

ORANGE COAST COLLEGE

Academic Senate Meeting | Sept. 17, 2024 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/83950717582>

Academic Senator Member Attendance

Jason Ball, <i>Part Time Faculty</i>	Absent	Kate McCarroll, <i>at-Large</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Irene Naesse, <i>at-Large</i>	Present
Lauren Becker, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Allissa Blystone, <i>Math & Sciences</i>	Present	Leland Paxton, <i>Part Time Faculty</i>	Present
Eric Budwig, <i>Technology</i>	Absent	Lori Pullman, <i>Curriculum Chair, Parliamentarian</i>	Present
Jodie Della Marna, <i>Library</i>	Present	Loren Sachs, <i>at-Large</i>	Absent
Rendell Drew, <i>at-Large, President</i>	Present	Katherine Sheehan, <i>Visual & Performing Arts</i>	Present
Carly Gonzalez, <i>at-Large</i>	Present	Jordan Stanton, <i>Social & Beh. Sciences</i>	Present
Lee Gordon, <i>at-Large, Vice President</i>	Present	Lily Ei, <i>ASOCC Student Representative</i>	Present
Kelly Holt, <i>at-Large</i>	Absent	Temporary Semester Vacancy, <i>at-Large</i>	---
Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present	Vacant, <i>Part Time Faculty</i>	---
Jodie Legaspi-Kiaha, <i>Athletics & Kin</i>	Present	Vacant, <i>Consumer & Health Science</i>	---

Please see the Voting Tally Chart after these minutes for individual members' votes.

Guests (Optional & Voluntary Sign-In): Rupa Sara, Sheri Sterner, Anna Hanlon, Laura Behr, Vesna Marcina, Rob Schneiderman, Eric Wilson.

1. Preliminary Matters

- A. **Call to Order:** President Drew called the meeting to order at 11:30 A.M.
- B. **Public Comments:** Eric Cuellar, Tyler Boogar.
- C. **Approval of the Minutes:** Motion 1: Senator Kennedy moved to approve the September 10, 2024, meeting minutes with minor changes; motion seconded; approved.
- D. **For the Good of the Order:**

Senator Naesse: Stated that "HyFlex" refers to a meeting format that allows for simultaneous participation of both in-person and remote attendees. This approach is currently being utilized in the Academic Senate and is becoming a standard practice across various campus committees. Its adoption is also increasing in the private sector, as it offers convenient participation options in the post-pandemic landscape.

2. Consent Agenda:

- A. **Journalism Tenure Track Out-of-Discipline Committee Representative:** Rachel Ridnor
- B. **Facilities Committee Representative:** Robert Ellis
- C. **DEIA Committee Representative:** Devyn Harnett
- D. **Flex Committee Representatives:** Francisco Najera, Devyn Harnett, and Vu Phan
- E. **Student Success and Enrollment Committee Representative:** Devyn Harnett
- F. **College Council Representative:** Kelly Holt
- G. **College Budget Committee Representative:** Kelly Holt
- H. **Instructional Planning Council (IPC):** Kelly Holt
- I. **Instructor Culinary (1-semester) Committee Make-Up:** Davina Dunner, Alexandra Yates, Elizabeth Blake

Motion 2: President Drew moved to approve the Consent Agenda; motion approved.

3. Officer, Senator, & Committee Reports

A. Academic Senate President and Vice President Reports:

1. **President Rendell Drew's Report:**

President Drew thanked **Vice-President Gordon** for chairing the Academic Senate during his absence.

National Hispanic Heritage Month: President Drew highlighted the celebration of National Hispanic Heritage Month at OCC, noting various planned activities in the Multicultural Center and the CLEEO Project Center.

Futures Summit 2024: President Drew attended the Futures Summit 2024: AI Powering Tomorrow's Workforce Conference at De Anza College, emphasizing its focus on AI's role in shaping tomorrow's workforce. He plans to present a PowerPoint next week detailing insights from the summit and is working with colleagues to develop AI procedures in alignment with District policies. He mentioned that District Director of Technology Rupa Saran, VPI Tara Giblin, and Professor Katie Ottoson were also in attendance.

Academic Standards: President Drew reported on his participation in the **Academic Standards Committee Chair Leland Paxton**, who will be providing a report to the Senate in the upcoming meeting.

Accreditation/Online Classes: President Drew discussed OCC's upcoming accreditation visit. He met with **Professor Anna Hanlon** and **Faculty Online Coordinator Laura Behr**, in preparation for OCC's accreditation visit. They discussed developing a plan to conduct a small audit of approximately fifty online classes to evaluate their involvement with Regular Substantive Interaction (RSI) requirements for online classes.

District Budget: President Drew stated that **Vice Chancellor of Finances and Administrative Services Marlene Drinkwine** discussed various themes from the recently adopted Coast Community College District budget, and the budget indicates that state revenues have significantly declined resulting in exhaustion of safety nets, including the State's K-12 Rainy Day Fund and several one-time solutions, including the sweeping of unspent funds and Student-Centered Funding Formula deferrals. There is a potential for current year funding shortfalls.

B. Union/Bargaining Unit Report - CFE President Rob Schneiderman:

President Schneiderman stated that there is one day of voting to ratify the contract. The District ratified their tentative budget for next year and the tone of their last meeting was quite different from the tone two weeks prior. Even the most conservative person on the board, Mary Hornbuckle, said, "We're in really good shape." So, let me just caution everyone here not to repeat verbatim what is told to us from the **Vice Chancellor of Finances**, because what she said about funding for the future years being uncertain, is absolutely not true. We could always have downturns. If we have a recession, funding is always uncertain, but we're not in a recession. Even when we had the last great recession, we received almost all of that money back.

The **Vice Chancellor of Finances** presented at the Budget meeting that even with a very conservative budget, that there might be, I believe, she said, 1.4 million dollars of a shortfall. She has predicted a shortfall every single year for the past five, six years. We don't anticipate a shortfall. There's no reason to believe there's going to be a shortfall. Additionally, we have 28 million dollars in the bank above the 17% reserve. We have 40

million dollars plus 28 million dollars above our 17% to give to that “potential” 1.4 million dollars shortfall. That is a tiny, tiny amount, and we don't anticipate we'll have to use that. We haven't had to use it in the past years. It's very unlikely we'll have to use it in these years. I'm encouraging the **Chancellor** to spend money on one-time funds like student faculty office hours, because those could always be pulled back if we have this shortfall that is always predicted. Again, if you're hearing these predictions, think about it before repeating that narrative.

President Drew: Emphasized that his comments were a reiteration of the information provided by the **Vice Chancellor of Finances and Administrative Services**.

Senator Kennedy: Senator expressed support for **CFE President Schneiderman's** points, acknowledging **President Drew's** efforts while highlighting the importance of critically evaluating narratives presented by the administration during negotiations, as that is often part of the negotiations process, publicizing narratives. She stated she saw this repeatedly during the time she was on the negotiating team and leading negotiations. She emphasized that narrative administrative information can easily become accepted as truth and urged colleagues to actively understand the Union's analysis of the budgets to counteract potentially misleading narratives. Senator Kennedy called for a collective effort to enhance communication and representation of the Union's analysis of the budget.

C. Administrative Services Planning Council: Senator Irene Naesse:

Senator Naesse reported that the hiring freeze affects not only faculty but also various facilities positions, such as electricians, plumbers, and carpenters, which have remained unfilled for years. She urged fellow senators to inform their faculty members that delays in work orders are linked to this staffing shortage and encouraged appreciation for the facilities staff, emphasizing their crucial role in maintaining clean, safe, and functional campus spaces.

D. Online Advisory Board (OAB) – Faculty Online Coordinator Laura Behr:

Coordinator Behr reported that the first OAB meeting will be held virtually this Friday from 10:30 to 11:30, where the discussion will focus on the new DE Board policy regarding Regular Substantive Interaction (RSI). The goal is to have a representative from each division, and currently, about 50% participation is anticipated. A clearer picture of representation will emerge after the initial meeting.

4. Unfinished Business

No Unfinished Business.

5. New Business

A. Understanding the Student-Centered Funding Formula – Vice President Rich Pagel and Dean Sheri Sterner:

VP Pagel: The new funding formula for California community colleges replaces the previous model based on full-time equivalent students. This formula, established around 2018 and aligned with the "Vision for Success," aims to enhance student outcomes and change college behaviors.

There are three primary elements of the formula

SCFF COMPONENT MEASURE DETAILS



Base allocation (70%)

3-year average of resident FTES



Supplemental (20%)

Prior year student counts for AB540, California Promise Grant/BOG W, and Pell Grant



Student Success (10%)

3-year average of outcomes starting year prior

NOTES: 70/20/10 reflects CCCC distribution of funding categories

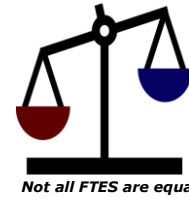
1. **Base Allocation (70%):** The funding formula begins with a base allocation, which constitutes 70% of the general fund revenue. This allocation is calculated based on a three-year average of full-time equivalent students. As a result, declining enrollment leads to slower reductions in funding, while growing institutions may be constrained by lower averages from prior years. Understanding this three-year average is essential for navigating funding fluctuations.
2. **Supplemental Allocation (20%):** The supplemental 20% of the funding formula is allocated to support students with significant financial needs, specifically those eligible for the California Promise Grant (formerly known as BOG waivers) and Pell Grants. Students complete the FAFSA to determine their financial eligibility, which assigns them points based on their needs. This funding aims to assist the neediest students, ensuring they have access to necessary resources for their education
3. **Student Success Allocation (10%):** This component assesses student outcomes, including transfers and educational goal completion, also based on a three-year average. This means that as institutions grow, it may take longer to fully recognize the benefits of this funding. It focuses on student outcomes, including transfer rates and the achievement of educational goals.

The funding model has shifted from one based solely on full-time equivalent students to a more complex structure that considers various programs with different weightings. Funding is allocated collectively to the District, which includes Coastline, Golden West, and Orange Coast College, impacting how general fund dollars are distributed across campuses. While the District currently operates under a fixed funding formula, discussions are ongoing about transitioning to a student-success funding model. The District has faced declining enrollments due to factors such as the pandemic and an aging population, resulting in a "hold harmless" provision that maintains higher funding levels despite lower enrollment. This provision is expected to expire next year, though previous extensions have occurred. Overall, the funding model is multifaceted, comprising base allocations, supplemental allocations, and success-based components.

Dean Sterner: The State Chancellor's office provides a "SCFF dashboard" that

FTES SCFF RATES (2024-25)

Resident FTES Category	2022-23 (rounded)	2023-24 (rounded)	2024-25 (rounded)
Credit	\$4,840	\$5,238	\$5,294
Incarcerated Credit	\$6,788	\$7,346	\$7,425
Special Admit Credit (High School)	\$6,788	\$7,346	\$7,425
CDCP/Enhanced Non-Credit (Adult Education)	\$6,788	\$7,346	\$7,425
Non-Credit	\$4,082	\$4,417	\$4,465



CCCCO SCFF Rates, SCFF Points, ref. updated 7/25/2024

displays District-wide enrollment numbers, which are crucial for understanding potential funding levels. Funding is allocated at the District level, meaning data is aggregated and not broken down by individual colleges. Recent insights indicate slight increases in resident full-time equivalent students (FTES) over the past three years, but as this is based on a three-year average, it will take time to fully realize the impact of these increases on funding. Analyzing the funding data reveals a downward trend in the number of Promise Grant recipients, while Pell Grant recipients experienced a slight decline, followed by a modest increase in 2023-2024. Additionally, the number of AB 540 students has remained relatively consistent. These trends provide insight into the District's financial landscape. For more detailed information, the dashboard offers further data, including financial implications. All full-time equivalent students (FTES), including Promise Grant and Pell Grant recipients, are aggregated at the District level. This means that all data, including outcomes, is reported collectively for the District, which is a critical aspect to consider when evaluating overall performance and funding.

President Drew: Does OCC get more funds because of its population? **VP Pagel:** While a student success funding formula exists, the district currently operates under a fixed funding model, which constitutes 52.11% of the overall budget. This complexity arises from managing a multi-college campus, as funding is recorded at the district level, making it challenging to allocate resources specifically to Orange Coast College, Golden West College, or Coastline College. As it stands, 52.11% of the budget is allocated to Orange Coast College, although this could change in future funding cycles.

Dean Sterner: Historically, the allocation of the 70% funding has not differentiated between types of full-time equivalent students (FTES). For the 2024-2025 academic year, Orange Coast College is projected to have approximately 5,300 credit FTES. Additionally, the incarcerated population and special admit students (high school students, either dual enrolled or attending individually) will contribute around 7,500 FTES. Enhanced non-credit FTES, primarily from adult education, will also total about 7,500, while regular non-credit FTES will receive a lower reimbursement rate. The key takeaway is that not all FTES are equal; certain student populations, such as incarcerated individuals and those in adult education, are reimbursed at higher rates. **VP Pagel:** The current funding formula prioritizes specific types of students, influencing the educational direction of institutions. Unlike previous formulas that were solely based on full-time equivalent students (FTES), this model encourages colleges to focus on certain populations to maximize funding. As a result, the formula significantly shapes institutional behavior and strategies to ensure financial sustainability.

Dean Sterner: The supplemental population funding, which constitutes 20% of the

SUPPLEMENTAL/EQUITY POPULATIONS (20%)

- Counts derived for AB540, Pell Grant, and Promise Grant (BOGW) status
- Points are cumulative
- Student who receives both a Pell & Promise grant is a point value of 2 and monetary value of \$2,477.42



Category	Point Value	Rate
AB540 Students	1	\$1,238.71
Pell Grant Students	1	\$1,238.71
Promise Grant/BOG W Students	1	\$1,238.71

[CCCCO SCFF Rates](#), [SCFF Points](#), ref. updated 7/25/2024

budget, includes AB 540 students, Pell Grant recipients, and Promise Grant recipients. Each eligible student generates just over \$1,200 in funding. Notably, if a student qualifies for both the Promise Grant and the Pell Grant, the institution receives funding for each, effectively doubling the amount. This cumulative approach determines the total funding based on the number of students in these categories, multiplying the count by \$1,200. Pell Grant and Promise Grant students will be reflected in our outcomes, as they qualify for a higher funding rate. It's important to note that while they appear in supplemental data, they also contribute to our overall student success metrics. **VP Pagel:** It is crucial for students to complete their financial aid documents, as many do not. Completing these forms can help needy students access resources like Pell Grants or Promise Grants. By filling out the necessary paperwork, institutions receive credit for these awards, highlighting the importance of compliance in securing funding.

STUDENT SUCCESS/OUTCOMES (10%)

Outcomes *Highest award counted	Main Points	Main Point Value @ \$730.42	Pell Grant Points	Pell Grant Value @ \$184.24	CCPG (BOG) Points	CCPG/BOG Value @ \$184.24	Total Potential Value
ADT*	4	\$2,921.68	6	\$1,105.43	4	\$736.96	\$4,764.07
AA/AS*	3	\$2,191.26	4.5	\$829.07	3	\$552.71	\$3,573.04
Credit Certificate*	2	\$1,460.84	3	\$552.71	2	\$368.48	\$2,382.03
Transfer Level Math & English	2	\$1,460.84	3	\$552.71	2	\$368.48	\$2,382.03
Transfer to 4-Year	1.5	\$1,095.63	2.25	\$414.54	1.5	\$276.36	\$1,786.53
>=9 CTE Units	1	\$730.42	1.5	\$276.36	1	\$184.24	\$1,191.02
Regional Living Wage	1	\$730.42	1.5	\$276.36	1	\$184.24	\$1,191.02

[CCCCO SCFF Rates](#), [SCFF Points](#), ref. updated 7/25/2024

Dean Sterner: Data indicates that students are more successful when they receive financial assistance. This underscores the state's focus on these metrics and the importance of supporting this population. These outcomes pertain to awards, with a detailed methodology that I can provide if needed. The metrics align with the statewide vision for success and are managed by the State Chancellor's Office. Key points include that we receive funding based on the highest award obtained by students, whether it's

an associate's degree or a credit certificate. For example, if a student earns an associate's degree at Golden West and a certificate at Orange Coast, we only receive credit for the highest award. Funding is greater for associate degrees for transfer (ADTs) than for credit certificates, and all award outcomes are counted unduplicated, meaning we only get credit once, regardless of a student's enrollment at multiple colleges. The outcomes have varying points and monetary values.

Motion 3: President Drew moved to approve the extension of this agenda item by three more minutes; motion seconded; motion approved unanimously.

Dean Sterner (continued): Pell Grant and Promise Grant students contribute significantly to our funding structure. While we receive standard compensation for all students achieving outcomes, additional funding is available for those receiving these grants. For example, the funding for an associate degree for Transfer (ADT) is approximately \$3,000. If a student also receives a Pell Grant, we gain an extra \$1,100 (worth 6 points), and an additional \$700 if they also qualify for a Board of Governors (BOG) fee waiver (worth 4 points). This brings the total potential compensation for an ADT student with both grants to about \$4,700. In contrast, the total potential compensation for a regular associate's degree is around \$3,600, and for a credit certificate, it is approximately \$2,400. This highlights the additional value associated with ADTs and the impact of financial aid on our funding.

B. BP/AP Report (AP/BP 3910 Title IX: Sex Discrimination and Sex-Based Harassment, AP 4105 Distance Education, BP Fees, and AP 7120A Recruitment and Selection for Executive Management Employees)- Senator Marilyn Kennedy:

In preparation for the Friday BP/AP meeting, **Senator Kennedy** summarized key points regarding several policies:

AP 7120A Recruitment and Selection for Executive Management Employees: This policy on recruitment and selection for executive managers now includes a standard statement in other policies allowing the Chancellor to review the search committee's makeup.

AP 4105 Distance Education: New requirements focus on ensuring regular and substantive interaction between students and instructors. There is a concern regarding the term "monitoring" this type of student-instructor engagement, as it may imply a form of evaluation. The CFE Contract clarifies what is appropriate evaluation. Further discussion on this is encouraged, particularly regarding union input.

AP/BP 3910 Title IX Sex Discrimination and Sex-Based Harassment: This lengthy policy addresses Title IX regulations, mandating the Chancellor to define sex discrimination and harassment, including retaliation. It specifies that responsibility can be established with the Preponderance of Evidence standard, or a 51% threshold, rather than the commonly perceived "beyond a reasonable doubt" standards. Processes can now be conducted online, and both parties in a complaint are entitled to legal representation. Complaints may also be made orally, and there are new provisions for handling cases where a complainant wishes to withdraw, while still addressing potential risks to the campus community.

Vice-President Gordon: Asked for more information about the Chancellor designating participants in these entities. There could be some transparency concerns.

Senator Kennedy: The Chancellor will review the makeup of search committees across all hiring policies to ensure diverse representation. If a committee lacks diversity, the Chancellor may appoint three additional representatives: one educational administrator, one faculty member (in consultation with the Senate presidents), and one

classified professional (in consultation with their senates). The District's definition of diversity is broader than legal requirements, encompassing not only racial and sexual diversity but also more visible and invisible factors such as national origin, citizenship, immigration status, sexual orientation, disability, medical conditions, marital status, political beliefs, religion, military status, and socioeconomic status.

Vice-President Gordon: The Chancellor's authority to influence the composition of search committees raises concerns about the extent of their power in hiring decisions. .

Senator Kennedy: If there are objections to this language, I will take those to the BPAP Committee.

C. Full-Time Faculty Hiring Prioritization Participation - Lee Gordon:

Vice-President Gordon reported that as **President Schneiderman** mentioned, a member of the Board of Trustees indicated that the District's financial situation is stable. However, the hiring freeze remains in effect. The last time we considered the question of faculty hiring, the Senate discussed the merits and drawbacks of participating in full-time faculty hiring prioritization, despite having been told by the District that there would be no full-time faculty hiring. At that time, the Senate voted two to one in favor of participating in full-time faculty hiring prioritization for last year. I propose a roll call vote on whether to participate in the full-time faculty hiring prioritization process this year, recognizing that the **Vice Chancellor of Finance** has confirmed there will be no new hiring, making participation largely symbolic.

Motion 4: Vice President Gordon moved to have a roll call vote next week on whether or not the Academic Senate should participate in the full-time faculty hiring prioritization process this year given that the District has indicated that there will, in fact, be no full-time faculty hiring this year; motion seconded; approved.

Vice-President of Instruction Tara Giblin: Asked for clarification regarding the implications of voting not to participate in the process, especially since the Instructional Planning Council is proceeding with its activities. **Vice-President Gordon:** The Academic Senate represents the faculty's voice, while the Instructional Planning Council consists of equal parts faculty and administration. Therefore, our vote serves as an expression of faculty opinion and does not directly influence administrative actions. If the Senate decides to proceed with the vote next week, we can discuss the implications of that vote. Currently, we have a straightforward motion regarding whether to hold the vote.

D. Honors Program Advisory Committee Report - Lee Gordon: There was not enough time for this agenda item.

5. Adjournment

President Drew adjourned the meeting at 12:28 p.m.

Minutes: Approved September 24, 2024

MINUTES: First draft written by Beatriz Rodriguez Vaca, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

Senate Membership	Motion 1	Motion 2	Motion 3	Motion 4
	Minutes 09/10/24	Consent Agenda	Motion to extend agenda item 5A by 3 min 12:11pm	Full Time Faculty Prioritization Motion
Ball, Jason: Part-Time Senator (2024-2025)	Absent	Absent	Absent	Absent
Barnes, Carol: Counseling Senator (2021-2024); 11:34am	Absents	Aye	Aye	Aye
Becker, Lauren: Senator at-Large (2024-2027)	Aye	Aye	Aye	Aye
Blystone, Allissa: Math & Sciences Senator (2023-2026)	Aye	Aye	Aye	Aye
Budwig, Eric: Technology Senator (2023-2026)	Absent	Absent	Absent	Absent
Della Marna, Jodi: Library & Learning Senator (2023-2026)	Aye	Aye	Aye	Aye
Drew, Rendell: President, Senator-at-Large (2023-2026)	Aye	Aye	Aye	Abstain
Carly Gonzalez: Senator at-Large (2024-2027)	Aye	Aye	Aye	Aye
Gordon, Lee: Vice President, Senator-at-Large (2022-2025)	Aye	Aye	Aye	Aye
Holt, Kelly: Senator-at-Large (2023-2026)	Absent	Absent	Absent	Absent
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025)	Aye	Aye	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026)	Aye	Aye	Aye	Aye
Kate McCarroll, Senator-at-Large (2024-2027)	Aye	Aye	Aye	Aye
Naesse, Irene: Senator-at-Large (2023-2026)	Aye	Aye	Aye	Aye
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye	Aye	Aye	Aye
Paxton, Leland: Part-Time Senator (2024-2025)	Aye	Aye	Aye	Aye
Sachs, Loren: Senator-at-Large (2022-2025)	Absent	Absent	Absent	Absent
Sheehan, Katherine (2024-2027); 11:56am	Absent	Absent	Ayes	Abstain
Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)	Aye	Aye	Aye	Aye
VACANT, Senator-at-Large (Fall 2024)	VACANT	VACANT	VACANT	VACANT
VACANT, Part-Time Senator (2024-2025)	VACANT	VACANT	VACANT	VACANT
VACANT: Consumer Health Sciences Senator (2023-2026)	VACANT	VACANT	VACANT	VACANT