# California Community College Governance Admin 101

## ACCCA
## July 25, 2022

Presented by

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President Emeritus,
San Diego Mesa College
President/CEO,
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LHG

THE LUSTER HIGHER ED GROUP

# Meet your presenter

Adjunct Faculty, DSPS Instructor/Coordinator,
Division Chair,
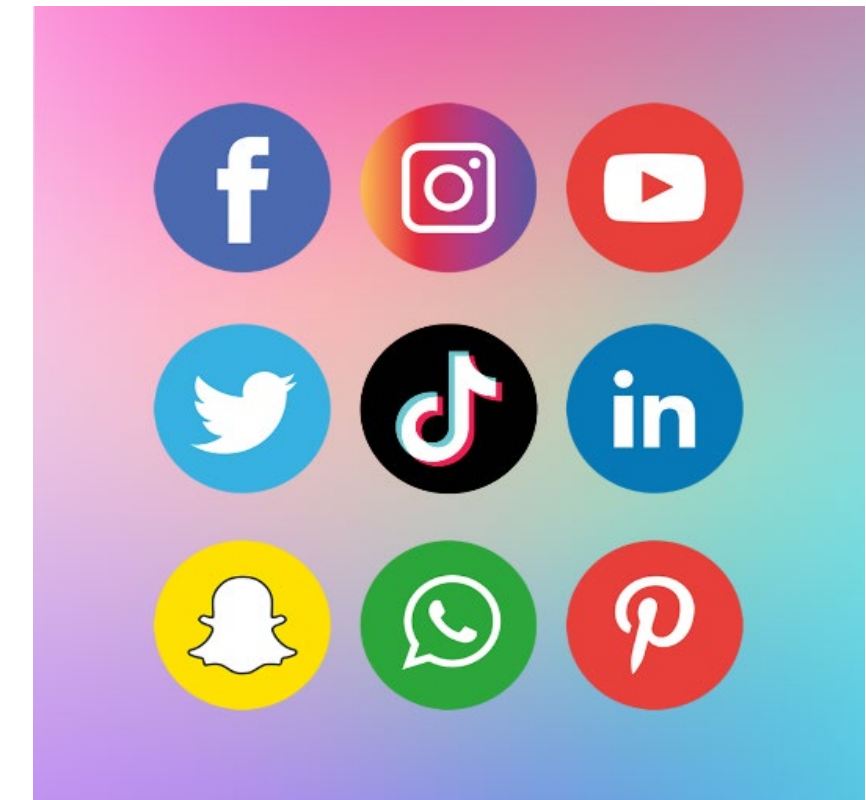Dean of Career Education and Workforce Development

Dean of Academic Services,
Vice President, Student Services

President

# Social Media – Pamela Luster

- Twitter          @DrPamLuster
- Facebook      @DrPamLuster
- Instagram     @DrPamLuster
- LinkedIn       Pamela Luster

# Our journey today

A little history

Governance examples

Constituent Group Rights & Responsibilities

Let's try it out

Leadership for Racial Equity

Q&A

# AACC FAST FACTS 2022

**NUMBER & TYPE OF COLLEGES** (2022)[1]

| Public | Tribal | Independent |
|--------|--------|-------------|
| 936 | 35 | 72 |

**TOTAL 1,043**

**DEGREES AND CERTIFICATES AWARDED** (2019-2020)[8]

ASSOCIATE DEGREES
865,504

CERTIFICATES
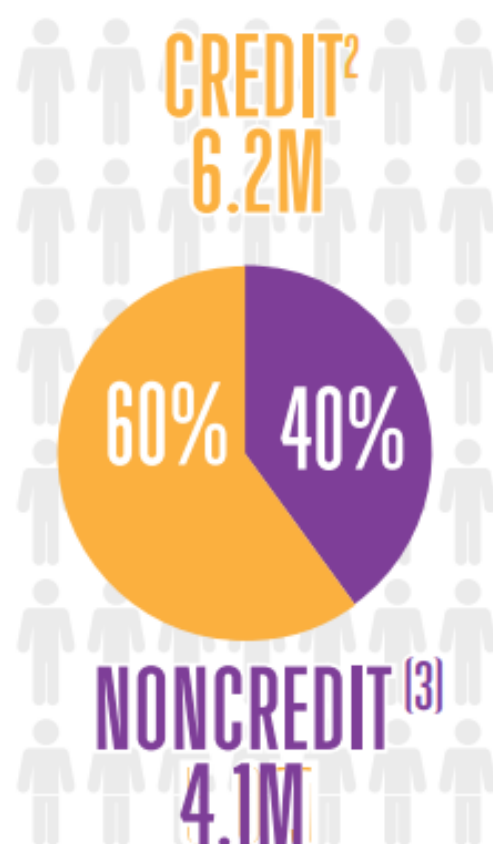599,397

BACCALAUREATE DEGREES
21,348

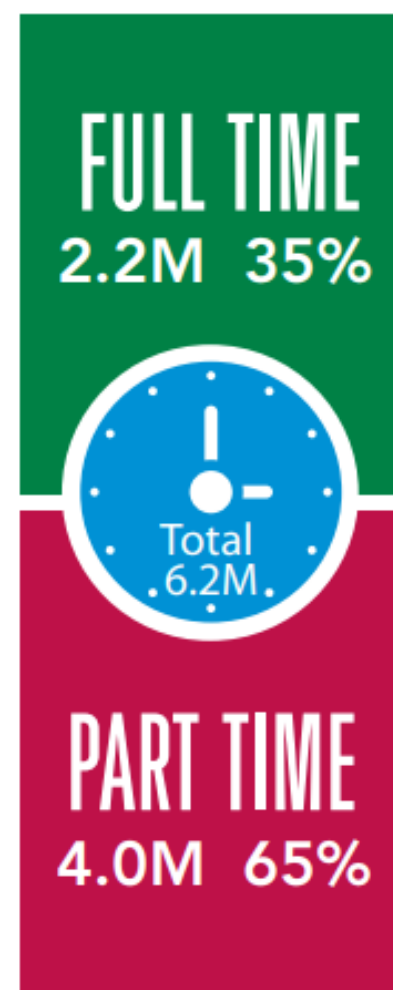Bachelor's degrees awarded by 145 public and 46 independent colleges.[1,8]

**HEADCOUNT ENROLLMENT** (FALL 2020)
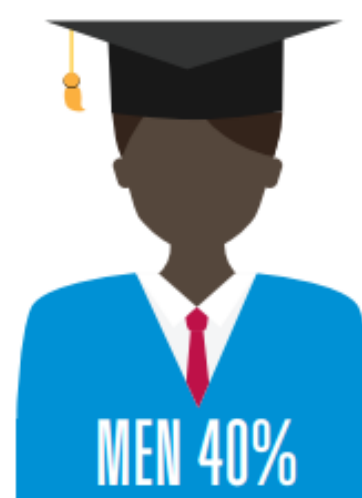
Estimated change Fall 2020- Fall 2021: -3.4% [4]

CREDIT[2] 6.2M

60% 40%

NONCREDIT [3] 4.1M

TOTAL: 10.3M

**CREDIT BY ATTENDANCE**[2]

FULL TIME 2.2M 35%

Total 6.2M

PART TIME 4.0M 65%

**GENDER**[2]

WOMEN 60%

MEN 40%

**DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT**[2]

| | |
|---|---|
| HISPANIC | 27% |
| BLACK | 12% |
| WHITE | 44% |
| ASIAN/PACIFIC ISLANDER | 7% |
| NATIVE AMERICAN | 1% |
| 2 OR MORE RACES | 4% |
| OTHER/UNKNOWN | 4% |
| NONRESIDENT ALIEN | 1% |

**AGE**[12, 13]

AVERAGE: 27

Voluntary

Source:
AACC Fast Facts
AACC Website
July 2022

# California Community Colleges

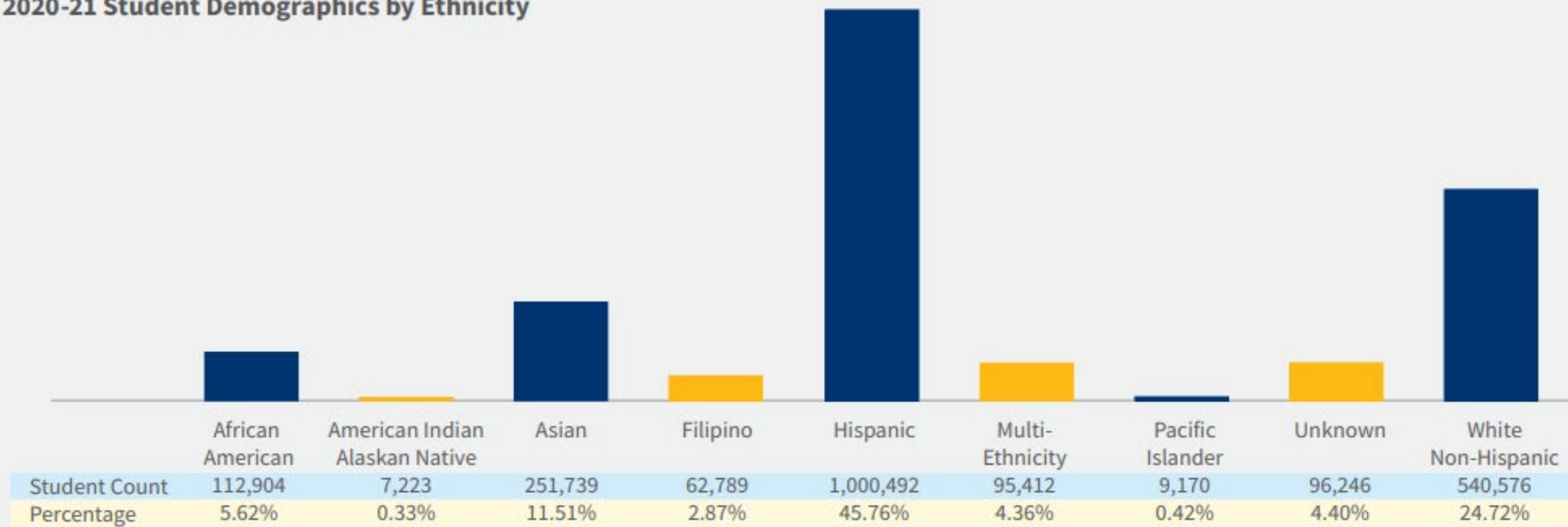**73 Districts**
**116 Colleges**

Governor-Legislature

↓

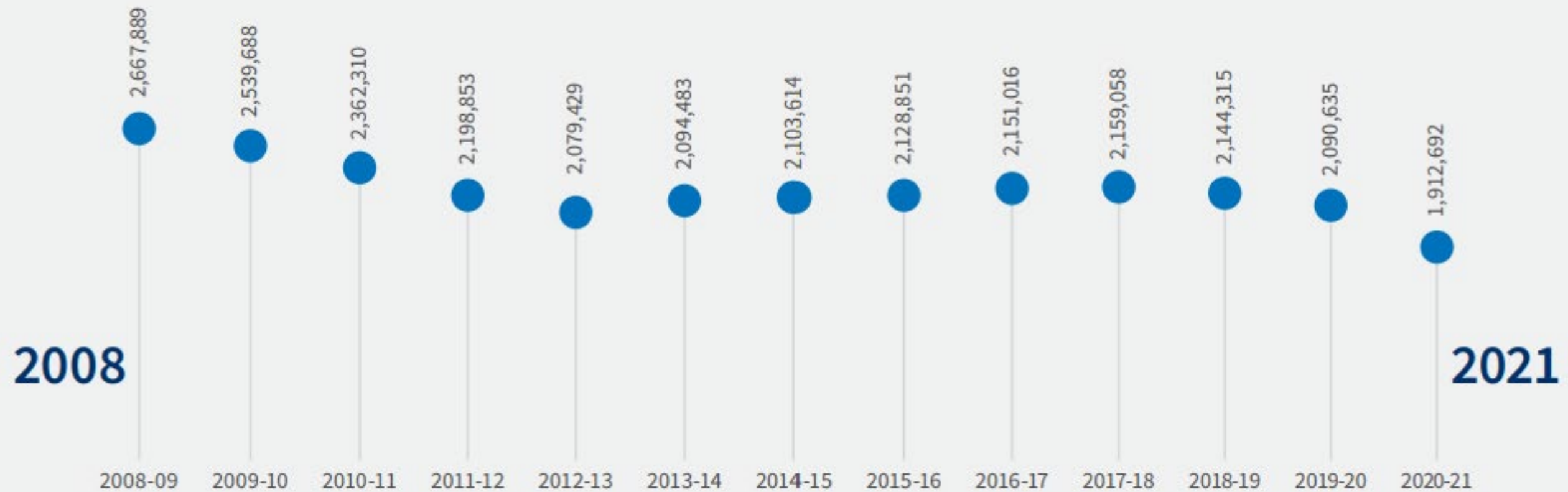CCC Board of Governors/CCCCO

↓

Locally elected Board of Trustees

Source: CCCCO Website Data

## 2020-21 Student Demographics by Ethnicity



| | African American | American Indian Alaskan Native | Asian | Filipino | Hispanic | Multi-Ethnicity | Pacific Islander | Unknown | White Non-Hispanic |
|---|---|---|---|---|---|---|---|---|---|
| Student Count | 112,904 | 7,223 | 251,739 | 62,789 | 1,000,492 | 95,412 | 9,170 | 96,246 | 540,576 |
| Percentage | 5.62% | 0.33% | 11.51% | 2.87% | 45.76% | 4.36% | 0.42% | 4.40% | 24.72% |

## Annual Student Headcount

The system headcount is unduplicated so students are only counted once, even if they attended multiple colleges.



| 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2,667,889 | 2,539,688 | 2,362,310 | 2,198,853 | 2,079,429 | 2,094,483 | 2,103,614 | 2,128,851 | 2,151,016 | 2,159,058 | 2,144,315 | 2,090,635 | 1,912,692 |

**2008**

**2021**

Source: CCCCO State of the System Report 2022

# Governance Structures

Single College Districts

Multi-College Districts

Single College in Multi-College Districts

committees on campus, but there are additional committees within departments and sections throughout campus, that help make decisions and bring awareness around particular issues.

## Academic Senate
The Academic Senate's primary function is to make recommendations with respect to academic and professional matters.

## Associated Students
PCC's student body consisting of 12 current students that are elected annually to represent and work for the students.

## Board of Trustees
The Board of Trustees governs the Pasadena Area Community College District and serves as the policy-forming body of the District.

## Classified Senate
Represents all Classified Staff through the Pasadena Area Community College District in matters of shared governance.

## College Council
A forum where representatives from all segments of the college bring issues of collegewide interest.

## Council on Academic & Professional Matters
Attempts to achieve mutual agreement between the Academic Senate and the Board of Trustees on academic & professional matters.

## Management Association
The mechanism through which the deans, managers and supervisors of the college participate in shared governance.

Source:
Pasadena City College website
July 2022

**San Mateo County COMMUNITY COLLEGE DISTRICT**

OVERVIEW      STRATEGIC PLANNING      PLANNING AND RESEARCH      INITIATIVES      COMMITTEES      CONTACT US

# District Participatory Governance Council (DPGC)

SMCCCD Home  >  Educational Services  >  District Participatory Governance Council (DPGC)  >  Overview

| Overview > |
| :-- |
| Council Members |
| Council Meeting Agendas |
| Council Meeting Packets |
| Council Meeting Minutes |
| Council Meeting Videos |
| Council Meeting Calendar |
| Council Archives |

## Overview

The Board of Trustees is committed to a participatory governance system which enusures "faculty, staff and students the right to participate effectively in district and college governance and the opportunity to express their opinions at the [district] level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in areas of curriculum and academic standards" (Education Code Section 70901).

In order to provide an opportunity for students, staff, and faculty to participate effectively in District governance, the Board of Trustees of the San Mateo County Community College District hereby establishes a District Participatory Governance Council (DPGC).

The District Participatory Governance Council operates in a climate of collegiality and trust, making its recommendations on a consensus-building basis. Consensus building involves polling of appointed members to determine if consensus has been reached. The Council is governed by the Board Policy (Rules and Regulations 2.09 📄) and the Brown Act.

Source: SMCCD Website July 2022

# Institutional Planning and Governance Guide

2020-2021

Source: SDMC
sdmesa.edu
Website July
2022
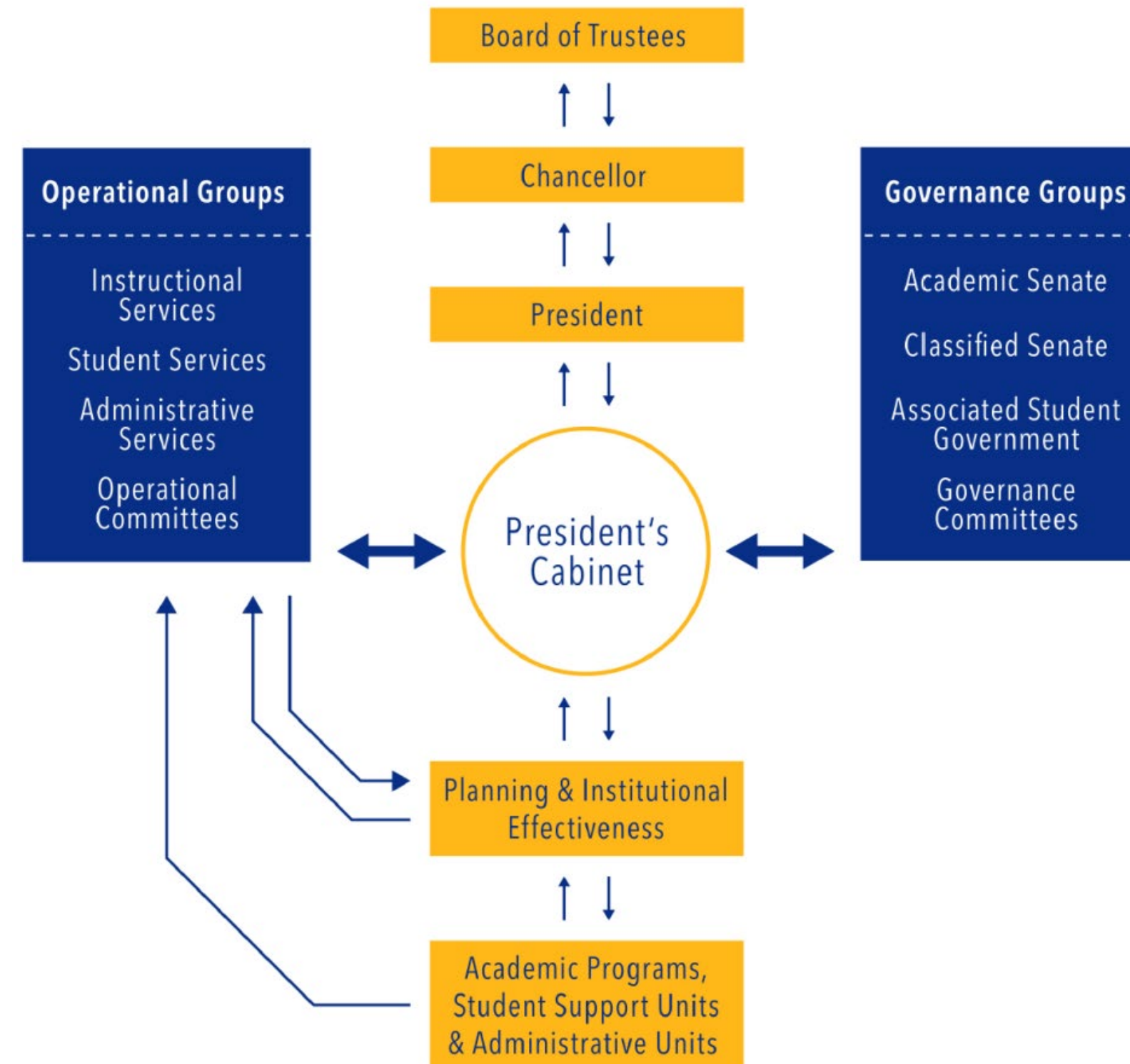
## ACADEMIC SENATE
### for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the following policy development and implementation matters:

**1** Curriculum including establishing prerequisites and placing courses within disciplines

**2** Degree and certificate requirements

**3** Grading policies

**4** Educational program development

**5** Standards or policies regarding student preparation and success

**6** District and college governance structures, as related to faculty roles

**7** Faculty roles and involvement in accreditation processes, including self-study and annual reports

**8** Policies for faculty professional development activities

**9** Processes for program review

**10** Processes for institutional planning and budget development

**+1** Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Source: ASCCC Website July 2022

# CALIFORNIA COMMUNITY COLLEGES CLASSIFIED SENATE (4CS)

CLASSIFIED FOR EXCELLENCE

## PARTICIPATORY GOVERNANCE:

RIGHTS & RESPONSIBILITIES

SENATES & UNIONS

ABOUT 4CS

GOVERNANCE RESOURCES

Source: 4CS Website July 2022

# § 51023.7. Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

# The art and science of participatory governance

- Operations or governance?
- Governance or working conditions (or both?)
- Who does this action or policy impact?
- Does everyone have the opportunity to reasonably contribute?
- Where does this issue fit? What is its path?
- What is our deadline?
- What happens when things go awry?
- How will people know when a decision has been made?
- How will we assess the impact/outcomes of the action?

# Group Exercise #1

*College of the Singing Hills is revising its program review process. The Institutional Effectiveness Committee is beginning the process. Changes were recommended by a visiting team from the ACCJC, dealing with aligning resources and student outcomes.*

*You are the Dean/Director of Institutional Effectiveness and will be leading the process. How will you proceed?*

# Group Exercise #2

At Meerkat College the student government has passed a resolution to create a once a month "College Hour". They have proposed that no classes be scheduled for a period of 90 minutes once a month. They are proposing Wednesdays 12-1:30 PM.

They bring the proposal to the College Cabinet, make their presentation and are greeted with very negative feedback which includes, we already tried that, we can't cancel classes once a month, you can just arrange your schedules, and more.

You are the in the Office of Student Affairs and need to support the students, but also need to guide them through this effort. What are your first steps?

# Leadership for Racial Equity

- **Personal Experience –** Educational and professional backgrounds influence our decisions.

- **Knowledge –** Understanding the data/research; reading important reports/documents; asking the right questions; and if you don't know the answer, asking for clarification.

- **Clear Vision –** Having a vision for where you want your college/institution will be in the future.

# Leadership for Racial Equity

- **Building Support –** Identifying individuals to work with you; then those individuals are involved in the development; and they maintain their involvement in the work.

- **Staying Focused –** Focus on what matters, which is **-- *Student Success***.

- **Using Data to Support Decision Making** – Don't make decisions on the fly that impact student success.

- **Build Capacity –** Support all levels within your program/department and at your institutions.

# Leadership for Racial Equity

- **Partnerships –** Establish and maintain partnerships with schools, colleges, universities, businesses, community-based organizations, and county agencies to respond to the educational, workforce training, and economic development needs.

- **Opportunity – Seize the moment** and recognize the opportunities that will transform our institutions in support of student success.

- *Never Give Up – If we don't support and advocate for our students and our institutions, who will?*

# Questions

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