Introductions

State Budget Update
Ms. Coleal reviewed the 2011-12 state budget proposed by Governor Brown, and its potential impacts on College of the Canyons. She distributed a summary which is attached to the minutes.

Dr. Van Hook shared that she spoke with Jarrod DeGonia, district director for Assemblyman Cameron Smyth. Assemblyman Smyth understands the importance of community colleges, and he will be staying in Sacramento to work on the budget over the coming weekend. Dr. Van Hook also talked with Mr. DeGonia about pension reform, and suggested looking at the PERS and STRS systems as a template for other state retirement systems, which would save billions. In PERS and STRTS, higher retirement benefits are paid to those who retire at a higher age, which discourages the practice of early retirement. And, only base salary is used to calculate benefits, not additional compensation such as overtime.

Mr. Schrage shared how capital outlay building projects are funded with state matching dollars. The college’s Student Services/Administration building was funded for working drawings from 2006 bonds. The state Board of Governors approved construction and equipment funding for 2011-12. The Assembly included funding in their version of the state budget, but the Senate did not. The Conference Committee left the funding out, saying they will revisit the issue in the spring.

Ms. Fiero shared that STRS wants to double the employer contribution, which would cost the district $2.5 million in 2011-12. Legislation is needed to pass that increase. PERS, however, can raise employer contributions at their discretion. The worst case increase would cost College of the Canyons $1.7 million in 2011-12, an increase of 18 percent. Improved market performance would lessen need for increased employer contributions.

Student Advocacy Activities
Violetta Abi Naked and Michael Kramer distributed the attached handout highlighting what was accomplished during the Associated Student Government’s two-week advocacy event. They also showed a video containing student testimonials about the impact of the budget cuts. Approximately 2,000 students signed a letter protesting cuts to higher education. The students sent copies of the letter and signature pages, along with DVDs, to members of the Legislature, and followed up with phone calls to their offices.
Business Survey Results
Ms. Meuschke distributed the summarized results of a survey of area businesses conducted by College of the Canyons. The summary is attached. Highlights include:

- The top three ways in which respondents indicated they are connected to the College are:
  - Through family members who have taken courses at the College (49 percent),
  - Employees who have taken courses at the College (40 percent), and
  - Respondents who are/have been students at the College (30 percent).
- Eighty-seven percent of respondents “agreed” or “strongly agreed” that the College plays an important role in supporting local businesses’ economic health.
- Nearly half of respondents (42 percent) “agreed” or “strongly agreed” that their business relies on the College to ensure that their workforce has skills that are needed for their company to remain competitive.
- Eighty-two percent of respondents “agreed” or “strongly agreed” that the College is doing a good job providing training so local businesses can upgrade the skills of their employees and expand their workforces.

Advocacy Activities
The attached summary of recent advocacy activities was distributed to the committee, along with background information on Assembly Bill 515, which the college is co-sponsoring with Santa Monica College.

AB 515 would allow community colleges to offer credit courses through extension programs. University of California and California State University are already authorized to do so. Courses would meet the requirements of credit courses as outlined in Title 5. They would be self-supported through student-fee revenue. Participating students would be eligible for financial aid.

AB 515 would enable colleges to add class sections at a time when state budget cuts are forcing colleges to reduce course offerings. By adding classes, full-time and part-time faculty would have more opportunities for jobs assignments.

Economic Impact Report
Ms. Meuschke distributed a handout (attached) highlighting the initial findings of an economic impact report prepared by EMSI. It analyzes a variety of factors to demonstrate the benefits of a COC education to students, the social well-being of the community, and taxpayers. Highlights include:

- Higher earnings of COC students and associated increases in state income expand the tax base in California by about $126.9 million each year.
- California will see avoided social costs amounting to $7.1 million per year due to COC students, including savings associated with improved health, reduced crime, and reduced welfare and unemployment.
- Students enjoy an attractive 14.7% average rate of return on their COC educational investment, recovering all costs (including tuition, fees, and forgone wages) in 10.0 years.
California Legislature OKs Deep Budget Cuts (Chronicle Sacramento Bureau – Thursday, March 17, 2011)

- Yesterday, the California Legislature began voting on billions of dollars in cuts to State spending.

- A package of bills was presented to relieve the State from a $26.6 billion deficit.

- The most contentious legislation for the special tax package extension was not addressed.

- $12.5 billion in cuts and other fund shifts were proposed by Governor Brown.

- $14.0 billion in revenue would be brought in by the tax package if put on the ballot and approved by the voters.

- $7.4 billion in cuts were approved with the required 2/3 support (Democratic backing and just barely enough Republican support)
  - These included cuts to State welfare programs, aid for developmentally disabled people, Medi-Cal and the Healthy Families program for the poor.

- The California Community College system still faces cuts ranging from $400 million to $1 billion, depending on the passage, or not, of the tax package and the suspension of Prop 98.

- Without the tax package, the indication is that the legislature will be faced in June 2011 with an “all cuts” budget.

Santa Clarita Community College District
COLLEGE OF THE CANYONS
Community Business Survey: Spring 2010
Summary of Results

Connection to the College
The top three ways in which respondents indicated they are connected to the College are through family members who have taken courses at the College (49 percent), employees who have taken courses at the College (40 percent), and respondents who are/have been students at the College (30 percent).

Agreement with Various Aspects of College of the Canyons Role in the Community

Supporting Businesses’ Economic Health
Eighty-seven percent of respondents “agreed” or “strongly agreed” that the College plays an important role in supporting local businesses’ economic health. Eleven percent of respondents indicated a “neutral” response regarding the College’s role in supporting local businesses’ economic health.

Reliance on the College to Retain Competitive Workforce Skills
Nearly half of respondents (42 percent) “agreed” or “strongly agreed” that their business relies on the College to ensure that their workforce has skills that are needed for their company to remain competitive. Thirty-four percent of respondents indicated a “neutral” response regarding their reliance on the College to retain competitive workforce skills.

Participation in Fast Track Certification Programs
More than half of respondents (57 percent) “agreed” or “strongly agreed” that their employees would utilize fast track certification programs if the College was to offer them. Thirty-five percent of respondents indicated a “neutral” response regarding their employees’ participation in fast track certification programs should the College offer them.

College Efficiency in Providing Skills Training for Local Businesses’ Employees
Eighty-two percent of respondents “agreed” or “strongly agreed” that the College is doing a good job providing training so local businesses can upgrade the skills of their employees and expand their workforces. Fifteen percent of respondents indicated a “neutral” response regarding the College’s efficiency in providing training so local businesses can upgrade the skills of their employees and expand their workforces.

College Efficiency in Providing Training and Business Advisory Services
Two-thirds of respondents (67 percent) “agreed” or “strongly agreed” that the College is doing a good job providing training and business advisory services so local business owners and entrepreneurs can develop the skills they need to start and grow their businesses. Twenty-seven percent of respondents indicated a “neutral” response regarding the College’s efficiency in providing training and business advisory services so local business owners and entrepreneurs can develop the skills they need to start and grow their businesses.

Need for the College to Offer More Classes to Meet Local Workforce Needs
More than half of respondents (57 percent) “agreed” or “strongly agreed” that the College needs to offer more classes to meet local workforce needs. Forty-two percent of respondents
indicated a “neutral” response regarding the need for the College to offer more classes to meet local workforce needs.

**Need for Occupational Training**

**Ninety-seven percent** of respondents “agreed” or “strongly agreed” that occupational training is critical to prepare students for the job market and to keep the workforce up to date.

**Preference for Training Locations**

Respondents were asked which location they or their employees would be likely to participate in training. The majority of respondents indicated they would participate at the Valencia campus (**92 percent**), followed by online (**59 percent**), at the Canyon Country campus (**38 percent**), at their business (**36 percent**). Two respondents indicated that they would participate in training at “other” locations, specifically social networking/customer service/web-based programs and not likely to participate.

**Training or Skills Needed for Upgrading Skills or Preparing for New Fields**

Respondents were asked what training or skills are needed for upgrading the skills of their employees or preparing for new fields in their industry. Forty-six respondents provided comments regarding the training or skills needed, which reflected 14 categories including computer skills (9 respondents), writing/business communication skills (7 respondents), environmental management (5 respondents), sales/marketing (5 respondents), customer service (5 respondents), accounting (4 respondents), CNC technology (3 respondents), specialized certification (3 respondents), none (3 respondents), project management (2 respondents), supervisory skills (2 respondents), web design (2 respondents), and insurance (2 respondents).

**Recommendations**

Upon review of the results the following recommendations should be taken into consideration:

- Identify the training certifications needed by businesses in the community and explore the feasibility of providing fast track program certifications.

- Explore alternative course offerings to meet the community business needs such as fee-based fast-track courses with the option of credit-based courses.

- Further disseminate results of the study to interested stakeholders, such as members of the advocacy committee.
COC Advocacy Initiatives

2011-12 State Budget

HOW YOU CAN HELP

- **Write to Our Santa Clarita Legislators**
  The College of the Canyons Advocacy website makes it easy to connect with Santa Clarita’s local legislators. Simply log on and select a customizable letter that can quickly be emailed or faxed to our representatives in Sacramento. With the budget still in flux, now is the perfect time to remind them that community college funding is a high priority given our ability to help put the economy back on track. Log on to [www.canyons.edu/Offices/President/Advocacy/](http://www.canyons.edu/Offices/President/Advocacy/) and click on the TAKE ACTION NOW button to get started.

- **Stay Informed**
  We make a point of posting the latest budget headlines from the state’s leading newspapers on the College of the Canyons Advocacy website so you have one place to learn the developments in the ongoing budget development process. Simply visit [http://www.canyons.edu/Offices/President/Advocacy/BudgetHeadlines/](http://www.canyons.edu/Offices/President/Advocacy/BudgetHeadlines/) and check out the links for recent developments and informed analysis.

- **Share What You Know**
  People always have questions about College of the Canyons, so feel free to share any information you receive as a member of the committee with those who are interested. And if you get asked a question for which you don’t have an answer, give us a call or send us an email. Eric Harnish is your best point of contact, and he can be reached at (661) 362-3400, or eric.harnish@canyons.edu.

RECENT ACTIVITIES

Faculty, staff, administrators, students and board members at College of the Canyons have made a concerted effort in recent weeks to raise the profile of community colleges and bring attention to the potential impact of the proposed cuts on COC.

- **Legislative Conference – January 24-25**
  Board members, staff, and a student representative attended the Community League of California’s annual Legislative Conference in Sacramento. In addition to receiving detailed briefings on the budget, the group met with Legislators in the Capitol. The meetings offered an important opportunity to underscore the important role community colleges play in growing the state’s economy, and highlight the magnitude of the cuts facing community colleges.

- **Keep Education Alive – February 15-24**
  The College of the Canyons Associated Student Government hosted an advocacy event spread across two weeks in February. More than 1,800 students signed a petition against proposed budget cuts. They collected video testimony from individual students about how they have been impacted by recent state budget cuts. ASG packaged the petitions and video clips, and mailed them to legislators in Sacramento, prompting a response from Assemblymember Cameron Smyth.

- **Board of Trustees/Associated Student Government/Academic Senate Resolutions – February 23**
  The Board of Trustees and Associated Student Government passed a joint resolution to call attention to the effects any state budget cuts would have on College of the Canyons. The Academic Senate passed the same resolution at their meeting later in the week. The resolutions were mailed to our legislators in Sacramento.

- **Opinion Column by Dr. Van Hook – February 27**
  *The Signal* featured an opinion piece authored by Dr. Van Hook in its Sunday, February 27, edition. The column highlighted the budget cuts facing the college, and made a case for investing in higher education. A trained workforce is needed to grow the state’s economy now, and in the future.
Assembly Higher Education Committee Hearing – March 1
Dr. Van Hook and Dr. Barry Gribbons were invited to give a presentation about the University Center to the Assembly Committee on Higher Education. The meeting was a great opportunity to showcase the University Center concept as a statewide model for increasing access to upper-division and graduate degrees. Dr. Gribbons gave the presentation, as Dr. Van Hook was unable to attend the meeting. The committee, which was also considering proposals that would authorize community colleges to offer bachelor’s degrees, was intrigued by the University Center idea.

Visit by State Chancellor Jack Scott – March 4
California Community Colleges Chancellor Jack Scott was the featured speaker for the March 4 session of the college’s Leadership Education in Action Program. LEAP is designed for employees who are looking to advance their careers and take on positions of greater responsibility. Chancellor Scott spoke on leadership and also participated in a Q&A session about his experiences in the community college system and the state Legislature, where he served in both the Assembly and the Senate.

Chancellor’s Office Advocacy Day – March 8
Close to 70 community college advocates from around the state attended the Chancellor’s Office/Board of Governors Advocacy Day. The group was organized into 12 teams that met with more than 50 legislators. Student Trustee Nick Onyshko and Madeline Tan from ASG joined Eric Harnish for a day of meetings with key legislators and staff, including Assemblymembers Mike Gatto and Holly Mitchell, and Senator Carol Liu.

UPCOMING ACTIVITIES
The state budget fight is far from over, so we will continue to advocate for funding solutions that enable us to provide the most access to higher education for our community. Following is a list of upcoming events and activities in which we plan to be involved.

KHTS Bus Trip – March 21-22
As we do every year, we had college representatives onboard for the KHTS Bus Trip to Sacramento. It was an excellent opportunity for us and our community partners to reach out to legislators from our community and around the state and ensure they were aware of the important work undertaken by College of the Canyons and the community colleges in their own districts. Board of Trustees members rode up on the bus, and nine members of LEAP participated as well. Part of this semester’s LEAP activities focused on advocacy, so the trip provided the members with a chance to augment their previous discussions and activities with interactions with state legislators.

AB 515 Meetings and Hearing – March 22 and April 12
In support of AB 515, which would authorize community colleges to offer for-credit extension classes, Dr. Van Hook and Dr. Gribbons met with members of the Assembly Committee on Higher Education Tuesday in Sacramento. Chui Tsang, superintendent-president of Santa Monica College, also participated. College of the Canyons and Santa Monica College have joined together to sponsor AB 515. The bill will have its first hearing April 12 in the Assembly Higher Ed Committee. Dr. Van is scheduled to attend the hearing and testify on the bill.

Joint Higher Education Advocacy Day – April 5
California’s three higher education systems came together for a collective advocacy effort last year that culminated in a daylong event at the Capitol where teams composed of representatives from the California Community Colleges, California State University, and University of California met with members of the Legislature. With Governor Brown proposing $1.4 billion in cuts to California’s higher education system in 2011-12, the three groups are planning another daylong advocacy event on April 5. College of the Canyons will join with area CSU and UC representatives to visit Sacramento and meet with legislators to remind them of the important role we play in California’s future.
AB 515 Would Provide Local Communities Additional Flexibility to Meet Community Needs

About AB 515
This bill would authorize the governing board of any community college district to establish and maintain an extension program offering credit courses, similar to programs already offered by UC and CSU.

Maintaining Student Opportunity
All degree credit courses offered as extension courses shall meet all the requirements in subdivision (a) of Section 55002 of Title 5 of the California Code of Regulations.

Authorizing CCCs to offer extension credit courses would enable locally elected boards to expand course offerings to meet local need at no additional cost to the State. AB 515 would:

- Provide additional credit courses, eligible for financial aid, to meet student demand and workforce training needs;
- Provide public access to credit classes that are offered under contract with other agencies and companies; and
- Allow local governing boards to charge students enrolled in extension classes fees they deem appropriate and ensure the courses are self-supporting.

Other Benefits
- The public would have greater access to CCC extension programs because they could be offered closer to home or work.
- Students in CCC extension programs would not displace or compete with students enrolled in CCC State-funded classes. CCC extension programs would typically operate in parallel with State-funded programs, either as separate sections offered during the spring or fall semester or quarter, or as separate sessions during summer or winter. Such an arrangement may be particularly useful, as a number of districts are discontinuing or limiting their inter-session programs due to State funding constraints.
Background

The State provides various authorities for establishment of extension programs for its three systems of higher education. For the UC, authority for extension programs flows from the autonomy of the Regents as provided by the California Constitution. UC Extension has been in continuous existence since 1891. For the CSU, extension programs are explicitly authorized by California’s Title 5 Code of Regulations.

Existing law establishes CCCs, which are administered by the Board of Governors of the California Community Colleges. The governing board of each community college district is authorized, without approval of the Board of Governors, to establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical, and general education, as specified.

CCC extension programs are not explicitly prohibited by current statute, rather the Chancellor’s Office’s legal opinion has been that such programs would require specific legislative authority and intent.

AB 515 would provide this authority; the bill would also establish legislative intent. The bill reads:

“...[I]t is the intent of the Legislature to provide local communities additional flexibility to meet community needs in areas such as advanced technology and workforce development; to provide members of the public access to credit programs offered under contracted arrangements with other agencies and companies; to address existing limitations in access to extension programs due to geographical distance or time of travel; to augment use of local community college facilities authorized by community investments in local elections subsequent to the passage of Proposition 39 in 2001; and to provide other benefits, both tangible and intangible."

Community colleges currently offer fee-based “community service” classes (these are “not-for-credit” classes, as distinct from credit and noncredit classes which must meet much more rigorous Title 5 curriculum regulations). As these are locally funded, statute specifies that these do not require Board of Governors approval. Similarly, credit extension programs would be locally funded, and under AB 515, would not require Board of Governors approval.

Local Investment

This past decade, beginning with the passage of Proposition 39 in 2001, local communities have authorized $23.8 billion in new facilities and sites for CCCs. CCCs are important to local communities. CCCs at this time have facility and human resource capacity to serve more students than the State can fund. CCC extension programs would provide local communities additional flexibility to meet community needs.
Student Perspective

- Education increases lifetime income. The average income at the career midpoint of someone with an associate’s degree in the Santa Clarita Community College District Service Area is $49,300, 35% more than a student with a high school diploma.
- Throughout his or her working career, the average COC student’s discounted lifetime income increases by $4.60 for every dollar invested in COC.
- Students enjoy an attractive 14.7% average rate of return on their COC educational investment, recovering all costs (including tuition, fees, and forgone wages) in 10.0 years.

Social Perspective

- Higher earnings of COC students and associated increases in state income expand the tax base in California by about $126.9 million each year.
- California will see avoided social costs amounting to $7.1 million per year due to COC students, including savings associated with improved health, reduced crime, and reduced welfare and unemployment.

Taxpayer Perspective

- State and local governments allocated approximately $61.6 million in support of COC in FY 2009-10.
- For every dollar of this support, taxpayers see a cumulative return of $2.20 over the course of students’ working careers (in the form of higher tax receipts and avoided costs).
- State and local governments see a rate of return of 7.7% on their support for COC. This return compares very favorably with private sector rates of return on similar long-term investments.

ECONOMIC GROWTH ANALYSIS

College Operations Effect

- The Santa Clarita Community College District Service Area economy annually receives roughly $70.1 million in income due to COC operations. This is a conservative figure adjusted to account for monies that leave the economy or are withdrawn from the economy in support of the college.

Productivity Effect

- The current Santa Clarita Community College District Service Area economy embodies an estimated 2 million credits that have accumulated over the past 30-year period as thousands of former COC students (completers and non-completers) enter the workforce year after year.
- COC skills translate to higher earnings for students and increased output of businesses. The added income attributable to the accumulation of COC credits in the workforce amounts to around $276.8 million each year.