Program	Instructional Modality
Cosmetology	Theory and practicum curriculum will be delivered by ERT on a temporary basis, as approved by the Board of Barbering and Cosmetology.

English	
Mary Patrick, Ph.D.   Dean, Academic Affairs	
Program	Instructional Modality
English	All on-site courses converted to ERT format.

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Fine Arts	
Rick Rantz   Dean, Academic Affairs	
Program	Instructional Modality
Art	All on-site courses converted to ERT format.
Dance	All on-site courses converted to ERT format.
Drama	All on-site courses converted to ERT format.
Film and Video Production	All on-site courses converted to ERT format.
Graphics	All on-site courses converted to ERT format.
Multimedia Arts	All on-site courses converted to ERT format.
Music	All on-site courses converted to ERT format.
Photography	All on-site courses converted to ERT format.

Foster & Kinship Care Education	
Sofia Ramirez Gelpi, Ph.D.   Dean, Academic Affairs	
Program	Instructional Modality
Foster & Kinship Care Education	All trainings and workshops delivered via ERT.

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Health Sciences	
Margaret Lau   Dean, Academic Affairs	
Program	Instructional Modality
Dental Assisting	All courses delivered ERT, except DA 318, Basic Dental Assisting Skills, which will be taught in hybrid ERT lecture w/F2F lab modality. Groups of six students maintained in the operatory. Cohort size = 24 students. Students enrolled in spring DA 329 target completion of clinicals in fall 2020. DA 320 and DA 327 off-site clinical courses postponed to spring 2021 for the 2020-21 cohort.
Medical Assisting	Reduce cohort to 24 students; ERT for all lectures w/F2F in three rotating groups of eight students in classroom/skills lab to allow for physical distancing.
CNA	Downsize SM cohort to 15 students and retain LVC cohort at 15 students. ERT lecture w/F2F simulation if approved by CDPH in groups of not more than eight students. Direct Patient Care TBA w/community long-term and acute-care facilities.
LVN	Continuing cohort = 34 students. ERT for all lectures w/F2F in rotating groups of not more than seven students in skills lab and simulations to the maximum extent allowed by BVNPT; clinical rotations in community care facilities TBA as allowed.
RN	Continuing cohort = 35 students. ERT for all lectures w/ F2F lab with rotating small groups, subject to BRN-approved cap of simulations. Direct patient care TBA with Dignity Health hospitals and Atascadero State Hospital.

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Industrial Technology	
Margaret Lau   Dean, Academic Affairs	
Program	Instructional Modality
Auto Body	AB 300 (cross-listed with Shop Math and Measurement) in synchronous ERT modality. All other AB courses delivered ERT lecture w/F2F labs. Downsize hybrid course caps to 16 to allow for physical distancing.
Apprenticeship (Electrician and Plumbing/Pipefitting)	Related and supplemental instruction-funded courses per instructional service agreement; courses held off-site. Transition to hybrid modality.
Architecture	100 percent ERT lecture and lab for all ARCH classes, except ARCH 111 Arch Graphics and Design 1. ARCH 111 delivered ERT for lecture w/F2F labs in groups of 12 students meeting on alternate class days, thereby increasing course cap to 24 students, thanks to new modular architectural desks installed in O-115 design lab.
Auto Technology	Offer AT 300 (cross-listed with Shop Math and Measurement) in ERT modality. All other AT courses delivered ERT lecture w/F2F labs in groups of 12 students meeting on alternate class days. Course caps of 24 students maintained.
Electronics	All courses delivered in synchronous ERT modality; course caps maintained at 24 students. EL 104 Robotics and Mechatronics postponed to spring 2021, pending hiring of new PT faculty.
Engineering Technology	All courses delivered in synchronous ERT modality; all course caps ranging from 30 to 35 students maintained.
Machining and Manufacturing Technology	Offer MT 300 (cross-listed with Shop Math); MT 113 SolidWorks 1; and MT 116 MasterCAM 1 in ERT modality, preserving course caps. Postpone MT 315 Advanced Machining to spring 2021. All other courses delivered ERT lecture w/F2F labs in groups of either eight or five students meeting on alternate class days. Hybrid courses downsized to 16 to accommodate physical distancing or to 10 students due to limited number (5) of CNC machines.
Welding Technology	Offer only WLDT 300 (cross-listed with Shop Math) in ERT modality. Most courses delivered ERT lecture w/F2F labs downsized to 15 students to accommodate physical distancing. WLDT 320 Pipe Welding offered strictly F2F and with downsized course cap of 15 students. WLDT 106, delivered hybrid to accommodate demand and full enrollment of 22 students.



SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Kinesiology, Recreation, and Athletics	
Kim Ensing   Associate Dean, Academic Affairs	
Program	Instructional Modality
Lecture w/Lab Courses (Sports Medicine Courses)	Converted to Emergency Remote Teaching (ERT) format; lab will be offered on-site in small groups.
Physical Ed. Labs	Swim labs turned into specific days/times. Student attendance limited based on guidance from county.
Physical Education Courses, Individual Activity	Converted to ERT format.
Physical Education, Team Activity	Canceled
Intercollegiate, Individual Sport	Converted to ERT format. Return to play protocols outlined in appendices. Prepared to move to F2F/hybrid when ready. CCCATA documents and county guidelines will guide path forward.
Intercollegiate, Team Sport	Converted to ERT format. Return to play protocols outlined in appendices. Prepared to move to F2F/hybrid when allowed by county. CCCATA documents and county guidelines will guide path forward.
Sports Medicine support	Currently offering ERT support. For fall, an alternative facility is being identified in order to properly offer athletic training services. Return to play protocol document found in appendices.
Student Athlete Academic Support	Converted to ERT format.

Languages and Communication	
Mary Patrick, Ph.D.   Dean, Academic Affairs	
Program	Instructional Modality
Languages and Communications	All on-site courses converted to ERT format.

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Life and Physical Sciences	
Sean Abel, D.A.   Dean, Academic Affairs	
Program	Instructional Modality
Agriculture	Courses 100 percent ERT: 100, 125, 154, 158. For 150 and 161, small groups will perform hands-on work in the garden area.
Astronomy	Courses 100 percent ERT: 100
Biology	Courses 100 percent ERT: 100, 124, 125, 128, 132, 150, 155.
Chemistry	Courses 100 percent ERT: 120 and 150. CHEM 110 is fully online. CHEM 151, 180 will hold lecture fully ERT and labs conducted with split classes in rotation.
Geology	Courses 100 percent ERT: 100 and 141.
Physical Science	Courses 100 percent ERT: 111
Physics	Courses 100 percent ERT: 110, 141, 161, 163. For 141, 161, and 163, final exams will be held face to face with proper social distancing if health conditions allow.
Veterinary Technician	Courses 100 percent ERT: 300, 301, 302, 303, 304.
Viticulture and Enology	Courses 100 percent ERT: 101, 102, 114, 125. For 120, 140, 310, 321, the class will be ERT with small groups performing hands-on work in the vineyard or winery as appropriate for the course.

Mathematical Sciences	
Sean Abel, D.A.   Dean, Academic Affairs	
Program	Instructional Modality
Computer Science	All on-site courses converted to ERT format.
Engineering	Courses 100 percent ERT: 100, 124, 152, 161. Course 162 is a lab course and will be held ERT with small groups on campus for activities, as required and noted in the syllabus.
Mathematics	Courses 100 percent ERT: 100, 105, 123, 123S, 131, 131S, 135, 135S, 141, 141S, 181, 182, 183, 184, 309, 311, 321, 331, 331S, 521. Most math classes will hold face to face final exams with proper social distancing if health conditions allow.

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

PCPA	
Mark Booher   Associate Dean, Academic Affairs	
Program	Instructional Modality
Returning CTE Technical Theatre two-year Students (Class of 2021)	ERT for lectures; F2F lab capacity managed with physical distancing and other SBCDPH safety protocols (including safety glasses/goggles, gloves, and masks) PD accomplishable with students divided among more than seven PCPA production labs (Scenery, Paints, Lighting, Sound, Properties, Costumes, Stage Management) and use of larger studio/shop/venues.
Incoming CTE Technical Theatre two-year Students (Class of 2022)	ERT for lectures; F2F lab capacity managed with physical distancing and other SBCDPH safety protocols (including safety glasses/goggles, gloves, and masks) PD accomplishable with students divided among more than seven PCPA production labs (Scenery, Paints, Lighting, Sound, Properties, Costumes, Stage Management) and use of larger studio/shop/venues.
Returning CTE Professional Acting two-year Students (Class of 2021)	Delay start to spring 2021.
Incoming CTE Professional Acting two-year Students (Class of 2022)	Delay start to spring 2021.
Professional Interns	ERT for lectures; F2F lab capacity managed with physical distancing and other SBCDPH safety protocols (including safety glasses/goggles, gloves, and masks) PD accomplishable with students divided among more than seven PCPA production labs (Scenery, Paints, Lighting, Sound, Properties, Costumes, Stage Management) and use of larger studio/shop/venues.

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Public Safety	
Mitch McCann   Associate Dean, Academic Affairs	
Program	Instructional Modality
Environmental Health and Safety	Environmental Health and Safety 101, 153, 155 and 159 have been converted to ERT. ENVT 154 requires at least hybrid ERT/F2F with physical distancing.
Emergency Medical Services	All Emergency Medical Services courses require at least hybrid ERT/F2F with physical distancing. EMS courses are authorized to proceed forward due to their essential nature but will include social distancing and extra safety precautions.
Fire Technology	A number of Fire Technology courses are currently distance learning classes and will continue. Fire courses are authorized to proceed forward due to their essential nature, but with added social distancing and extra safety precautions.
Law Enforcement	The California Commission on Peace Officer Standards and Training (POST) does not allow their certified courses to be taught at a distance, but Law Enforcement courses are authorized to proceed forward due to their essential nature. Includes added social distancing and extra safety precautions. LE 329 (State Hospital Police Academy) will convert to an ERT hybrid course.
Administration of Justice	All Administration of Justice courses have been converted to ERT modality and will continue until restrictions are lifted.

Social and Behavioral Sciences	
Rick Rantz   Dean, Academic Affairs	
Program	Instructional Modality
Anthropology	All on-site courses converted to ERT format.
Economics	All on-site courses converted to ERT format.
Geography	All on-site courses converted to ERT format.
Global Studies	All on-site courses converted to ERT format.
History	All on-site courses converted to ERT format.
Humanities	All on-site courses converted to ERT format.
Human Services	All on-site courses converted to ERT format.
LGBT Studies	All on-site courses converted to ERT format.
Philosophy	All on-site courses converted to ERT format.
Political Science	All on-site courses converted to ERT format.
Psychology	All on-site courses converted to ERT format.
Sociology	All on-site courses converted to ERT format.



SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Services and Support Programs - Phase 1-4

The following tables provide a high-level overview of student service areas and support programs. As the keys below indicates, each area's plans are divided into four phases of reopening aligned with the four stages of California's [Resilience Roadmap](#). Given the shifting nature of the pandemic and the developing state of public health knowledge about and response to COVID-19, it is important to note that in all phases, each service area will abide by Centers for Disease Control and Prevention (CDC), state, and county public health guidelines current at the time.

Phase Definition	
Phase 1	remote campus (highest level of restrictions; CA Stage 1)
Phase 2	limited modified reopening (initial reduced restrictions; CA Stage 2)
Phase 3	modified reopening (moderately reduced restrictions; CA Stage 3)
Phase 4	full reopening (opening with safety protocols; CA Stage 4)

Admissions and Records, Santa Maria, Lompoc Valley Center, Santa Ynez Valley Center, VAFB – Marian Quaid-Maltagliati, Director, Admissions and Records	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment with the director, with social distancing and other safety protocols.</li><li>Staff will work staggered workdays that will include in-office and remote work. All health and safety protocols will be followed.</li><li>Santa Ynez and Vandenberg AFB Centers will remain remote for the fall.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff will work on campus. All health and safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by the Santa Barbara County Public Health Department.</li></ul>

AIM to Dream Center, Santa Maria, Lompoc Valley Center – Yvonne Teniente, Dean, Student Services	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li><li>Staff will work staggered work weeks that will include in-office and remote work. All health and safety protocols will be followed.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff will work on campus. All health and safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

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ARC/Open Access Computer Lab – Mary Patrick, Ph.D., Dean, Academic Affairs	
Phase 1:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li><li>Appointments required to visit ARC. Limited number of students allowed in space at one time.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with physical distancing and other safety protocols.</li><li>Appointments required to visit ARC. Limited number of students allowed in space at one time.</li><li>Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Limited on-site services available by drop-in, with social distancing and other safety protocols. Limited number of students allowed in space at one time.</li><li>Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>Services available face-to-face.</li></ul>

ARC/Tutoring Center – Mary Patrick, Ph.D., Dean, Academic Affairs	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Primarily remote services via Cranium Café and Zoom with possible limited face-to-face interaction by appointment using physical distancing protocols.</li><li>All tutor interviews and training will be offered remotely via Zoom.</li><li>Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Remote services offered via Zoom when possible.</li><li>Limited drop-in tutoring available.</li><li>All orientation services offered online.</li><li>Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>Services available face-to-face.</li></ul>

Basic Needs – Stephanie Robb, Director, Student Activities and Outreach	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff will work on campus. All health safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

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Building A Lobby – Mary Dominguez, Dean, Student Services	
Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li> <li>Remove some lobby computers to allow for social distancing for students. Identify who will be responsible for cleaning the computers every few hours.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols. All health and safety protocols will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

Business Services - Laura Becker, Director, Business Services	
Phase 1:	<ul style="list-style-type: none"> <li>Limited services will be provided on-site by appointment with social distancing and other safety protocols.</li> <li>Staff will work staggered on-site/remote schedules.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited services will be provided on-site by appointment with social distancing and other safety protocols.</li> <li>Staff will work staggered on-site/remote schedules.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>All services will be provided on-site by appointment with social distancing and other safety protocols.</li> <li>Staff will work staggered on-site/remote schedules.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services will be provided on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> <li>All staff will work on-site.</li> </ul>

Cal-SOAP – Diana Perez, Director, Cal-SOAP	
Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li> <li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> <li>Staff will work on campus. All health and safety protocols will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

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Campus Graphics – Lauren Milbourne, Director, Public Affairs and Communications	
Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Staff will work staggered work week schedules that will include in-office and remote work with reduced open hours. All health and safety protocols will be followed.</li> <li>All interaction with public is via curbside pickup, no in-person interaction</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> <li>Select staff will work on campus using Phase 2 staffing model. All health and safety protocols will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by the Santa Barbara County Public Health Department</li> </ul>

Campus Police - Santa Maria, Lompoc Valley Center – Cathy Farley, Chief, Campus Police	
Phase 1:	<ul style="list-style-type: none"> <li>Staff will be on-site with expansion of patrol hours and following health and safety guidelines. Fingerprinting services on-site will be not available. Background checks will be conducted by GoodHire.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Staff will be on-site with expansion of patrol hours and following health and safety guidelines. Fingerprinting services on-site will be not available. Background checks will be conducted by GoodHire.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Staff will be on-site with possible patrol hours adjustments to accommodate student needs. Fingerprinting services available by appointment. All health and safety guidelines will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>Staff will be on-site and all services will resume. All health and safety guidelines will be followed.</li> </ul>



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### CAN/TRIO – Mary Dominguez, Dean, Student Services

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li> <li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> <li>Staff will work on campus. All health and safety protocols will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

### Career Center – Tom Lamica, Project Director, Career Center and K-12 Partnerships

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only including: Career counseling, advising, Zoom workshops, <i>College Now!</i> Zoom meetings, Concurrent Enrollment Zoom meetings, CWE coordination, SkillsUSA coordination.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols. Career Readiness Academy cohorts, workshops, Career Services, and counseling will remain virtual. Special events like Career Expo, Career Carnival, CTE Junior Day, and CTE presentations will be postponed to spring 2021. Virtual contingencies will be in place if large events are prohibited at that time.</li> <li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> <li>Staff will work on campus. All health and safety protocols will be followed.</li> <li>Career Readiness Academy and other cohort programs will continue remotely.</li> <li>Career Services for individual students will begin to be offered on-site in accordance with safe student/staff social distancing ratios monitored daily.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> <li>Career Center staff will fully return to the Career Center lab to provide individual career services and to coordinate and staff CRA cohorts, workshops, and other special events in accordance with the safety standards set by the Santa Barbara County Public Health Department and the college.</li> <li>Career Center staff will work with community partners and K-12 partners to provide support and assistance wherever needed to maintain K-12 programs and services during all phases of recovery.</li> </ul>

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### Children's Center - Santa Maria, Lompoc Valley Center – Sofia Ramirez Gelpi, Ph.D., Dean, Academic Affairs

Phase 1:	<ul style="list-style-type: none"> <li>Provide childcare services to first responders.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Provide services to first responders and students in identified essential disciplines (Nursing, EMS, Public Safety), and allow potential placement of ECS 118/119 students.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Provide services to students and re-opening lab school for all ECS/EDUC students.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>Full re-opening providing childcare services to all students, including placement of all students in the lab school.</li> </ul>

### Community Education Services – Sofia Ramirez Gelpi, Ph.D., Dean, Academic Affairs (Admission, Registration, Cashiering)

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited onsite services will be prioritized by appointment, with social distancing and other safety protocols. Remote services will continue. Re-establishment of extended business hours.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>On-site/in-person student services under social distancing guidelines and other safety protocols approved by Santa Barbara County Public Health Department.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>Operations return to normal with in-person services, including extended business hours.</li> </ul>

### Community Education Services – Sofia Ramirez Gelpi, Ph.D., Dean, Academic Affairs (Academic Affairs)

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols. Remote services will continue.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Limited in-person services under social distancing guidelines and other safety protocols approved by Santa Barbara County Public Health Department.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>Operations return to normal with in-person services.</li> </ul>

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Counseling - Santa Maria, Lompoc Valley Center, Santa Ynez Valley Center – Yvonne Teniente, Dean, Student Services	
Phase 1:	<ul style="list-style-type: none"><li>• Remote services only</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>• Limited on-site services with social distancing and other safety protocols.</li><li>• Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li><li>• Students will be given the option of their preference of online, phone, or in-person appointments.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>• Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>• Staff will work on campus. All health and safety protocols will be followed.</li><li>• Students will be given the option of their preference of online, phone, or in-person appointments.</li><li>• Special hour for those immunosuppressed students who wish to come in.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>• All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

Counseling (noncredit) – Yvonne Teniente, Dean, Student Services	
Phase 1:	<ul style="list-style-type: none"><li>• Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>• Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li><li>• Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li><li>• Students will be given the option of their preference of online, phone, or in-person appointments.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>• Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>• Staff will work on campus. All health and safety protocols will be followed.</li><li>• Students will be given the option of their preference of online, phone, or in-person appointments.</li><li>• Special hour for those immunosuppressed students who wish to come in.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>• All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

EOPS/CARE/NextUp & CalWORKS - Santa Maria, Lompoc Valley Center – Vanessa Dominguez, Director, EOPS & Special Outreach	
Phase 1:	<ul style="list-style-type: none"><li>• Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>• Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li><li>• Virtual drop-ins: peer advisors will continue in a virtual capacity.</li><li>• Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li><li>• Food dispersed is non-perishable. Online orientations and workshops, virtual department meetings, virtual tutoring on Cranium Café, use of videos on EOPS website to promote services.</li><li>• Specialists will continue daily outreach phone calls and connect students to virtual counseling appointments.</li><li>• Convert book cards to e-vouchers in bookstore; convert food cards to cash.</li><li>• Continue laptop lending and sanitization of laptops, pens, and loaner bags.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>• Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>• Professional staff and peer advisors will work on campus; tutoring will continue virtually. All health and safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>• All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>



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Facilities Department – James Harvey, Director, Facilities	
Phase 1:	<ul style="list-style-type: none"><li>Supervisory staff rotate with two days per week remote work and three days on-site to reduce staff in the building offices.</li><li>Maintain social distancing at all times.</li><li>Staff will rotate and work in on-call status two days per week and will work on campus three days per week while maintaining social distancing.</li><li>PPE of masks, safety glasses or shields, and gloves will be required to be worn by all custodial staff while performing their duties.</li><li>PPE of mask will be required of all other Facilities staff and supervisors in the performance of their duties.</li><li>CDC and Santa Barbara Public Health Department guidelines will be followed.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>All staff and supervisors return to work on-site five days per week maintaining social distancing.</li><li>PPE of masks, safety glasses and gloves will be required to be worn by all custodial staff while performing their duties.</li><li>PPE of mask will be required of all other Facilities staff and supervisors in the performance of their duties.</li><li>CDC and Santa Barbara Public Health Department guidelines will be followed.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Staff continue to work on-site five days per week maintaining social distancing.</li><li>PPE of masks, safety glasses, and gloves will be required to be worn by all custodial staff while performing their duties.</li><li>PPE of mask will be required of all Facilities staff and supervisors in the performance of their duties.</li><li>CDC and Santa Barbara Public Health Department guidelines will be followed.</li></ul>
Phase 4	<ul style="list-style-type: none"><li>Staff continue to work on-site five days per week on-site with Health and Safety protocols as directed by CDC and Santa Barbara Public Health Department</li><li>Proper PPE will be worn as needed and required.</li></ul>

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Finance and Administration – Eric D. Smith, Associate Superintendent/Vice President	
Phase 1:	<ul style="list-style-type: none"><li>Limited on-site services in building B (including district cashiers in building A) will be prioritized by appointment, with social distancing and other safety protocols.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li><li>Staff in building B (including district cashiers in building A) will work staggered workweek schedules that will include in-office and remote work. All health and safety protocols will be followed.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff in building B (including district cashiers in building A) will work on campus. All health and safety protocols will bel followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

Financial Aid - Santa Maria, Lompoc Valley Center – Mary Dominguez, Dean, Student Services	
Phase 1:	<ul style="list-style-type: none"><li>Limited staff on-site with remote services. Staff to follow social distancing and other safety protocols.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services, with social distancing and other safety protocols.</li><li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff will work on campus. All health and safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

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Help Desk (Student Activities & Outreach) – Stephanie Robb, Director, Student Activities and Outreach	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li><li>Staff will work staggered work week schedules that will include in-office and remote work. They will help monitor traffic in and out of the building. All health and safety protocols will be followed.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff will work on campus. All health and safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

Library – Mary Patrick, Ph.D., Dean, Academic Affairs	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Remote services; quiet study by appointment.</li><li>Physical circulating materials available by request with contactless or limited contact pick-up.</li><li>Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Remote services and limited face-to-face: quiet study areas, reference interviews available by appointment.</li><li>Physical circulating materials available by request with contactless or limited contact pick-up.</li><li>Staff will work staggered work week schedules that include on-site and remote work.</li><li>Physical library open with reduced open hours and strictly enforced capacity limits and social distancing facilitated by reorganization of furniture, stanchions, etc.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>Services available online and face-to-face.</li></ul>

Math Center – Sean Abel, D.A., Dean, Academic Affairs	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Primarily remote services (mandatory remote for drop-in tutoring), limited face-to-face by appointment (critical needs only), with social distancing and other safety protocols.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Remote services still in place as primary for drop-in tutoring.<ul style="list-style-type: none"><li>Face-to-face tutoring by appointment.</li><li>Space-available, time-limited tutoring available for drop-in, face-to-face tutoring.</li><li>All face-to-face services require safety protocols.</li></ul></li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>

STEM/MESA – Sean Abel, D.A., Dean, Academic Affairs	
Phase 1:	<ul style="list-style-type: none"><li>Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Some services offered remotely. Tutoring via Cranium Café; counseling via Zoom, email, and phone; and webinar workshops via Zoom.</li><li>Some one-on-one services may be available face-to-face via appointment.</li><li>Low attendance workshops may be offered face-to-face if classroom space is available.</li><li>No field trips.</li><li>All face-to-face meeting requires social distancing and safety protocols.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Some services offered remotely. Tutoring via Cranium Café; counseling via Zoom, email, and phone; and webinar workshops via Zoom.</li><li>Some one-on-one services may be available face-to-face via appointment.</li><li>With proper protocols, some use of study areas, center computers, and other services may be offered.</li><li>Low attendance workshops may be offered face-to-face if classroom space is available.</li><li>No field trips in Phase 3. All face-to-face meeting requires social distancing and safety protocols.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li><li>Field trips reinstated based on prevailing health guidelines.</li></ul>

Student Activities and Outreach – Stephanie Robb, Director, Student Activities and Outreach	
Phase 1:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols. Virtual events for student engagement.</li><li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li><li>Staff will work on campus. All health and safety protocols will be followed.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li></ul>



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### Student Center (Student Activities and Outreach) – Stephanie Robb, Director, Student Activities and Outreach

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Remove some tables and chairs in the café. Close lounge areas. Clean and sanitize all tables every hour. Clean restrooms throughout the day. Limit number of students allowed in the building at one time.</li> <li>Staff area with student worker/ambassador to help monitor space.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Maintain limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

### Student Workshops and Activities – Stephanie Robb, Director, Student Activities and Outreach

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Workshops and wellness events will be available through Zoom.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Limited student participation based on recommendations outlined by the Santa Barbara County Public Health Department. Vulnerable populations will follow protocols as directed by the Santa Barbara County Public Health Department. Considerations will also be made based on the travel destination by reviewing COVID-19 high infection areas.</li> <li>Additional workshops and wellness events will be available through Zoom.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services, programs, and activities will resume. Vulnerable populations will follow protocols as directed by the Santa Barbara County Public Health Department.</li> </ul>

### Testing Center – Yvonne Teniente, Dean, Student Services

Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols. Testing for GED/HiSET will be offered following Santa Barbara County Public Health Department guidelines.</li> <li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols. Testing for GED/HiSET will be offered three days a week.</li> <li>Staff will work on campus. All health and safety protocols will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

## SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

### University Transfer Center – Yvonne Teniente, Dean, Student Services

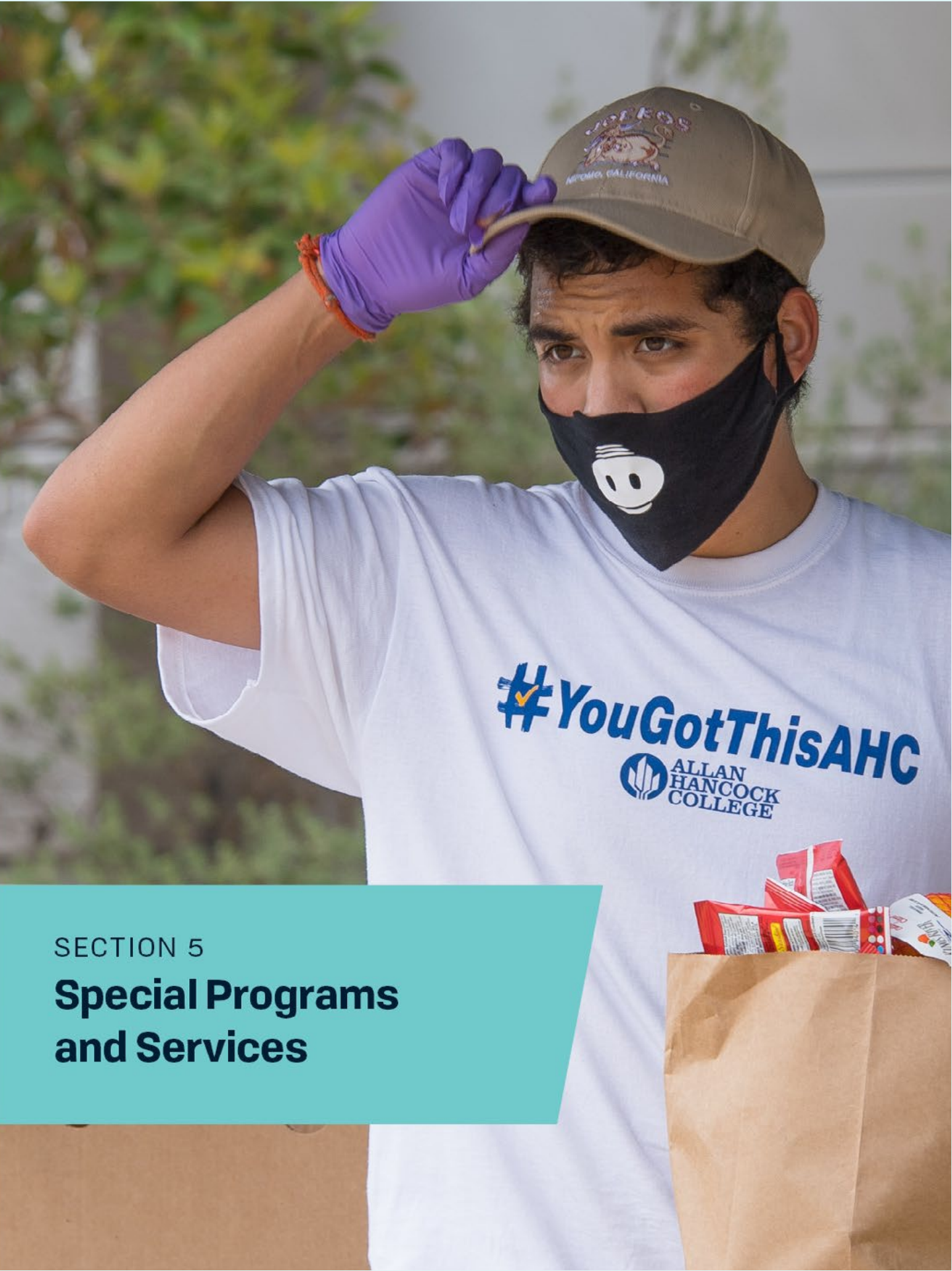
Phase 1:	<ul style="list-style-type: none"> <li>Remote services only.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services with social distancing and other safety protocols.</li> <li>No university field trips.</li> <li>Virtual workshops.</li> <li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li> <li>Students will be given the option of their preference of online, phone, or in-person appointments.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> <li>Staff will work on campus. All health and safety protocols will be followed.</li> <li>Students will be given the option of their preference of online, phone, or in-person appointments.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

### Vice President of Student Services – Nohemy Ornelas, Ed.D., Associate Superintendent/ Vice President

Phase 1:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li> </ul>
Phase 2:	<ul style="list-style-type: none"> <li>Limited on-site services will be prioritized by appointment, with social distancing and other safety protocols.</li> <li>Staff will work staggered work week schedules that will include in-office and remote work. All health and safety protocols will be followed.</li> </ul>
Phase 3:	<ul style="list-style-type: none"> <li>Services with a limited number of students as recommended by the Santa Barbara County Public Health Department, with social distancing and other safety protocols.</li> <li>Staff will work on campus. All health and safety protocols will be followed.</li> </ul>
Phase 4:	<ul style="list-style-type: none"> <li>All services and programs will be available on-site with health and safety protocols as directed by Santa Barbara County Public Health Department.</li> </ul>

SECTION 4: INSTRUCTIONAL AND STUDENT SERVICES GUIDELINES

Writing Center – Mary Patrick, Ph.D., Dean, Academic Affairs	
Phase 1:	<ul style="list-style-type: none"><li>• Remote services only.</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>• Primarily remote services via Zoom with possible limited face-to-face tutoring by appointment using social distancing protocols.</li><li>• All orientation services offered online.</li><li>• Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 3:	<ul style="list-style-type: none"><li>• Remote services offered via Zoom when possible.</li><li>• Limited drop-in tutoring available.</li><li>• All orientation services offered online.</li><li>• Staff will work staggered work week schedules that include on-site and remote work.</li></ul>
Phase 4:	<ul style="list-style-type: none"><li>• Services available face-to-face.</li></ul>



SECTION 5  
Special Programs  
and Services



Section 5: Special Programs and Services

Allan Hancock College takes the safety of students, staff, and faculty seriously. The following section provides a brief summary of the planning for specialized programs and services. Additional information, references, and supporting materials can be found in the appendices.

A. Athletics

In accordance with the California Community Colleges' Vision for Success, the college mission must be about student success, retention, and equity. Athletics are vital to that effort, and Allan Hancock College is working diligently to reinforce that foundation as much as possible in order to keep up with an ever-changing landscape. Guiding principles used to support framework are as follows:

- 1. **Health, Safety, and Mitigation** (*ensuring participation is safe for all student-athletes and staff, ensuring mitigation of the spread of the disease*)
- 2. **Student Retention and Completion** (*ensure student-athletes have the opportunity to complete a degree, certificate, or transfer*)
- 3. **Budget Considerations**
- 4. **Equity** (*preserving opportunity for student-athletes in which nearly 80 percent are a disproportionately impacted group*)
- 5. **Uncertain Conditions** (*flexible planning due to the numerous differences with state and individual county requirements*)
- 6. **Informed Decision-Making** (*guidance from multiple agencies, including [State of California Guidelines](#); [Centers for Disease Control and Prevention](#) (CDC); [California Community College Athletic Training Association](#) (CCCATA); CEO survey; sport coaches association surveys; input from Management Council; California Community College Athletic Directors Association (CCCADA) White Paper; higher education athletic associations; Chief Student Services Officers (CSSO); Chief Instructional Officers (CCCCIO)*)

The California Community College Athletic Directors Association established an executive working group in order to provide specific framework which each member college is to follow. The framework was approved by the governing body (CCCCAA Board of Directors), and Allan Hancock has worked closely with sport memberships, athletic directors, and most importantly, the athletic trainers, to ensure our compliance is sound and consistent with the membership and outlined framework.

Recently, the CCCCCAA Board established that there will not be advanced openings in the State of California. On July 9, 2020, the CCCCCAA Board voted to prepare member schools to implement the "Contingent Plan" which moves all intercollegiate competitions to the spring semester. Originally, member schools would have implemented the 2020-21 athletic calendars based on which phase of opening the State of California is in on July 17, 2020. Decision makers were in hopes that California would be in Phase 4, which would have indicated that athletic schedules would resemble a traditional look with a reduced number of contests in all sports, reduction of number of weeks across the season, and elimination of any practice or contests during flu season (December). In a Phase 3 position (referred to as contact/non-contact plan), athletic scheduling would move contact sports to spring and most non-contact sports to fall. Unfortunately, due to the current climate and rising positive cases, all athletic schedules instead will now be hosted during the spring semester. Athletics

will be operating under a reduced schedule in terms of number of contests and number of weeks across a season.

Allan Hancock College coaches and staff are well positioned to respond appropriately. Notification to student-athletes and the families of student-athletes are underway. Regardless of these circumstances, a plan is in place to re-socialize student-athletes during the fall semester.

The most critical component of implementation is to ensure the Athletic department has safe and sound return to play protocols in place. Allan Hancock has established a "COVID-19 Return to Play" Advisory Group as recommended by the National Athletic Trainers Association. Membership includes the team physician, associate dean/athletic director, athletic trainers, department chair, head football coach, equipment manager, and Facilities representative. Members have been meeting weekly for *several months* in order to properly execute the approved return to play protocols outlined by the CCCATA and endorsed by the CCCCCAA Board of Directors (\*see table below).

Results and outcomes of advisory meetings have established the following:

- 1. Ingress/egress of student-athletes, coaches, staff
- 2. COVID-19 education with written tests for understanding
- 3. Sanitization protocols
- 4. Submittal of practice plans by each coach adhering to sports specific phase requirements
- 5. Reservation system to access sports medicine team
- 6. Facility planning (athletic training room, weight room access, outdoor spaces)
- 7. Screening protocols
- 8. Securing PPE and necessary equipment for COVID-19 screening
- 9. [Updating necessary assumption of risk forms to include COVID-19 language](#)
- 10. [Adoption of all CCCATA resocialization back to sport guidelines](#)
- 11. Testing procedures and protocol are still in the development phase as new guidelines have been recently provided by the [COVID-19 Industry Guidance: Institutions of Higher Education](#)

The Athletic department continues to advance and adapt in order to support the student-athlete population. The coaches continue to advise, recruit, and encourage and prepare to support intercollegiate activities in a most challenging environment.

\*The table below outlines sport-specific resocialization guidelines each sport program will be following.

CCCATA SPORT-SPECIFIC RESOCIALIZATION GUIDELINES ADOPTED BY AHC	
"A" Level Sports	TRACK/FIELD INDIVIDUAL RUNNING EVENTS, THROWING, EVENTS, INDIVIDUAL SWIMMING, CROSS COUNTRY, GOLF
PHASE 1	<i>Return to conditioning (strength/fitness); groups of 10 or less with physical distancing, no vulnerable student-athletes</i>
PHASE 2	<i>Return-practice: groups of 10 or less with physical distancing</i>
PHASE 3	<i>Return to competition (remote): groups of 10 or less with CDC-defined physical distancing</i>

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PHASE 3B	Return to competition (in-person): groups of 50 or less with CDC-defined physical distancing i.e. staggered starts in cross country
"B" Level Sports	SWIMMING RELAYS, TRACK RELAYS, POLE VAULT, HIGH JUMP, LONG JUMP
PHASE 1	Conditioning w/10 or less, physical distancing, no vulnerable student-athletes
PHASE 2	Return to practice with no shared equipment: groups of 50 or less, no vulnerable student-athletes
PHASE 3	Return to practice with appropriately sanitized shared equipment: vulnerable student-athletes with physical distancing/no contact
PHASE 4	Return to competition: vulnerable student-athletes may practice with physical distancing
"C" Level Sports	BASKETBALL, VOLLEYBALL, BASEBALL, SOFTBALL, SOCCER
PHASE 1	Conditioning w/10 or less, physical distancing, no vulnerable student-athletes
PHASE 2	Return to practice with no shared equipment/no contact: groups of 50 or less, no vulnerable student-athletes
PHASE 3	Return to practice with appropriately sanitized shared equipment: vulnerable student-athletes with physical distancing/no contact
PHASE 4	Return to competition, monitor vulnerable student-athletes
"D" Level Sports	FOOTBALL
PHASE 1	Conditioning w/10 or less, physical distancing, no vulnerable student-athletes
PHASE 2	Return to practice with no shared equipment/no contact: Groups of 50 or less, no vulnerable student-athletes
PHASE 3	Return to practice with appropriately sanitized shared equipment/no contact: vulnerable student-athletes may practice with physical distancing/no contact
PHASE 4	Return to practice with appropriately sanitized shared equipment with contact: monitor vulnerable student-athletes, return to competition, monitor vulnerable student-athletes

B. Bookstore (Follett)

With the entire world adapting to the conditions of the COVID-19 pandemic, Follett had to do the same here at the campus stores in order to continue providing services to students, faculty, and staff. In mid-March, campus stores remained open. Follett sent out operational information to all college personnel and other campus partners regarding bookstore hours, free shipping for all online orders, free return labels for rental books, and free EBooks on the website. Stanchions were placed outside the store, along with directional arrows and signs, to promote social distancing.

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The information below outlines Follett’s plan for the fall.

1. Hours of Operation

Fall hours are as follows at the Santa Maria campus: Monday through Thursday 10 a.m. to 5 p.m., Friday 10 a.m. to 2 p.m. and at the Lompoc Valley Center, Monday through Thursday 10 a.m. to 2 p.m. Hours are updated on the Bookstore [website](#).

2. Social Distancing Measures

- a. Face coverings required for team members and customers entering the bookstore.
- b. Stanchions and floor markers used to separate customers and keep lines going in one direction.
- c. A door greeter will count number in and number out to allow flow and not exceed occupancy limits.
- d. Spaces for online pick-up orders have been designated.
- e. Partitions will be installed between two windows so both windows can be used safely.
- f. Windows will be used for online order pick up with current line set up outside of store.
- g. Every other register will be used to maintain social distancing for staff.
- h. Breaks for staff members will be staggered and scheduled.
- i. Small side door will be stanchioned to use for exit from store.
- j. Signage will be posted directing customers to entrance and exit areas.

3. Sanitation Procedures

- a. Staff will follow county retail guidelines for PPE.
- b. Plexiglass shields have been installed in front of all registers.
- c. Staff will self-certify that they have taken their temperature prior to every shift (self-certification occurs during clock-in).
- d. Pin pads will be sanitized after each use.
- e. Register counters will be cleaned regularly. Cleaning schedule followed every two hours for surfaces and areas within store and break area.
- f. HVAC and air flow will be monitored throughout day.
- g. Returned merchandise and daily received merchandise will be quarantined for 72 hours.
- h. Restrict returns on headwear, accessories, health and beauty, PPE, and food items.
- i. All required supplies will be on hand: face covering, hand sanitizer, wipes or spray, cleaning products, paper towels, Kleenex, company signage.
- j. Store manager will be required to certify weekly that all sanitation and safety process are being followed.

4. Team Member Onboarding and Training

- a. Team members are required to take their temperature daily and report any symptoms of ill health. Team members will not report to work if any of these conditions are present:
  - i. If a team member experienced any of the following within the past 72 hours:
    - A fever greater than 100 F (37.8 C), cough, shortness of breath, or any other symptoms of ill health.
    - Team member had contact with someone within past 72 hours with confirmed case of COVID-19 or symptoms of COVID-19.



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- Any confirmed cases or any doctor required self-isolation with team members or family must be reported to the 24/7 incident call center.
- b. Team members who do not feel well or develop symptoms at work are required to go home and remain at home until symptom free.
  - i. Team members will be trained to follow these safety procedures while at work:
  - ii. Team members must clean their hands when they report to work.
  - iii. A face mask is required while at work if mandated by state or local authority.
  - iv. Team members are required to practice social distancing and stay 6 feet from other individuals.
  - v. Team members are encouraged to wash hands frequently, use hand sanitizer or antibacterial wipes.
  - vi. Team members should avoid touching their face with unwashed hands.
  - vii. All common surfaces and areas must be sanitized every two hours (e.g., door handles, counters, break area).
  - viii. Back receiving area cleaned and sanitized every two hours (e.g., counters, computer area, chair, desk, receiving counter, tables).
  - ix. Team members are required to clean and sanitize the register area after completing any transaction.

### 5. Signage

- a. Campus signage on windows and near door area will be displayed as follows:
  - i. Floor markers will be placed by the entrance and 6 feet distancing will be enforced and face coverings will be required.
  - ii. Exit areas have signage to direct customer traffic.
  - iii. Apparel area: clothing and headwear will not be allowed to be tried on.
  - iv. Break area: 6 feet enforced, “Stop the Spread of Germs”, team member COVID-19 policies.
  - v. Back receiving area: 6 feet enforced, face coverings required.

### C. Childcare Center

In accordance with the [Centers for Disease Control and Prevention](#) (CDC), [Community Care Licensing Guidelines](#), and [Santa Barbara County’s guidance for reopening childcare centers](#), Allan Hancock College Children’s Centers have implemented the following protocol to serve as a critical resource for essential workers in the community.

#### 1. Staff Training

- a. Mandatory staff training implemented before providing emergency childcare services. All staff required to participate in training. Training content included:
  - i. Steps to operate safely during this outbreak using CDC guidance.
  - ii. Health screening protocol for both children and staff.
  - iii. COVID-19 best practices (wearing a face mask, social distancing, proper hygiene).
  - iv. Cleaning and disinfecting guidance.
  - v. Caring for infants and toddlers (staff comfort and diaper changing).

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### 2. Face Protection

- a. Face covering, which must be worn at all times, provided for staff. Information on proper use of face coverings as outlined by the CDC were reviewed with staff.

### 3. Arrival Procedures

- a. Sign-in and out sheets located outside of bldg. I.
- b. Child and adult temperatures taken at arrival.
- c. Parents asked survey questions regarding symptoms and exposure.
- d. Designated staff escort children to their classrooms.
- e. Parents informed to knock for assistance.
- f. Postings are visible at the entrance door.
- g. Families are responsible to bring their own pens.
- h. Steps to reduce contact between children and adults are implemented by floor visuals.
- i. Same parent/caregiver drops off and picks up the child daily, if possible.
- j. Staggered arrival and drop off times for families encouraged.

### 4. Health Screening

- a. Designated staff implement screening procedures for all staff and children before they enter the facility.
- b. Staff and parents asked about COVID-19 symptoms within the last 24 hours, if anyone in their home has had COVID-19 symptoms or has tested positive for COVID-19.
- c. Temperature logs are used to track temperature screenings.
- d. Visual wellness checks conducted of all children upon arrival and health questions are asked when concerned.
- e. Children’s temperature is taken each morning with a touchless thermometer.
- f. Monitor staff and children throughout the day for signs of illness; send children home with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms, after isolating from the general room population and notify parents.

### 5. Group Size and Staffing

- a. Children remain in groups as small as possible.
- b. The same children and teacher or staff stay in the same group

### 6. Classroom Space

- a. Developmentally appropriate arrangements for activities, smaller group activities, and rearranged furniture and play spaces to maintain 6 feet of separation, when possible.
- b. Cots, cribs, and mats 6 feet apart, with heads in opposite directions during naptime.
- c. More opportunities for individual play encouraged.

### 7. Mealtime

- a. More tables utilized to distance children apart from each other.
- b. Proper handwashing practiced before and after eating.
- c. Paper goods and disposable plastic utensils used when possible, following CDC and California Department of Public Health COVID-19 food handling guidelines.

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- d. Designated staff to serve children's meals. Home-style dining is currently eliminated.
- e. Staff immediately clean and disinfect trays and tables after meals.

8. Cleaning and Disinfecting

- a. Fresh outdoor air introduced as much as possible. Example: opening windows.
- b. Space aired out while cleaning prior to children arriving.
- c. Designated staff cleans and sanitizes area throughout the day.
- d. Clean and sanitize during naptime.
- e. Procedures implemented by lead teachers to frequently clean and disinfect all high-touch surfaces, such as sink knobs, toilet handles, tables, door handles.
- f. Designated container established for toys that need to be cleaned, sanitized, or disinfected before being introduced back into the classroom environment.

D. Food Services (Testa Cafe)

In response to the COVID-19 pandemic, all college dining services were suspended. Allan Hancock College will plan a gradual reopening of dining services, offering food pick-up. To prepare for this transition, the following protocols have been recommended by the [county](#) guidance for dine-in restaurants to support a safe, clean environment for workers and customers. The U.S. Food and Drug Administration has [guidance for restaurants](#), and the CDC has additional requirements in their [guidance](#) for businesses and employers. These include the development of a specific work plan, employee trainings, individual control measures and screening, cleaning and disinfecting protocols, and physical distancing guidelines.

Below are the guidelines outlined by the [FDA](#) to manage food pick-up:

- 1. Observe established food safety practices for time/temp control, preventing cross contamination, cleaning hands, no sick workers, and storage of food, etc.
- 2. Have employees wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, after blowing their nose, coughing or sneezing, or after touching high touch surfaces (e.g., doorknobs).
- 3. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if hands are visibly dirty. Increase the frequency of cleaning and disinfecting of high-touch surfaces such as counter tops and touch pads and within the vehicle, by wiping down surfaces using a regular household cleaning spray or wipe.
  - a. Make sure to read the label and follow manufacturer's instructions on use.
- 4. Establish designated pick-up zones for customers to help maintain social distancing.
- 5. Practice social distancing and sending text alerts or calling when deliveries have arrived.
- 6. Conduct an evaluation of your facility to identify and apply operational changes in order to maintain social distancing if offering take-out/carry-out option by maintaining a 6-foot distance from others, when possible.
- 7. Keep hot foods hot and cold foods cold by storing in appropriate transport vessels.
  - a. Keep cold foods cold by keeping enough coolant materials, e.g., gel packs.
  - b. Keep hot foods hot by ensuring insulated cases are properly functioning.

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- 8. Keep foods separated to avoid cross contamination, e.g., keeping raw foods separated from cooked and ready-to-eat foods.
- 9. Ensure that any wrapping and packaging used for food transport is done so that contamination of the food is prevented.
- 10. Routinely clean and sanitize coolers and insulated bags used to deliver foods.

E. Industrial Technology Department

Seven programs comprise the Industrial Technology (IT) Department, housed primarily in the building O complex on the Santa Maria campus: architectural technology, auto body, auto technology, electronics, engineering technology, machine and manufacturing technology, and welding technology. Courses will be offered in synchronous emergency remote teaching/distance learning modality wherever possible and with accommodations for face-to-face skills lab components only offered under strictly monitored environments in Phases 3 and 4.

Students engaged in face-to-face skills lab instruction will be subject to [health screenings](#) for attendance and contact tracing, and other health and safety precautions, which may include no-touch temperature checks and [acknowledgement of risk forms](#) in compliance with CDC recommendations and/or SBCDPH health orders. Face-to-face instructional environments will also require strict adherence to physical distancing, scrupulous hand washing/sanitizing, and use of appropriate PPE. Installation of any engineering controls along with surface cleaning and disinfection protocols have been coordinated with Facilities staff.

F. Learning Assistance Program

The Learning Assistance Program (LAP) provides accommodations to students with disabilities. Students in certain disability categories have been recognized as high-risk groups. Additionally, students using technology and instructional accommodations face unique barriers with the move to online instruction. In order to provide uninterrupted services and supports to students, LAP has done the following:

Phase 1:

All services will be provided remotely through video conferencing and telephone.

Phase 2:

Services:

- i. Provide instructional faculty an online platform (Canvas course) with information on accessible instruction and resources that are available.
- ii. Shift test proctoring and assessment accommodations to Cranium Café and Zoom, so that tests are secured and students continue to receive legally required accommodations.
- iii. Share instructions and provide training on accommodation application in the Learning Management System (LMS).
- iv. Partner with technology to implement live captioning services for Deaf students in synchronous remote instruction. Additionally, students that utilize American Sign Language (ASL) as their primary communication can have courses interpreted, videotaped, and embedded in their class recording.



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- v. Students utilizing assistive technology can make appointments to pick up and drop off equipment through a no-touch process. Any training needed for technology is completed through video conferencing.
- vi. Counseling and support meetings for students are offered via video conferencing and phone calls, with communication access accommodations if needed.
- vii. Alternative format textbooks continue to be distributed through the Kurzweil 3000 cloud platform, removing any need for students to come to campus for this accommodation.
- viii. Instructional support is available through Cranium Café, and through a link on the LAP home page, which takes students directly into a video chat with personnel.

### Space:

Students utilize lab and office spaces for group study sessions and regular meetings. The space use will have to be changed as students return to campus in order to maximize distance between individuals, allow for reasonable sanitizing of lab equipment, and to create student traffic flows that follow CDC and public health guidelines. Computers and seats will be removed from alternating workstations, and plexiglass barriers will be added between workstations in the lab. Offices will be adjusted to allow for limited student traffic through the department. Directional signage and floor markers will be used in the main office to direct students to enter the front office and exit through the center door.

### Phase 3:

All services offered in Phase 2 will continue. Student services will be offered by appointment in our lab and offices as well. Plexiglass dividers, regular cleaning, and required face covering will all be used to allow for physical distancing and safety of students and employees. Hybrid scheduling will be used to reduce the number of people in the office space. As classes begin to return to face to face modality, students with pre-existing conditions that place them at high risk will hold meetings with counselors to determine any needed changes to ongoing accommodations.

### Phase 4:

All services return to normal with appropriate safety protocols.

## G. Library

This plan outlines multiple modalities for delivering library services during the COVID-19 pandemic. It has been broken into subsections representing the four phases of reopening identified by the college.

### Phase 1

#### Space

According to a survey of students conducted by Institutional Effectiveness, one of the services our students need from the physical space of the library is quiet study areas. These resources become challenging to offer in the context of COVID-19, and particularly during a shelter at home order. In order to accommodate appropriate social distancing requirements, access to the library space must be altered.

## SECTION 5: SPECIAL PROGRAMS AND SERVICES

In Phase 1, the library will offer services remotely, with reference services and orientations provided through a combination of live chat and Zoom. The library will offer physical items like laptops, hotspots, and some circulating texts through a contactless distribution, but recommends the distribution of texts via digitization either through digitization or e-book.

### Reference Services

Research services will be offered remotely through email, telephone, Cranium Café, and the library's chat application, LibraryH3lp. The librarians added several forms to their website including a research consultation request form (to set up online meetings via Zoom or Cranium Café, for one-on-one research help or research help with a librarian and a group of students), a digitization request form (provides digital copies of library materials to students in order to maximize the amount of research content still accessible by students, staff, and faculty) and curbside pick-up form (provides some physical items such as laptops, hotspots, and texts).

The library continues to provide many electronic resources, accessible every day. These include AHC librarian-designed libguides (online guides to research on a variety of topics), electronically accessible articles, ebooks, streaming educational films, guides to citations, live and recorded orientations, and new videos on various facets of the research process.

The library faculty will offer increased chat hours to aid in remote instruction and to best serve students and the college.

The librarians offer new options for library orientation and research instruction sessions. Librarian-led research instruction sessions will be led primarily over Zoom, with options to lead over Cranium Café as well.

### Circulation

Our most popular collection, course reserves, will be offered through our online services. For spring, services from Redshelf and Bookshelf were provided. The library will work to expand its e-textbooks through expanding our databases and purchasing more multi-use textbooks. We will continue to use the textbook scan request form on our website for those reserves that do not have an electronic version. Those requests have been fairly limited because of the digital options.

### Phase 2

The above methodology will carry over into Phase 2 for library services. Below are outlined changes and/or additions.

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Space

The library plans to reconfigure spaces on both the Santa Maria campus and Lompoc Valley Center. On the Santa Maria campus, the lobby will serve as temporary quiet study due to its access point to the outside and single-room restrooms. Signage regarding handwashing, physical distancing and sanitation will be displayed in the lobby locations.

The Santa Maria lobby will be cordoned off from the library proper and reconfigured to accommodate about 12-15 students for quiet study in a secured area. Furniture in the lobby will be removed and replaced with study stations distributed 6 feet apart.

At the Lompoc Valley Center, the Open Access Computer Lab will double as both Emergency Computer Lab space and quiet study. The space will be cordoned off from the library proper and computers and study areas will be socially distance with Plexiglass barriers where needed.

Students and staff working in the space will follow all campus-wide safety measures, including wearing face covering. Use of the quiet study space will be an appointment-based system to allow for ample time between student use to clean and sanitize the space. The breakdown of shifts and access will require staff to clean and sanitize in coordination with Facilities.

With this space operating at capacity in accordance with this schedule, the library can serve approximately 276 students a week on the Santa Maria campus and 140 students at the Lompoc Valley Center (includes computer spaces) based on the minimum number (12) of quiet study stations in the area. Additional study space will be available across campus at all locations.

Each space will be monitored, and social distancing strictly enforced. The library will establish a method for scheduling the spaces for students, and the ability to take reservations by both email and phone. Walk-ins will be discouraged but accommodated if space is available. Depending on demand, the library may need to restrict students to one quiet study shift per day to grant the most equitable access to the campus at large.

Other Spaces

The Santa Maria Library will be open to provide services and assistance to students who are unable to access remote services. Due to social-distancing and space limitations, the reference computer lab, library classroom, and stacks will not be accessible by students. The stacks will continue to be accessible to library staff to support circulation and alternative options will be provided to ensure access of materials and resources.

Due to the open floor plan, the ability for students to access library resources at the Lompoc Valley Center will be limited to the Computer Lab/Quiet Study Area. All other sections of the library will be cordoned off.

SECTION 5: SPECIAL PROGRAMS AND SERVICES

Reference

Reference services would continue to be offered as outline in ERT: Phase 1.

Circulation

The library will allow students to check out digital and hard copy textbooks. The library has purchased Kindle Fire tablets, and electronic textbooks can be used through these devices. The use of the Kindle Fire will help minimize the quarantine period for returned items because the device is easy to clean.

The library is offering curbside pick-up by appointment for students to pick up textbooks or library equipment. The library plans to purchase contactless lockers for the circulation of physical items. This will allow for contactless checkout of books or other library items. The items will be placed in a secure locker, and the code given to the student to pick-up. The lockers will be sanitized using the cleaning guidelines.

Phase 3

The above methodology will continue in Phase 3 for library services. Below are outlined changes and/or additions.

Space

To reinforce appropriate distancing, furniture will be adjusted to conform to social distancing and will be anchored in place. Designating spaces via duct tape or paint will help facilitate social distancing, especially if lines need to form in order to utilize library services.

In order to minimize the transmission of COVID-19, library materials will be accessed by a controlled group of staff. The stacks will remain closed to library users. Materials housed outside of the stacks will need to be temporarily moved and/or cordoned from students with clear signage.

LVC will continue to operate as in Phase 2.

Reference Services

The library staff will continue reference services remotely and will offer on-site reference appointments.

Circulation

The library staff will continue to digitize and offer contactless pick-up for items but will allow students use of some library items with the installation of a Plexiglass barrier at the check-out desk.



## SECTION 5: SPECIAL PROGRAMS AND SERVICES

### Phase 4

All services return to normal with appropriate safety protocols.

#### H. PCPA - Pacific Conservatory Theatre

Pacific Conservatory Theatre is developing detailed return to campus plans for each department within the administrative (artistic, business services, marketing, box office), production (costumes, painting, properties, lighting, scenery, sound, stage management) and conservatory (acting, technical theatre, professional internships) aspects of the organization and every work site (bldgs. D, O-300, CBC and warehouse spaces). These plans are based on the Santa Barbara County RISE guide and Cal/OSHA guidelines for the specific applicable sectors, based on the department's activities and site-specific requirements. The activities of these plans will be undertaken in accordance with the state and county's recommended phases for re-opening. This plan will remain respondent to the current state and Santa Barbra County public health guidelines, and the evolving phases of the pandemic response's expansion and contraction of allowable activities. These work plans will extend to the integration of instructional plans for the PCPA CTE courses as they begin to be able to resume. PCPA company policies and departments' and site-specific plans are detailed in an [addendum](#) to this document. Current information about PCPA public performance plans and other community engagement activities will be available at [www.pcpa.org](http://www.pcpa.org).

#### I. Public Safety Training Complex

Allan Hancock College's Public Safety Training Complex (PSTC) supports programs in the areas of law enforcement, fire technology, and emergency medical services. The PSTC will continue to train essential personnel though the COVID-19 pandemic crisis, adhering to health and safety protocols to keep students and staff safe.

Face-to-face instruction continues at the PSTC on a limited basis, precautions were created to ensure safety for staff, students, and vendors. Access to the PSTC facility is limited to essential personnel only, and staff who had the ability to work remotely from home were encouraged to do so. The Facilities department has ensured site locations used by students and staff are regularly sanitized to create a safe environment.

The PSTC formalized [an entry screening procedure](#) for all personnel entering the facility. Screening includes a central entry point and a streamlined process consisting of answering a set of pre-listed symptomatic questions and undergoing a no-touch infrared skin temperature check to make sure the individual is not above the CDC-recommended temperature of 100.4° F. Any person who exhibits symptoms of COVID-19 are referred to their own physician or a local Lompoc doctor with whom the PSTC has arranged testing at no personal cost.

All other non-essential courses were either canceled or converted to a remote instruction modality. Currently, law enforcement, fire, and EMS academies have resumed instruction, observing due caution and safety procedures.

#### J. Science/Engineering Labs

The following courses will require some element of face-to-face instruction for lab activities:

## SECTION 5: SPECIAL PROGRAMS AND SERVICES

1. CHEM 151	M204	MW 5:00pm-9:35pm
2. CHEM 151	LVC3-102	TR 12:00pm-4:35pm
3. CHEM 180	M 213	MW 9:30am-2:05pm
4. ENGR 162	M 212	R 11:00am-2:05pm
5. ENGR 162	M 212	R 2:15pm-5:20pm

In addition to students, labs will include one faculty member and one lab specialist/assistant with the following specifics:

#### Room set-up:

- Furniture is reduced in each room to promote social distancing spacing.
- Ingress and egress pathways are indicated.
- Hand sanitizer will be provided at entry and exit points.
- COVID-19 Symptom Self-Screening signage will be posted.

#### Lab processes:

- Stations are placed to promote social distancing spacing.
- Pathways to fume hoods and other equipment are clearly marked on floor.
- At end of lab experiments, instructions regarding shut down of equipment and sealing of any containers at student stations will be given by teacher and followed by students.
- Items will be left from the end of the labs until the next morning.
- Maintenance sanitation of the space will occur immediately after (approximately 9:30 a.m.) lab equipment removal to allow time before next use.
- For M 212, only three students will be in the room at any given time. The early lab students will wipe down their areas before they leave with Terminator spray and paper towels. The late lab students will wipe down their areas at the beginning of class with Terminator spray and paper towels. There will be approximately 40 minutes between occupancies to help with air exchange.

#### K. STEM and MESA Centers

The STEM and MESA Centers, in addition to remote services, will provide critical need face-to-face tutoring, critical need face-to-face counseling, and critical need single and group study spaces. These services will be by appointment only to maintain indoor occupancy levels commensurate with current state and county health guidelines. Two staff members will be onsite Monday through Wednesday, and one will be onsite Thursday and Friday.

A detailed plan for management of the STEM and MESA Centers and activities is as follows:

#### Physical Space:

- The MESA Center does not provide for separate ingress/egress. Space will be used only for one-on-one emergency face-to-face counseling sessions during inclement weather. The entry door will have a removeable plexiglass shield on the upper half and small table to conduct business.
- There will be a plexiglass shield at the desk for when MESA Center reopens to more use.

## SECTION 5: SPECIAL PROGRAMS AND SERVICES

- c. The STEM Center will be used for face-to-face tutoring by appointment only as needed and when tutors are available. All facility users will enter through the glass doors on the south side of building W and enter the STEM Center through the east door. All facility users will exit the STEM Center through the west door and exit the building through the west exterior doors.
- d. The STEM Center occupancy will be limited to two staff members--one in the open area and one in the private offices--and no more than four students.
- e. MESA and STEM individual study and/or group work activities will take place in W-31. All facility users will enter through the glass doors on the south side of building W and enter the W-31 through the east door. All facility users will exit the W-31 through the west door and exit the building through the west exterior doors.
- f. W-31 occupancy will be limited to eight students.
- g. For both the STEM Center and W-31, users will be expected to spray and wipe down their areas before and after use and follow all other campus health and safety guidelines.

### Tutoring:

- a. MESA/STEM tutoring will be offered primarily virtually via Cranium Café by appointment and drop-in, when available.
- b. Face-to-face tutoring will be offered by appointment only, when tutors are available.

### Counseling:

- a. Counseling will be offered primarily remotely.
- b. Emergency face-to-face counseling will be offered by appointment. These appointments will occur in outdoor spaces and will follow campus health and safety guidelines. Should inclement weather prevent outdoor meetings, these emergency face-to-face counseling sessions will occur in the MESA Center and will follow campus health and safety guidelines.

### Workshops:

- a. Workshops will occur virtually until state and county guidelines allow for gathering sizes that accommodate these workshops.

## L. Student Health Center

In accordance with the Centers for Disease Control and Prevention (CDC), the [American College Health Association](#) (ACHA), and the California Department for Public Health (CDPH) [guidance for higher education](#), Student Health Services have implemented the following protocols to serve as a critical resource for students at Allan Hancock College. Several changes were made to ensure continued health services to students. Below is a summary of the adjustments that were made.

### 1. Shift to Online Services

Student Health Services has embraced the use of virtual services for students. Cranium Café has allowed for consultations with health care professionals for diagnosis and prescription. Mental health counselors are available to students through the same HIPPA-compliant meeting tool. Students that require prescriptions or health care materials will utilize a drive-up service.

[ACHA](#) has provided guidelines to consider for providing student health services and preparing for reopening. In alignment with that guidance, the following actions are being taken:

## SECTION 5: SPECIAL PROGRAMS AND SERVICES

- a. Making online appointments.
- b. Limiting contact with personnel and keypads/computers.
- c. Plan for supplying all personnel with necessary PPE.
- d. Perform triage through phone or video conference meetings.
- e. Perform triage outside of the clinics (when moving to a stage of reopening).
- f. Require all patients and employees to wear face covering.
- g. Screening of all students seeking health services.
- h. Reconfiguring space to control workflow and appropriate physical distancing.

### 2. Student Traffic Flow

Prior to the COVID-19 event, students had multiple point of entry into Health Services at the Santa Maria campus, and a small waiting room at LVC. In preparation for opening services, an external triage center will be established for both campuses to reduce transmission in waiting areas and narrow hallways. Student Health Services has direct connections with local clinics and hospitals to refer students suspected of COVID-19 infection.

In the Student Health Center, floor markings and signage will be used to direct students in a one-way traffic pattern into the center, to the welcome desk, and to the examination room. Following a meeting with the health care professional, students will continue in a single direction, maintaining social distancing as outlined by the CDC, ACHA, and the CDPH guidance.

### 3. Communications

Weekly updates are sent out from the SHS coordinator, with updates regarding COVID-19 best practices, health updates from state agencies, updates from CCCO, and available online services and workshops.

### 4. Health Facility

Reconfiguration of the current space and addition of barriers where people must face each other will be added. In order to improve sanitation of the health facility all carpet will be removed to allow for flooring material that can be regularly and more easily cleaned. An external triage facility will be identified to isolate high risk or potentially exposed or infected students to safeguard students, staff, and the college community.

### 5. Response to Positive Student Case

All exposures or possible exposures should be reported to Student Health Services. Exposure is defined by the CDC as close contact with an individual known to have been infected with COVID-19. Close contact is defined as:

- a. Student was within 6 feet of someone who has COVID-19 for at least 15 minutes.
- b. Student has provided care at home to someone who is sick with COVID-19.
- c. Student has had direct physical contact with a person known to have COVID-19 (e.g., touched, hugged, or kissed).
- d. Student has shared eating or drinking utensils.
- e. Student has been exposed to respiratory droplets via sneeze, cough, or other transmission method.



## SECTION 5: SPECIAL PROGRAMS AND SERVICES

Once learning of a positive case of COVID-19 on campus, Student Health Services will notify Human Resources as soon as possible using [CovidNotification@hancockcollege.onmicrosoft.com](mailto:CovidNotification@hancockcollege.onmicrosoft.com). Additionally, the department will contact the Santa Barbara County Public Health Department for reporting requirements to the county and state. Classroom/facility closure is not necessary, and on-site instruction can continue. Routine cleaning and disinfection of all high-touch surfaces in the facility should continue, and all remaining students and faculty must continue to observe all safety protocols.

### 6. Notification to students who have had close contact with potentially exposed student:

- Student Health Services will inform students of their possible exposure to COVID-19. Confidentiality will be maintained.
- Students should continue attending class as long as the students remain asymptomatic.
- Students who continue to attend class should self-monitor for COVID-19 symptoms (e.g. fever, cough, shortness of breath) prior to coming to campus.

### M. Veteran Success Center

The Veteran Success Center provides a central location for student veterans to study, socialize, meet with community service agencies and college counselors, as well as get information about the college. All veteran services, including counseling, tutoring, certification of education benefits, and referral to campus offices have continued through virtual services.

#### 1. Shift to Online Services

The VSC has moved to online services via Cranium Café. The VSC phone has been forwarded to staff working remotely to allow seamless answering of phones and service provision. Classified staff are continuing to make appointments, refer students to services, and train students on using remote platforms. Staff will be on-site as needed for disbursing items such as book cards. The program administrator will be on campus for in-person needs. Counselors continue to offer services through Cranium café and phone meetings.

#### 2. Student Space and Traffic

The VSC is used by students for social gathering and study groups. Due to COVID-19 limitations, these activities cannot occur in the space. The counseling office in the current VSC location does not allow for physical distancing recommendations. Veteran services will continue remotely through the fall term, with ongoing evaluation of the guidelines presented by the SB CDPH and CDPH.

#### 3. Education Benefits

Students have access to education benefit information via phone or video conference. Appointments can be made with the certifying official through the VSC, financial aid, or Cranium Café.

## References & Appendices



References

[ACHA Guidelines Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#). May 7, 2020.

[Advisory Memorandum on Ensuring Essential Critical Infrastructure Workers Ability To Work During The Covid-19 Response](#). August 18, 2020

[Cal/OSHA Interim General Guidelines on Protecting Workers from COVID-19](#). May 14, 2020.

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[Department of Homeland Security: Cyber Security and Infrastructure Security Agency: Critical Infrastructure Sectors](#). March 24, 2020.

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[United States Environmental Protection Agency List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#). August 11, 2020.

[North Orange County Community College District: COVID-19 Guidelines and Protocols Manual](#). July 22, 2020.

[Occupational Safety and Health Administration: COVID-19 Frequently Asked Questions](#). Retrieved July 23, 2020.

[Santa Barbara County- Reopening in a Safe Environment- RISE Guide](#). Santa Barbara County. June 26, 2020.

Appendices

The following link <https://tinyurl.com/Emergency-2020-Course-Details> has full course details.

- [Athletics - CCCATA Sports Medicine Return to Play Guidelines REV 6 16 20](#)
- [Athletics - Student Athlete Forms RETURN to PLAY Physicals](#)
- [Auto Technology Physical Distancing Laboratory Plan](#)
- [Chemistry Sample Lab Rotation Schedule](#)
- [Commercial Truck Driving Program Plan](#)
- [COVID-19 Acknowledgment of Risk](#)
- [COVID-19 Health Screening-Attendance Roster](#)
- [COVID-19 Self Evaluation per SBCPH](#)
- [On-Campus Settings \(Campus Access and Study Spaces\)](#)
- [PCPA COVID-19 Emergency Return to campus Plan](#)
- [Public Safety Training Complex COVID-19 Reminder Memo to Staff](#)
- [Public Safety Training Complex Screening Procedure](#)
- Return to Campus Plans**
  - [Academic Affairs](#)
  - [Administrative Services Division](#)
  - [Admissions and Records](#)
  - [Lompoc Valley Center Admissions](#)
  - [AIM to Dream Center](#)



REFERENCES & APPENDICES

- [Academic Resource Center](#)
- [Auxiliary Accounting Services](#)
- [Basic Needs](#)
- [Business Services](#)
- [CaISOAP](#)
- [Campus Graphics](#)
- [Campus Police](#)
- [Career Center](#)
- [Cashiering Services](#)
- [Community Education](#)
- [Counseling and Testing](#)
- [Office of Dean of Academic Affairs-STEM](#)
- [Distance Learning](#)
- [English and Languages & Communications Department](#)
- [EOPS](#)
- [Financial Aid](#)
- [Foundation](#)
- [Health Sciences](#)
- [Health Services](#)
- [Human Resources](#)
- [Industrial Technology](#)
- [Institutional Effectiveness](#)
- [Institutional Grants](#)
- [Information Technology Services \(ITS\)](#)
- [Learning Assistance Program](#)
- [Library \(Lompoc Valley Center\)](#)
- [Library \(Santa Maria Campus\)](#)

REFERENCES & APPENDICES

- [Math Center](#)
- [MESA and STEM](#)
- [Noncredit Counseling](#)
- [President’s Office](#)
- [Public Safety Training Complex](#)
- [Public Affairs](#)
- [Social and Behavioral Sciences Department](#)
- [Student Activities and Outreach](#)
- [Student Services](#)
- [TRIO](#)
- [University Transfer Center](#)
- [Veterans Success Center](#)

APPENDIX U - REGIONAL LIST OF COLLEGES

Region 1 – Far North

- Butte College
- Calbright
- College of the Redwoods
- College of the Siskiyous
- Feather River College
- Lake Tahoe Community College
- Lassen College
- Shasta College

Region 2 – North Central

- American River College
- College of Marin
- Consumnes River College
- Folsom Lake College
- Mendocino College
- Napa Valley College
- Sacramento City College
- Santa Rosa Junior College
- Sierra College
- Solano College
- Woodland Community College
- Yuba College

Region 3 – San Francisco East Bay

- Berkeley City College
- Chabot College
- City College of San Francisco
- College of Alameda
- Contra Costa College
- Diablo Valley College
- Laney College
- Las Positas College
- Los Medanos College
- Merritt College

Region 4 – Southwest Bay

- Cabrillo College
- Canada College
- College of San Mateo
- De Anza College
- Evergreen Valley College
- Foothill College
- Gavilan College
- Hartnell College
- Mission College
- Monterey Peninsula College
- Ohlone College
- San Jose City College
- Skyline College
- West Valley College

Region 5 – East Central

- Bakersfield College
- Cerro Coso College
- Clovis Community College
- College of the Sequoias
- Columbia College
- Fresno City College
- Madera Community College
- Merced College
- Modesto Junior College
- Porterville College
- Reedley College
- San Joaquin Delta College
- West Hills College Coalinga
- West Hills College Lemoore

Region 6 – West Central

- Allan Hancock College
- Antelope Valley College
- College of the Canyons
- Cuesta College
- Moorpark College
- Oxnard College
- Santa Barbara City College
- Taft College
- Ventura College

Region 7 – Los Angeles

- Compton College
- East Los Angeles College
- El Camino College
- Glendale Community College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- Pasadena City College
- Santa Monica College
- West Los Angeles College

Region 8 – South Coast

- Cerritos College
- Citrus College
- Coastline Community College
- Cypress College
- Fullerton College
- Golden West College
- Irvine Valley College
- Long Beach City College
- Mt. San Antonio College
- Orange Coast College
- Rio Hondo College
- Saddleback College
- Santa Ana College
- Santiago Canyon College

Region 9 – Desert

- Barstow Community College
- Chaffey College
- College of the Desert
- Copper Mountain College
- Crafton Hills College
- Moreno Valley College
- Mt. San Jacinto College
- Norco College
- Palo Verde College
- Riverside City College
- San Bernardino Valley College
- Victor Valley College

Region 10 – San Diego/Imperial

- Cuyamaca College
- Grossmont College
- Imperial Valley College
- Mira Costa College
- Palomar College
- San Diego City College
- San Diego Continuing Education College
- San Diego Mesa College
- San Diego Miramar College
- Southwestern College



APPENDIX V - STUDENT CODE OF CONDUCT

California Community Colleges are subject to the Education Code requirements for creating, dispensing and enforcing their Board adopted Student Code of Conduct.

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5]

( Title 3 enacted by Stats. 1976, Ch. 1010. )

DIVISION 5. GENERAL PROVISIONS [66000 - 70115.2]

( Division 5 enacted by Stats. 1976, Ch. 1010. )

PART 40. DONAHOE HIGHER EDUCATION ACT [66000 - 67400]

( Part 40 enacted by Stats. 1976, Ch. 1010. )

CHAPTER 5. Rules of Student Conduct [66300 - 66303]

( Chapter 5 enacted by Stats. 1976, Ch. 1010. )

66300.

The Regents of the University of California, the Trustees of the California State University, and the governing board of every community college district, shall adopt or provide for the adoption of specific rules and regulations governing student behavior along with applicable penalties for violation of the rules and regulations. The institutions shall adopt procedures by which all students are informed of such rules and regulations, with applicable penalties, and any revisions thereof.

(Amended by Stats. 1983, Ch. 143, Sec. 50.)

66301.

(a) Neither the Regents of the University of California, the Trustees of the California State University, the governing board of a community college district, nor an administrator of any campus of those institutions, shall make or enforce a rule subjecting a student to disciplinary sanction solely on the basis of conduct that is speech or other communication that, when engaged in outside a campus of those institutions, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

(b) A student enrolled in an institution, as specified in subdivision (a), at the time that the institution has made or enforced a rule in violation of subdivision (a) may commence a civil action to obtain appropriate injunctive and declaratory relief as determined by the court. Upon a motion, a court may award attorney's fees to a prevailing plaintiff in a civil action pursuant to this section.

(c) This section does not authorize a prior restraint of student speech or the student press.

(d) This section does not prohibit the imposition of discipline for harassment, threats, or intimidation, unless constitutionally protected.

(e) This section does not prohibit an institution from adopting rules and regulations that are designed to prevent hate violence, as defined in subdivision (a) of Section 4 of Chapter 1363 of the Statutes of 1992, from being directed at students in a manner that denies them their full participation in the educational process, if the rules and regulations conform to standards established by the First Amendment to the United States Constitution and Section 2 of Article I of the California Constitution for citizens generally.

(f) An employee shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under this section, or refusing to infringe upon conduct that is protected by this section, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

(Amended by Stats. 2008, Ch. 525, Sec. 4. Effective January 1, 2009.)

66302.

The Trustees of the California State University, the Regents of the University of California, and the governing board of each community college district are requested to adopt and publish policies on harassment, intimidation, and bullying to be included within the rules and regulations governing student behavior within their respective segments of public postsecondary education. It is the intent of the Legislature that rules and regulations governing student conduct be published, at a minimum, on the Internet Web site of each public postsecondary educational campus and as part of any printed material covering those rules and regulations within the respective public postsecondary education system.

(Amended by Stats. 2016, Ch. 86, Sec. 68. (SB 1171) Effective January 1, 2017.)

66302.5.

The Trustees of the California State University shall provide, and the Regents of the University of California are requested to provide,

as a part of established campus orientations, educational and preventive information about cyberbullying to students at all campuses of their respective segments.

(Added by Stats. 2019, Ch. 146, Sec. 1. (SB 366) Effective January 1, 2020.)

66303.

For purposes of promoting peaceful campus demonstrations, the Trustees of the California State University shall require each campus of the California State University to designate an individual to serve as a liaison between campus law enforcement agencies and students exercising rights guaranteed by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution, or both. The Regents of the University of California are requested to designate an individual at each campus of the University of California to serve as a liaison between campus law enforcement agencies and students exercising rights guaranteed by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution, or both.

(Added by Stats. 2012, Ch. 581, Sec. 1. (AB 1955) Effective January 1, 2013.)

[https://leginfo.ca.gov/faces/codes\\_displayText.](https://leginfo.ca.gov/faces/codes_displayText)

<xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=5.&article=>

**APPENDIX W - STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEA)**

In 2018, the SEA Program was established and merged funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a program advances our goal of demolishing once and for all the achievement gaps for students from traditionally under-represented populations

The SEA Program requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to remove outdated and inaccurate placement policies that are keeping far too many from completing their goals in a timely manner. Colleges must also maintain a student equity plan.

Equity plans are focused on boosting achievement as measured by specific “success indicators” (access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates) and require each college to develop detailed goals and measures addressing disparities that are discovered.

The Student Equity and Achievement (SEA) Program was established in Education Code (EC) 78222 with the intent of supporting Guided Pathways and the system wide goal to eliminate achievement gaps. The program is an on-going categorical funding source for colleges. As a condition of receiving funds, a district shall comply with the following: maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705) and provide all students with an education plan. Additionally, the 2020-21 California state budget enacted through Senate Bill (SB)74 and Assembly Bill (AB)94 added the following new requirement: Community college districts, in order to receive SEA Program funds, must support or establish on-campus food pantries or regular food distribution programs.

SEA Program funds may be used to support noncredit services and programs. Additionally, per Education Code 78222 (c)(5)(B), districts may use SEA Program funds for faculty and staff development to assist in the implementation of equitable placement.

[SEA Expenditure Guidelines \(PDF\)](#)

[AB 943 SEA Program Funds Memo \(PDF\)](#)

[Emergency Aid Program Promising Practices \(PDF\)](#)

[SEA Annual Report Template \(Word\)](#)

[SEA Annual Report FAQs \(PDF\)](#)

[SEA Annual Report Activity Categories \(PDF\)](#)

[SEA Program Funding and Reporting Timeline \(PDF\)](#)

**APPENDIX X - STUDENT FEE HANDBOOK**

Understanding the laws governing assessing student fess is critical.  
This resource will provide all the latest information.

LAST UPDATED 2012  
<https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2012-09-opinion-student-fee-handbook-2012-update-a11y.pdf>



APPENDIX Y - THE COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

The Community College League of California (League or CCLC) is a nonprofit public benefit corporation whose voluntary membership consists of the 73 local public community college districts in California. The League is an important organization in supporting community colleges.

They support locally elected trustees and community college CEOs serve their students and communities by advocating on their behalf at the state and federal levels, providing continued professional development, and delivering services that employ economies of scale to minimize cost.

The League of California is governed by a board of directors composed of five members from each of the organization’s two policy boards, the California Community College Trustees (CCCT) Board and the Chief Executive Officers of the California Community Colleges (CEOCCC) Board, plus two representatives from the California Community Colleges Classified Senate (CCCCS). The League Board of Directors is responsible for the management of the business affairs of the organization and also establishes and evaluates the annual education policy agenda and annual legislative program.

Their goals are as follows:

- 1. Goal One: Strengthen colleges through proactive advocacy and policy development;
- 2. Goal Two: Enhance the partnership and effectiveness between and among trustees and CEOs;
- 3. Goal Three: Increase the awareness and optimize the value of the League’s services to our constituencies;
- 4. Goal Four: Increase the League’s profile; and
- 5. Goal Five: Enhance resource capacity and strengthen internal communication.

The League website contains some valuable resources for CSSOs: [www.ccleague.org](http://www.ccleague.org)

One important service the League provides to CSSOs directly is through the provision of local board policy and administrative procedure templates. The language provided in these templates has been legally vetted and reviewed, and serves as a valuable resource for CSSOs in policy development and revisions. College administrators are encouraged to use the league templates for school policy as much as possible; however, for procedures, colleges frequently have to adjust the procedure templates to better align with local operations. Most college Policies and Procedures conform to the Community College League of California (CCLC) Policy and Procedure Service’s numbering system. League policies and procedures are categorized into seven chapters. The following titles and numbers are used for each chapter.

- The District, 1000’s
- Board of Trustees, 2000’s
- General Institution, 3000’s
- Academic Affairs, 4000’s
- Student Services, 5000’s
- Business and Fiscal, 6000’s
- Human Resources, 7000’s

The CSSO is typically assigned the responsibility of writing and/or updating policies and procedures for Chapter Five (Student Services); however, sometimes policies related to students are housed in other chapters so it is advisable to be knowledgeable of all the policies and procedures for your institution. If your

college does not have an annual review cycle for policies and procedures, you should create one as these should be reviewed and updated regularly.

Board Policy (BP)

Board policy is the voice of the Governing Board and defines the general goals and acceptable practices for the operation of the District. It implements federal and state laws and regulations. The Governing Board, through policy, delegates authority to and through the Superintendent/President to administer the District. The Superintendent/President and District employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the District.

Administrative Procedures (AP)

Administrative Procedures implement Board policy, laws, and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice. Although procedures may be developed by the Superintendent/President, managers, faculty members, staff members, and students, it is the administrators/managers who are held responsible for upholding the specific information delineated in the regulations. Administrative Procedures do not require Governing Board action.

# APPENDIX Z - VISION FOR SUCCESS

## EXECUTIVE SUMMARY

With low tuition and a longstanding policy of full and open access, the CCCs are designed around a remarkable idea: that higher education should be available to everyone. The CCCs are equally remarkable for their versatility. They are the state’s primary entry point into collegiate degree programs, the primary system for delivering career technical education and workforce training, a major provider of adult education, apprenticeship, and English as a Second Language courses, and a source of lifelong learning opportunities for California’s diverse communities.

The CCCs have made significant strides in the last five years through sustained reform efforts in the areas of student success, transfer, and career technical education. The colleges are now well-poised to build on this success and accelerate the pace of improvement.

At the same time, the CCCs face very serious challenges today:

Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California’s public higher education system is not producing nearly enough educated graduates to meet future workforce needs.

CCC students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.

Older and working CCC students are often left behind in the system, lacking services and financial aid that suit their needs. CCCs are more expensive than they appear—both to students and taxpayers— because of slow time-to-completion and a lack of financial aid to cover students’ living expenses.

Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.

## LOOKING AHEAD: GOALS FOR MEETING CALIFORNIA’S NEEDS

The success of California’s broader system of higher education and workforce development stands or falls with the CCCs. To meet California’s needs, the CCC system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In order to reach the ambitious system-wide goals proposed above, each college will need to do its part. Many colleges have already set goals as part of a system-wide or local effort and do not need to start from scratch—they should continue to use their goals as planned. However, every college should ensure their goals are aligned with the systemwide priorities and goals above, to ensure that the entire system is moving in a consistent direction.

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx?la=en&hash=5512979ABB8B6F4CDF9DFCC93C1F9032157951DB>



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