



Academic Planning Council

Business & Scheduling Meeting

February 23, 2018

11:00am-2:00pm

IT 210

Present: Ms. Melissa Bader (co-chair), Mr. Peter Boelman, Dr. Kevin Fleming, Mr. Kim Kamerin, Mr. John Moore, Mr. Jeff Mulari, Ms. Ana-Marie Olaerts, Dr. Phu Tran, Ms. Patricia Worsham, Dr. Gail Zwart

Absent: Mr. Quinton Bemiller, Dr. Alexis Gray, Dr. Jason Parks (co-chair) and Mr. Bob Prior

Visiting: Ms. Maureen Sinclair

A. Welcome

1. Melissa Bader welcomed everyone to the meeting.

B. Motion to amend agenda – Zwart | Kamerin

1. Dual Enrollment
2. Lottery Fund discussion

C. Approval of Minutes

1. Motion to approve minutes from December 1, 2017 | Zwart/Kamerin Approved with amendments 2 abstentions

D. ACTION ITEMS

E. DISCUSSION ITEMS

1. Dual Enrollment Support and Participation (Maureen Sinclair)
 - i. Maureen shared some exciting things about Dual Enrollment for starters it has the full support of Dr. Reece and they are asking that APC along with the Departments embrace the program
 - ii. 18FAL – 4 Additional High schools added to the program - the classes are only available to High School Students within CNUUSD
 - iii. There is No Cost to the students, this includes their books – the program can save families thousands of dollars
 - iv. Maureen asked the Department Chairs to begin thinking of which disciplines could offer sections at the High Schools
 - v. Dual Enrollment gives students a head start in college
 - vi. Patty Worsham asked, how does it work if the student fails, is it a high school class failed? Maureen explained that there are safe guards in place, but in some instances it would be a high school fail. However, there is tutoring available at the high school and students can come to Norco for additional tutoring
 - vii. Not all courses will work, so we will only offer non prerequisite courses

- viii. Currently there is a 15 unit maximum, with 2 Guidance
 - a. Pathways
 - AJ, Gaming, Math, English, Early Childhood Education, STEM
 - IGETC is now a State approved Pathway
 - ix. Maureen also shared that some of the schools have new labs and we should consider touring them to see if we can offer more courses
 - x. Using the RCCD Board approved Calendar, classes start at 3:00pm and are offered up to 5 days a week
 - xi. Norco faculty have first right of refusal
 - xii. Can hire High School teacher if they meet our minimum qualifications and after they go through the interview process
- 2. January 18 – 19 Scheduling Debrief (All)
 - i. How does everyone feel about the processed used
 - ii. The consensus is the scheduling could have been done in 1 day
 - iii. 25 Live is still a problem, the department chairs are only seeing “Private” they cannot see the section detail (resolved as of 02/28/2018)
 - iv. Melissa requested a CSPU (provided on 02/26/2018)
- 3. Counselor Funding Distribution (Moore)
 - i. John asked APC if they are aware of how Counselors are distributed
 - a. Currently there are 12 funded counseling positions, 6 are General Funded and 6 are Categoricaly Funded
 - b. Not all Counselors are actually counseling students
 - c. Categorical money is good, but each year we’ve seen a decrease, SSSP has decreased by 10%
 - d. Counseling cannot increase without additional funding and based on the Schools model each School would require at least 1 counselor.
 - e. The Counselor to Student ratio is 1,238:1, this should be 700-800 per counselor
 - ii. Melissa asked John if he was part of the academic reorganization
 - a. No, John is not part of the reorganization ad-hoc committee
 - b. Melissa reminded everyone to submit their Program Review on time
 - iii. Honors supports 300 students
 - iv. A Veterans counselor is being hired to only support the Veterans
- 4. Spring Meeting Schedule (Bader)
 - i. Meetings reschedule to Friday mornings, will move to afternoons in 18FAL (meetings have been rescheduled as of 03/02/2018)
- 5. Scheduling Winter & Spring 2019 (Bader)
 - i. Scheduled on May 11 from 9:00am – 3:00pm
 - ii. Peter reminded the Chairs that they will need to make offers to their faculty quickly for contractual reasons
 - iii. Disciplines with assigned rooms need to have their room already scheduled and bring that with them. This way everyone can see if there are any time slots available

- iv. Dr. Zwart asked that the Wish List be sent out ASAP. Melissa sent an older one to her faculty
 - 6. Faculty hiring updates (All)
 - i. Follow through with your HR coordinator
 - ii. LA Job Fair was successful
 - 7. Lottery Funds (Fleming)
 - i. Dr. Lee has redistributed lottery money down to the disciplines, giving a very large portion to the Library to purchase books
 - ii. The numbers are estimates for this Fiscal Year
 - iii. Talk with your departments, see what is needed
 - iv. Items purchased with lotter money must be consumable and instructional
- F. Standing Committee Reports
 - 1. Academic Senate (Bader)
 - i. They have not met
 - ii. Melissa is going to ask them to define Additional Positions
 - 2. ISPC (Bader)
 - i. Retreat
 - a. Discussed Academic Reorganization
 - b. Strategic Planning
 - c. Environmental Plan – A Consultant is being brought in
 - d. Institutional Advancement
 - 3. District Enrollment Management (Bader)
 - i. New Chancellor
 - a. Success
 - b. Access
 - c. Equity
 - ii. Revised Budget
 - a. There is a new funding model for the California Community Colleges
 - General Fund
 - i. Changing to 50% enrollment, 25% Bog waivers, Pell Grant, SSSP and 25% performance based
 - b. Performance – this may not be a number but proportionate
 - c. No More Borrowing – District down 200 for the year
 - iii. Chancellor is expecting all colleges to meet their established goals
 - iv. The District is working on a Strategic Plan
 - v. Register 2 semesters in one shot, IT is saying not quite ready for that, will be testing in March and April
 - vi.
 - 4. Program Review Committee (Dr. Gray)
 - i. Program Review Camp – March 2, 2018
 - ii. Remind everyone that Comprehensive Review is due on April 20, 2018
- G. Deans' Reports
 - 1. DOI – CTE (Dr. Fleming)
 - i. Chair Ranking Rubric – Vote on March 9

- ii. Students are not applying for their Certificates – we are piloting a program using RLE, will expand to other areas once all of the “kinks” are worked out
 - a. Peter asked are students going to be affected by this
 - b. Potential Negative
 - Financial Aid
 - Met goal and now eligible for their Special Program
 - Ellucian focuses on Major with the Highest required Units, so the thought is...the student should not be affected
 - c. Make sure students are informed
 - d. Will focus on local certificates first
 - iii. Dr. Reece spoke with faculty at Spring Flex
 - iv. Ad-Hoc meetings on reorganization
 - a. Student Focused
 - b. Looking to have 1 space where everyone is located; Dean, IDS, Counselors, Admin Support, etc...
 - c. Will evolve in the next couple of weeks, should have a good proposal in the middle of next month
 - d. Including Dean’s assignments
 - v. Melissa reminded everyone of the discussion on meeting as a school at the next month’s department meeting
 - a. Discuss money for activities
 - b. ADT’s are being printed
 - c. Trailheads will be available
 - d. Make Website better and simple
 - vi. Kim is interested in seeing events on banner page
2. DOI (Parks)
- i. At conference

H. Good of the Order

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I. Adjourn – 12:30pm

Next meeting
 March 9, 2018
 Business Meeting 9:00AM – 12:00 PM
 ST 107

Guidelines for Distinguishing Between Supplies and Equipment

One common accounting challenge districts face is that of distinguishing between supplies and equipment, between equipment and improvement of grounds, and between equipment/building fixtures and service systems. Nevertheless, districts must correctly identify each expenditure if they are to achieve the necessary uniformity of accounting.

Whether an item should be classified as equipment or as supplies is determined on the basis of the length of time the item is serviceable and on its contribution to the value of the district. For example, supplies are constantly being consumed and replaced without increasing the value of the physical properties of the district. Equipment has relatively permanent value, and its purchase increases the value of the physical assets of the district.

Expenditures made by districts for equipment, improvement of sites, building fixtures and service systems are charged as capital outlay; expenditures for supplies are charged as current expense. The purchase of equipment either as direct purchase or lease-purchase must be recorded in object classification 6400, Equipment.

Supplies are items of expendable nature that are consumed or worn out, deteriorate in use, or are easily broken, damaged or lost. Examples include paper, pencils, cleaning materials, nails, scissors, test tubes, and keys.

Items that have a relatively short service life (less than one year) and that, therefore, must be replaced frequently are also charged as supplies. Examples include brooms, tools, and rubber stamps.

Computer software and hardware could fall into either category, supplies or equipment, depending on the cost and useful life. To determine which category of expenditure an item belongs, follow the questions and/or guidelines listed below.

Some articles clearly cannot be classified as either supplies or equipment. They have the characteristics of equipment, but they have a low unit cost or are frequently lost, broken or worn out and replaced in normal use. To obtain uniformity, the district should assign items to the various classifications on the basis of the answers to the questions in the list below:

1. Does the item lose its original shape and appearance with use?
2. Is it consumable, with a normal service life of less than one year?

3. Is it easily broken, damaged, or lost in normal use?
4. Is it usually more feasible to replace it with an entirely new unit than to repair it?
5. Is it an inexpensive item? Does the small unit cost make it inadvisable to inventory the item? See *Education Code* Section 81600.

If the answer to one of the above five questions is yes, the item should be classified as a supply item and the expenditure should be recorded within object classification 4000. If all answers are no, the item should be classified under object classification 6400, Equipment.

Another method of distinguishing equipment from supplies is to follow the useful flowchart below.

Guidelines for Distinguishing Equipment from Supply Items
(Listed in Priority Order)

Lasts more than one year	⇒	NO	
↓ YES			
Repair rather than replace	⇒	NO	
↓ YES			
Independent unit rather than being incorporated into another unit item	⇒	NO	At first NO item is declared to be SUPPLY
↓ YES			
Cost of tagging and inventory small percent of item cost	⇒	NO	
↓ YES			

EQUIPMENT

By way of example, let us classify both a personal computer and a calculator. The computer is likely to last more than one year, and if it did break down, it is most likely to be repaired. The calculator may last more than one year, but in the event that the calculator stopped working, it

Would be replaced, not repaired. Thus, it would be declared a supply. Although it is not necessary to continue down the list of other criteria, note that many of them support the classification of calculator as supply rather than equipment. It would not be subject to special control, because the cost of keeping inventory on it would represent a large percentage of the cost. Nor is the cost in excess of the minimum dollar value established by the Budget and Accounting Manual. All of these criteria strengthen the classification of calculators as supplies.

NOTE: It is important to note that the policies of a district may override any of these guidelines. Districts may also wish to include in their historical inventories, audit trace inventory system, or any other acceptable inventory system those items whose acquisition costs are less than the amount cited in the Budget and Accounting Manual. It may be desirable for individual districts to establish and maintain Capital Accounts for charging noninventoriable equipment that do not warrant the keeping of inventory records.

Repair parts that the district purchases for buildings, equipment and grounds, regardless of cost, are normally charged as supplies and would be accounted for under object 4000. Examples include plumbing fixtures; compressors, if part of a larger unit; bus transmissions; engines; and timer devices for automatic sprinkling systems.

Repair costs are those outlays which are necessary to keep an asset in its intended operating condition but which do not materially increase the value or physical properties of the asset. These costs would be accounted for under object 5000.

In contrast, all additions and betterments to fixed assets should be charged to a Capital Outlay account when acquired or when construction or installation is completed. An addition refers to a physical extension of some existing asset. A betterment exists when part of an existing asset is replaced by another and the replacement provides a significant increase in the life or value of the asset.

Capital Outlay expenditures are those that result in the acquisition of capital assets or additions to capital assets. They are expenditures for sites, improvement of sites, buildings, improvement of buildings, building fixtures, service systems, and purchase of initial or additional equipment.

RESTRICTED LOTTERY BY DISCIPLINE - FISCAL YEAR 1718

SCHOOL(PATHWAY) DESCRIPTION	Goal Description	REVISED BUDGET	ADJUST PERMANENT TO TOTAL
Academic Affairs	OTHER INTERDISCIPLINARY STUDIES	185566	50000
Academic Affairs Total		185566	50000
School of Arts & Humanities	ART	4000	4000
	COMMERCIAL MUSIC	4455	5000
	DRAMATIC ARTS	2000	2000
	ENGLISH	8527	5000
	LIBRARY	202800	160000
	MUSIC	21902	6000
	PHILOSOPHY	2000	2000
	SPANISH	4000	4000
	SPEECH COMMUNICATION	6000	6000
School of Arts & Humanities Total		251878	194000
School of Business & Management	ACCOUNTING	1700	1700
	BUSINESS AND COMMERCE, GENERAL	8000	8000
School of Business & Management Total		5832	9700
School of Science, Technology, Engineering & Mathematics	ANATOMY AND PHYSIOLOGY	17000	13000
	BIOLOGY, GENERAL	28000	20000
	CHEMISTRY, GENERAL	28000	20000
	CHEMISTRY, ORGANIC	16000	13000
	COMPUTER INFORMATION SYSTEMS	7926	6000
	CONSTRUCTION INSPECTION	4000	4000
	DRAFTING TECHNOLOGY	2000	2000
	ELECTRONIC GAME DESIGN	2000	2000
	ELECTRONICS & ELECTRIC TECHNOLOGY	12896	6000
	ENGINEERING, GENERAL	16548	10000
	MACHINING AND MACHINE TOOLS	6505	6000
	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	10549	6000
	MATHEMATICS, GENERAL	7453	7500
	MICROBIOLOGY	12600	9600
	PHYSICAL EDUCATION	3343	4000
PHYSICAL FITNESS AND BODY MOVEMENTS	3000	3000	
PHYSICS, GENERAL	5000	1000	
School of Science, Technology, Engineering & Mathematics Total		149645	133100
School of Social & Behavioral Studies	ADMINISTRATION OF JUSTICE	8345	4000
	ANTHROPOLOGY	20400	6000
	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	8400	4000
	ECONOMICS	3200	2000
	GEOGRAPHY	2000	2000
	HISTORY	4000	4000
	POLITICAL SCIENCE	5200	3000
	PSYCHOLOGY, GENERAL	4000	4000
SOCIOLOGY	2400	2000	
School of Social & Behavioral Studies Total		55921	31000
Grand Total		648842	417800

instructional. While Education Code Section 60010(h) applies directly only to elementary and secondary school districts, our review of the community college statutory and regulatory authority on the subject of instructional materials revealed no definition which was in any way contradictory to the broad definition provided in Education Code Section 60010(h). Furthermore, we find no evidence that Proposition 20 was designed to apply a definition of instructional materials to community colleges that is different from the one applicable to elementary and secondary school districts. We therefore conclude that the Legislature and the voters intended community college districts and K-12 school districts to share a common definition of instructional materials for purposes of Proposition 20 and that the applicable definition is contained in Education Code Section 60010(h)."

Therefore, the expenditure of Proposition 20 funds should conform to Education Code Section 60010(h), which states that "Instructional materials means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests."

Accounting for Proposition 20 Revenues

Lottery revenue restricted for instructional materials must be accounted for in the restricted sub-fund of the General Fund and recorded to revenue account 8680 State Non-Tax Revenues-State Lottery Proceeds. The expenditures are to be recorded within the subsidiary categories of Object 4000 Supplies and Materials: Software; Books, Magazines and Periodicals; and Instructional Supplies and Materials as appropriate. Also included are educational software licensing expenditures recorded within Object 5000 Other Operating Expenses and Services-Contract Services and expenditures recorded within Object 6300 Library Books. The expenditures should be for Activities 0100 through 4900, 6110 Learning Center, and 6120 Library. To the extent possible, 1999-2000 lottery revenue should be accrued. You should also note that Proposition 20 does not contain any supplanting language and that unspent balances can be carried over.

Lottery revenue not restricted for instructional materials will continue to be considered unrestricted General Fund revenue to be used exclusively for the education of pupils and students and cannot be used for acquisition of real property, construction of facilities, and financing of research.

Action/Date Requested: This Accounting Advisory is for your information and should be used in conjunction with the Budget and Accounting Manual to record and report Proposition 20 revenues. Please file this advisory in the Appendix of your manual behind the tab "Accounting Advisories". We will continue to inform you as decisions are made regarding implementation of Proposition 20 and whether there are any changes in lottery projections.

Contact: If you have any questions, please contact Elias Regalado at (916) 445-1165 or by e-mail at eregalad@cccco.edu.

Cc: District Superintendent/President
Thomas J. Nussbaum
Patrick J. Lenz
Elias M. Regalado

goals 0100-4999
6110 Learning Center
6120 Library

objects
6310 - Library Books also 6311, 6312
4230 - Reference Books/Materials
4320 - Instructional Supplies
4330 - Periodicals/magazines/subscriptions
4351 - Instructional media
4360 - Tests
5649 - Computer/Software maintenance/License (instructional)
4575 - Software

Dual Enrollment

AB 288

What is Dual Enrollment?

- **Dual Enrollment:** HS student takes college course on their HS campus, taught by college faculty or HS teacher who meets Minimum Qualifications to teach college-level course:
 - Credit-bearing college courses
 - Student earns college grade based on multiple and varied assessments throughout a course, not just from one high-stakes test
 - Student earns transcript college credit at the time they successfully pass the course
- College courses offered on the high school campus throughout the regular school day or after hours
- Courses offered at the request of the high school, or by mutual collaboration, and approval of college department
- Students are concurrently enrolled in high school and college – they receive credit/grade on both transcripts
 - Students take courses for free (Parents love this!)
 - High school collects apportionment for 240 min. of “high school only coursework”
 - College collects FTES apportionment – can bring in significant funds to college
 - Faculty alignment strengthens academic pipeline and fosters professional development.
- Yes: The high school student must complete at least 240 non-college instructional minutes at the high school in order for the high school to claim full ADA (Average Daily Attendance) for that student. This is about 4 periods.
- Ed Code does not specify WHEN the 240 minutes of non-college instruction is given.
- The college may claim FTES for the college section offered at the high school as long as the students do not take more than two college DE sections during the day.

How does AB 288 change dual enrollment:

- College and Career Access Pathways (CCAP) Partnership Agreement parameters and certifications are set out in the legislation.
- Must hold a dual Board meeting for approval of agreement/MOU
- No Physical Education in a CCAP agreement.
- A community college district shall 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.
- It answers the question of “open classes”: High school students will only be in the dual enrollment classes on the high school campus.

Dual Enrollment Resources

- National Alliance of Concurrent Enrollment Partnerships: <http://www.nacep.org/>
- SBCC Dual Enrollment Website: <http://www.sbcc.edu/dualenrollment/>
- Columbia University Teachers College: Community College Research Center: <http://ccrc.tc.columbia.edu/>
- Middle College National Consortium: <http://mcnc.us/>
- Jobs for the Future, Early College Designs: <http://www.jff.org/initiatives/early-college-designs>



Dual Enrollment Schedule

Norco High School- Corona-Norco Unified School District

* Prerequisite or Placement test needed

■ Course(s) That Crosses All Pathways

Pathway					
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
GUI-45 College Success	GUI-45 Introduction to College	GUI-45 College Success	GUI-45 Introduction to College	GUI-45 College Success	GUI-45 College Success
Pathway					
GUI-45 College Success	GUI-45 Introduction to College	GUI-45 College Success	GUI-45 Introduction to College	GUI-45 College Success	GUI-45 College Success
Pathway					
GUI-45 College Success	GUI-45 Introduction to College	GUI-45 College Success	GUI-45 Introduction to College	GUI-45 College Success	GUI-45 College Success

Norco Counseling Facts

- 12 Full-Time Counselors
 - Six general funded / last one was in **2013.**
 - Puente (.5)
 - Articulation (1)
 - Chair/Pathways (.5)
 - General (4)
 - Six categorically funded
 - Disability (1)
 - EOPS (1)
 - SSSP (4)
 - Umoja (1)
 - Career (1)
 - JFK (.5)
 - General (1.5)

Guiding Principles - Adopted on 09/0916

- i. Increase in student Achievement & Success
 - Consider the number of students (proportion of student body) impacted by new hire.
- ii. Improvement of Quality of Student Experience
 - Consider disciplines where growth/faculty leadership (in enrollment & program development) is needed.
 - Consider number of degrees and certificates that the position would impact
- iii. Current Staffing
 - Give consideration to disciplines with zero faculty
 - Consider the proportion sections taught by full time versus part time faculty
- iv. Strength of Rationale
 - Consider NAC/PR scores to that can link assessment to resource

Department Chair Ranking 2017-18

Name: _____

After discussion with department members, please rank the requested positions and submit this page to Dal office on or before October 13, 2017

Department: _____

Information from Program Review Documents		Criteria 1 MAX = 20 PNTS Increase Student Achievement & Success GOAL 1	Criteria 2 MAX = 20 PNTS Improved Quality of Student Experience GOAL 2	Criteria 3 MAX = 20 PNTS Current FT staffing GOALS 1,5	Criteria 4 MAX = 20 PNTS Strength of Rationale GOALS 1,5	Total Points MAX = 80	RANK 1-16 (no ties) Lowest Rank equals Highest Priority
Accounting	Accounting					0	
Administration of Justice	Administration of Justice					0	
Anatomy & Physiology	Anatomy & Physiology					0	
Biology	Biology, Health Science & Microbiology					0	
Building and Energy Systems	Academic Affairs					0	
Business & Management	Business, Management & Marketing					0	
Business & Management	Business, Management & Marketing					0	
Electrician**	Manufacturing/Machine Shop Tech/Supply Chain					0	
Electronics**	Manufacturing/Machine Shop Tech/Supply Chain					0	
Game Art	GAME-Simulation and Game Development					0	
Kinesiology	Kinesiology					0	
Network Multimedia Librarian	Library					0	
Philosophy	Philosophy					0	
Physics	Physics and Physical Science					0	
Political Science	Political Science					0	
Psychology	Psychology					0	

- SSSP Funding is declining
 - Reduced 5.3% from 15-16 to 16-17
 - Reduced 5.0% from 16-17 to 17-18
 - Total Reduction of 10.3%
- Result: SSSP funding is no longer available for additional counseling faculty positions

- Expected number of new counselors needed for Pathways/Completion Initiative:
3

- Current student:counselor ratio: 1238:1