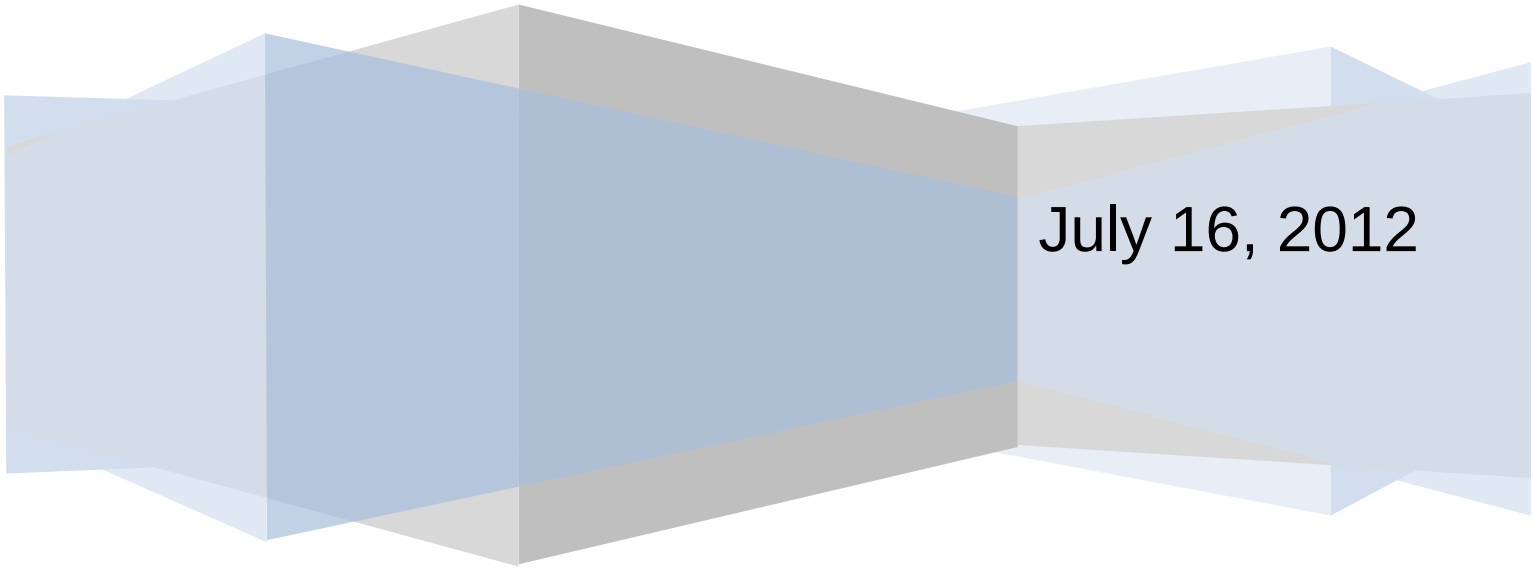
CIO Manual

Overview & Responsibilities



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Preface

It is my honor to write a brief preface for this first edition of the California Community College Chief Instructional Officer (CCCCIO) manual - or the CIO bible! This project is the fruit of labors by the most experienced and respected leaders in the CIO ranks. My first thought on reviewing this manual was, "why didn't this exist before?" My second thought was, "I'm so glad it exists now." I hope all new CIOs will benefit from having a copy of this manual on their office shelf - virtually or as a hard copy. I hope new CIOs will use this resource to avoid all the hours of angst that can occur while you are learning the job. And, finally, I hope we will all share this manual with our deans and colleagues to better inform and train the next generation of CIOs!

Mary Kay Rudolph
President, CCCCIO

August, 2012

The Chancellor's Office and Community College Districts

Before discussing the role of the Chancellor's Office and its relationship to the Chief Instructional Officer at a college, it is useful to outline the legal relationship between the entities. Law applying to the California Community Colleges and the Board of Governors can be found in the Education Code in Division Seven. If you search for community college information in the Ed. Code, you would look in §70900 and §88551.

The initial sections of Division Seven create the colleges and the Board of Governors (BOG) and delineate the relationship between them. The BOG is charged with responsibility to "provide leadership and direction in the continuing development of the California Community Colleges…" (70901). Governing boards of community college districts shall "establish rules and regulations not inconsistent with the regulations of the board of governors…" (70902). Section 71090 authorizes the BOG to appoint a chancellor and to delegate board powers. Ensuing sections authorize hiring personnel to staff a chancellor's office. Note, that while the BOG appoints the chancellor, the Governor of the state appoints the vice chancellors with recommendations from the BOG. What is important to understand here is that the Chancellor's Office (CO) is an entity of the state. Its job is to carry out the will of the BOG and ensure that pertinent laws and regulations are followed. It also has evolved to support the colleges. The CO website states that "The mission of the California Community Colleges Board of Governors and the state Chancellor's Office is to empower the community colleges through leadership, advocacy and support."

The CO website also states that "Primary missions of the Colleges are to offer academic and vocational education at the lower division level for both recent high school graduates and those returning to school. Another primary mission is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. Essential and important functions of the colleges include basic skills instruction, providing English as a second language, adult noncredit instruction, and providing support services that help students to succeed. Fee-based Community Services education is designated as an authorized function. To the extent funding is provided, the Colleges may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions."

The legal structure of the community college system ties it very strongly to the state bureaucracy and political structure. To a greater degree than is true for the University of California and the California State University systems, community colleges are affected by legislative initiatives. One of the major roles of the CO is to help guide legislators into making "good" law for the colleges. Once laws are passed, the CO has the job of writing regulations to direct colleges in how to be compliant with the law. As a result of legislation passed in 1988, there is a requirement that consultation with representatives from management, faculty, students and classified staff occur in the development and interpretation of regulations. For chief instructional

officers, that representation comes through the CIO Board, which consists of members from each of the regions in the state. The board president sits on the Consultation Council, which gives input to the chancellor and CO staff.

The divisions of the CO that are of most importance to a CIO are Academic Affairs and Workforce and Economic Development.

The Academic Affairs Division is responsible for providing state-level review of community college curriculum and instructional support activities. The division is committed to providing leadership and technical assistance to enhance the capacity of the community colleges in the areas of academic planning, review and approval of credit degrees and certificates, Library and Learning Resources, technology strategic planning, basic skills/ESL intersegmental policies, program development and coordination, credit/noncredit adult education, and Fund for Student Success (FSS) -- Mathematics, Engineering, Science Achievement (MESA) program, Puente Project, and Middle College High School (MCHS) program.

The Workforce and Economic Development Division is responsible for supporting instruction, managing grants to community colleges, providing technical assistance, and implementing various special programs. The division is composed of three units: Career Technical Education, Economic and Workforce Development, and Nursing and Allied Health. The division staff coordinates jobs and career opportunities for community college graduates to advance California's economic growth and global competitiveness.

Other divisions, such as Student Services and Special Programs, Legal Affairs and Technology, and Research and Information Systems may also be important to some aspects of your work. It is a good idea to become familiar with the personnel in these divisions, starting with the Vice Chancellor (VC) and the deans that report to the VC. A personal connection can assist you in getting your questions answered and help clarify situations that are problematic.

For community colleges, the two major arenas for accountability are the minimum standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), the accrediting body for California Community Colleges, and the minimum conditions set by the CO in accordance with Ed. Code and Title 5.

College districts must meet minimum conditions and maintain accreditation in order to receive state funding. In recent years, education has been at the forefront of many political and budgetary debates. One result of those debates is a growing emphasis on institutional accountability. A major function of the CO is to validate that districts are indeed meeting the requirements of the minimum standards.

Decisions made in the legislature and the CO can have profound effects upon the activities at your college. Knowledge of what is required in your areas of responsibility is of utmost importance. So, what does this mean in the everyday work of a CIO at a college?

The first step for a CIO is to become aware of the areas of the Ed. Code and Title 5 that are most pertinent to your responsibilities. The sections of Title 5 that refer to minimum conditions for which you will have most responsibility include:

- Standards of scholarship (51002)
- Remedial coursework limitations (55035)
- Grade changes (55025)
- Degrees and certificates (51004)
- Minimum requirements for the Associate Degree (55063)
- Open courses (51006)
- Equal employment opportunity (51010)
- Student fees (51012)
- Curriculum (51021)

The CO has a variety of methods by which it attends to accountability. Minimum conditions compliance advice has been outlined in a CO Advisory issued in 2004. Some topics "involve greater likelihood of violations and will be monitored more closely." For other issues, the CO will rely on audits and other mechanisms, including accreditation, comprehensive plans and faculty and student participation in governance. If a complaint is made to the CO, that may trigger an investigation by the agency.

However, the CO should not be thought of as only a monitoring agency. As stated in their mission, the Office sees itself in service to the colleges. The governance processes include the CO Consultation Council, which includes representation from all constituent groups found at the colleges. You are represented at Consultation Council by the President of the Board of the Chief Instructional Officers. This Board is made up of CIOs from each of the ten regions in the state. Your regional group (sometimes known as a "rump group") should meet regularly and your representative should keep you apprised of all of the current "hot" issues that can affect your college. This is your most important link to what is going on statewide. Staying current is important, because sudden turns in the legislature or by the BOG can have immediate, difficult effects upon your college.

The best way to keep abreast of things is by participating at the state level. Although it is true that your work at the college is time consuming, those CIOs who have also become involved in the wider arena are usually more effective because their knowledge base is broader. Once you "get your feet wet" in your new position, consider ways to become more active.

What is the Difference Between the Education Code and Title 5?

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

Education Code

A big part of the difference between Education Code and Title 5 has to do with the way the State of California operates. Laws are passed via the legislative process. All of these laws are maintained by the Legislative Counsel of California. California law consists of 29 codes, covering various subject areas, the State Constitution and statutes. Here is a list of those 29 codes. Everything is here from Business and Professions to Elections, from Fish and Game to Labor, and everything in between.

Here is a list of all 29 codes:

Business and Professions Code
Civil Code
Code of Civil Procedure
Commercial Code
Corporations Code
Education Code
Elections Code
Evidence Code
Family Code
Financial Code
Fish and Game Code
Food and Agricultural Code
Government Code
Harbors and Navigation Code
Health and Safety Code
Insurance Code
Labor Code
Military and Veterans Code
Penal Code
Probate Code
Public Contract Code
Public Resources Code
Public Utilities Code
Revenue and Taxation Code
Streets and Highways Code
Unemployment Insurance Code
Vehicle Code
Water Code
Welfare and Institutions Code

It should be noted that the Education Code is just one of the 29 codes of the vast body of laws that govern California. You can find them all (including Ed. Code) at http://www.leginfo.ca.gov/calaw.html.

Community College Education Code is found in Title 3 of the Education Code and is titled Postsecondary Education. Division 7 is the section that is devoted specifically to community colleges. It is very important to constantly review the community college section to assure that your college practices are compliant with state law.

Remember that the route to Education Code is legislative and that if a conflict exists between Education Code and Title 5, Education Code reigns supreme. Another way to think about this is that Education Code can only be changed by the legislature (or in some instances, deemed invalid by the Supreme Court).

What, then, is Title 5?

Title 5

Title 5 refers to the administrative law that governs education. These are very specific *regulations* dealing with subjects including, but not limited to, grading, attendance, and degree requirements. All Title 5 regulations are either directly derived from, or supported by, law (code).

Title 5 regulations for community colleges are formulated by the Chancellor's Office and approved by the Board of Governors after the consultation process. The consultation process is a major step in developing the Chancellor's Office recommendations to the Board of Governors. The process deals with *regulations* formulated by the Board of Governors, and is only one of many processes watched by the Office of Administrative Law (OAL).

What is a regulation?

"Regulation" means "every rule, regulation, order or standard of general application or the amendment, supplement, or revision of any rule, regulation, order or standard adopted by any state agency to implement, interpret, or make specific the law enforced or administered by it, or to govern its procedure." (This is from the OAL website.) In the case of community colleges, regulations are most often developed to clarify and define the expected actions required to be in compliance with a given law.

How did the OAL come into being and what is it?

Due to the fact that there are over 200 agencies implementing administrative regulations, the State placed in Government Code Sections 11340 – 11342.4 to form the Office of Administrative Law (OAL) since, "There exists no central office in state government with the power and duty to review regulations to ensure that they are written in a comprehensible manner, are authorized by statute, and are consistent with other law … The Legislature therefore declares that it is in the public interest to establish an Office of Administrative Law which shall be charged with the orderly review of adopted regulations. It is the intent of the Legislature that the purpose of such review shall be to reduce the number of administrative regulations and to improve the quality of those regulations which are adopted."

The OAL is a body formed by Government Code to be the regulation "watchdog." The Office of Administrative Law ensures that agency regulations are clear, necessary, legally valid and

available to the public. OAL is responsible for reviewing administrative regulations proposed by over 200 state agencies for compliance with the standards set forth in California's Administrative Procedure Act (APA), for transmitting these regulations to the Secretary of State and for publishing regulations in the California Code of Regulations.

OAL oversees the publication and distribution, in print and on the Internet, of the California Code of Regulations and the California Regulatory Notice Register. The Director of OAL is appointed by the state governor.

The Role of the Department of Finance

The Department of Finance (DOF) also pays attention to the regulations approved by the Board of Governors. If the DOF finds that a new regulation is NOT cost neutral and could mandate additional cost obligations by the community colleges (as an arm of the state), it has the power to invalidate the actions of the Board of Governors. An example of this occurred in 2003 when the DOF voided action by the BOG to add an "information competency" requirement for students to graduate. The DOF deemed this might require additional units of students and additional costs to the colleges.

California Code of Regulations

Below is a list of the California Code of Regulations. Notice that once again, the Code of Regulations deals with everything in the state from Food and Agriculture to Public Works.

Title 5 of the Code of Regulations is Education, so this is why we casually refer to Title 5 as such. When you look at Title 5, you will find many divisions. Division 6 is where you will find California Community College regulations.

TITLE 1. GENERAL PROVISIONS
TITLE 2. ADMINISTRATION
TITLE 3. FOOD AND AGRICULTURE
TITLE 4. BUSINESS REGULATIONS
TITLE 5. EDUCATION
TITLE 7. HARBORS AND NAVIGATION
TITLE 8. INDUSTRIAL RELATIONS
TITLE 9. REHABILITATIVE AND DEVELOPMENTAL SERVICES
TITLE 10. INVESTMENT
TITLE 11. LAW
TITLE 12. MILITARY AND VETERANS AFFAIRS
TITLE 13. MOTOR VEHICLES
TITLE 14. NATURAL RESOURCES
TITLE 15. CRIME PREVENTION AND CORRECTIONS
TITLE 16. PROFESSIONAL AND VOCATIONAL REGULATIONS
TITLE 17. PUBLIC HEALTH

TITLE 18. PUBLIC REVENUES
TITLE 19. PUBLIC SAFETY
TITLE 20. PUBLIC UTILITIES AND ENERGY
TITLE 21. PUBLIC WORKS
TITLE 22. SOCIAL SECURITY
TITLE 23. WATERS
TITLE 24. BUILDING STANDARDS CODE
TITLE 25. HOUSING AND COMMUNITY DEVELOPMENT
TITLE 26. TOXICS
TITLE 27. ENVIRONMENTAL PROTECTION
TITLE 28. MANAGED HEALTH CARE

The website that will take you to the California Code of Regulations:
http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000

The following is a great website to assist you in understanding laws and regulations. It has an interactive organizational chart that does a great job of explaining how the California Community College System works with regard to laws and regulations. Take a look at and be sure to hold your cursor over each box for explanations (A few of these explanations were used in this text). http://www.4faculty.org/includes/digdeeper/flowchart.html

The Role of the CIO

The Chief Instructional Officer (CIO) plays a vital role in the success of the college he/she serves. In order to create and maintain a collegial and productive climate at your college, you need to understand the several roles the CIO plays with different college constituents.

Regardless of the group you are interacting with, it is important to take the time to study successful principles of leadership. A transformational style of leadership works well for college administrators, and this positive leadership style promotes traits that can assist you as you strive to be the best CIO you can be. The following traits can be particularly important in times when resources are shrinking:

Transformation Leadership Traits

Collegial
Trustworthy
Honest
Process-focused
Transparent
Facilitator
Respectful
Sense of humor
Encouraging
Motivating
Creative
Empowering of others

The Role with Your Instructional Team

In order to build a cohesive instructional team, it is important to spend adequate time nurturing and supporting the administrators with whom you work.

It is common for the CIO to meet on a weekly basis with his/her entire group of deans and other instructional administrators (clearly, positions and titles differ among colleges) in order to establish a regular and predictable structure where these administrators know they are safe to discuss the business of the College in a trusting, confidential arena. Even though you should always strive for a relaxed, comfortable atmosphere, it is important to have a written agenda.

Commonly, the group will discuss college-wide business that pertains to instruction, enrollment management, curriculum, appropriate personnel matters, instructional goals, planning, instructional facilities, accreditation, instructional processes, and any day-to-day issues that relate to instruction.

As is the case with most meetings, it can be helpful to come prepared with iterations or scenarios of solutions to issues of the day. This means that, prior to your meeting, you need to analyze the issues, identify pertinent information necessary to make decisions, and produce a few different resolutions that can serve as a point of departure for discussion. In this way, you guide the conversation while providing individuals with the information they need. Another interesting feature of this practice is that, although the discussion will morph your solutions into slightly different ones, you most probably will be comfortable with the changes because you presented the initial plan.

If the CIO assures the needs of the team are met, and if the CIO is careful to always be honest and supportive of the team, the team will return the effort with loyalty, support for one another and for the CIO, and the best possible work for the college community.

Respected CIOs know they are ultimately responsible for all of instruction and do not publicly blame their deans or others for errors and mistakes. The CIO nurtures and supports the team and never demeans. Your job is to make each member of your team successful.

The same behavior holds true for all meetings. If a dean or another person makes a mistake, it is important not to rebuke that person in front of others. Instead, a private meeting between you and the individual should occur where a mistake is identified and constructive alternatives are explored.

It is also important to celebrate successes with your team. Establish traditions for your team that acknowledge achievements, and keep your team working cooperatively, positively, and in the best interests of the College.

The Role with Your President

You need to have a conversation with your President to assure that you are “on the same page” when it comes to how you will interact with one another.

Be sure to let your president know what is going on at the College. As CIO, you are interacting closely with many individuals and committees. Although you need to honor confidences with those with whom you work, you will often have the opportunity to let the President know about the mood of the college or how various college constituents are reacting to particular college initiatives. An example of this ‘heads-up” attitude might concern personnel issues that you suspect will result in visits of the public to Board of Trustees meetings, communication with the media, letters to the President or individual Board members, etc. Your president will appreciate efforts to keep him/her informed so that he/she is not blindsided.

Generally, executive team members should be candid with one another when secluded in conversation. Your job is to point out all aspects of the conversation topic to allow the President to make a well-informed decision. Although this may involve differing perspectives, once the President makes a decision, your duty as CIO is to endorse and support the decision.

You cannot undermine or be disrespectful publicly of the President. This support is part of your job. If you find that you are uncomfortable with many decisions that are made by the President and/or you continually question the ethics of the President, you need to question your role at the College. Maintaining your own ethical standards is very important, and you may find that you cannot, in good faith, continue to work with your President. If this is the case, you need to consider leaving your position. This move is not easy and should not be made lightly, but it will allow you to maintain your integrity. Should you make such a decision, the move needs to be accomplished as gracefully as possible so that it does not threaten the continued health of the institution.

The Role with the Board of Trustees

Although policies vary from district to district, it is generally accepted that college administrators NOT communicate directly with their district's Board of Trustees members unless specifically authorized by the college president. Protocol for communication with board members often is different between single college and multi-college districts. Because multi-college districts have chancellors (and usually vice chancellors) reporting directly to boards, college presidents and vice presidents in multi-college districts often have less direct communication with the Board than their counterparts in single college districts.

As CIO, you report to the President, not directly to the Board. The Board of Trustees has only one employee—the Chief Executive Officer, and this is the person with whom the Board should communicate.

It is not uncommon for a Board member to call you, as CIO, directly to ask questions, and this is often well intentioned. Your response needs to be a clarification of district policy and practice regarding Board communication. It is imperative that you have the discussion with your President regarding how he/she wants you to respond so that you are ready when contacted by a Board member.

Most presidents prefer that Board requests go through the President's Office. If this is the case, and you are contacted by a Board member, let the Board member know that you will transfer the request to the President's Office so that the information requested can be obtained by the President. (This is true even when it is likely that the President will be obtaining the information from you.) Additionally, you should immediately let your president know that you were contacted, what the issues were, and what your response to the Board member was. This gives the President the opportunity to respond to the Board member and reinforces the practice of filtering requests in the manner the President considers appropriate.

The Role with the Faculty

As CIO, you work more closely with the college faculty than any other vice president. Working with the faculty requires a great deal of knowledge and finesse, in addition to having a good working knowledge of how both Title 5 and the Education Code define the rights and responsibilities of your local academic senate and collective bargaining unit.

In 1988, AB 1725 was passed by the legislature, and, as a result, its many dictates were placed in the Education Code and implemented through Title 5. This legislation clearly established in Education Code the primacy of academic senates in certain areas:

> "The governing board shall establish procedures not inconsistent with minimum standards established by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, *and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."* [Education Code §70902 (b) (7)]

Title 5 §53203 goes on to outline more specifics as to how each college district will enforce these academic senate powers:

> (a) governing board shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate.
>
> (b) policies in (a) shall be adopted through *collegial consultation* with representatives of the academic senate.
>
> (c) guarantees the academic senate the right to meet with or appear before the board.

To explain what guarantees each academic senate has, Title 5 §53200 (c) assists us by including definitions as to what is meant by "academic and professional" 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; and
11. other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

These are often referred to by academic senates as the "ten plus one." These elements are complicated by the fact that Title 5 §53200 (d) outlines two different ways that a district may assign responsibility for each of these to its local academic senate:

> The district governing board is required to consult collegially with the academic senate and develop policies on academic and professional matters through either or both:
>
> 1. Rely primarily upon the advice and judgment of the academic senate.
>
> 2. Reach mutual agreement with the academic senate by written resolution, regulation, or policy.

Many CIOs and instructional deans seek clarity as to the difference between the terms "rely primarily" and "mutual agreement." Title 5 §53203 (c and d) gives us the definition of how these two types of authority work and how they are different:

> (c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
>
> d) Requires procedures for responding to academic senate recommendations that include:
>
> Rely Primarily
>
> 1. In instances where the governing board elects to *rely primarily* upon the advice and judgment of the academic senate, the recommendation of the academic senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. Although not legally binding, the Statewide Academic Senate has defined a compelling reason in the following manner:
>
> > … in instances where a recommendation is not accepted the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (*Participating Effectively in District and College Governance* by the Academic Senate for California Community Colleges)

2. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

Mutually Agree

(d) (2) In instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship.
In cases where there is not existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organization reasons.

When the law passed, a policy regarding the "ten plus one" was agreed upon by each local academic senate and its Board of Trustees, resulting in the designation of **rely primarily** or **mutually agree** for each of the "ten plus one" responsibilities. First, you need to know which of these "ten plus one" items in your district are designated as **rely primarily** and which are designated as **mutually agree**. This should be in local Board policy, and you as CIO need to know this fundamental information since your behavior with faculty in each of the "**ten plus one"** areas will be influenced by its designation. Since much time has probably passed since these Board policies were developed, it is often the case that the current senate members at a college may not themselves know what the original agreement was. If you are new to the CIO role, one of your first tasks should be to find this out and make sure senate leadership is aware of the district agreement.

If the academic senate has been granted "**rely primarily"** status in a particular item, your role, as CIO, is more passive. However, you will make headway in these circumstances due to the respect that you share with your faculty. Additionally, your role is to advise the faculty, to keep everything legal, and to remind the faculty of correct processes that need to be followed.

When one or more of the "**ten plus one"** have been designated as "**mutually agree,"** you as CIO have a much more active role to play in the process. You may find that you are co-chair of a committee dealing with the item. While always remaining very collegial in your dealings with the faculty on these "**mutually agree"** items, remember that you are representing the President and the College when you are involved in decisions on these items.

Curriculum and the Chief Instructional Officer

California's Education Code specifies the roles and responsibilities for governance of California's community colleges. In 1988, California Assembly Bill 1725 established the current structure for the colleges including the role of faculty, classified staff and administrators in the governance process.

The curriculum committee, or council, is an important example of how governance works at the college level. The Office of Instruction, or Academic Affairs, (and in particular, the Chief Instructional Officer), plays a crucial role in the development, maintenance and discontinuance of courses and programs. Although faculty have a major responsibility to ensure that courses and programs maintain the qualitative integrity of each discipline, it is the CIO who is accountable for compliance with appropriate laws and regulations.

Curriculum committees, or councils, are required by Title 5, are generally chaired by faculty members, and include primarily faculty members. While the role of the Chief Instructional Officer will vary according to the committee structure at individual institutions, the CIO must find a way to ensure that committee members and faculty developers understand the aspects of Ed. Code and Title 5 that apply. The academic scope of a course is the purview of faculty, but the format (the number of hours in ratio to units), the appropriate materials and equipment, correct record keeping and accounting to the state are all CIO responsibilities.

All credit degree and certificate programs of 18 units or more, all noncredit courses, and certain noncredit certificate programs must receive approval from the Chancellor's Office, Division of Academic Affairs. New credit courses that are part of state-approved educational programs require only local approval, and pending a 2014 legislative sunset, the same is true for stand-alone (not part of an approved program) credit courses. It is the responsibility of the college office of instruction, and you, as CIO, to ensure that appropriate steps for course and program approval are followed. State approval authorizes the college to offer the programs, collect apportionment for student attendance, award degrees and certificates, list courses and programs on student transcripts, publish the descriptions in catalogs and schedules and collect any supplemental funding available and appropriate.

The System Advisory Committee on Curriculum (SACC) is an important statewide governance committee comprised of faculty, instructional administrators and Chancellor's Office staff, including the Vice Chancellor of Academic Affairs. SACC addresses system-wide curriculum issues and works to maintain proper procedures for approval processes.

As CIO, you have responsibility to ensure that new courses and programs are within the scope of the college's mission. Additionally, you must be certain that the college has the ability to appropriately support new offerings. Key concepts to be considered are need, feasibility, quality and compliance. You and your curriculum committee should be able to ask and answer important questions.

Need

- Is there community demand?
- Does it meet transfer institution requirements?
- Has the discipline changed?
- Is the change mandated?

Feasibility

- Will it fit into the college's current FTES and FTEF plans?
- Are supplies appropriately budgeted?
- Is equipment and its maintenance available?

Quality

- Does it fit into a program or degree?
- Does it promise longevity?
- Do we have appropriate faculty?
- Are there appropriate classroom and laboratory facilities?

Compliance

- Does it adhere to Title 5 and the Ed. Code?
- Has it been reported to WASC if it constitutes a substantive change?
- Is enrollment open to all and is this appropriately advertised to the public?

It is important that you play an active role in the curriculum committee processes. Most committees will appreciate your expertise and be glad to avoid pitfalls that could hamper approval. But in some instances, faculty will question your right to be involved in the process. You must work diplomatically with your committee, but do not fail to assert your role in the process to develop courses and programs. There are two other major elements to curriculum management: program review and program discontinuance. It is your responsibility to work with your Academic Senate to ensure that these processes are in place and effective in terms of meeting both the needs of the college and the requirements of the Chancellor's Office, the Accrediting Commission, and other external agencies. It is particularly important to clearly meet the procedural timelines that should be incorporated into the guidelines.

Operationally, there are three Chancellor's Office manuals that you (and curriculum committee members and staff) should be intimately familiar with: the *Program and Course Approval Handbook*, the *Student Attendance Accounting Manual* and the *Taxonomy of Programs Manual*. They are available at the Chancellor's Office website (http://www.cccco.edu/).

Program Review and the Chief Instructional Officer

Program review is a key component of institutional planning and is central to a culture of continuous assessment that supports institutional effectiveness. Self-evaluation has long been a part of the way California community colleges assess how well they are meeting their goals and how successfully their programs are operating, and the accreditation process is focused upon institutional self-evaluation. In recent years, colleges have been expected to systematize the manner in which programs are reviewed. While program review was originally targeted at instructional programs, it is now required for all college programs, including not only student and instructional services, but also administrative support services.

Title 5 specifically refers to the review of courses and programs (§51022) by requiring the formation of policies regarding the "establishment, modification or discontinuation of courses and programs."

While this Title 5 section does not require a specific timeline, California Education Code §78016 specifically requires that colleges review the effectiveness of Career Technical Education (CTE) programs every two years. The minimum requirements for this periodic review must demonstrate that the program:

- Continues to meet a documented labor market demand;
- Does not represent unnecessary duplication of other manpower training programs in the college's service area;
- Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Career Technical programs receiving Carl D. Perkins Vocational and Technical Education Act (VTEA) funding must demonstrate an even higher level of accountability.

Program review conducted on a regular basis, following a regularly evaluated process is also mandated through the standards of ACCJC. Several accreditation standards speak to institutional planning, research, and program design; however, the most direct requirement for program review is Standard IIA.2 (e):

> *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

The major reasons for program review are:

- To improve student learning.
- To improve program quality.
- To determine need for program resources.
- To keep up with market changes and demands.
- To identify program weaknesses so that programs can be strengthened, redesigned, or considered for discontinuance.
- To comply with WASC/ACCJC standards and Title 5 requirements.

Although there is an imperative that all colleges conduct program reviews, at present there is no standard model officially recommended for conducting program review in the California Community Colleges System. However, there are clear steps that should be a part of any program review process.

Participatory governance requires that the Academic Senate be actively involved in the development of program review standards and processes. Title 5 §53200 and §53203 require district governing boards to consult collegially with local academic senates regarding processes for program review. The CIO should also be a major participant in the development process and needs to take primary responsibility for ongoing compliance and effectiveness once the process has been established. When a group has been convened to develop a program review process, there are certain elements that should be a part of the product:

- There should be a clear calendar defining the cycle for assessment of programs.
- There should be clear indicators/metrics for assessment (data such as access/demand; resource availability; efficiency/productivity; Student, Program, and Institutional Learning Outcomes, etc.).
- The process must be integrated into institutional planning and inform resource allocation.
- There should be clear definitions of healthy/unhealthy programs.
- There should be easy-to-use processes and forms. (Electronic processes are becoming more and more common.)

There are many resources available to support you in working on program review. The Statewide Academic Senate and the Research and Planning (RP) Group have both produced papers and samples to assist you if you are starting from scratch or need to revise your current process. There are often workshops offered to support you as well.

In its 2011 publication, *Rubric for Evaluating Institutional Effectiveness*, ACCJC clearly relates program review to institutional planning and assessment of learning outcomes. According to this document, characteristics of a mature, effective program review process include:

- Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
- Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes;
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accreditation Basics for CIOs (Who are often ALOs)

With primary responsibility for instructional programs and services, CIOs play a key role in accreditation. That role is so foundational to regional accreditation that a majority of CIOs also serve as Accreditation Liaison Officers (ALOs) for their colleges. This section of the manual focuses on the role and responsibilities of CIOs for regional accreditation, under the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC).

(Note: In addition to regional accreditation, some CTE programs, e.g., nursing, legal assistant, public safety, and so forth, are accredited by government agencies and/or professional organizations. This section of the manual does not take up program-based accreditation.)

ACCJC is the regional commission responsible for accrediting public and private two-year, associate degree granting institutions in California, Hawaii, and some island territories and nations of the South Pacific. The Commission is a voluntary, membership organization operating under the corporate umbrella of the Western Association of Schools and Colleges, one of six regional accrediting organizations recognized by the Federal Department of Education. The Department of Education requires regional accreditation of all colleges and universities that receive federal funds, including federal financial aid for enrolled students.

The purpose of regional accreditation, beyond the federal mandate, is to give assurance to the public, to students, and to other colleges and universities that a member institution is achieving its stated mission, assuring credibility of degrees and credentials. In addition, accreditation promotes continuous improvement, asking institutions to focus on student learning and success through ongoing processes of evaluation and planning. By meeting standards established by the Commission and pursuing excellence through continuous cycles of evaluation, planning and implementation, colleges and universities can offer degrees and other credentials that students and the public trust.

The accreditation process is grounded in a set of standards, and ACCJC has the following four standards:

Standard I: Mission and Institutional Effectiveness
*Data-driven evaluation and improvement, focused on student learning
Standard II: Student Learning Programs and Services
*Instruction, support, and learning services, focused on learning
Standard III: Resources
*Use of fiscal, human, facility, and technology resources to support learning
Standard IV: Leadership and Governance
*Leadership to focus college on mission; roles of governance structures, including CEO and Board of Trustees

In addition to the Standards, The Commission applies a set of Eligibility Requirements, largely derived from the Standards, which all accredited colleges must meet at all times. The Eligibility Requirements and the Standards are found within the ACCJC website under "Publications and Policies." (http://www.accjc.org/)

ACCJC member colleges demonstrate and maintain compliance with the Standards and Eligibility Requirements *vis-a-vis* processes beginning with the "institutional self-evaluation." Once a college is granted initial accreditation, it enters a six-year cycle of review. Following the *Manual for Institutional Self Evaluation*, colleges write a report that contains evidence, analyses, and conclusions about the status of the college in relationship to compliance with the Standards and Eligibility Requirements. The report is not simply a snapshot in time; rather, it is a chronicle of the ongoing work of the college to meet its mission, as well as the Standards, through continuous quality improvement. The college identifies "action plans for improvement," reflecting conclusions from the institutional self-evaluation and actions defined by the college to mitigate deficiencies and to improve the quality of programs and services. The Commission expects colleges to follow through on plans for improvement, as a component of continuous quality improvement efforts.

Submission of the self-evaluation report is followed by a "comprehensive visit" by a team of peer evaluators from other member colleges. Using the self-evaluation report and the report from the peer evaluators (visiting team), the Commission makes a judgment on the status of accreditation. In addition to a Midterm Report, which is required of all member colleges during the third year of the six year cycle, follow-up report(s) and visits may occur when a college must demonstrate that it has resolved deficiencies (expressed through recommendations) and, thus, meets Eligibility Requirements, Standards, and Commission Policies. When the Commission receives information that raises significant concerns about a college, a Special Report is required, in which the college responds to requests for information specified by the Commission. Two Commission publications are essential for CIOs in leading and/or supporting the development of reports and other processes attendant to accreditation. They are the *Guide to Evaluating Institutions* and *Guidelines for Preparing Institutional Reports to the Commission*, both of which are sent to member colleges and are available online. (http://www.accjc.org/all-commission-publications-policies)

Colleges also must meet the Standards at all times, and the Standards carry requirements that affect the ongoing work of colleges (and CIOs), as they honor and pursue their missions. Colleges must have systematic and sustainable processes for integrated planning and evaluation for improving organizational effectiveness and educational quality. That is to say, colleges must be in state of continuous quality improvement. For CIOs, this work often begins with providing leadership in developing and managing structures and processes for learning outcomes assessment and program review.

The Commission publication, *Accreditation Standards Annotated for Continuous Quality Improvement and SLO's*, (http://www.accjc.org/all-commission-publications-policies) is a useful document for CIOs that threads and integrates the foundational principles of continuous quality

improvement throughout the Standards. Specific to the components of the Standards dealing with planning and evaluation is the "Rubric for Evaluating Institutional Effectiveness," (http://www.accjc.org/all-commission-publications-policies), which is an essential guide for implementing and sustaining Commission expectations for program review, planning, and student learning outcomes.

The Rubric assumes an integrated approach to learning centered, continuous quality improvement and features common language to describe college status, *vis-a-vis* full compliance with the Standards. The Commission expects colleges to be at the "sustainable continuous quality improvement level" for program review and planning, and, by fall 2012, at the "proficiency level" for student learning outcomes. The Rubric should be a key document for CIOs in leading and supporting assessment of learning outcomes, program review, and integrated planning.

One component of Commission policy and procedure often impacting CIOs is Substantive Change. The Commission requires colleges to report/apply for approval of certain changes considered substantive. The changes the Commission considers substantive include:

- Offering a third year of a program
- Change in the name of the college
- Closure of a college (or recognized center)
- Opening an additional location (where 50% of program course requirements are offered)
- Adding new programs, certificates, or degrees
- Change in control of a college
- Merging with another institution
- Contracting out for delivery of courses or programs
- A change from clock hours to credit hours
- Change in mode of instruction (50% rule and usually affecting distance education)

You should become familiar with the Commission's *Substantive Change Manual*, which is available on the website (http://www.accjc.org/all-commission-publications-policies). In recent years, the most common substantive change has been in the area of distance education, when 50% or more of a degree or certificate program is available via the internet or other distance delivery mode. CIOs are usually responsible for substantive change proposals affecting distance education and also should become familiar with the *Guide to Evaluating Distance Education and Correspondence Education*, also available on the website under "All Commission Publications and Policies." The guide presents essential information on Commission expectations for quality

of distance education, which should inform substantive change proposals. (Note: generally, colleges on sanction by the Commission cannot submit proposals for Substantive Change. Colleges on sanction should consult with Commission staff before submitting a proposal.)

The majority of CIOs also serve as ALOs for their colleges, so understanding Commission expectations for that role is essential. The Commission requires that every member college have an ALO. ALOs assist college CEOs in organizing and managing accreditation processes. The Commission relies on ALOs for communication between the college and the Commission - communication that is two-way. The ALO must be knowledgeable about Commission Standards, policies, and procedures; keeping the campus community and CEO informed about information received from the Commission and promoting an understanding of accreditation requirements, quality assurance, and institutional effectiveness among college constituencies.

In addition, the ALO should encourage a campus culture that relies on research and data analysis to guide ongoing efforts to improve student learning and institutional quality, with a constant focus on student success. The CIO/ALO is also a key resource in planning (and often leading) the institutional self-evaluation process. The ALO also maintains college records related to accreditation and facilitates preparation of reports to the Commission. The Commission website has a link (upper right corner of the home page) to a discussion board for CIOs/ALOs, which is an important venue for you to learn more about and share information on the roles of CIOs and ALOs.

All CIOs should take advantage of the online "Accreditation Basics" course offered by the Commission and found on the website under "Events." The online course is a very useful and informative introduction to accreditation and the Standards, policies, procedures, and activities of ACCJC. The course takes approximately 90 minutes to complete. The "Events" page of the website also features regularly scheduled workshops and training opportunities offered by the Commission, some of which focus on the roles of CIOs and ALOs. Finally, Commission staff is always available to respond to your questions and can be contacted by phone (415-506-0234) and by email (accjc@accjc.org).

The Art of Scheduling

One of the most essential tasks for which CIOs have primary responsibility is the development of a schedule of classes. It takes some time to develop the combination of skills required to produce a schedule that is consistently good. (Of course, this responsibility becomes more challenging in the few districts in which faculty have primary authority for scheduling, *vis-a-vis* collective bargaining agreements.) Here are a few tips that might assist you in your efforts as you put together a comprehensive compilation of classes.

Tip One: Schedule for students.

As simple as this seems, this often becomes the most contentious scheduling issue faced by any administrative team. Sometimes, faculty will recommend a schedule of classes that revolves around their own schedules rather than the collective need of the students attending a college.

That is why this tip is first. A college always writes a schedule for the needs of its students. THEN, faculty can be assigned, can select the courses they want to teach, or do whatever falls under the normal, sanctioned process for a particular department or college to produce a faculty load.

Tip Two: Establish time blocks to maximize efficiency.

Another issue to be mindful of is the use of time blocks—ones that make sense. If you spend a little time, or look at what other colleges are doing, you can set up blocks of time for both day and night classes for your 3-hour, 4- hour, and 5-hour classes. You will have to juggle them a bit to assure that you minimize the time a student sits around waiting to go from a 4 or 5-hour class to a 3-hour one, but it can be done.

When you do this and enforce the use of the time blocks, you maximize the number of classes you can offer; you minimize the time students wait for classes; and you maximize the number of rooms you have available to you. The example shown here is a very simple sample of how your time blocks can work.

Sample Time Blocks

2 Days Per Week - Full Term
3 unit lecture
(Total Hours = 48)

Day	Time Block
MW	8am-9:15am
MW	9:30am-10:45am
MW	11:00am-12:15pm
MW	1:00pm-2:15pm
MW	2:30pm-3:45pm
MW	4:00pm-5:15pm
MW	5:30pm-6:45pm
TTH	8am-9:15am
TTH	9:30am-10:45am
TTH	11:00am-12:15pm
TTH	1:00pm-2:15pm
TTH	2:30pm-3:45pm
TTH	4:00pm-5:15pm
TTH	5:30pm-6:45pm

1 Day Per Week Lecture

Day	Time Block
MTWTH**	2:30pm-5:15pmpm
M-Th	7:00pm-9:45pm
Friday	Before 12:00pm
Friday	After 12:00pm

** See your dean for explanation

2 Days Per Week - Full Term
4 unit lectures
(Total Hours = 64)

Day	Time Block
MW	7:00am-8:45am
MW	7:30am-9:15am
MW	9:00am-10:45am
MW	10:30am-12:15pm
MW	11:00am-12:45pm
MW	12:30pm-2:15pm
MW	1:00pm-2:45pm
MW	2:00pm-3:45pm
MW	3:00pm-4:45pm
MW	3:30pm-5:15pm
MW	4:00pm-5:45pm
TTH	7:00am-8:45am
TTH	7:30am-9:15am
TTH	9:00am-10:45am
TTH	10:30am-12:15pm
TTH	11:00am-12:45pm
TTH	12:30pm-2:15pm
TTH	1:00pm-2:45pm
TTH	2:00pm-3:45pm
TTH	3:00pm-4:45pm
TTH	3:30pm-5:15pm
TTH	4:00pm-5:45pm

2 Days Per Week - Full Term
5 unit courses (lecture)
(Total Hours = 80)

Day	Time Block
MW	8:00am-10:15am
MW	11:00am-1:15pm
MW	12:00pm-2:15pm
MW	2:30pm-4:45pm
MW	4:00pm-6:15pm
MW	4:30pm-6:45pm
TTH	8:00am-10:15am
TTH	11:00am-1:15pm
TTH	12:00pm-2:15pm
TTH	2:30pm-4:45pm
TTH	4:00pm-6:15pm
TTH	4:30pm-6:45pm

Tip 3: Schedule your classes according to a master plan.

It is very helpful for you to have each of your departments write a two-year cycle of how they plan to schedule their courses. You can increase your efficiency dramatically if you plan. This includes not offering every class in every program each semester. By developing and distributing this schedule to students in the program, you can assist them as they determine what classes they need to take each semester in order to achieve their goals. The following is a simple example of how this works for the benefit of students and departmental efficiency.

Course	Title	Spring 2008	Fall 2007	Summer 2007	Spring 2007	Fall 2006	Summer 2006
HORT 115*	Soil Science		X			X	
HORT 116*	Plant Science	X	X		X	X	
HORT 117*	Plant Identification	X	X			X	
HORT 121*	Landscape Management	X			X		
HORT 126*	Landscape Irrigation		X			X	
HORT 127*	Landscape Design	X			X		
HORT 128*	Landscape Construction		X				
HORT 134*	Plant Pest Control	X			X		
HORT 110***	Basic Horticulture						X
HORT 111***	Intro to Agri-Bus Mgmt		X			X	
HORT 118***	Arboriculture						
HORT 130***	Adv Irrigation Design						
HORT 132***	Turf Management						X
HORT 299***	Coop Work Exp	X	X		X	X	

* Required Course; ** One of Two Courses Required; *** Select One Course

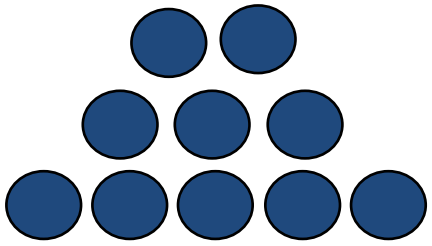
Additionally, be aware of the scheduling practices for each of your campus sites. Faculty and administrators often "dump" classes that cannot be accommodated on the "main campus" onto one of the off-campus sites. The result of that lack of planning is that you have a collection of classes at a particular site that do not meet the needs of students. It is therefore helpful to students if you develop two-year plans for your most common majors, transfer packages, etc. for each site. This will assist your students as they attempt to navigate through the college process.

Tip 4: Look at your fill rate.

Your fill rate is the ratio between the number of seats taken and the number of seats available. For example, if you have 35 students in a class that has a capacity of 45, the fill rate of the course is 77 percent—not particularly good. When you calculate the fill rate for all of the class sections of a course, you get a better idea of how effective you are. If you are offering many sections of a class and the collective fill rate is less than 80 percent, you are probably offering too many sections of that particular course. If your fill rate, however, is well above 90%, you might view this particular course as one that might need an additional section. A related tip is your wait list. By tracking your fill rate and the total number of students on a wait list for a particular course, you get an even better idea of what courses need to be added or deleted.

Tip 5: Think pyramids.

For progressive programs such as math and languages, be aware that students drop out as sequential classes become more advanced. For this reason, you need to be sure to have more beginning class sections in a series than you do intermediate class sections. Also, you will offer more intermediate class sections than you do advanced class sections. When you count the number of class sections in each of the three categories—beginning, intermediate, and advanced—you have more sections at the bottom or beginning than you do at the top or advanced level. When illustrated, this looks like a pyramid:



Tip 6: Give schools (departments) Weekly Contact Hours (WCH) or Full-time Equivalent Faculty (FTEF) allocations with possible Full-time Equivalent Students (FTES) targets.

The CIO is responsible for looking at the big picture when it comes to determining what the FTES target will be for the next year. In some years, this calculation represents growth and in

others it represents cutting classes. A knowledgeable CIO generally does not advocate straight increases or decreases (everyone cuts 5% or everyone grows 2%) across the board. By doing across the board changes, you are ignoring the student demand for courses. All courses and programs are not equal.

In light of this, it is best to make cuts or additions based on performance, efficiency, student demand, fill rates, wait lists, as well as many other factors. The end product of this should be some type of analysis by the CIO in which an allocation is given to all of those involved in scheduling prior to the start of scheduling for the following year. This allocation should be for fall and spring (or fall, winter, and spring for those on the quarter system) with a separate allocation for the summer intersession. Spreadsheets are useful tools for such approaches to allocation of scheduling resources.

The spreadsheet for the Academic Year (fall and spring) should include the allocation of contact hours, FTEF, or whatever method you use to calculate the size of your schedule. For your own purposes and for the benefit of your deans and faculty chairs, you can include the estimated FTES that you expect each school or department to achieve. In this manner, the CIO can make adjustments to the schedule prior to the point at which the schedule of classes is finalized. The CIO however, needs to be nimble in order to alter the course of the college when state directives alter funding or FTES expectations for the California Community Colleges.

You should be sharing your plan not only with your instructional team, including faculty chairs, but additionally with your president and executive team so that everyone is on the same page and understands your plan.

Tip 7: Assign classrooms on a "rentership" basis.

Although certain specialized classrooms such as a chemistry laboratory can only be used for a singular purpose, most classrooms can be used by multiple disciplines. It is a good and transparent practice for the CIO to work with the appropriate administrators and faculty in order to develop a plan as to what room is "rented" by what department.

The term "rented" is used since a large part of the room assignment process is to revisit the plan on a regular basis, such as every two years. During this review, an analysis of the amount of time a department actually uses a room to schedule its own classes should be performed. Room usage that falls below a certain level should be considered for reallocation to disciplines that need more space.

A nice consequence of this practice is that departments often find that they cannot exclusively schedule classes during prime times during the day, but must schedule their classes throughout the day in order to maximize the use of their assigned classrooms. This practice generally assists students.

To encourage tight schedule development using assigned classrooms, develop a schedule development timeline that includes a section on the rules of room "rentership." Establish your own hierarchy of room "rentership" with accompanying dates. Generally, dates are developed that honor the following order:

1. Department ownership
2. Office of Instruction to deal with conflicts
3. Non-credit programs, if offered
4. Community Services programs
5. Civic Center usage by the community

Tip 8: Producing a good schedule means following transfer patterns at your college.

In order to maximize the efficiency of the class schedule, be aware of the various transfer patterns. You will need to assure that you schedule classes common to transfer patterns throughout the day and night for your students. The following matrix is a sample of an IGETC plan which shows all of the classes that qualify for each of the identified IGETC areas. This can be used for two purposes—first to give students information about the classes they need that fit into a program pattern (this can be printed in the schedule of classes), and second, to use as a planning tool for subsequent terms. In the second regard, Deans and Department Chairs can view the published list and see if they are doing a good job of offering the classes that fit into a specific area throughout the day and night.

Monday & Wednesday Classes

Start Time	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
7–7:30 a.m.	ENGL 100	MATH 103	PHIL 101	PSYC 100		SPAN 101 (MTWT)
	ENGL 100			SOC 101		
	ENGL 201					
8–8:45 a.m.	ENGL 202			SOC 101		ITAL 101
9 a.m.	COMM 101	MATH 135	ART 258	ADM 100	BIO 101	SPAN 101 (MTWT)
	ENGL 100	MATH 150	DRAM 106	ECON 101	CHEM 104	
	ENGL 100	MATH 260	FILM 106	GEOG 104	OCEA 101	
		PSYC 104	HUMN 250	HIST 111		
		SOC 104	LIT 270	PSYC 100		
10–10:30 a.m.	COMM 101		ART 259	ECON 102	ASTR 101	SPAN 101 (MTWT)
	ENGL 100		HIST 104	HIST 110	BIO 170	
			LIT 250	PSYC 101	GEOG 101	
			SPAN 201	PSYC 103	PHSN 106	
				SOC 103		
11–11:30 a.m.	ENGL 100	MATH 125				
	ENGL 201	MATH 155				
12 noon	ENGL 100		SPAN 202	COMM235	BIO 101	
	COMM 101			HIST 101		
				PSYC 101		
				SOC 101		
1–1:30 p.m.	ENGL 202		ART 157	ECON 101	CHEM 110	JAPN 101
	COMM 101		HIST 103	GEOG 102	PHSN 101	SPAN 101
	COMM 106			ADM 105	PHYS 151	
				SOC 105	PSYC 260	
2–2:30 p.m.	ENGL 100			CHLD 121	ASTR 101	
	ENGL 100			PSYC 121		
3–3:45 p.m.	COMM 106			PLSC 103	CHEM 102	FREN 101
	ENGL 201			PSYC 100	CHEM 100	
4–4:45 p.m.	ENGL 100	MATH 115	ART 260		ANTH 101	SPAN 101
5–5:15 p.m.	COMM 101	MATH 125		ECON 102	CHEM 111	
		MATH 135			PHYS 111	
		MATH 150			BIO 101	
6 p.m. or later			SPAN 201		CHEM 108	CHNS 101
			GRMN 201			JAPN 101
						GRMN 101
						SPAN 101

Tip 9: Know your apportionment methods.

A CIO needs to know the apportionment method that is used for all classes in the schedule. This has a big impact on the FTES your college will claim through the CCFS-320 report. For example, you maximize the amount of FTES you generate when a class meets the criteria found in the Student Attendance Accounting Manual (SAAM) for a Weekly Census Course. This is a class that meets the entire semester and is regularly scheduled. Generally, when you deviate from this type of FTES reporting, you reduce the amount of FTES you collect. Be mindful of this!

Additionally, you should be aware that positive attendance, another method of collecting FTES as described in the SAAM, is counted in the term on the LAST DAY of the class. This can be important when calculating FTES on a semester basis for classes such as public safety academies that cross over terms. You might be planning on computing the FTES for classes such as academy classes in the term where a majority of the classes are held, but this is not correct. Again, the FTES is registered in the semester in which the last class meeting is held, regardless of when the majority of the class is taught.

Summer is also a time when good planning can be helpful. Since summer crosses fiscal years (the fiscal year always starts on July 1), you can count a class in either year if you schedule the

census date in one year and the end date in the other year. In this fashion, you give your college the flexibility it needs to move FTES into the year you need it or away from the year in which you do not need it. This movement can be done as a whole or it can be done on a class-by-class basis.

Tip 10: Know your contract and Board policy.

Knowing your contract(s) and board policies is crucial to function legally. Know your policies for overload for the regular term. Know the order in which you assign classes.

Full-time faculty should be assigned a load each semester that represents half of their contractual obligation. In most colleges—with many faculty—it is difficult (due to lab hours) to make a perfect 50 - 50 split of a load. If this is the case, always try to go heavier in the fall and a bit lighter in the spring. An example of this in a district that requires 30 hours for the contract year might be a load of 15.5 hours in the fall with 14.5 hours in the spring. If you work with a county agency for payroll, this is a must. You are also protecting the college when you do this since it is impossible to predict the future.

Generally, summer and winter intersessions are a different consideration, since they are not part of the regular contract year. State law does not indicate a limit to the number of hours a faculty member can teach, but practicality and your college contract may. Be mindful of these limitations as you and your deans schedule your faculty to teach intersession classes.

When it comes to part-time faculty, as of 2012, statute requires that they can teach only 67% of a full-time faculty member's load in a particular discipline. This can be only exceeded two semesters every 3 years, although exceptions are made for nursing. A mistake in this area can have serious consequences, since deviation can mean that you will be mandated to hire a part-time faculty member for perpetuity at the percentage you erroneously scheduled him/her. What counts toward this 67%? All credit courses, long-term substitutions, and noncredit courses count toward this figure, although Community Services courses are exempted from this limit.

It is important to note that this 67% limit is a **district** limit, not a college limit. If you reside in a multi-college district, you need to be aware that all of the classes, district-wide, taught by a part-timer count toward this 67%. As CIO, you need to assure that you have a mechanism in place that looks at the load of each part-timer in all of the colleges in your district before the semester begins.

Student Attendance Accounting/Scheduling Mechanics

Student Attendance Accounting

Funding for the California Community College System and allocations for the individual districts and colleges are almost entirely driven by student enrollment. Student attendance accounting is made up of a collection of terms, acronyms, formulas, and rules that govern the scheduling of individual class sections as well as admission and enrollment of individual students. Therefore, in addition to the academic quality considerations of the substance, breadth, and relevance to student needs of the course offering, CIOs must be knowledgeable about and attentive to student attendance accounting rules both in terms of compliance and making appropriate choices that will result in maximum efficiency and productivity for their colleges. This is of major importance because the schedule of classes is both central to the mission of the colleges in terms of its academic integrity and the greatest source of both revenue and expenditures in terms of its size and structure. The Student Attendance Accounting Manual (SAAM) is the primary reference, and it can be found on the Chancellor's Office website (http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/StudentAttendanceAccountingManual.aspx#Manuals). This manual was last revised in 2001, and, although still accurate, it is long overdue for revision. Fortunately, the 2008 Student Attendance Accounting Manual Addendum, although focused on the academic calendar, serves to update the SAAM sections on course scheduling in accordance with current practices and provides excellent examples. The Addendum can be downloaded from the same location on the Chancellor's Office website.

Contact Hours and the 50-Minute Hour

Student attendance accounting rules and formulas are heavily based upon various units of measure for class meeting time, called contact hours. These include:

- **Daily Contact Hours (DCH)**—Class Meeting Time per Day
- **Daily Student Contact Hours (DSCH)** = Daily Contact Hours x Number of Students
- **Weekly Contact Hours (WCH)** = Daily Contact Hours x Meeting Days per Week
- **Weekly Student Contact Hours (WSCH)** = Weekly Contact Hours x Number of Students

Calculation of contact hours is based upon a 50-minute hour, a concept assuming that each (60-minute) clock hour consists of 50 minutes of instruction and 10 minutes of passing time (between classes) or break time (within multi-hour classes). Therefore, 50 minutes of instruction equals 1.0 contact hour. (8:00 a.m. – 8:50 a.m. = 1.0 contact hour)

When classes extend beyond the hour by a fractional amount, each five-minute increment equals 0.1 contact hour. In such multi-hour classes, no break time is allowed in the last complete (clock) hour. Instead, this ten-minute break time is added to the fractional extension of the hour so that

the point of five minutes after the hour represents 0.3 contact hours. (In other words, 50 serves as the divisor in calculating contact hours for the fractional extension of the hour: 65 minutes/50 = 1.3 contact hours.)

Using 8:00–9:05 as an example:
8:00-8:50 = 1.0 +
8:50-9:00 = 0.2 (converted break time) +
9:00-9:05 = 0.1
1.3 Contact Hours

From there, each five-minute increment represents an additional 0.1 contact hour until 0.9 is reached at thirty-five minutes past the (clock) hour. Since contact hours cannot exceed the number of elapsed clock hours, no additional contact is gained by extending to forty or forty-five minutes past the hour, both of which still represent 0.9 contact hours. Similarly, 50 minutes equals 1.0 contact hour. Extending to 55 minutes or 60 minutes does not increase contact hours beyond 1.0.

The following table illustrates contact hour calculation between 1.0 and 2.0 hours:

Meeting Time	Contact Hours
50 minutes	1.0
55 minutes	1.0
60 minutes	1.0
65 minutes	1.3
70 minutes	1.4
75 minutes	1.5
80 minutes	1.6
85 minutes	1.7
90 minutes	1.8
95 minutes	1.9
100 minutes	1.9
105 minutes	1.9
110 minutes	2.0
115 minutes	2.0
120 minutes	2.0

Calculating Class Meeting Times

While the student attendance accounting system may have been developed on the basis that most classes would be scheduled in daily 50-minute increments (8:00 a.m.-8:50 a.m. MWF, 8:00 a.m.-8:50 a.m. MTWThF, etc.), this is no longer true for today's community colleges. With the

proliferation of compressed calendars, summer and winter intersessions, and various shorter sessions within full semesters, most class scheduling now involves extension of the hour by a fractional amount and use of the 50-minute hour. Even colleges on traditional calendars tend toward block scheduling (scheduling classes in longer blocks across fewer days). The meeting time of individual classes is not just the basis for student instructional time and faculty compensation (generally related to contact hours), it is also the basis for the FTES (Full-Time Equivalent Students) calculations that determine community college funding. It is the responsibility of the Chief Instructional Officer to understand, correctly apply, and provide appropriate training for all of those involved in the mechanics of these "high stakes" calculations. From time to time, misinterpretation of the rules and the resulting errors have created unfortunate statewide issues and a disturbing perception that community colleges are "out to game the system."

An example of block scheduling that has always existed is the scheduling of three-hour classes across two days (to make appropriate Tuesday-Thursday use of classrooms scheduled for 50-minute periods on Monday-Wednesday-Friday). The calculation (for a class that begins at 8:00 a.m.) seems simple:

3.0 WCH/2 = 1.5 WCH
1.5 WCH = 75 Minutes (see table above)
8:00 a.m.-9:15 a.m. TTh—Correct Class Meeting Time

However, over the years, a rather common error has been to revert to the clock hour (rather than the 50-minute hour) and incorrectly schedule the class 8:00 a.m.-9:30 a.m. TTh. While fifteen minutes per day may not seem significant on an individual basis, this actually serves to overstate contact hours for the class by 0.6 (20%). Multiplying this by the number of three-hour classes typically offered by a college in this timeframe results in a seriously overstated apportionment claim. Whenever class time extends beyond the clock hour for a fractional amount, 50 must be used as the divisor for calculating contact hours.

The meeting time for a five-hour class scheduled across three days is calculated as follows:

5.0 WCH/3 = 1.67 WCH (rounded to 1.7 WCH)
1.7 WCH = 85 minutes (see table above)
8:00 a.m.-9:25 a.m. MWF—Correct Class Meeting Time

The section of this handbook on "Academic Calendars and Related Topics" includes numerous compressed calendar scheduling examples that further illustrate these scheduling principles.

Scheduling Guidelines

The guidelines below have been developed to facilitate correct application of attendance accounting principles. (Most of these guidelines are discussed in greater detail in the "Academic Calendars and Related Topics" section of this handbook.)

- A class scheduled for less than a single 50-minute period is not eligible for apportionment.
- The start and end of each class meeting must be explicitly stated in every published schedule of classes and addenda.
- Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:25 a.m., not 8:00 a.m. to 9:01 a.m.).
- Class scheduling patterns must include passing time for students to move from one class to the next and for faculty to take down one class and set up for the next class. (Including passing time within the class meeting time constitutes fraud because apportionment is being claimed for a period of time in which no instruction is occurring.)
- Class scheduling must be consistent with the class hours indicated in the approved course outline of the course. Reasonable variances are permitted if caused by course compression, computational exigencies, or exceptions defined in Title 5.

Attendance Accounting Methods and Terms

As previously stated, the scheduling of individual class meetings is the basis for a series of attendance accounting methods, which consist of formulas used in calculating FTES (Full-Time Equivalent Students). These FTES calculations eventually determine the state apportionment allocated to individual districts and colleges. Understanding the definitions of the following terms is crucial to the application of these formulas:

- Census is a reporting "snapshot in time" that represents approximately the 20% point of a course. (For full-semester classes, the census date is Monday of the fourth week for colleges on traditional calendars or Monday of the third week for colleges on compressed calendars.)

- Term Length Multiplier (TLM) is the number of weeks of instruction in a regular fall or spring semester. It is inclusive of all days of instruction, final exam days, and approved flexible calendar days. The standard term length multiplier (for colleges on traditional calendars) is 17.5. (Although most traditional calendars have been eighteen or more weeks, the 17.5-week standard term length multiplier was established by the Department of Finance as the maximum TLM permitted.) For compressed calendars, term length multipliers range from 16.0 to 17.0; for quarter system calendars, the term

length multiplier is 11.67.

- Full-Time Equivalent Students (FTES) is a measure equivalent to one student enrolled fifteen hours per week for two 17.5-week semesters. (15 Hours × 35 Weeks = "Magic Number" of 525.) FTES represents both an enrollment measure and funding "currency," and understanding its calculation is absolutely essential to effective enrollment management.

Community college attendance accounting methods (with formulas and examples in the following section) include:

- Weekly Census is the attendance reporting type for course sections that are regularly scheduled for a full fall or spring semester. (This is the most efficient, productive attendance accounting method because it assumes that all classes meet for the full meeting time of each week of the semester, regardless of where holidays may fall.)

- Daily Census is the attendance reporting type for course sections that meet on a regular basis for at least five days, but meet for less than a full semester. (Course sections meeting for fewer than five days default to the Positive Attendance method of attendance accounting.) The Daily Census method is used for most intersession course sections and for short-term course offerings within a regular semester. Since Daily Census attendance accounting is based upon Daily Student Contact Hours (DSCH) and the number of class meeting times, holidays are excluded from the calculation.

- Positive Attendance is the attendance reporting type based upon actual student attendance for the course section, as reported through class rosters, either paper or electronic. This is the method used for all noncredit courses and for irregularly scheduled credit courses (including open entry/open exit classes).

- Alternative Attendance Accounting is a relatively new "umbrella" that includes two types of attendance accounting—one that existed previously and one that was newly introduced through a 2006 Title 5 revision:

    - Independent Student/Work Experience Education (IS/WEE) is the previously existing attendance reporting type based upon units rather than contact hours and intended to address primarily non-classroom based instruction. Most lecture-based online instruction is also reported through this attendance accounting method. (This is rooted in history because IS/WEE had been the method used to report the predecessors of online instruction—correspondence and television courses.)

    - WSCH-Based Laboratory Hours Calculation for laboratory experiences subject to the IS/WEE attendance accounting method was introduced through

a revision of Title 5 §58009 in 2006 as part of a revision package to address Supplemental Learning Assistance and Tutoring. This allows the FTES generated by an independent study laboratory course to be calculated using the same number of weekly student contact hours as those generated in a traditional lab offering or on a three hour per unit/week basis. This regulation change also addressed the longstanding problem that had existed for online laboratory classes. Prior to this regulatory change, FTES calculation was unit-based, causing online laboratory classes to generate less apportionment than the same classes delivered traditionally.

FTES Calculation Attendance Accounting Formulas and Examples

CENSUS WEEKLY

Full Term—Calculated at Census (20% of Term Length)

$$\text{FTES} = \frac{\text{WSCH (WCH X Number of Students) X Term Length Multiplier}}{525}$$

Example—Class of 30 students meeting 75 minutes per day twice a week (equals 3.0 WCH) for 17.5 weeks (Standard Term Length Multiplier):

$$\frac{\text{90 WSCH (3.0 WCH X 30 Students) X 17.5}}{525} = \text{3.0 FTES}$$

CENSUS DAILY

Less Than Full Term—Calculated at Census (20% of Class Meetings)

$$\text{FTES} = \frac{\text{DSCH (DCH X Number of Students) X Class Meetings}}{525}$$

Example—Class of 30 students meeting 90 minutes per day (1.8 DCH) with 29 class meetings (6 weeks, 5 days per week, 1 holiday):

$$\frac{\text{54 DSCH (1.8 DCH X 30 Students) X 29 Class Meetings}}{525} = \text{2.98 FTES}$$

POSITIVE ATTENDANCE

$$\text{FTES} = \frac{\text{Total Actual Attendance Hours}}{525}$$

Example—Class of 30 students meeting a total of 3 hours per week (3.0 WCH) for 17.5 weeks, with reported attendance hours at 75% of "Perfect Attendance:"

$$\frac{\text{1575 "Perfect Attendance" Hours (30 X 3.0 X 17.5) X 75\%}}{525} = \text{2.25 FTES}$$

ALTERNATIVE ATTENDANCE ACCOUNTING METHOD: INDEPENDENT STUDY/WORK EXPERIENCE

$$\text{FTES} = \frac{\text{Number of Students X Units X Term Length Multiplier}}{525}$$

Example—3 Unit class with 30 students meeting for 17.5 weeks (Standard Term Length Multiplier):

$$\frac{30 \text{ Students X } 3 \text{ Units X } 17.5}{525} = 3.0 \text{ FTES}$$

ALTERNATIVE ATTENDANCE ACCOUNTING METHOD: WSCH-BASED LABORATORY CALCULATION

Full Term—Calculated at Census (20% of Term Length)

$$\text{FTES} = \frac{\text{WSCH (WCH X Number of Students) X Term Length Multiplier}}{525}$$

Example—Class of 30 online lab students meeting 3 hours per week (equals 3.0 WCH) for 17.5 weeks (Standard Term Length Multiplier):

$$\frac{90 \text{ WSCH (3.0 WCH X 30 Students) X } 17.5}{525} = 3.0 \text{ FTES}$$

Using Efficiency/Productivity Measures

Efficiency/productivity measures can be useful tools for CIOs in evaluating the effectiveness of course scheduling and related enrollment management practices. Although such measures can also be used to compare colleges, this should be done with caution, since individual college characteristics, particularly those related to size, can be major factors in determining what goals are practical and desirable for each institution. In fact, efficiency/productivity measures are most effective when used over time to monitor the performance of a single college and, in particular, to determine whether specific scheduling and enrollment strategies and initiatives are having the desired impact.

WSCH per FTEF

The most commonly used efficiency/productivity measure is WSCH per FTEF (Weekly Student Contact Hours per Full-Time Equivalent Faculty). WSCH represents the total number of student contact hours per week; FTEF is calculated by taking total full-time and part-time faculty teaching load hours (adjusted by load factors, as appropriate) and dividing by the average full-time faculty load (generally 15). The calculation is performed by dividing the WSCH number by the FTEF number.

Since all of the numbers used in this calculation are related to in-classroom time, WSCH per FTEF is basically a measure of class size, and an average class size of 35 is generally accepted as an adequate goal. For colleges on a traditional calendar, a WSCH per FTEF of **525** represents an average class size of 35. For colleges on compressed calendars, the equivalent WSCH per FTEF goal is either **560** (for calendars with a term length multiplier of 16.8-17.0) or **595** (for calendars with a term length multiplier of 16.0-16.7). (This adjustment is necessary because WSCH per FTEF is a weekly measure, and compressing the calendar results in elongated class meeting times, and therefore increased WSCH, for a reduced number of weeks. Faculty teaching load is also compressed into fewer weeks, resulting in an average teaching load of 16 for calendars with a term length multiplier of 16.8-17.0 or 17 for calendars with a term length multiplier of 16.0-16.7.)

The following example assumes a total of 321,000 Weekly Student Contact Hours (WSCH) and 9000 Faculty Load Hours, resulting in 600 Full-Time Equivalent Faculty (FTEF) [9000 Faculty Load Hours/Average Faculty Load of 15]:

$$\frac{\textbf{321,000 WSCH}}{\textbf{600 FTEF}} \quad \textbf{= 535 WSCH per FTEF}$$

For colleges on a traditional calendar, 535 WSCH per FTEF represents an average class size of 35.67 (535/15), which exceeds the generally accepted goal. However, this WSCH per FTEF number falls below the goals for compressed calendars. For calendars with a term length

multiplier of 16.8-17.0, it represents an average class size of 33.44 (535/16); for calendars with a term length multiplier of 16.0-16.7, it represents an average class size of 31.47 (535/17).

Other Efficiency/Productivity Measures

There are several possible variations on the WSCH per FTEF model according to what you wish to measure:

- To introduce a fiscal component into WSCH per FTEF, all compensated time (including released/reassigned time) for instructional faculty could be included in the FTEF calculation.
- FTES per FTEF (Full-Time Equivalent Students per Full-Time Equivalent Faculty) represents yet another "flavor" of the same calculation. Since this is a measure across a full semester or term, calendar is not a factor in goal setting.
- FTES per Faculty Contact Hour (or Weekly Teacher Hour, Weekly Assigned Hour, Teaching Unit, etc.) can provide valuable data for use in calculating the number of classes needed to produce the desired percentage increase or reduction in the course schedule.

Other types of efficiency/productivity measures include:

- Course Fill Rate (described in the Scheduling section of this manual)
- Classroom Utilization Studies
- Instructional Support Lab Utilization Studies
- Ratio of Online to On-Ground Course Sections (by course and/or by general education category)

Reporting and Compliance—The CCFS-320 Report

The CCFS-320 Report is the primary process for college funding and consists of reporting the total Weekly Student Contact Hours (WSCH) for each attendance accounting method—Weekly Census, Daily Census, Positive Attendance, and Alternative Attendance Accounting—for each semester and intersession to arrive at a total Full-Time Equivalent Students (FTES) number. This report needs to be a cooperative effort among Instruction, Fiscal, and Enrollment Services staff, with much assistance from Management Information Systems, and should serve as a central planning document at the senior administrative level. Responsibility for report submission varies among colleges, but whoever may be responsible for the report itself, it is absolutely essential that the CIO be central to the effort. Since the report calculations are based upon individual

course sections, the CIO is in the best position to deal with any questions or issues that may arise during report preparation.

There are three regular reporting periods—First Principal Apportionment (P1) due January 15, Second Principal Apportionment (P2) due mid-to-late April, and the Annual Report due July 15. Annualizers must be used in preparing the P1 and P2 reports, since they are submitted before the year's WSCH data are complete. The Chancellor's Office uses the P1 report to get an initial idea of total system enrollment, and, in turn, gives districts an initial take on how various funding streams (growth, etc.) may be allocated. Although the P2 Report is still an estimate, it is actually used as the basis for the initial funding allocations for individual districts, subject to Recalculation/Prior Year Adjustments in February of the following year. (Any changes from the P2 submittal reflected in the Annual Report submitted July 15 are subject to the February Recalculation/Prior Year Adjustment process.) Districts are also given the opportunity to amend or correct the figures in the Annual Report prior to the February Recalculation by submitting a Recalculation Report by November 1.

Academic Calendars and Related Topics

The traditional academic calendar has two primary terms totaling 35 weeks, usually divided into two terms of 17.5 weeks, which is also the maximum term length multiplier for calculation of WSCH. The academic calendar year also may include intersessions of varying lengths, usually identified as summer or winter intersessions. Compressed academic calendars (wherein the students have more contact with instructors per day, for fewer days or weeks, with no loss of instructional time over the course of a primary term) have become increasingly popular since 1998 and reflect significant variations in approaches to class scheduling, including class start and end times, passing time, and break time. Variations in scheduling patterns lead to some variations in methods of attendance accounting, including relationships between class (student contact) hours and clock hours, block scheduling, and term length multipliers (TLMs), as they relate both to flexible calendars (see below) and compressed calendars. While the mechanics of attendance accounting are presented in this manual in the section on student attendance accounting, this section of the manual focuses on the principles, history, and regulations affecting academic calendars, as well as the common scheduling patterns associated with compressed academic calendars.

Basic Principles

Class scheduling follows provisions of Title 5, California Code of Regulations (Chapter 9 – "Fiscal Support," Subchapter 1 – "Attendance Accounting," beginning with §58000) and the California Community Colleges' Student Attendance Accounting Manual. Scheduling of classes, to the extent possible, should be equal to the total number of student contact hours, including final examinations, taught during a traditional 18-week (17.5 week) semester and be consistent with required class hours indicated in the approved course outline for completion of the course. This should be true for compressed primary terms, summer sessions, winter intersessions, and other short-term classes. The start and end of each face-to-face class meeting must be explicitly stated in every published schedule of classes and addenda. Finally, for each class there must be a passing time, which is outside of the class meeting time, allowing students to travel from one class to another and/or to allow faculty to set up or close up a class.

Definitions

- Class Hour

  The "class hour" is the basic unit of attendance for computing full-time equivalent students (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one "class hour" in each "clock hour," except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment. For purposes of computing Full-Time Equivalent Student (FTES), a class hour is commonly referred to as a "contact hour" or "Student Contact Hour" (SCH).

- Clock Hour

  A "clock hour" is a 60-minute time frame, which may begin at any time, for example, 8:00 to 9:00, 8:10 to 9:10, 8:20 to 9:20.

- Passing Time/Break

  Each clock hour is composed of one class hour segment and a segment referred to as "passing time," "break," etc. No additional attendance may be claimed for this 10-minute segment, except as provided for under "multiple class hours."

  Note: The 10-minute break time permitted in each clock hour may not be accumulated during a multi-hour block scheduled class to be taken all at once and be counted for FTES purposes.

- Partial Class Hour

  A "partial class hour" is that fractional part of a class hour in a class scheduled for more than one clock hour.

- Multiple Hour Class

  - A multiple hour class is any period of instruction scheduled continuously for more than one clock hour.
  - In block scheduling, each 50 minutes exclusive of breaks (formal or informal) is a class/contact hour. However, each fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51st minute of the last full clock hour.
  - The divisor for this fractional part of a class shall be 50.
  - There shall be no class break in the last full clock hour or the partial class hour.
  - The sum of class hours cannot exceed the total number of elapsed clock hours for which the class is scheduled.

Historical Review of Regulations Relating to Compressed and Flexible Calendars

Compressed Academic Calendars

Title 5 §58120, as it existed prior to November 14, 1996, stipulated that “for a day to count towards meeting the requirements of §58142 [the 175-Day Rule], the total hours of course offerings scheduled during the day must be at least fifty percent (50%) of the average daily hours of course offerings for the academic year…” This stringent requirement was in most cases only met by the weekdays (Monday thru Friday) of the fall and spring primary terms, since the bulk of

course offerings were being offered on these days. Since only the weekdays of the primary terms could be counted, the resulting minimum academic calendar was 35 weeks (175 / 5 = 35) in length. Within this 35-week academic calendar (traditional calendar), districts maintained either two semesters averaging 17.5 weeks each or 3 quarters averaging 11 2/3 weeks each (only 3 colleges are currently on the quarter system). The 35-week academic calendar is also the basis for the maximum term length multipliers provided by Title 5 §58003.1(b) for weekly census procedure courses, 17.5 for semester length terms and 11.67 for quarter length terms.

Section 58120, as modified by the Board of Governors on November 14, 1996 and as it currently exists, provides that "(a) for a day to count towards meeting the requirements of §58142 [the 175-Day Rule], courses of instruction must be offered for a minimum of three hours during the period of 7 a.m. and 11 p.m." The purpose of the regulation change was to provide greater local flexibility in scheduling options, while maintaining the integrity of student learning and, in some cases, to improve facility utilization. Under the revised regulation, districts can count any day that includes at least three hours of courses of instruction, including Saturday and Sunday, towards the 175-Day Rule. This means that primary terms can now be much shorter since more days can now be counted towards the 175 Day Rule. All districts that have received Chancellor's Office approval to shorten, or compress, their primary terms have transitioned from the 35 week academic year to a 32 week academic year, or two 16-week primary terms. In all cases, a commitment was made to retain the integrity of the "credit hour" (that the student would continue to receive the specified number of hours of instruction previously provided under the traditional calendar).

Flexible Calendar Program

Prior to the changes to the 175-Day Rule noted above, districts had another scheduling option that could shorten primary terms. In 1975, the Legislature passed AB 2232, which authorized a pilot project for six community college districts to operate a Flexible Calendar. These six pilot districts were allowed to set aside a maximum of 15 days out of the established 175-day academic calendar for the purpose of conducting staff, student, and instructional improvement activities. These activities were to be in lieu of the regular instruction during the designated days. In 1981, following the successful evaluation of the pilot projects, the Legislature passed AB 1149 which authorized the flexible calendar option for the remaining districts in the system, beginning with the 1982-83 academic year. Currently, Title 5 §55720, et seq. defines the criteria and procedures for the adoption of a flexible calendar. Under this option, districts can designate as flexible time for faculty not more than 8.57% of that employee's contractual obligation for hours of classroom instruction. Historically, this has essentially been interpreted to mean that a district could shorten its 35 week academic calendar by up to three weeks to accommodate the maximum 15 days of flex and that it no longer needed to have an 175 day academic calendar (removing 3 weeks of instruction results in two 16-week semesters). The 8.57% was equated to 15 instructional days because Title 5 §55720(c) states that the minimum contractual obligation for faculty must be at least 175 days (175 x 8.57% = 15; 15 days / 5 day week = 3 weeks).

Implementation of compressed calendars, often in combination with flexible calendars, has resulted in several special considerations, and the following guidelines may answer several common questions related to compressed calendars:

- Passing Time: Class scheduling patterns must include passing time for students to move from one class to the next and for faculty to take down one class and set up for the next class. Scheduling classes without passing times does not reflect the true ending and starting time of classes, so it is not possible to know if some districts are inadvertently including passing time in their FTES computations, which is not permitted. Without explicit passing times, it is not possible to determine from the published schedule how many contact hours a regularly scheduled class generates per week.

  Guidelines:

  1) The start and end of each class meeting must be explicitly stated in every published schedule of classes and all addenda.
  2) For each class there must be a passing time, which is outside of the class meeting time, and which is of such duration as to allow students to travel from one class to another and/or to allow a faculty member to set up or close up a class.

  Reference: Title 5 §58050; Student Attendance Accounting Manual (Chapter 3, page 3.3)

- Block Scheduling: Odd-minute scheduling patterns, e.g., 61 minute scheduling blocks, have been determined by the Chancellor's Office not to be in the best interest of students because such meeting times may be difficult to understand or remember and also may give the impression that contact hour calculation rules are being manipulated for contact hour gain or benefit.

  Guidelines:

  1) Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.).

  2) To assist compressed calendar districts in accomplishing the task of appropriate block scheduling, the end of this section of the manual contains scheduling examples organized according to various term length multipliers and common weekly contact hour configurations for classes (1 to 6 hours per week). (Term length multipliers are inclusive of all days of instruction, final exam days, and approved flex days.)

3) Class scheduling must be consistent with the class hours indicated in the approved course outline for completion of the course. Reasonable variances are permitted if caused by legitimate scheduling considerations caused by course compression or computational exigencies or exceptions provided for in Title 5. The course outline of record plays a central role in the curriculum of the California Community Colleges. Reference: Title 5 §58023, §58050; Components of a Model Course Outline of Record, Academic Senate for California Community Colleges, Nov. 1995

- Appropriate Term Length Multiplier for Compressed Calendar Districts that have Approved Flexible Calendar Programs: When a flexible calendar district compresses its academic calendar, it is always expected that a college is compressing the actual instruction (net of the flex release) currently scheduled under a traditional calendar into two 16 week primary terms. To avoid a loss of FTES for the flex time, the applicable 16.0 TLM is adjusted up to reflect the level of flex release from instruction. For example, 5 days of flex would equate to one additional week of instruction (each day representing .20 of a week). If you add one week of flex to the two 16 week primary terms, you end up with 33 total weeks. A 33 week academic year would derive a TLM of 16.5 (33 divided by 2 primary terms). However, if a district compresses total instruction (i.e., the total course outline hours for a course, not the hours net of flex release) and on top of that applies a Term Length Multiplier that has been adjusted up for the approved number of flex days, the district would be claiming FTES for both total instruction and flex time activities. Such a result would be inconsistent with Title 5 §55720, et seq., which clearly indicates that flex activities are in-lieu-of classroom instruction and that the FTES generated by a flexible calendar district be the same level as would have been generated had the flexible time not been permitted and scheduled instruction had taken place instead.

  Guidelines:

  1) Compressed calendar districts that have approved flexible calendar programs should determine whether they are in compliance with the "in-lieu-of classroom instruction" provisions of Title 5 §55720, et seq. The end of this section of the manual contains scheduling examples organized according to various term length multipliers and common weekly contact hour configurations for classes (1 to 6 hours per week). (Term length multipliers are inclusive of all days of instruction, final exam days, and approved flex days.) It should be noted that if a college offers a very large number of flex days (more than 10), there are complications if it wishes to move to a compressed academic calendar. The examples at the end of the addendum do not address those situations. Traditional calendar districts do not have this issue since they all use the same TLM of 17.5.

  Reference: Title 5 §55720, et seq.

Compressed Calendar Scheduling Patterns for Weekly Census Procedure Courses

These examples are not the only scheduling patterns available to a college that compresses its academic calendar. They are presented to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a college may wish to schedule its semester length courses. The goal in scheduling classes is to generate contact hours that are as close to what the actual target contact hour calculation would be with a traditional academic calendar without going under it. Term Length Multipliers (TLMs) are inclusive of all days of instruction, final exam days, and approved flex days. Scheduling patterns apply to either lecture and laboratory courses, or any combination thereof.

3 Hours Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 48 hours (3 hours per week X 16 weeks), a common model used to maximize instruction is 54 hours (3 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 54 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.0	3.375
16.1	3.350
16.2	3.333
16.3	3.310
16.4	3.290
16.5	3.270
16.6	3.250
16.7	3.230

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 3.4. It is necessary to round up to 3.4 because under a compressed calendar 3.3 WCH cannot be scheduled using 5 minute increments. This can be achieved through the following time pattern (1.7 contact hours per day X 2 days per week):

8:00 a.m. to 9:25 a.m. MW
(includes no breaks; excludes passing time at the end of the class)

In scheduling one class meeting per week, the closest possible WCH would be 3.4. This can be achieved through the following time pattern (3.4 contact hours per day X 1 day per week):

8:00 a.m. to 11:10 a.m. F
(includes two 10-minute breaks; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 3-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MWF results in only 3.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MWF results in 3.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (1.0 contact hour per day on 2 days per week plus 1.4 contact hours on the third day, totaling 3.4 WCH):

8:00 a.m. to 8:50 a.m. MW
8:00 a.m. to 9:10 a.m. F
(includes no breaks; excludes passing time at the end of the Friday class meeting)

3 Hours Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 48 hours (3 hours per week X 16 weeks), a common model used to maximize instruction is 54 hours (3 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 54 hours by this term length multiplier yields the following "target" weekly contact hours:

TLM	Target WCH
16.8	3.210
16.9	3.195
17.0	3.176

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 3.2. This can be achieved through the following time pattern (1.6 contact hours per day X 2 days per week):

8:00 a.m. to 9:20 a.m. MW
(includes no breaks; excludes passing time at the end of the class)

In scheduling one class meeting per week, the closest possible WCH would be 3.3. This can be achieved through the following time pattern (3.3 contact hours per day X 1 day per week):

8:00 a.m. to 11:05 a.m. F
(includes two 10-minute breaks; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 3-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MWF results in only 3.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MWF results in 3.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is

instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (1.0 contact hour per day on 2 days per week plus 1.3 contact hours on the third day, totaling 3.3 WCH):

8:00 a.m. to 8:50 a.m. MW
8:00 a.m. to 9:05 a.m. F
(includes no breaks; excludes passing time at the end of the Friday class meeting)

1 Hour Per Week Class

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 16 hours (1 hour per week X 16 weeks), a common model used to maximize instruction is 18 hours (1 hour per week X 18 weeks). In conversion to a compressed calendar, dividing 18 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.0	1.125
16.1	1.098
16.2	1.111
16.3	1.104
16.4	1.098
16.5	1.091
16.6	1.084
16.7	1.078
16.8	1.071
16.9	1.065
17.0	1.059

Since the impact of compression on 1-hour classes is insignificant, it does not justify departure from traditional scheduling. Therefore, 1-hour classes should continue to be scheduled for 50 minutes per week, resulting in 1.0 WCH:

8:00 a.m. to 8:50 a.m. M
(includes no break; excludes passing time at the end of the class)

2 Hours Per Week Class

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 32 hours (2 hours per week X 16 weeks), a common model used to maximize instruction is 36 hours

(2 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 36 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.0	2.250
16.1	2.236
16.2	2.222
16.3	2.209
16.4	2.195
16.5	2.182
16.6	2.169
16.7	2.156
16.8	2.143
16.9	2.130
17.0	2.118

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 2.3. This can be achieved through the following time pattern (2.3 contact hours per day X 1 day per week):

8:00 a.m. to 10:05 a.m. M
(includes one 10-minute break; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 2-hour class for two equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MW results in only 2.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MW results in 2.6 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule two class meetings per week, this can be achieved through the following time pattern (1.0 contact hour on the first day plus 1.3 contact hours on the second day, totaling 2.3 WCH):

8:00 a.m. to 8:50 a.m. M
8:00 a.m. to 9:05 a.m. W
(includes no breaks; excludes passing time at the end of the Wednesday class meeting)

4 Hours Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 64 hours (4 hours per week X 16 weeks), a common model used to maximize instruction is 72 hours (4 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 72 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.0	4.500
16.1	4.472
16.2	4.444
16.3	4.418
16.4	4.390
16.5	4.364
16.6	4.337
16.7	4.311

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 4.5. This can be achieved through the following time pattern (4.5 contact hours per day X 1 day per week):

8:00 a.m. to 12:15 p.m. M
(includes three 10-minute breaks; excludes passing time at the end of the class)

Since most would agree that one four-hour meeting time per week is not instructionally appropriate for most courses, the following time pattern (2.3 contact hours per day X 2 days per week, yielding 4.6 WCH) provides a viable alternative:

8:00 a.m. to 10:05 a.m. MW
(includes one 10-minute break; excludes passing time at the end of the class)

4 Hours Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 64 hours (4 hours per week X 16 weeks), a common model used to maximize instruction is 72 hours (4 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 72 hours by this term length multiplier yields the following "target" weekly contact hours:

TLM	Target WCH
16.8	4.286
16.9	4.260
17.0	4.235

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 4.3. This can be achieved through the following time pattern (4.3 contact hours per day X 1 day per week):

8:00 a.m. to 12:05 p.m. M
(includes three 10-minute breaks; excludes passing time at the end of the class)

Since most would agree that one four-hour meeting time per week is not instructionally appropriate for most courses, the following time pattern (2.3 contact hours per day X 2 days per week, yielding 4.6 WCH) provides a viable alternative:

8:00 a.m. to 10:05 a.m. MW
(includes one 10-minute break; excludes passing time at the end of the class)

5 Hours Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 80 hours (5 hours per week X 16 weeks), a common model used to maximize instruction is 90 hours (5 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 90 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.0	5.625
16.1	5.652
16.2	5.555
16.3	5.521
16.4	5.488
16.5	5.455
16.6	5.422
16.7	5.389

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 5.7. (Although 5.7 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.9 contact hours per day X 3 days per week):

8:00 a.m. to 9:35 a.m. MWF
(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would be 5.6. This can be achieved through the following time pattern (2.8 contact hours per day X 2 days per week):

8:00 a.m. to 10:30 a.m. MW
(includes one 10-minute break; excludes passing time at the end of the class)

5 Hours Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 80 hours (5 hours per week X 16 weeks), a common model used to maximize instruction is 90 hours (5 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 90 hours by this term length multiplier yields the following "target" weekly contact hours:

TLM	Target WCH
16.8	5.357
16.9	5.325
17.0	5.294

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 5.4. (Although 5.3 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.8 contact hours per day X 3 days per week):

8:00 a.m. to 9:30 a.m. MWF
(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would also be 5.4. This can be achieved through the following time pattern (2.7 contact hours per day X 2 days per week):

8:00 a.m. to 10:25 a.m. MW
(includes one 10-minute break; excludes passing time at the end of the class)

6 Hours Per Week Class (TLM = 16.0-16.3)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 96 hours (6 hours per week X 16 weeks), a common model used to maximize instruction is 108 hours (6 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 108 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.0	6.750
16.1	6.708
16.2	6.667
16.3	6.626

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 6.8. (Although 6.8 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.7 contact hours per day X 4 days per week):

8:00 a.m. to 9.25 a.m. MTWTh
(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would be 6.8. This can be achieved through the following time pattern (3.4 contact hours per day X 2 days per week):

8:00 a.m. to 11:10 a.m. MW
(includes two 10-minute breaks; excludes passing time at the end of the class)

In scheduling three class meetings per week, the closest possible WCH would be 6.9. This can be achieved through the following time pattern (2.3 contact hours per day X 3 days per week):

8:00 a.m. to 10.05 a.m. MWF
(includes one 10-minute break; excludes passing time at the end of the class)

6 Hours Per Week Class (TLM = 16.4-16.8)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 96 hours (6 hours per week X 16 weeks), a common model used to maximize instruction is 108 hours (6 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 108 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.4	6.585
16.5	6.545
16.6	6.506
16.7	6.467
16.8	6.429

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be 6.6. (Although 6.6 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (3.3 contact hours per day X 2 days per week):

8:00 a.m. to 11.05 a.m. MW
(includes two 10-minute breaks; excludes passing time at the end of the class)

In scheduling four class meetings per week, the closest appropriate and practical WCH for scheduling purposes would be 6.8. This can be achieved through the following time pattern (1.7 contact hours per day X 4 days per week):

8:00 a.m. to 9.25 a.m. MTWTh
(includes no breaks; excludes passing time at the end of the class)

With these term length multipliers, it is not possible to schedule a 6-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 10:00 a.m. MWF results in only 6.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 10:05 a.m. MWF results in 6.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (2.3 contact hours two days per week plus 2.0 contact hours on the third day, totaling 6.6 WCH):

8:00 a.m. to 10:05 a.m. MW
8:00 a.m. to 9:50 a.m. F
(includes three 10-minute breaks—one for each class meeting; excludes passing time at the end of the Monday and Wednesday class meetings)

6 Hours Per Week Class (TLM = 16.9-17.0)

Although the minimum total semester hours of instruction specified in Title 5 §55002.5 is 96 hours (6 hours per week X 16 weeks), a common model used to maximize instruction is 108 hours (6 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 108 hours by these term length multipliers yields the following "target" weekly contact hours:

TLM	Target WCH
16.9	6.391
17.0	6.353

For both of these examples, the closest appropriate and practical WCH for scheduling purposes would be 6.4. (Although 6.4 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.6 contact hours per day X 4 days per week):

8:00 a.m. to 9:20 a.m. MTWTh
(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would be 6.6. This can be achieved through the following time pattern (3.3 contact hours per day X 2 days per week):

8:00 a.m. to 11:05 a.m. MW
(includes two 10-minute breaks; excludes passing time at the end of the class)

With these term length multipliers, it is not possible to schedule a 6-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 10:00 a.m. MWF results in only 6.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 10:05 a.m. MWF results in 6.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (2.0 contact hours two days per week plus 2.4 contact hours on the third day, totaling 6.4 WCH):

8:00 a.m. to 9:50 a.m. MW
8:00 a.m. to 10:10 a.m. F
(includes three 10-minute breaks—one for each class meeting; excludes passing time at the end of the Friday class meeting)

Fiscal Responsibilities of the Chief Instructional Officer

Since the responsibilities of CIOs may include not only the setting and monitoring of division and department budgets, but also account coding for faculty and staff assignments, knowledge of basic accounting procedures is imperative. This section of the handbook focuses solely on the account codes and accounting principles most relevant to instructional administration and summarizes the requirements of two major annual compliance requirements —Fifty Percent Law and AB 1725 Full-Time Obligation—that involve the Chief Instructional Officer. Two primary references, available for download from the Chancellor's Office website, are *California Community Colleges Budget and Accounting Manual* (Chancellor's Office/System Operations/Divisions/Finance & Facilities/Fiscal Services Unit/Fiscal Standards/Budget and Accounting Manual) and *California Community Colleges Taxonomy of Programs* (Chancellor's Office/System Operations/Divisions/Academic Affairs/Curriculum and Instruction/Program and Course Approval/Taxonomy of Programs 6th Edition).

Fund Structure

Although district budgets also include numerous special funds (Bookstore, Capital Outlay Projects, Revenue Bond Construction, Associated Students Trust Fund, etc.), most revenue and expenditures are accounted for through the General Fund. The General Fund consists of two sub-funds—Unrestricted and Restricted—and is the source of most expenditures for which the CIO generally has responsibility.

- The Restricted General Fund is used to account for expenditures of revenue from a source that is restricted to a particular purpose—Instructional Equipment Block Grant; Technology Block Grant; Extended Opportunity Programs and Services (EOPS); Disabled Students Programs and Services (DSPS); Federal, State, and Local Grants, etc.

- The Unrestricted General Fund is used to account for expenditures of state apportionment revenue and other state and local general revenue sources.

Classification of Expenditures by Object

All expenditures must be assigned an accounting object code representing one of seven general expenditure types. Each object category comprises several subcategories, some of which are state-mandated while others are locally determined. In the following list, detail is included only for those object categories most commonly used by instructional administrators:

1000 ACADEMIC SALARIES
- 1100 Instructional Salaries, Contract or Regular Status (Full-Time Faculty Teaching Assignments)
- 1200 Non-instructional Salaries, Contract or Regular Status (Administrators, Counselors, Librarians, Most Reassigned Time, etc.)
- 1300 Instructional Salaries, Other (Hourly Faculty Teaching Assignments)
- 1400 Non-instructional Salaries, Other (Hourly Counselors, Librarians, Hourly Faculty Task Assignments, etc.)

2000 CLASSIFIED AND OTHER NONACADEMIC SALARIES
- 2100 Non-instructional Salaries, Regular Status (Administrators and Supervisors, Most Other Classified Employees)
- 2200 Instructional Aides, Regular Status (Direct Instruction, Generally In-Classroom)
- 2300 Non-instructional Salaries, Other (Most Temporary Classified Employees)
- 2400 Instructional Aides, Other (Temporary Direct Instruction Assignments, Generally In-Classroom)

3000 EMPLOYEE BENEFITS

4000 SUPPLIES AND MATERIALS
(Instructional Supplies, Non-instructional Supplies, Books, Periodicals, Software)

5000 OTHER OPERATING EXPENSES AND SERVICES
(Contract Services, Consultants, Conferences, Memberships, Rents/Leases, Repairs, Software Site Licenses, etc.)

6000 CAPITAL OUTLAY
- 6100 Sites and Site Improvements
- 6200 Buildings
- 6300 Library Books
- 6400 Equipment (Additional, Replacement)

7000 OTHER OUTGO

Classification of Expenditures by Activity

All expenditures also must be assigned an accounting activity code. Activity codes are divided into two general categories—Instructional Activities (Discipline TOP Codes) and Administrative and Support Activities. Codes for Instructional Activities (TOP Codes) may include up to six

digits to accommodate specific disciplines; codes for Administrative and Support Activities include both state-mandated and locally determined subcategories. The following list includes just the general categories for Instructional Activities and, for Administrative and Support Activities, the general categories and those subcategories most commonly used by instructional administrators:

INSTRUCTIONAL ACTIVITIES

0100 Agriculture and Natural Resources

0200 Architecture and Environmental Design

0400 Biological Sciences

0500 Business and Management

0600 Communications

0700 Computer and Information Science

0800 Education

0900 Engineering and Related Industrial Technologies

1000 Fine and Applied Arts

1100 Foreign Language

1200 Health

1300 Consumer Education and Home Economics

1400 Law

1500 Humanities (Letters)

1600 Library Science

1700 Mathematics

1800 Military Studies

1900 Physical Sciences

2000 Psychology

2100 Public Affairs and Services

2200 Social Sciences

3000 Commercial Services

4900 Interdisciplinary Studies

ADMINISTRATIVE AND SUPPORT ACTIVITIES

6000 Instructional Administration and Instructional Governance
- 6010 Academic Administration
- 6020 Course and Curriculum Development
- 6030 Academic/Faculty Senate
- 6090 Other Instructional Administration and Instructional Governance

6100 Instructional Support Services
- 6110 Learning Center
- 6120 Library
- 6130 Media
- 6140 Museums and Galleries
- 6150 Academic Information Systems and Technology
- 6190 Other Instructional Support Services

6200 Admissions and Records

6300 Student Counseling and Guidance
- 6310 Counseling and Guidance
- 6320 Matriculation and Student Assessment
- 6330 Transfer Programs
- 6340 Career Guidance
- 6390 Other Student Counseling and Guidance

6400 Other Student Services
- 6420 Disabled Students Programs and Services (DSPS)
- 6430 Extended Opportunities Programs and Services (EOPS)
- 6440 Health Services
- 6450 Student Personnel Administration
- 6460 Financial Aid Administration
- 6470 Job Placement Services
- 6480 Veterans Services
- 6490 Miscellaneous Student Services

6500 Operation and Maintenance of Plant

6600 Planning, Policymaking, and Coordination

6700 General Institutional Support Services

6800 Community Services and Economic Development

6900 Ancillary Services

7000 Auxiliary Operations

7100 Physical Property and Related Acquisitions

7200 Long-Term Debt and Other Financing

7300 Transfers, Student Aid, and Other Outgo

7900 Appropriation for Contingencies (for budgetary purposes only)

Chart of Accounts

Each local district uses a chart of accounts, which is a systematic listing of account codes. The exact order and format of account numbers will vary from district to district, but all account numbers must include a fund designation, an object code, and an activity code. They may also include program/grant codes (for restricted funds), division/department/location codes, and other locally determined codes. The district chart of accounts is an invaluable reference tool for the CIO.

Coding of Employee Assignments

In constructing account numbers for employee assignments, only instructional object codes (1100 or 1300 series for teaching faculty; 2200 or 2400 series for instructional classified staff) can be used with instructional activity codes (TOP codes). For example, the assignment of a full-time faculty member to a Nursing class would use an 1100-series object code and a 1200-series (Health) activity code.

Counseling, Library, and other non-instructional faculty assignments, as well as most classified staff assignments, should make use of non-instructional object codes (1200 or 1400 for faculty; 2100 or 2300 for classified staff) and be assigned to the appropriate Administrative and Support Activities Code (6000 or above). For example, the assignment of a full-time counselor for the Nursing program would use a 1200-series object code and the 6310 activity code (not the 1200-series Health TOP Code) because of its non-classroom nature.

The Fifty Percent Law

Known as the "Fifty Percent Law," California Education Code §84362 requires all community college districts to spend at least half of their "current expense of education" for "salaries of classroom instructors." (A common misinterpretation of the law by the general public is that 50% of the budget must be spent on instruction. In truth, many legitimate instructional expenses are not included in the numerator of this equation.) The "salaries of classroom instructors" numerator of the equation narrowly includes only the salaries and benefits attributed to the teaching assignments of faculty members and any in-classroom assignments of classified instructional aides. Salaries and benefits attributed to faculty Counseling and Library assignments and assignments of instructional administrators are not included in the numerator. (Neither are expenditures for instructional materials, instructional technology, etc.) The "current

expense of education" denominator of the equation consists of all district expenditures, with a few categories (restricted funds, Community Services, etc.) excluded.

The Fifty Percent Law report is included in the CCFS-311 Annual Financial and Budget Report prepared by the Chief Business Officer. However, the CIO is generally responsible for the coding of instructional assignments and therefore must work closely with the Chief Business Officer to ensure correct reporting and compliance with the law, particularly in regard to Legal Opinion O 00-14, issued by the Chancellor's Office in June 2000. This legal opinion clarified that the phrase "salaries of classroom instructors" does not include most "release time" or "reassigned time" of faculty members, even for such instruction-related duties as department chair, curriculum committee chair, etc. Such assignments should therefore have non-instructional object and activity codes. For example, the account number for the assignment of a full-time faculty member as the Mathematics Department Chair should contain a 1200-series object code and 6000-series activity code (not an 1100-series object code and the 1700 Mathematics TOP Code); the account number for the assignment of a full-time faculty member as Curriculum Committee Chair should contain a 1200-series object code and a 6000-series activity code.

Non-compliance with the Fifty Percent Law can have serious ramifications—both fiscal and political. Therefore, it is extremely important to weigh carefully the benefits of additional expenditures on administrative positions, non-classroom faculty assignments, and non-instructional classified staff positions against their impact on Fifty Percent Law calculations.

AB 1725 Full-Time Obligation

Education Code §87482.6 (established through approval of AB 1725 in 1988) requires that community colleges make progress toward the goal that at least 75% of the hours of credit instruction be taught by full-time faculty members. The statute was implemented through Title 5 §51025. These regulations established an annual reporting system and the calculation of an annual district full-time faculty goal—called the FTO (Full-Time Obligation) or FON (Full-Time Obligation Number)—intended to facilitate progress toward the ultimate 75% goal. For the first two years, special "program improvement" funds were provided; since that time, the FON has been based upon the district's funded growth in the prior year.

Originally limited to only credit teaching faculty, counselors and librarians were added to both the base and the calculation of the annual goal in 1998. In "adequately funded years" (as determined by the Board of Governors), districts must either meet the FON or pay a penalty based upon the number of faculty positions they fall below the FON (calculated at the statewide average faculty salary). In "inadequately funded years" (as determined by the Board of Governors), districts unable to meet the FON can avoid penalty if they have been able to maintain the full-time faculty percentage achieved in the prior fall semester.

For reporting purposes, full-time faculty teaching assignments, teaching assignments of permanent classified staff members (becoming less and less common because of Fair Labor

Standards Act issues), full-time faculty counseling and library assignments, and full-time faculty sabbaticals, leaves, and reassigned time count toward the "full-time" portion of the calculation. Although all part-time teaching, counseling, and library assignments count toward the "part-time" component of the calculation, the assignments of those part-time faculty members replacing full-time faculty on sabbatical, leave, and reassigned time may be subtracted from the part-time total. Full-time faculty overload assignments are completely excluded from the calculation.

Where to go from here

We attempted to put together the basics that you need to function effectively in today's complicated California Community Colleges. This knowledge was acquired through years of varied experiences, through working with the Chancellor's Office and learned colleagues (including each other), by studying Education Code provisions, Title 5 regulations, Chancellor's Office Guidelines, Accrediting Commission policies and guidelines, Academic Senate for California Community Colleges policy and effective practices papers, and other important documents. Since we had no guide or reference book to follow, we also learned from our own mistakes.

Our hope in putting together this manual was to share with all instructional administrators a basic guide for the many variables that together define your body of work. We hope you find this essential information helpful to you and your instructional team. However, please bear in mind that this manual will serve as just a beginning. You will inevitably find that you need additional information on complicated issues, and you will also find that the California Community Colleges system is continually changing. It is our hope to work with CCCCIO to ensure that these changes will be reflected in future versions of this online manual.

Most importantly, remember that good CIOs are always "on their toes"—knowing the basics, always reading the latest information from their CIO leadership, attending regional and state meetings (particularly the CCCCIO conferences), and taking advantage of the knowledge and experience of their CIO colleagues to assure that their colleges are operating appropriately and efficiently. This is one of the most crucial aspects of being a good CIO.

So please read and make good use of this manual, but keep learning and honing your skills as an instructional leader.

Respectfully,

Dona
Pam
Randy
John