



## Chancellor's Advisory Council Meeting Agenda – March 16, 2018

Foothill College  
Toyon Room (Room 2020)  
2:30 p.m.

AGENDA TOPIC	PURPOSE	DISCUSSION LEADER
I. Welcome and introductions	I	Judy Miner
II. Approval of February 9, 2018, meeting summary ( <i>Attachment II</i> )	A	Judy Miner
III. Proposed new/revised board policies and administrative procedures <ul style="list-style-type: none"> <li>• New AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students (if approved by Academic and Professional Matters (APM) Committee on 3/16) (<i>Attachment III.a</i>)</li> <li>• New AP 5012 College and Career Access Pathways (if approved by APM on 3/16) (<i>Attachment III.b</i>)</li> </ul>	D/A	Judy Miner
IV. Feedback on draft Business Process Alignment Task Force ( <i>Attachment IV</i> )	D/A	Joe Moreau
V. Program highlight: Energy & Emissions Strategy Advisory Committee (3:00 p.m.)	I	Robert Cormia/Jim Kozelka
VI. Community outreach initiative <ul style="list-style-type: none"> <li>• Reminder to join the conversation: <a href="http://www.fhda.edu/JoinTheConversation">http://www.fhda.edu/JoinTheConversation</a></li> </ul>	I	Judy Miner
VII. Differences between parcel tax and general obligation bond measures ( <i>Attachment V</i> )	I	Judy Miner
VIII. Enrollment management	D	Judy Miner
IX. District Governance Committee/Constituent Group Reports <ul style="list-style-type: none"> <li>• District Budget Advisory Committee <a href="http://www.fhda.edu/about-us/participatorygovernance/C-budget-advisory-committee.html">http://www.fhda.edu/about-us/participatorygovernance/C-budget-advisory-committee.html</a></li> <li>• Human Resources Advisory Committee/District/District Diversity and Equity Advisory Committee <a href="http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html">http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html</a></li> <li>• Educational Technology Advisory Committee <a href="http://ets.fhda.edu/governance-committees/etac/index.html">http://ets.fhda.edu/governance-committees/etac/index.html</a></li> </ul>	I	All
X. Other information and updates	I	All



FOOTHILL-DE ANZA  
Community College District

Office of the Chancellor

## CHANCELLOR'S ADVISORY COUNCIL

### Meeting Summary

February 9, 2018

Present: Judy Miner, Danya Adib, Anthony Cervantes, Karen Chow, Carol Cini, Robert Covington, Isaac Escoto, Karen Hunter, Brian Murphy, Frank Rocha, Chris White, Hayman Wong

#### **I. Welcome**

Chancellor Miner welcomed council members.

#### **II. Approval of January 19, 2018, Meeting Summary**

The January 19, 2018, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

#### **III. Revised board policies (BP) and new administrative procedures (AP)**

##### New AP 4236 Advanced Placement Credit

The new procedure was approved by consensus.

##### Revised BP/AP 4237 (formerly BP/AP 4236) Honors Courses and Programs (policy/procedure number change only)

The revised policy and procedure were approved by consensus. Chancellor Miner advised that the revised policy will be presented to the Board of Trustees for first reading at the March 5, 2018, meeting.

##### New BP 5700 Intercollegiate Athletics

The new policy was approved by consensus, and Chancellor Miner advised that it will be presented to the Board of Trustees for first reading at the March 5, 2018, meeting.

##### New AP 5700 Intercollegiate Athletics: Concussion Management Protocol

The new administrative procedure was approved by consensus.

#### **IV. Business Process Alignment Task Force**

The council reviewed the draft charter and membership of the Business Process Alignment Task Force. Judy asked that council members seek feedback from constituents and report back any suggestions or concerns at the next meeting. She indicated that it

would be important to get the student perspective about what is working well and what is not. Anthony and Karen Hunter commented that curriculum changes would be needed in order to facilitate many of the areas of exploration included in the proposed charter.

**V. Enrollment management**

Judy made positive comments regarding the colleges' enrollment strategy presentations at the February 5, 2018, Board of Trustees study session. Isaac added that it was great to hear that both campuses seem to be looking under every rock for additional enrollment.

Karen Chow advised that College Researcher Mallory Newell is working on a survey of current students that will try to capture information about difficulties with enrollment, scheduling, and other issues.

Speaking from personal experience, Hayman suggested that the decline in enrollment could be related to students not feeling connected to the colleges and suggested that members of the student organizations be part of a bridge to help guide students, share information about available resources, and help other students have their opinions heard. She recommended posting more information about services and resources in different locations on campus for students not inclined to do research online. In response to questions, Hayman explained that she developed a connection to the college once she became interested in solving problems on campus and joined the De Anza College Associated Student Body.

**VI. Call for 9/20 District Opening Day workshops and program highlights**

Judy asked for feedback regarding the format used the last couple of years for District Opening Day.

Karen Hunter suggested that workshop titles and descriptions be written to make it explicitly clear that classified staff are welcome and would benefit from attending. She noted that there have been some really fabulous workshops during past opening day events, but often classified staff will assume that the workshops are aimed at faculty. Judy agreed to ask in the invitation for proposals that the descriptions make clear the benefits to faculty and staff. She invited Karen and other council members to offer suggestions to make the workshop descriptions more inclusive when the draft agenda is presented later this year and asked Robert and Frank to make sure their constituents know that they are welcome.

Isaac suggested more time for workshops and a shorter general session, and Carol asked for a later start time for employees who commute a long distance.

Judy asked whether the district should continue to provide breakfast and lunch in light of impending budget cuts. She noted that lunch costs have been partially offset through donations in the past. The general consensus was that the meals are a small expense overall and invite collaboration between the colleges.

## **VII. District Governance Committees/Constituent Group Reports**

### **District Budget Advisory Committee**

Judy referred council members to the materials distributed with the meeting agenda for an overview of the governor's budget proposals. She advised that the proposal includes a 2.51 percent cost of living adjustment as well as a new funding formula with an additional year of hold harmless funding for districts that have experienced a drop in enrollment. She reported that the district is trying to preserve positions as long as possible despite the continued enrollment decline and is strongly advocating for the additional year of hold harmless funding. In reference to a comment made at the February 5, 2018, governing board meeting, Judy indicated that she would not support a funding model that would involve intentionally trying to reduce enrollment to allow the district to qualify for basic aid funding.

Karen Chow suggested that the district provide more information internally about how a general obligation bond measure would free up general fund dollars that could then be available for other needs. Judy responded that the governing board has not yet taken any action or come to a decision about pursuing a bond and is continuing to gather information from the internal and external community about needs and perceptions. She explained in response to questions that a parcel tax requires two-thirds or 66.67 percent vote for approval, while a construction bond measure requires 55 percent. In addition, a parcel tax must be renewed every five years or so whereas a general obligation bond would provide funding over 15 years. She noted that the district's unsuccessful parcel tax measure would have provided \$7 million per year for six years, while polling for a construction bond measure supported \$898 million in funding over 15 years. Another difference Judy mentioned is that parcel taxes are collected based on the number of parcels while general obligation bonds are an assessment on \$100,000 of valuation, which gives the district the opportunity to refinance and save taxpayers money over time as has been the case with the Measure C general obligation bond measure.

With regard to the last parcel tax election, Judy explained that despite evidence of high support in polling, it failed by a significant margin, perhaps partly due to negative newspaper reports regarding district employees with salaries over \$100,000. She suggested that voters might question why the district needs more money to pay staff when enrollment is declining, but it is easy to understand that the public's investment in buildings needs to be preserved and technology and equipment needs to be upgraded, especially in high-demand career and technical education programs, despite the number of students served. Judy advised that in addition to providing funding for scheduled maintenance, instructional equipment, and technology needs that would otherwise come from general fund dollars, a construction bond measure could potentially cover the \$1,000,000 annual debt cost for the Flint Center Parking Garage, some employee salaries in facilities and Educational Technology Services, and energy management investments that would result in significant utility savings.

## **VII. Other Information and Updates**

Karen Hunter reminded council members that nominations of classified professionals for the Leo Contreras Foothill-De Anza Classified Professional Service Award are due by

March 15. More information can be found on the De Anza College Classified Senate website.

Danya thanked those at the Board of Trustees meeting for the attention and compassion shown to students who shared concerns about the attack on a transgender student at De Anza College. She advised that students are trying to turn emotion into action by hosting a town hall at Foothill College. Brian advised that he met with many of the students who spoke and that De Anza College is hosting a community conversation about the issue on February 14.

The meeting adjourned at 3:29 p.m.

DRAFT



FOOTHILL-DE ANZA  
Community College District

Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Admission and Concurrent Enrollment of High School and Other Young Students
Number	AP 5011
Status	New
Legal	Education Code Section 48800 Education Code Section 48800.5 Education Code Section 76001 Education Code Section 76002 Education Code Section 76004
Origin	Legally required. APM has requested a dual enrollment policy, language for which is included in revised board policy 5010 (formerly 5000). This is the related procedure. Language is from the CCLC template and needs to be modified to reflect district practices. N. Galoyan edits 2/4/18.

**Special part-time or full-time students shall be assigned a lower enrollment priority, except for students attending a middle college high school program if the student is seeking to enroll in a course that is required for the student's middle college high school program, to ensure they do not replace regularly admitted students. The priority registration dates are set for each registration cycle by an established District committee.**

**The Vice President of Student Services or designee maintains records of enrollment for special part-time and full-time students for state apportionment purposes.**

**In order to claim apportionment for K-12 students, the following criteria are met:**

**a. The class is open to the general public**

**b. The class is advertised as open to the general public in one or more of the following:**

- **The college catalog**
- **The regular schedule of classes**
- **An addendum to the catalog or schedule**

**If the decision to offer a class, other than a contract education class, on a high school campus is made after publication of the regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.**

**If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.**

**If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or full time students, unless it is a contract education course for which the district does not claim apportionment.**

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission is subject to seat availability. The student must submit:

- application for admission;
- written and signed parental or guardian consent;
- written and signed approval of his/her principal (NOTE: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.)

Special part-time students may enroll in up to, and including, 10 units per quarter, or the equivalent thereof, at the community college.

To be considered for admission as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

Admission is subject to seat availability. The student must submit:

- application for admission;
- written and signed parental or guardian consent;
- written and signed acknowledgment of his/her principal. (NOTE: A pupil who is not enrolled in a public or private school does not need to provide written acknowledgment from his/her school principal.);
- demonstration that the student is capable of profiting from instruction;
- written recommendation and approval of the governing board of the school district of attendance. The Dean of Enrollment Services has the authority to make the final decision whether a student can benefit from full-time instruction.

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

The student must submit:

- application for admission;
- written and signed parental or guardian consent; and
- written and signed approval of his/her principal that the student has availed himself/herself of all opportunities to enroll in an equivalent course at his/her school of attendance.

All required documents shall be sent to the Admissions Office.

High School Students: For students attending high school, the Dean of Enrollment Services will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the Dean of Enrollment Services shall be final. This determination may be done by one or more of the following options:

- a review of the materials submitted by the student;
- meeting with the student and his/her parent or guardian;
- consultation with the Vice President of Student Services
- consideration of the welfare and safety of the student and others; and/or
- consideration of local, state, and/or federal laws.

Middle and Lower School Students (highly gifted): For students attending middle and lower schools, the determination shall be made by the Vice President of Student Services. The school must provide transcripts and a letter signed by the principal indicating how in his or her opinion the student can benefit from instruction. The Vice President of Student Services will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community

college, and that the student's safety and that of others will not be affected. The decision of the Vice President of Student Services shall be final. Once a decision has been made, the student, his/her parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying the following criteria [one or more of the following options]:

- a review of the materials submitted by the student;
- meeting with the student and his/her parent or guardian;
- consultation with the appropriate division dean;
- consideration of the welfare and safety of the student and others;
- consideration of local, state, and/or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the minor;
- requirements for supervision of the minor; and/or
- times the class(es) meet and the effect on the safety of the minor.

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

Last Modified by Paula J Norsell on February 15, 2018





FOOTHILL-DE ANZA  
Community College District

Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	College and Career Access Pathways
Number	AP 5012
Status	New
Origin	Included in CCLC AP 5011 - recommendation by Mayra and Nazy to be separate procedure
Office	APM

**The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Collegial consultation with the Academic Senates will be required in connection with any CCAP partnerships.**

**The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.**

**The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership, and shall:**

- **outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.**
- **establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.**
- **identify a point of contact for the participating community college district and school district partner.**
- **certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.**
- **certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.**
- **certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.**
- **include a certification by the participating community college district of all of the following:**

- A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
- A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
- Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
  - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
  - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:

- The units constitute no more than four community college courses per term;
- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

**The governing board of the District exempts special part-time students from the following fee requirements:**

- **Student representation fee (Education Code Section 76060.5)**
- **Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)**
- **Transcript fees (Education Code Section 76223)**
- **Course enrollment fees (Education Code Section 76300)**
- **Apprenticeship course fees (Education Code Section 76350)**
- **Child development center fees (Education Code Section 79121)**

**The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.**

**The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.**

**For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance, and the Superintendent all of the following information:**

- **The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.**
- **The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.**
- **The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.**
- **The total number of full-time equivalent students generated by CCAP partnership community college district participants.**

**Business Process Alignment Task Force  
Chancellor's Advisory Committee  
February 2018  
DRAFT**

*Charter*

The Business Process Alignment Task Force will explore opportunities to align business processes, operational policies, schedules, and other procedures within the colleges and Central Services to improve opportunities for students to take classes at both colleges.

The Task Force will articulate opportunities for alignment and forward those recommendations to impacted departments and ETS for a viability and implementation assessment. Functional departments and ETS will inform the Task Force regarding how an alignment might be implemented and the associated time frame for doing so. The Task Force will make implementation recommendations to the Chancellor's Advisory Council for consideration and approval.

Initial areas for exploration may include:

- Application and Admissions
- Financial Aid
- Matriculation
- Term Dates
- Registration Periods
- Educational Planning

The Task Force will be convened jointly by the Vice Chancellor of Technology and the Vice Chancellor of Business Services.

*Membership*

Central Services

Vice Chancellor of Technology  
Vice Chancellor of Business Services  
District Academic Senate President  
Vice Chancellor of Human Resources or designee  
Executive Director of Fiscal Services or designee  
Executive Director of Institutional Research & Planning

De Anza College

Vice President of Instruction or designee  
Vice President of Finance and College Operations or designee  
Vice President of Student Services or designee  
Academic Senate President  
Associate Vice President of Communications & External Relations or designee  
Classified Senate President or designee  
College Researcher or Research Analyst

Foothill College

Vice President of Instruction or designee  
Vice President of Finance and Administration or designee  
Vice President of Student Services or designee  
Academic Senate President  
Director of Marketing & Public Relations or designee  
Classified Senate President or designee  
College Researcher or Research Analyst

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**Parcel Tax and General Obligation Bond Measures**  
 Understanding voter-approved funding mechanisms available to  
 community college districts

	<b>Parcel tax</b>	<b>General obligation bond</b>
Definition	A levy on parcels of property typically set at a fixed amount per parcel. Cannot be based on a property's value.	A levy on property based on assessed value and used for voter-approved debt.
Voter approval requirement	Two-thirds or 66.67 percent of voters	55 percent of voters
Restrictions and requirements	<ul style="list-style-type: none"> <li>• Use of funds restricted to the public programs, services, or projects described in the tax measure. May include salaries.</li> <li>• CBO required to give public update to school board each year on the amount of funds generated and how funds are being spent.</li> <li>• Duration of tax must be specified in measure, typically three to seven years.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds may only be used for school facilities. May not be used for teacher or administrator salaries.</li> <li>• Independent annual audit and citizens' oversight committee review required.</li> <li>• Measure must include a specific list of projects.</li> <li>• Two-thirds of governing board must approve the bond.</li> <li>• Measure must be on a statewide or regularly scheduled local election.</li> <li>• Property tax may not exceed \$25 per \$100,000 of taxable property value.</li> </ul>
Pros and cons	<ul style="list-style-type: none"> <li>• Considered a regressive tax. Property owners pay a fixed amount per parcel, regardless of property value.</li> <li>• Possible to exempt certain groups of property owners, such as senior citizens.</li> <li>• Stable, short-term funding for three to seven years.</li> <li>• Flexibility in use of funds for programs and salaries.</li> <li>• Provides less revenue overall than a general obligation bond.</li> <li>• Can be problematic upon expiration of parcel tax authorization if revenue has been used for ongoing expenses, such as employee compensation.</li> </ul>	<ul style="list-style-type: none"> <li>• Considered a progressive tax. Property owners pay more or less based on assessed value of property.</li> <li>• Opportunity to reduce projected costs to taxpayers through refinancing of bonds.</li> <li>• Long-term funding of 10 to 30 years.</li> <li>• Restricted to funding facilities, but can offset general fund dollars that would otherwise cover facilities debt, scheduled maintenance, technology and instructional equipment replacement/upgrades, and salaries directly related to administrative oversight work on construction projects authorized by voters in a bond measure.</li> </ul>