



Academic Senate Agenda

**Facilitator:** Dr. Minodora Moldoveanu, President

**Date:** May 2nd, 2024

**Time:** 2:00-3:30 p.m.

**Recorder:** Noemi Monterroso, Secretary

**Location:** **In Person – IB1-106**

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**23 Voting Members**

- Blake, Eckko
- Elfarissi, Hassan
- Ekimyan, Roza
- Hobbs, Charles
- Lopez, Karina
- Lopez, Nathan
- Martinez, Jose
- Martinez, Victoria
- Maruri, Carlos
- Moldoveanu, Minodora
- Monterroso, Noemi

- Moore, Sean
- Morales, Janette
- Radcliffe, Kendahl
- Schwitkis, Kent
- Tavaréz, Juan
- Uch, Mandeda
- Valdry, Andree
- Van Overbeck, Michael
- West, Pamela
- Woodward, Valerie
- Wyatt, Joanna

**Ex-Officio Voting Members**

- Conn, Brad-DEFC
- Moore, Sean-Curric. Chair
- Morales, Janette-Un. Pres.

**Guests**

- Berger, Sheri-VP Ac. Aff.

**Senators**

- Barrag
- Ekimy
- Ellis, S
- Estrada
- Corona
- Hobbs
- Kahn,
- Madric
- Mason
- Martin
- Martin

## Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. Call to Order
2. Approval of Agenda
3. Review and Approval of Minutes from April 18<sup>th</sup>, 2024
4. Reports
  - a. President's Report
  - b. Associated Student Government (ASG) Report
  - c. Vice President's Report
  - d. Curriculum Report
  - e. Academic Affairs Report
5. Discussion with the Compton College Shared Governance Consultants: Dr. Ding Jo Currie (Faculty in the Ed.D. Program, CSUF and former Community College District Chancellor) and Dolores Davison (Faculty at Foothill College and former ASCCC President) – Discussion with faculty regarding shared governance at Compton College
6. Consent
  - a. 2-Year CTE Course Review—No Proposed Changes—Distance Education: BUS 129 - Oral Business Communications.
  - b. Course Review—SLO Update: COMS 100 - Public Speaking.
  - c. New Course: CIS 165 - Advanced Application Development Swift
7. Unfinished Business
  - a. 3<sup>rd</sup> Read: AR 4051- High School Agreements
  - b. 2<sup>nd</sup> Read/Vote: BP/AR 3710 – Securing of Copyright
8. New Business
  - a. Increase in units in the local GE pattern from 21-24 units by including 3 units in Area 7 – Health & Physical Education requirement - Approved by all Divisions and Counseling Dept.
9. Discussion Items
  - a. Potential Future Buildings Added to the College – What would we like to see included? What amenities would we like to see added?
  - b. Ideas of Issues to Tackle as a Senate
10. Informational Items
  - a. Common Core Numbering Update
  - b. ASCCC [Spring Plenary Adopted Resolutions](#)
  - c. Chancellor's Office – Burden Free Instructional Materials – 2024 Report
  - d. Committee Vacancies
    - i. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2<sup>nd</sup> & 4<sup>th</sup> Tuesday of the month 2-3:30 pm – in person
    - ii. Enrollment Committee – 1 Faculty Co-Chair – Meets 4<sup>th</sup> Tuesday of the month 12-1 pm on zoom

- iii. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
- iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
  - v. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
- vi. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
- vii. Student Success Committee - 1 faculty; meets every 3<sup>rd</sup> Thursday 1:00 p.m. -2:00 p.m.
- viii. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom
- ix. Health Benefits Committee – 1 faculty (as co-chair)
- x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

2. Future Agenda Items

- i. Elections: Following division meetings on May 7th, on May 16th We will have a call for nominations for
  - i. Senate Secretary
  - ii. Curriculum Chair

3. Public Comment

4. Adjournment

**Next Scheduled Meeting: May 16th, 2024**  
**Location: IB1-106**

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1<sup>st</sup> & 3<sup>rd</sup> Thursday)

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2024</u>	<u>LOCATION</u>
September 7	Board Room	February 22	IB1-106
September 21	Board Room	March 7	IB1-106
October 5	Board Room	March 21	IB1-106
October 19	Board Room	April 4	IB1-106
November 2	Board Room	April 18	IB1-106
November 16	Board Room	May 2	IB1-106
December 7	Board Room	May 16	IB1-106
		June 6	IB1-106

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

## CCC Academic Senate Roster 2023-2024 (26 Voting Members)

### Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Pres. Elect	Sean Moore (23-24)
Secretary/Secretary	Noemi Monterroso (22-24)

### Members:

#### **Fine Arts, Communication and Humanities (5)**

Charles Hobbs (21-24)  
 Juan Tavarez (23-26)  
 Mandeda Uch (23-26)  
 Andree Valdry (23-26)  
 Valerie Woodward (20-24)

#### **Counseling (5)**

Eckko Blake (23-26)  
 Vacant (23-26)  
 Carlos Maruri (21-24)  
 Noemi Monterroso (21-24)  
 Karina Lopez (23-26)

#### **Social Sciences (3)**

Nathan Lopez (23-26)  
 Kendahl Radcliffe (21-24)  
 Pam West (23-26)

#### **Business and Industrial Studies (3)**

Vacancy (21-24)  
 Sean Moore (23-26)  
 Michael Van Overbeck (23-26)

#### **Science, Technology, Engineering and Mathematics (5)**

Hassan Elfarissi (23-26)  
 Jose Martinez (23-26)  
 Kent Schwitkis (23-26)  
 Jose Villalobos (23-26)  
 Vacancy (22-25)

#### **Health and Public Services (3)**

Vacancy (23-26)  
 Vacancy (21-24)  
 Roza Ekimyan (23-26)

#### **Adjunct Faculty (2)**

Joanna Wyatt (22-25)  
 Victoria Martinez (23-26)

#### **Ex Officio Voting Members**

Janette Morales – Union President (23-25)  
 Sean Moore – Curriculum Chair (22-24)

Corina Diaz – Faculty Development Committee Chair (22-24)  
Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Minutes

**Facilitator:** Dr. Minodora Moldoveanu, President

**Date:** April 18, 2024

**Time:** 2:00-3:30 p.m.

**Recorder:** Noemi Monterroso, Secretary

**Location:** **In Person – IB1-106**

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- Berger, Sheri-VP Ac. Aff.
- Sacramento Ramos

**Senators**

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### 1. Call to Order at 2:05pm

### 2. Approval of Agenda

- Amendments:
  - Move Information Item 5a to Discussion Item
  - Table Unfinished Business Item 5b until feedback from administration
- **Michael V. motioned to approve amended agenda. Victoria M. seconded. Approved**

### 3. Review and Approval of Minutes from April 4, 2024

- **Michael V. motioned to approve minutes. Charles H. seconded. Approved**

### 4. Reports

- a. President's Report – Minodora Moldoveanu
  - Compton College Career Fair will be held on May 15<sup>th</sup> 10am – 2pm. It's a great opportunity for students to meet with potential employers
  - Former participants that went to Ghana group met with Pilar to review letters of interest and provided recommendations to district. Official list of faculty and classified staff that will be attending has been finalized
  - ASCCC Spring Plenary – Sean attending remotely
  - Retiree Luncheon was today
  - Community Day is this Saturday April 20, 2024, 11am – 3pm
- b. Associated Student Government (ASG) Report
- c. Vice President's Report – Sean Moore
  - All divisions have voted on increasing the local GE pattern to 24 units. The Curriculum Committee will be voting on the decision on 4/23/24. All results will be presented to the Academic Senate for a vote on May 2, 2024. The outcome will be forwarded to the district as a recommendation
  - The deans and division chairs have been advised to hold senator elections in their May 7<sup>th</sup> Division meeting
  - Email was sent out on 4/15/24 to deans and division chairs to provide feedback on AR 4021 Program Discontinuance using track changes at their May 7, 2024 division meetings. Several examples of ARs and BPs from other local colleges were provided to foster the conversation. The document should be ready for the May 16<sup>th</sup> AS meeting
  - AR4051 High School Agreements was sent to Dr. Jimenez to receive feedback using track changes at their meeting. The document should be ready for the May 16<sup>th</sup> AS meeting
  - Sean will be attending the ASCCC this week. Resolutions are voted on Saturday. Please let Sean know if you have any recommendations on casting a vote
- d. Curriculum Report
- e. Academic Affairs Report
  - Thank you to all faculty that brought books to donate to library
  - The annual fiscal report was submitted on 4/12. It is posted on accreditation website and was on BOT agenda for April 16<sup>th</sup> meeting
  - The Accreditation Steering Committee reviewed DE substantive change report including feedback from DEAC. It will be going back to DEAC for a final read



- On April 15<sup>th</sup>, we received a memo about common course numbering AB 1111. Work will begin with the most popular courses state-wide (based on enrollment patterns): ENGL 101, ENGL 103, COMS 100, MATH 150, POLS 101, PSYC 101. Next step is addressing the technologies that will be affected (especially with the new naming taxonomy)

## 5. Unfinished Business

- a. 3<sup>rd</sup> Read: AR 4051- High School Agreements
  - **Sean M. motioned to open discussion on item 5a. Eckko B. seconded**
  - General overview of high school articulation in CTE courses, formatting questions, and effect on university articulations. Recommendation: Provide feedback and questions to Melain (main author)
  - **Sean M. motioned to close discussion on item 5a. Carlos M. seconded**
- b. 2<sup>nd</sup> Read/Vote: BP/AR 3710 – Securing of Copyright
  - Item tabled until feedback from administration is received

## 6. New Business

## 7. Discussion Items

- a. Ideas of Issues to Tackle as a Senate
- b. Divisional Senator Elections – at the Next Division Meetings on May 7 (Senator Terms: 3 years)
 

“Any faculty member that is in their second contract year, after their second evaluation, is eligible to serve. In the event there are not enough eligible faculty candidates, a division can select faculty who are in their first contract year, after their first evaluation, and will be considered by the Executive Board.” *Senate Constitution and Bylaws Article VI, Section 1.*

  - a. FACH – 2 seats up for election
  - b. Counseling – 2 seats up for election
  - c. SSCI – 1 seat up for election
  - d. BIST - 1 seat up for election
  - e. HEPS – 1 seat up for election
  - **Michael V. motioned to open Discussion Item 7b. Carlos M. seconded**
  - Main discussion question: Should only current or also elected (start next term, never been senators) senators be able to run for officer positions?
  - Recommendation: when bylaws are updated, clarify language on who will be eligible to run for officer positions, election timeline for subcommittee chairs, and specify when senator/officer term begins
    - Bylaws don’t specify when the senator term starts. Bylaws should be updated and specify that term starts at next senate meeting after they are elected
    - If elected officer is a new senator, they can start in May so they can have a few weeks to shadow current officer
    - Consider if subcommittee chairs can run for Senate officer positions
    - Timeline for current elections: May 7<sup>th</sup> divisions select senators. May 16<sup>th</sup> Senate votes for Secretary and Curriculum Chair
  - Recommendation: allow current, past, and incoming senators to run for Senate Secretary position
  - **Sean M. motioned to approve that past, present, or recently elected senate members have the ability to run for the Secretary position in Spring 2024. Kent S. seconded. Approved. (Abstention: Nathan L)**

## 8. Informational Items

- a. AB 1705 STEM Calculus Pathway Placement and First Math Course Enrollment Analysis: Compton College
- b. High Road Construction Careers (HRCC) Partnerships Round 2 Grants Notice of Intent to Award
- c. Turnitin Price: ~\$12,000/yr; Pack Back ~\$19,000- yr. 1, and up to \$22,000 – yr. 3
- d. Committee Vacancies
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  - ix. Health Benefits Committee – 1 faculty (as co-chair)
  - x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability
  - xi. EEO Committee – 1 faculty needed. Spring 24 Meetings: May 21, 11-12 pm.

## 9. Future Agenda Items

- xii. Elections: Call for Nominations for
  - i. Senate Secretary
  - ii. Curriculum Chair

## 10. Public Comment

### • Sacramento Ramos:

- Virtual Watch Party of the LGBTQ+ Summit will be held in the Little Theatre next Wed-Thurs, 9am-1pm. PD eligible, you can drop in for however long you are available
- Lavender Graduation will be held on June 3<sup>rd</sup> at 12pm. If you have any students that graduated Summer 2023-Spring 2024, invite them. They just need to RSVP. Everyone is welcome

## 11. Adjournment at 3:09pm

**Next Scheduled Meeting: May 2, 2024**  
**Location: IB1-106**



AR 4051 High School Articulation Agreements

Issued: TBD

**References:**

*Education Code Section 66720-66744;  
Title 5, California Code of Regulations, Sections 51022 subdivision (b) and 55051;  
ACCJC Accreditation Standard II.A.10*

**Background**

*Articulated high school courses are courses that the faculty in the appropriate discipline have determined to be comparable to specific degree-applicable community college credit courses. High school articulation agreements may be established only by agreement with the appropriate discipline faculty at the college.*

**Minimum Requirements for Articulation Agreements**

Formal articulation agreements must be established for high school courses to be articulated with degree-applicable credit Career and Technical Education (CTE) courses; such articulation agreements shall meet the following minimum requirements:

- All college courses for which articulation agreements are established must be degree applicable.
- All articulation agreements must be established through the review of official, approved Course Outlines of Record (CORs) for the college credit courses and the official COR for the high school. Course syllabi may not be used in lieu of CORs.
- All articulation agreements must be approved and signed by the division chair or the appropriate discipline faculty, Articulation Officer, and the Vice President of Academic Affairs or designee.
- All requirements for earning course and unit credit for the articulated college course shall be through Credit by Examination (CBE).
- Credit by examination assessments must be graded by qualified faculty who meet the minimum qualifications required to teach the college courses.
- Articulation agreements with non-degree applicable courses are not permitted.

**Application of College Credit Earned for Articulated Courses**

College course and unit credit may be earned for articulated courses provided the student meets the CBE requirements described in the articulation agreement. Upon successfully meeting all requirements established in the formal articulation agreement, a course articulated with a degree-applicable college course may be used to partially satisfy:

1. Certificate of achievement requirements
2. Associate degree major requirements



## COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

Additionally, when course and unit credit is earned for courses articulated with degree-applicable courses per the terms of the articulation agreements, the following associate degree requirements may also be met:

1. The sixty (60) units required to complete an associate degree.
2. Any Compton College general education requirements met by the articulated degree-applicable credit course.

### Credit by Examination Procedures for Articulated High School Courses

For purposes of this regulation, the CBE requirements specified in Administrative Regulation 4235 Credit for Prior Learning are waived, except that the maximum credit allowed under a High School Articulation Agreement shall not exceed 15 semester units.

High school students wishing to apply for CBE should begin the process by meeting with their high school counselor to determine which courses can be articulated.

CBE assessment shall be used to award course credit using the following process:

- I. When the student has passed the approved end-of- course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit.
- II. Students shall complete the college petition for High School Credit by Examination.
- III. To earn course and unit credit for degree-applicable CTE courses, high school students must:
  - a) Complete high school course articulated with a degree-applicable Compton College credit course during the period which approved articulation agreement is in effect.
  - b) Complete the CBE assessment process, which may be administered by the high school instructor.
- IV. Assigned grades are based solely on student's CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to [Administrative Regulation 4231 Grade Change](#). The letter grade will be posted on the transcript in the semester the test was taken.
- V. Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.
- VI. The enrollment fee for CBE will not be charged for credit awarded under this provision while still enrolled in **high school**.



**COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES**

**BP 3710 Securing Copyright**

**Issued: April 16, 2024**

*References:*

*California Education Code Sections 7227, 81459;  
Title 17, U.S. Code, Section 201. Ownership of Copyright*

*The President/Chief Executive Officer (CEO) is directed to develop appropriate administrative regulations to implement the provisions of the Education Code which authorize the securing of copyright protection for works, including but not limited to registering copyrights and policing infringements, on behalf of the Compton Community College District (District).*

*The regulations shall assure that the District may use, sell, give or exchange published materials and may license materials prepared by the District in connection with its curricular and special services.*

*In the development of these procedures, the President/CEO shall solicit the input of the proper representatives of the college community in accordance with the District's policies regarding Collaborative Governance.*

*Applicable Administrative Regulation:  
AR 3710 Securing Copyright*



## COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

### AR 3710 Securing of Copyright

Issued: April 16, 2024

#### References:

*Education Code Sections 72207 and 81459;  
17 U.S. Code Section 201 Copyright Ownership*

*The Compton Community College District (District) recognizes and encourages District employees and students to engage in the production of scholarly works, creative publications, and technology-based materials.*

*Property subject to copyright or other intellectual property protection, including but not limited to those in the forms of books, compositions, paintings, and other works of comparable type, developed by employees or students shall be the property of the creator unless the property is prepared by means of a District grant, constituting substantial District support, an externally funded grant, or contract with the District.*

*The President/Chief Executive Officer (CEO) or their designee shall be responsible for securing the copyright or other intellectual property right for any materials for which the District is entitled to ownership.*

*This intellectual property and securing of copyright procedure shall be interpreted consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements. In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.*

#### Definitions: -of Copyright

*Academic Work:* Academic works include textbooks, lectures, literary works, artistic works, musical works, architectural works, and software produced with no more than nominal or incidental use of the District's resources.

*Copyright:* Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works. Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture. Copyright does not protect facts, ideas, systems, or methods of operation, although it may protect the way these things are expressed.

*Course Material:* Course material includes materials created for ordinary teaching use in the classroom and department programs, such as syllabi, study guides, assignments, and tests.

## Copyright Ownership

The right to claim copyright shall be determined in the following manner:

1. A District employee may claim the right to copyright any instructional-related material created outside of the faculty or staff member's employment with the District provided the employee does not use any District supplies or resources in the creation of the material.
2. A District employee who is the creator of an academic work, as defined above, in 'their field of expertise' owns the copyright in that work. ~~Academic works include textbooks, lectures, literary works, artistic works, musical works, architectural works, and software produced with no more than nominal or incidental use of the District's resources.~~ Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee's scope of employment.
3. The District may claim the right to copyright material if the District specifically commissioned it or the work is identified as an institutional effort. An institutional effort is defined as one in which the work was produced by a District council, committee, project team, or other college entity as part of conducting the business of the District and utilizing District resources. When a District employee is hired or assigned specifically to develop instructional or course materials, then all rights to such materials belong exclusively to the District, including the right to copyright and/or sell the materials for profit.
4. The District and the employee may agree to share the right to copyright materials if the work is created by the employee and the District contributes services, staff, or financial resources necessary for completion. This will be accomplished through a separate contract at the time the project is initiated. Employees should consult with their respective legal counsel and/or bargaining unit, and/or applicable Division Chair, before entering into the contract.
5. Course material, as defined above, created for ordinary teaching use in the classroom and department programs, such as syllabi, study guides, assignments, and tests, shall remain the property of the author, but the District shall be permitted to use such material for internal instructional, educational, and administrative purposes. The District will retain the right to revise and update course materials as required for the purposes provided above.
6. Student work is produced by a registered student without the use of District funds (other than Student Financial Aid), produced outside any District employment, and is not sponsored or commissioned work. Ownership of copyright to student works shall reside with the originator.

## Copyright Registration

Responsibility for official registration of copyright will lie with the owner of the copyright. In those cases where there is shared ownership, the District will be responsible for filing for both parties for registration of copyright.

### Royalties and Distribution Rights

*The ownership of copyright determines royalty distribution rights.*

- 1. When employees have full copyright ownership, they retain full royalty distribution rights.*
- 2. When the District has full copyright ownership, it retains full royalty distribution rights.*
- 3. If the District and the employee share copyright ownership, royalty distribution rights will be as follows: All royalties or profits will be distributed to reimburse the copyright owners for documented expenses related to the creation and production of the materials. Any remaining royalties or profits will be distributed according to the terms of a separate contract.*

### Release of District Rights

*The District may release its ownership rights in copyrighted works to the originator(s) when, as determined by the District: (a) there are no overriding or special obligations to a sponsor or third party; and (b) the best interests of the District would be so served. Such release of ownership rights must be contingent on the agreement of the originator(s) that no further effort on, or development of, the work will be made using District resources and that the District is granted a free-of-cost, nonexclusive, worldwide license to use and reproduce the work for education and research purposes.*





**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate Presidents

**FROM:** John Stankas, Vice Chancellor, Academic Affairs  
Equitable Student Learning, Experience & Impact Office

**RE:** Common Course Numbering Update

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This memo provides an update on Phase I of the common course numbering (CCN) implementation as well as upcoming support activities.

## Background

Assembly Bill 1111 (Berman 2021) called on the California Community Colleges to adopt a student-facing CCN system to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation.” To spur this effort, the California Community Colleges Chancellor’s Office (Chancellor’s Office) formed the AB 1111 CCN Task Force (CCN Task Force) to make recommendations for a systemwide plan. The CCN Task Force published their [final report](#) and, in doing so, proposed a phased approach to meet the mandates of AB 1111. In Phase I, which will be completed in 2024, faculty will work in collaboration with intersegmental leadership teams to develop CCN Descriptors for an initial set of high-enrollment courses to generate an initial set of CCN-aligned courses for fall 2025. During Phase II, a second cluster of courses will be used to evaluate and refine the development processes and templates, test technology-based implementation, test-drive convening practices and validate intersegmental collaboration. The goal for Phase III is to implement potential technology solutions and roll out the remaining transfer courses.

Within the recommended implementation plan, the CCN Task Force proposed a CCN Council to inform strategic direction and goals, guide the work of implementation workgroups, and identify policy barriers to strong implementation of CCN. A subset of CCN Council members form a Council Steering Group to collaborate with the Chancellor’s Office in planning CCN Council meeting agendas and other related matters. To carry the work forward, the CCN Task Force also recommended two workgroups, specifically focused on CCN development and CCN technology and processes. The Council and

## Common Course Numbering Update

April 15, 2024

Workgroups include representation from the Chief Student Services Officers (CSSOs), Chief Instructional Officers (CIOs), Chief Executive Officers (CEOs), Community College League of California, University of California Office of the President (UCOP), California State University System Office (CSUSO), Student Senate for California Community Colleges (SSCCC), Academic Senate for California Community Colleges (ASCCC), UC and CSU faculty (including Articulation Officers), Association of Independent California Colleges and Universities (AICCU), California Association of Community College Registrars and Admissions Officers (CACCRAO), and California Community Colleges Chief Information Systems Officers Association (CCCCISOA). The work of the Council and Workgroups will continue for at least the next three years.

The CCN system will establish a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success. More specifically, it will support students in areas such as building cohesive academic plans, understanding how required courses transfer and apply to completion, and making informed course selections that support degree completion. This effort will require the coordinated engagement of many stakeholders, including faculty, administrators, staff, and system officials. The goal is to implement CCN in concert with a new vision for dramatically improved transfer and articulation across the state of California, supported by a resourced infrastructure for intersegmental faculty collaboration (including the California Community Colleges, UC, CSU, and AICCU).

### Urgency and Phase I

CCN presents a historic opportunity to make our colleges easier to navigate and finally address a long-recognized barrier that impedes countless students. The Chancellor's Office is continuously providing progress updates to the legislature and communicating the need for a timeline extension on behalf of the system. At the same time, it is imperative that we continue to show substantial progress toward meeting the existing mandates to demonstrate our commitment to satisfying the law's intent. The CCN Council acknowledges the urgency for this work to be completed per the legislative mandates and is moving quickly. Phase I priorities include 1) finalizing CCN taxonomy, 2) convening (in collaboration with the ASCCC) intersegmental faculty discipline groups to define and develop CCN elements and components, and 3) identifying the technology-enabled steps needed for commonly numbered courses to become student-facing.

As an immediate key priority, the CCN Steering Committee identified and recommended the selection of a cluster of courses for Phase I based on a set of high-enrollment data and in alignment with CalGETC as recommended by the CCN Task Force.

### Table 1. Phase I Courses

## Common Course Numbering Update

April 15, 2024

Course	Enrollment Data (2022-23)	CalGETC Category
College Composition	300K-330K	1A
Argumentative Writing and Critical Thinking	115K-140K	1B
Public Speaking	150K-175K	1C
Introduction to Statistics	185K-225K	2
Introduction to American Government and Politics	125K-160K	4
Introduction to Psychology	145K-170K	4

These courses will improve transfer and articulation for approximately 1 million students. The Phase I cluster of courses will inform processes, templates, and professional development needed for complete implementation. Throughout spring and summer 2024, as a part of a collaboration between the Chancellor's Office and the ASCCC, faculty from the California Community Colleges, CSU and UC will convene to define the common elements necessary for the first set of cohort classes with an eye toward improving articulation processes and maintaining the autonomy of the local curricular needs for all three segments.

### Funding

In Fall 2024, the Chancellor's Office will release a one-time \$105 million appropriation to support colleges with the implementation of CCN. Funds allocated may be used for, but are not limited to, all of the following purposes: 1) aligning existing course curricula to a CCN system, 2) updating course catalogs and other digital course registries, 3) supporting faculty costs associated with course differentiation and curriculum approval, and 4) campus communication efforts to inform students of revised course numbers and curricula. The funding formula and reporting requirements are under development, and additional information and guidance is forthcoming.

### Strategic Communications

Strategic communications are crucial to the success of the CCN Council and the implementation of CCN. The Chancellor's Office has a CCN website and will equip internal and external stakeholders with the guidance, tools, and information necessary to promote the integration of CCN across all

**Common Course Numbering Update**

April 15, 2024

systems of higher education in California. Consistent communications will amplify that current course numbering is a barrier for California community college students to transfer and/or stay on track to earn a degree/certificate.

If you have any questions, please send them to [transfer@cccoco.edu](mailto:transfer@cccoco.edu).

cc: Common Course Numbering Council

Erin Larson, Dean, Educational Services and Support

Bob Quinn, Specialist, Educational Services and Support

Sean Madden, CCPA, Educational Services and Support



**2024 REPORT**

# Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



# ADVANCING EQUITY IN ACCESS, SUPPORT, AND SUCCESS THROUGH BURDEN-FREE INSTRUCTIONAL MATERIALS

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Prepared By

**California Community Colleges Chancellor's Office**

The Burden-free Instructional Materials Task Force





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## INTRODUCTION

*“I always have an anxiety attack the first week of class because I know the process I have to go through to buy my books. I borrow money, work late to pick up extra hours to afford my books, try to buy used throughout the internet (most don’t carry the version required by class), or obtain a short term high interest loan to afford the books.”<sup>1</sup>*

*“It’s not just about how much a textbook costs or the expensive supplies needed for a healthcare program; it’s about teaching and learning and the accessibility of every program offered, so that students have what they need to learn and be successful before the class starts.”*  
*-Task force member*

California community colleges have a long-standing policy of full and open access, with intentionality in ensuring that higher education is available and affordable for everyone. While existing infrastructure successfully delivers comparatively low tuition rates, generous tuition waivers, and some financial aid, these measures are outmatched by ever-increasing non-tuition expenses. In particular, the burden of instructional materials required for course and program participation—textbooks, supplemental materials, and supplies—weighs heavily on students, particularly on the most marginalized, exacerbating inequality in access, persistence, and graduation. The resulting lack of affordability undermines the system’s mission and threatens students’ financial stability and success.

## UNDERSTANDING INSTRUCTIONAL MATERIALS

According to the California Code of Regulations Title 5 §59402, required instructional materials are defined as “any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course.” This includes a broad range of items, including textbooks, access codes for accessing online homework systems and other digital resources, career-specific resources such as knives and brushes, and supplies such as goggles, paint and calculators.

In 2021-2022 the California Student Aid Commission conducted a Student Expenses and Resources Survey and learned that, across the state’s public colleges and universities, undergraduates spend an average of \$938 per year on instructional materials, including \$486 on books, \$137 on educational supplies, \$173 on course materials and \$142 on computer-related expenses, excluding the cost of a personal computer. Instructional material requirements widely vary across major programs within the California community colleges, with Career Technical Education programs often costing more for students due to the need for industry-standard uniforms (such as a \$900 fire suit for a Fire Fighting Academy), occupational tools and/or third-party licensing/certifications. Even homework systems,

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1 [https://sccc.org/file\\_download/inline/eb48acb1-57a0-4e4c-9368-02ed41482a48](https://sccc.org/file_download/inline/eb48acb1-57a0-4e4c-9368-02ed41482a48)

required for submitting assignments online, can cost students \$200 or more per course.<sup>1</sup> The price of textbooks, which have outpaced inflation rates, have surged by a staggering 178% since 2000.<sup>2</sup> These increases also extend to related materials and supplies (e.g., for homework, related assignments and exams).

At the same time, more than one-third of students surveyed struggled to afford college.<sup>3</sup> Moreover, a separate survey conducted in spring 2023 by the RP Group revealed that two-thirds of the nearly 67,000 California community college student respondents experienced basic needs insecurity. Nearly 25% were homeless, 58% were housing insecure and 47% were food insecure.<sup>4</sup> Some students forgo purchasing instructional materials, diminishing the quality of their education, causing academic stress, and ultimately contributing to non-completion. In contrast, when instructional materials are made more affordable, students are more likely to use those materials, especially during the early weeks of a term when engagement in learning is especially important for retention.<sup>5</sup> The financial savings accrued by students from affordable instructional materials are often redirected to alleviate other pressing student concerns such as housing and food expenses.<sup>6</sup>

The issue of instructional material costs is intensified by several systemic challenges that disproportionately burden students. First, a lack of transparency shrouds the true cost of instructional materials. Students may be aware of the \$46 per unit enrollment fee upon registration, but they often encounter hidden fees, unclear pricing structures and unpredictable expenses well into the course, making it challenging for them to make informed decisions about their educational investments. Moreover, market consolidation further exacerbates the problem. A limited number of publishers dominate the educational materials market, reducing competition and allowing for higher pricing. This lack of diversity in the marketplace limits affordable options for students and amplifies the financial strain they face in obtaining necessary course materials.<sup>7</sup> Additionally, practices such as “bundling” compel students to purchase new editions of textbooks to obtain access codes for digital resources. This bundling strategy not only drives up costs but also limits students’ ability to choose more cost-effective alternatives, hindering their access to necessary instructional materials. Collectively, these issues create a significant barrier to students’ access to affordable instructional materials.

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1 [https://ir.library.oregonstate.edu/concern/technical\\_reports/bc386s476?locale=en](https://ir.library.oregonstate.edu/concern/technical_reports/bc386s476?locale=en)

2 <https://edsources.org/2022/lets-help-struggling-students-rather-than-benefiting-textbook-publishers/678418?fbclid=IwAR3lvOjo8zLGVBJTWg3SYMoTr6-WrNk5Izu6VjITPWNEfAnE3LosU9KeWas>

3 [https://www.csac.ca.gov/sites/main/files/file-attachments/sears\\_initial\\_insights\\_2022.pdf?1668526145](https://www.csac.ca.gov/sites/main/files/file-attachments/sears_initial_insights_2022.pdf?1668526145)

4 [https://rpgroup.org/Portals/0/Documents/Projects/StatewideCaliforniaCommunityCollegeSurveys/RealCollegeCA\\_BasicNeedsAmongCCCStudents\\_Sept2023.pdf?ver=2023-09-29-074927-427](https://rpgroup.org/Portals/0/Documents/Projects/StatewideCaliforniaCommunityCollegeSurveys/RealCollegeCA_BasicNeedsAmongCCCStudents_Sept2023.pdf?ver=2023-09-29-074927-427)

5 Zhao, Y., Satyanarayana, A., & Cooney, C. (2020). Impact of open educational resources (OER) on student academic performance and retention rates in undergraduate engineering departments. Brandle, S., Katz, S., Hays, A., Beth, A., Cooney, C., DiSanto, J., Miles, L., Morrison, A. (2019). But what do the students think: Results of the CUNY cross-campus zero-textbook cost student survey. *Open Praxis*, 11(1), 85–101. <http://dx.doi.org/10.5944/openpraxis.11.1.932>

6 Martin, T.M., Belikov, O.M., Hilton III, J., Wiley, D., Fischer, L. (2017). Analysis of student and faculty perceptions of textbook costs in higher education. *Open Praxis*, 9(1), 79–91. <http://dx.doi.org/10.5944/openpraxis.9.1.432>

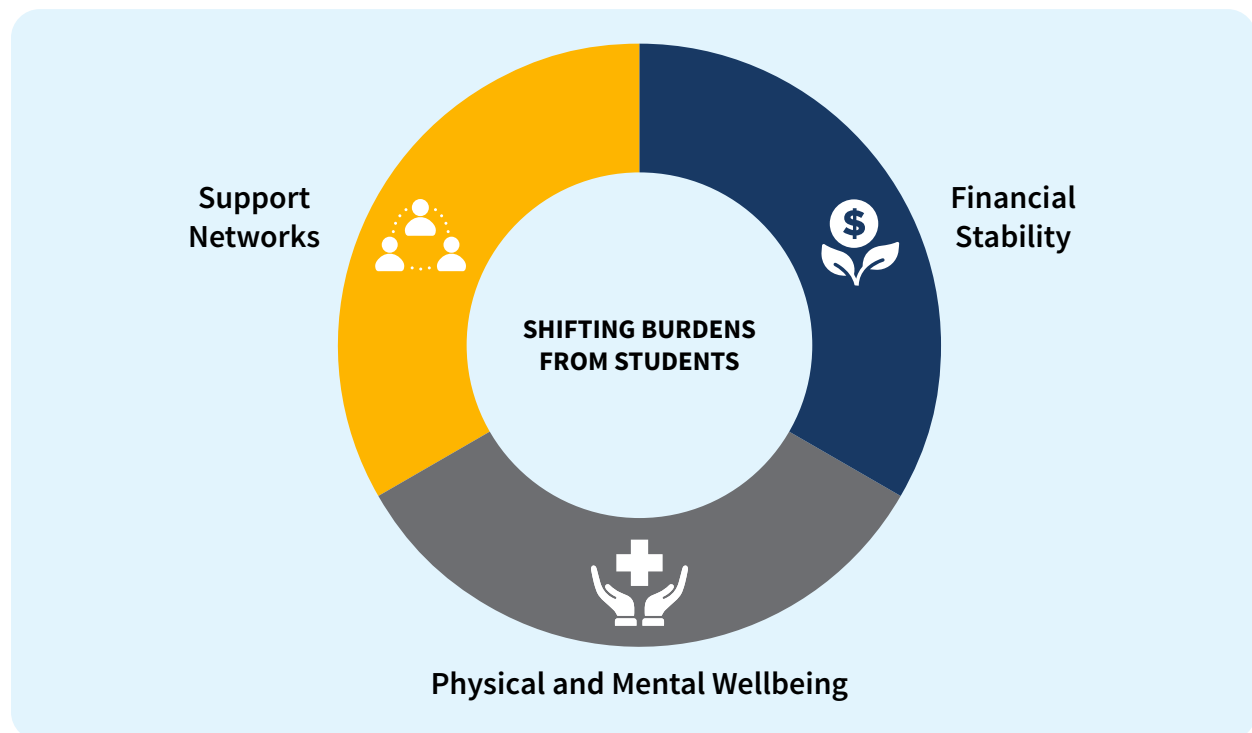
7 <https://pirg.org/media-center/students-to-doj-major-textbook-publisher-merger-will-hurt-students/>

## FINANCIAL STABILITY AND COMPOUNDING BURDENS

The burden of acquiring instructional materials undermines the financial stability of too many students and their households. Financial stability is a core social determinant for success and a critical component of a student-centered support ecosystem. Financial stress also compromises students' health and well-being and threatens their academic performance (see Figure 1).<sup>1</sup> That means that efforts to increase financial stability are key institutional strategies for achieving educational goals.

Current structures surrounding instructional materials reflect an outdated right-to-fail era culture and offer little institutional accountability for the financial, administrative, and psychological burdens imposed on and experienced by students. While existing system-wide policy and practice attempts to minimize the financial barriers and stressors associated with college enrollment, there has not been sufficient focus on equitable student experience throughout the process of acquiring instructional items needed for effective course participation and success.

**Figure 1. STUDENT-CENTERED SUPPORT ECOSYSTEM**  
**Changing the Paradigm: Social Determinants of Success**



1 Andrews, B. D., Rehr, T., & Regan, E. P. (2022). The Link Between Financial Stress, Financial Precarity, and Educational Outcomes at Community Colleges. *Community College Journal of Research and Practice*, 1-17.

Cadaret, M. C., & Bennett, S. R. (2019). College students' reported financial stress and its relationship to psychological distress. *Journal of College Counseling*, 22(3), 225-239.

Martin, E. C., & Dwyer, R. E. (2021). Financial stress, race, and student debt during the great recession. *Social Currents*, 8(5), 424-445.

Peltz, J. S., Bodenlos, J. S., Kingery, J. N., & Rogge, R. D. (2021). The role of financial strain in college students' work hours, sleep, and mental health. *Journal of American college health*, 69(6), 577-584.

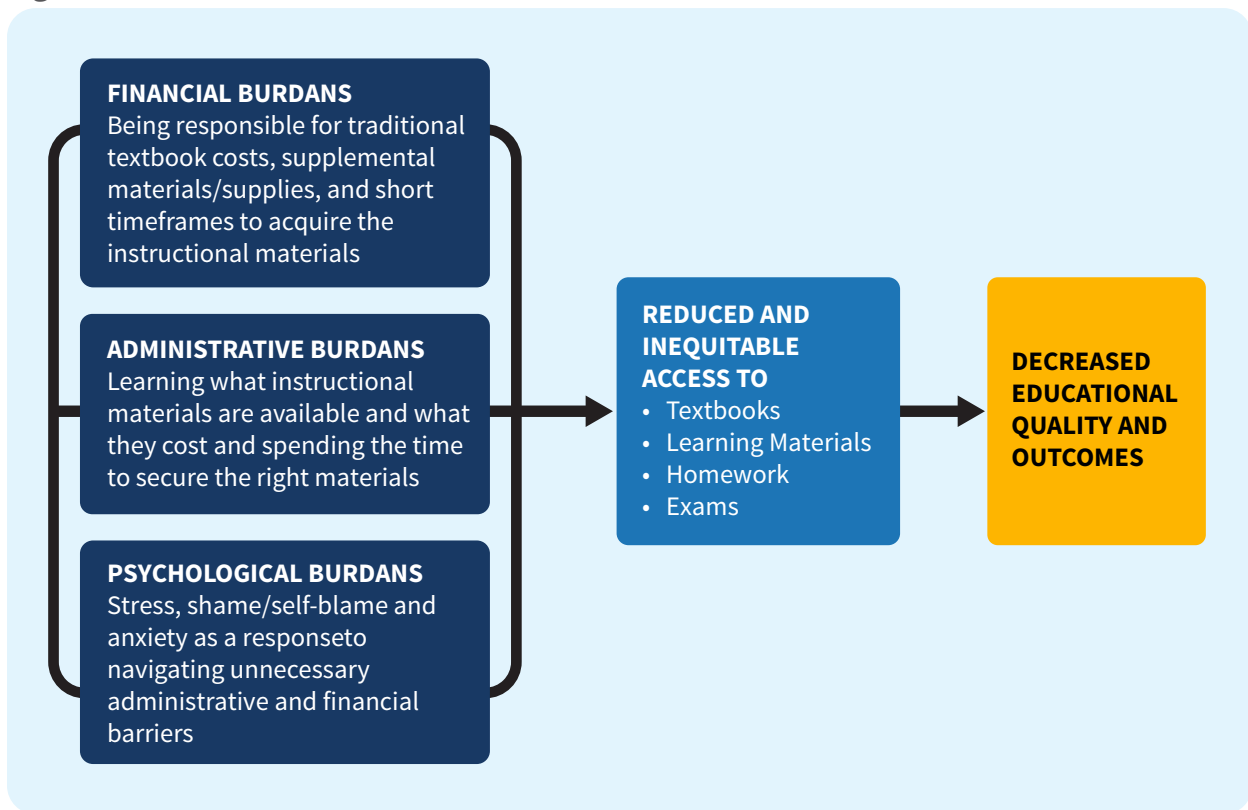
Goldrick-Rab, S. (2016). *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. University of Chicago Press.

The high and varying costs of instructional materials not only impose substantial financial burden but also compound administrative and psychological burdens on students lacking financial resources. These challenges exacerbate the existing inequities within the higher education system, presenting a stark contrast to the experiences of students with ample financial means (see Figure 2). For example:

- Financial Burden
  - Traditional textbooks can be expensive, placing a significant financial burden on students. Frequent updates and new editions of textbooks can make it challenging for students to buy used or borrow materials.
  - Supplemental materials and supplies can also be costly, contributing to the overall cost of instructional materials.
  - Students may not find out about some of these costs until after classes begin, creating a challenge in budgeting and financial planning.
- Administrative Burden
  - Navigating through necessary paperwork (e.g., financial documents, required course textbook information, program eligibility forms, and enrollment paperwork) can be a challenging process that is often required to secure direct aid for instructional materials. The complexity of this process, coupled with the difficulty in locating the necessary documentation, results in a substantial administrative burden associated with acquiring instructional materials.
  - Mandatory attendance at appointments and scheduled meetings throughout the term, such as counseling or workshops, is necessary to establish and maintain program enrollment and eligibility for textbook support. This requirement adds another layer to the administrative burden, demanding students' time and commitment to fulfill these obligations.
  - Common practices among students, such as searching for low-cost textbook options through third party resales, libraries or student services programs and soliciting fellow students for used books or to borrow books during the class, serve as practical strategies to alleviate the financial burden associated with acquiring instructional materials. However, these efforts contribute to the overall administrative burden students experience.
- Psychological Burden
  - Applying for and participating in aid-associated support programs can lead to a sense of loss of personal power or autonomy, contributing to negative emotions and a sense of not belonging in college, actively discouraging persistence. Students may feel shamed, stigmatized or isolated.

- Dealing with administrative processes intensifies the stresses and frustrations students experience. This adds to the psychological toll and serves as a significant barrier to academic success and overall well-being.
- A delay in receiving financial assistance for non-tuition expenses until after classes begin forces students start classes without the required instructional materials. This often leads to increased stress and anxiety, causing students to fall behind in coursework and potentially hindering academic success. The resulting impact on students' confidence further impedes their educational success, creating a detrimental cycle of psychological burden associated with acquiring instructional materials.

**Figure 2. How the Burdens of Instructional Materials Reduces Student Success**



Fortunately, there is much that can be done to reduce burdens on students. As Open Educational Resources (OER) practitioners and experts, Dr. Gary Michelson and Dr. Michelle Pilati, recently pointed out, “while we may not be able to control the cost of gas, rent, and food, we can make a difference in how much students pay for textbooks.”<sup>1</sup> In the last couple of years, student spending on instructional materials is down almost 20% thanks to greater conscientiousness about those costs, more utilization of online and rental textbook options, and state-supported zero-cost textbook and open educational resource initiatives.<sup>2</sup>

1 <https://edsource.org/2022/lets-help-struggling-students-rather-than-benefiting-textbook-publishers/678418?fbclid=IwAR3lvOjo8zLGVBjTWg3SYMoTr6-WrNk5Izu6VjITPWNEfAnE3LosU9KeWas>

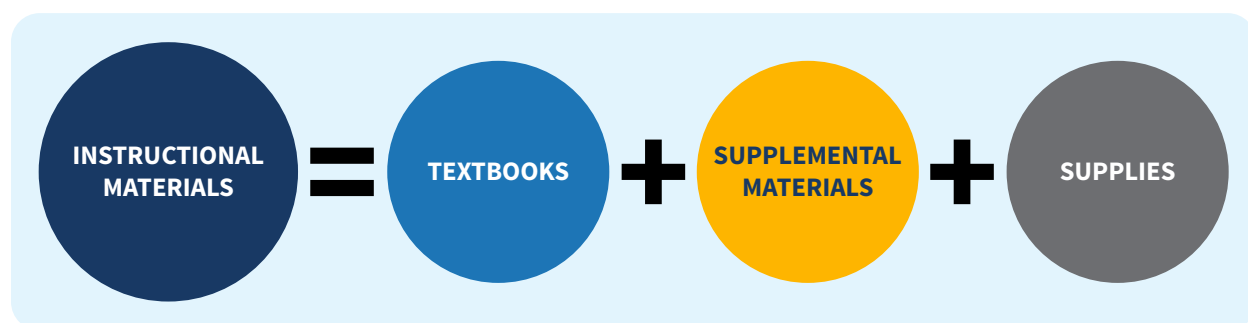
2 [https://www.csac.ca.gov/sites/main/files/file-attachments/sears\\_initial\\_insights\\_2022.pdf?1668526145](https://www.csac.ca.gov/sites/main/files/file-attachments/sears_initial_insights_2022.pdf?1668526145)

Making instructional materials truly affordable requires several interventions and practices. First, it requires offering no-cost, or at least low-cost, options with sustainable approaches that center students as learners rather than consumers from whom profit should be extracted. Broadening considerations and accommodations for students with disabilities is also critical. Further, this work requires providing timely and complete information upfront, at the time of registration, so that students understand the total cost of a course before they register. Payment must be easy, and students need to have choices and agency when it comes to obtaining materials. Financial aid practices must also be aligned to facilitate that payment. Now is the time to build on that progress and further alleviate the burden of instructional materials to achieve the system’s mission.

## TERMINOLOGY

The following concepts and terms are critical to the work of reducing the burden of instructional materials and were used by the task force to shape the recommendations in the next section:

“Instructional Materials” refers to all of the required materials for a course, including textbooks, supplemental materials and supplies.



“Burden-free student experience” means the alleviation of financial, administrative, and psychological burdens that students are currently grapple with, fostering an environment where they can focus on learning and, ultimately, thrive in college. This creates a foundation for unconditional belonging, ensuring that every student feels supported and empowered throughout their educational journey.

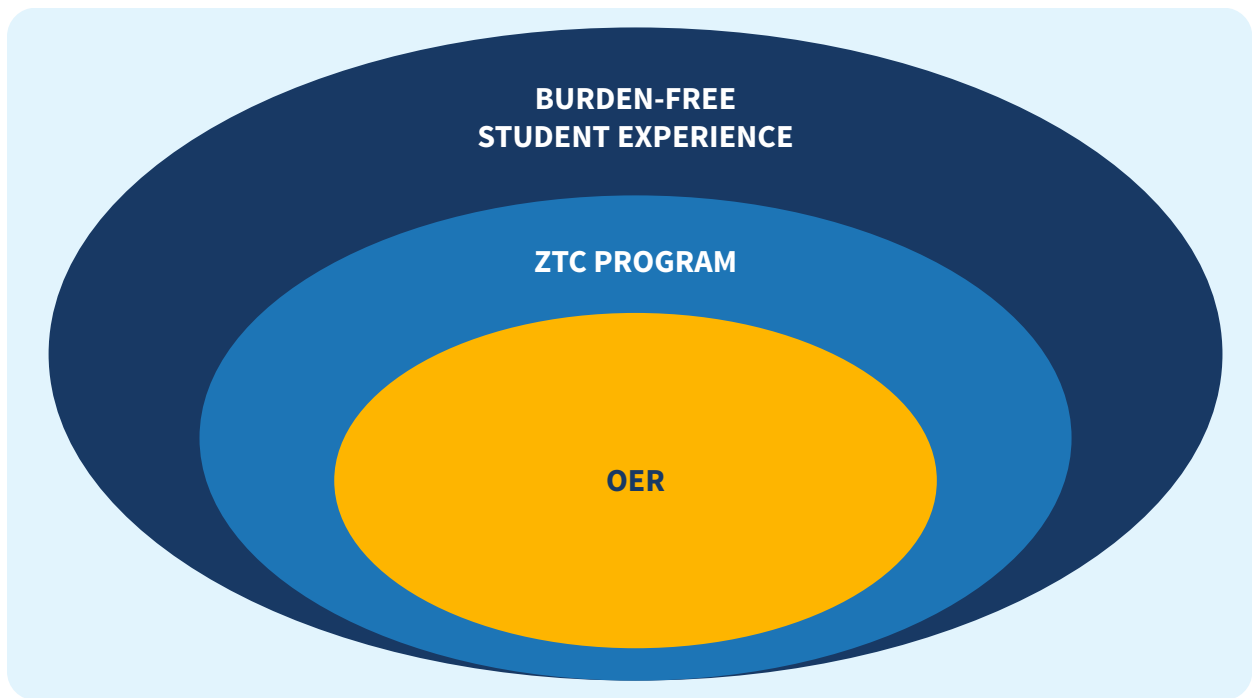
“**Zero-Textbook-Cost Degree Grant program**” (**ZTC Program**) represents a major investment by the Governor and the Legislature to “reduce the overall cost of education for students and decrease the time it takes students to complete degree programs offered by community colleges.”<sup>1</sup> The ZTC Program provides \$115 million in one-time funding to support community college districts to develop and implement “zero-textbook-cost degrees” and develop open educational resources for courses. “Zero-textbook-cost degrees” means “community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources.”<sup>2</sup>

1 CA Education Code § 78050-78052

2 CA Education Code § 78052(5)



**“Open educational resources” (OER)** means high-quality teaching, learning and research resources that reside in the public domain or have been released pursuant to an intellectual property license that permits their free use and repurposing by others and may include other resources that are legally available and free of cost to students. Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials or techniques used to support access to knowledge.<sup>1</sup> (CA Education Code 78052). OER is the core strategy for the effective and impactful implementation of the ZTC Program. It also stands out as the most cost effective and sustainable solution to minimize and eradicate textbook costs, thereby reducing burdens for students. Moreover, OER fosters a more just system and promoting diversity, equity and inclusion by decolonizing the curriculum, enhancing opportunities for open authoring and publishing, and engaging students in new ways—including as content creators, decision-makers and even teachers. It is important to note that, while crucial, OER alone is not sufficient to eliminate all instructional material burdens.



<sup>1</sup> CA Education Code § 78052

## THE TASK FORCE CHARGE

In 2023 the California Community Colleges Chancellor's Office (Chancellor's Office) launched a statewide Equitable Student Experience Burden-free Instructional Materials Task Force (Task Force) with a vision that when a course begins, students have everything needed for that course, including all instructional materials at no cost. The Task Force was charged with making system-level recommendations, including short and long-term strategies for shifting toward burden-free instructional items for every student at every college, leading to more students achieving educational, career and economic mobility.

The Chancellor's Office then convened the Task Force to evaluate the existing infrastructure in place that guides instructional material choices and provide recommendations to structural changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term. It received five charges:

- (a) Inform the development of a systemwide approach to alleviate the administrative, financial, and psychological burdens of accessing textbooks that students currently experience.
- (b) Provide recommendations on baseline policies and regulations that strengthen equitable access to required instructional materials.
- (c) Provide guidance on maximizing, leveraging or adjusting existing system resources to support a student-centered, zero-cost textbook priority.
- (d) Provide recommendations for establishing a robust and sustained open educational resource support infrastructure.
- (e) Inform strategies for state-level support and resources needed to enhance campus efforts to adopt zero textbook cost policies and practices.

## **TASK FORCE RECOMMENDATIONS**

The Task Force developed the following recommendations, addressing the tenets of the task force charge and elevating actions that will responsibly and expeditiously expand instructional material affordability for all students.

### **THE CALIFORNIA STATE LEGISLATURE SHOULD:**

1. Revise the 50% law to count faculty directly advancing the adoption and scaling of OER efforts towards the “salaries of classroom instructors” line.

### **THE CALIFORNIA COMMUNITY COLLEGES BOARD OF GOVERNORS SHOULD:**

2. Adopt a resolution to strengthen equitable student learning and experience by prioritizing the reduction and elimination of instructional materials costs.

### **THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR’S OFFICE, IN PARTNERSHIP WITH KEY STATEWIDE STAKEHOLDERS, SHOULD:**

3. Engage in joint advocacy for ongoing funding to support and sustain a system priority of burden free instructional materials, which includes updating OER content, enhancing professional development and facilitating technology procurement.
4. Ensure students have easy visibility into the full instructional material costs prior to registration, including:
  - a. Draft guidance memos to support systemwide implementation of existing Federal and state statutes mandating the transparency of instructional materials ; and
  - b. Provide a system level low-cost textbook section designation at \$30 to increase transparency; and
  - c. Conduct a thorough review to assess the need for Title 5 regulations to address any gaps in the existing framework.
5. Assess the need for and deploy technical assistance priorities to colleges, districts, and regions to support local achievement of cost-reduction goals. This includes:
  - a. Help faculty and staff access, curate, and license OER including topics such as permissible licensing, copyright, accessibility parameters, and Universal Design for Learning.
  - b. Provide graphic design support for the preparation of high-quality materials that are visually diverse, reflecting the continuum of students in California.
  - c. Provide guidance and professional development to support institutions in understanding, aligning and leveraging existing local resources to accelerate action plans towards zero instructional material costs campuswide.

6. Identify resources and timeline to collect systemwide data, leveraging the data elements in the California Community Colleges Management Information System, to support continuous improvement towards adoption of OER at scale and the achievement of reduced instructional material cost goals. Important initial data points include:
  - a. Number and percentage of course sections that are zero cost.
  - b. Number and percentage of course sections that have achieved zero cost status by strategy.
7. Develop new regulations, revise current regulations, and/or draft guidance to address the following:
  - a. Mandate colleges provide annual updates to their respective Board of Trustees on the local level progress towards zero instructional material costs.
  - b. Prohibit institutional practices that automatically charge students for textbooks as outlined in the Student Fee Handbook.<sup>1</sup> Discourage any practices that limit student choice in accessing instructional materials.
  - c. Shift the burden of ensuring reliable internet access from students to institutions to support students' full participation in the coursework.
  - d. Require print for textbooks or course materials as an option, as digital only does not facilitate the full participation of students who may need accommodations.
8. Review and update the Student Fee Handbook to reflect the system's commitment to burden-free instructional materials and explicitly prohibit practices that create unnecessary burdens for students.
9. Launch a comprehensive review of student support and instructional program funding and allowable expenditures and provide recommendations to maximize funding flexibility to directly support students in acquiring instructional materials.
10. Remove student burdens by ensuring timely financial aid disbursement to cover the costs of instructional materials.
11. Establish College Buys procurement opportunities to reduce the cost of course supplies.

Develop new, and leverage and mature existing systemwide mechanisms for curating, sharing and deploying effective strategies/practices/advocacy related to adoption and sustainability including:

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<sup>1</sup> <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Student-Fees/2023-Student-Fee-Handbook-06302023.pdf?la=en&hash=E649352697B80D14C2755C1FAEAF36CE70DE04B>

- a. professional development
  - b. liaisons
  - c. networks
  - d. communities of practice
  - e. discipline-specific peer sharing
12. Incentivize the adoption of OER by establishing a systemwide OER platform and identifying resources to support it. Minimum requirements include:
- a. Allows faculty to create, host, share and modify teaching and learning materials (e.g., textbooks, homework, presentations, question banks and worksheets) with an emphasis on interoperability, security, modification/customization, accessibility and scalability.
  - b. Allows users to print openly licensed materials at a low-cost.
  - c. Provides predictive analytics to enable effective teaching and learning.
  - d. Provides system-level data and transparent public-facing data dashboard about repository usage and OER adoptions.

### **COMMUNITY COLLEGE DISTRICT AND COLLEGE LEADERS SHOULD:**

- 13. Develop local goals and action plans, with clear expectations and timelines, to reduce and eventually eliminate instructional materials costs by 2030. The goals and action plans need to be supported by state and local enabling conditions, including implementation of regulations with fidelity, resource strategies, adequate data infrastructure and a robust professional development / peer-to-peer learning ecosystem.
- 14. Ensure the compliance of federal and state statutes and regulations related to instructional materials transparency.<sup>1</sup> Implement additional student-centered policies and practices to ensure students have visibility to the full instructional material costs prior to registration.
- 15. Foster the expansion of sustainable resources by promoting open pedagogy and OER adoption by prioritizing open-licensing and showcasing approaches to involving students in resource development.
- 16. Collect local data to support continuous improvement towards adoption of OER and the achievement of reduced instructional material cost goals (e.g., instructional materials costs by certificate and degree programs).

<sup>1</sup> [Cal. Code Regs. tit. 5 § 59400-59408](#); [CA Ed Code 78050 - 78052](#)

17. Support the evolution of campus bookstores and strengthen their roles in scaling OER and removing student burdens related to acquiring required instructional materials.
18. Effectively use resources allocated in the state budget in order to strengthen local level coordination of the OER infrastructure and support campus-level OER coordinators to help faculty and staff with the transition (development, adoption and use) to OER.
19. Endorse the value of adopting OER and practices that reduce and eliminate instructional materials costs in faculty tenure and sabbatical review.

## TASK FORCE MEMBERS

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Sierra College

James Todd

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Council of Chief Librarians, Santa Rosa Junior College

Mary-Catherine Oxford

Council of Chief Librarian Representative

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President

Board of Governors  
Roy Shahbazian  
(Former) Member

Student Senate for California Community Colleges, Mission College  
Jerry Vakshlyak  
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Suzanne Wakim  
ASCCC Representative, DE, SLO, OER Coordinator, Biology Faculty

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Policy Analyst, Policy Analysis & Research

Community College Consortium for Open Educational Resources at Open Education Global  
Una Daly  
Director

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Rebecca Ruan-O'Shaughnessy  
Vice Chancellor

Equitable Student Learning, Experience and Impact Office  
Michael R. Quiaoit  
(Former) Dean

Equitable Student Learning, Experience and Impact Office  
Heather McClenahen  
Specialist

Equitable Student Learning, Experience and Impact Office  
Michael Tran  
Associate Governmental Program Analyst



### ***Task Force Facilitators***

JFF served as Task Force facilitators.  
Barbara Endel, PhD, Senior Advisor  
Matt Longo, Senior Program Manager  
Lucretia Murphy, J.D., PhD, Vice President

## TASK FORCE PROCESS, TIMELINE, AND ACKNOWLEDGEMENTS

*“If we fail to examine all parts of the campus to promote an equitable student burden-free experience, then we fail to advance the system’s vision for student success...”*

*-Task Force Co-Chairs*

The Chancellor’s Office established a 15-member Task Force, representing a diversity of stakeholders: librarians, faculty, OER and instructional materials procurement staff, campus executive leaders, as well as subject matter experts from OER-related organizations were recruited as members of the task force. The Task Force convened five comprehensive meetings over an eight-month period from Fall, 2022 to Summer, 2023.

To meet the charge of systemic structural changes to facilitate burden free instructional materials for the long term, the Task Force had two co-chairs: one appointed by the Academic Senate for California Community Colleges Open Educational Resources Initiative, Michelle Pilati, project director/ faculty member, and the other appointed by the Chief Student Services Officers Association, James Todd, the assistant superintendent and vice president of student services at Sierra College.

To move the charge forward and facilitate the development of recommendations and regulations, the Chancellor’s Office assembled a team, under the direction of Vice Chancellor Rebecca Ruan-O’Shaughnessy. The Chancellor’s Office partnered with Jobs for the Future (JFF), a national non-profit, to facilitate the Task Force.

This report and recommendations are the result of a robust process of engaging the many voices expressing a deep desire for fundamentally centering students to address equity and access barriers they face with the rising costs of textbooks and supplies, collectively referred to as “instructional materials.” Diverse stakeholders from across the community college system served on the Task Force, including core student and faculty associations, presidents, library services and Open Educational Resources organizations.

In addition, several national and California-based subject matter experts representing cutting innovative student burden-free experiences, shared their research and resources to inform Task Force discussions. We are especially thankful for the tremendous contributions of the two student Task Force members.

This report would not be possible without the groundwork built over several years by the Student Senate for California Community Colleges and the Academic Senate for California Community Colleges, especially the Open Educational Resources Initiative (OERI). The Community College Consortium for Open Educational Resources and Open Education Global have focused on innovative ways to identify and mitigate not just textbook costs, but all instructional costs (such as supplies, equipment) students must cover. These organizations are leaders supporting cross-sector strategic partnerships, policy, and student and faculty adoption and advocacy.

This report was also informed by research from four regional compacts – Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education

Board, and Western Interstate Commission for Higher Education (WICHE) and Subject Matter Expert, Dr. Liliana Diaz.

The process and structure of the Task Force’s work on this report occurred during four phases (see Figure 2):

1. Discovery phase with student burden-free no cost, low-cost and OER research, literature review, and California community colleges regulatory and statute analysis, and approximately 15 subject matter expert interviews within California, with experts from across the country representing cutting innovative student burden-free experiences, were conducted in parallel with the recruitment of Task Force members.
2. Task Force Recruitment and Formation phase as 15 Task Force members, including two students, were identified across the continuum of primary stakeholder and participatory governance organizations (i.e., Student Senate, Academic Senate, Board of Trustees, Library and Digital Services, state and local procurement staff, and presidents accepted the invitation to serve on the Task Force).
3. Task Force Background Materials, Research and Resources phase. JFF prepared a comprehensive Briefing Book for Task Force members, synthesizing California’s information and evidence base and showcasing exemplary policies and practices from across the country and within the state. A briefing book was provided and updated for every meeting for reference.
4. Recommendations Development phase over the course of four all-day meetings, and an additional virtual meeting. The draft recommendations were vetted with the Task Force and co-chairs and presented to the Chancellor’s Office for discussion with the Consultation Council. The final recommendations were prepared by the Chancellor’s Office for the Board of Governor’s July 2023 meeting. The timeline is presented below.

In addition, following release of this report the Proposed Regulations phase will occur and be developed in partnership with interested associations and stakeholder groups. The proposed regulations will be prepared by the Chancellor’s Office and scheduled for first and second readings in fall 2024.

## Board Resolution Instructional Material Affordability

Resolution of the Board of Governors  
California Community Colleges  
Number 2023-18

*WHEREAS*, the California Community Colleges are committed to make higher education affordable for all learners. Costing just \$46 per unit, the California Community Colleges offer the lowest tuition in the nation; and

*WHEREAS*, non-tuition expenses of attending college, including instructional materials (textbooks, supplemental materials and supplies), food, housing, and other living expenses continue to increase and create significant barriers for California community college students to enroll, persist and complete; and

*WHEREAS*, student financial stability is a core social determinant of educational success and directly impacts student access and success. Every student needs a baseline level of financial stability to meaningfully engage in learning and complete their educational goals; and

*WHEREAS*, in 2022, the top reasons impacting enrollment decisions for both prospective and previously enrolled California community college students were financial related (over 30%), including not being able to afford college and needing to focus on work; and

*WHEREAS*, in 2019, 35% of California college students reported that they did not have enough money to pay for instructional materials; and

*WHEREAS*, the pandemic highlighted the inequities and digital divide that exist within our system, with many students, particularly students from marginalized communities, struggling to access learning opportunities due to the lack of reliable internet or functional laptops; and

*WHEREAS*, students' timely access to necessary instructional materials should not be optional and should not create inequitable burdens on students that lack the financial resources. Supporting an intentional student-centered approach that prioritizes unconditional belonging by reducing and ultimately eliminating instructional material costs for all students requires a holistic strategy grounded in shifting burdens from students to institutions; and

*WHEREAS*, the Student Senate for California Community Colleges has consistently advocated for removing the educational barriers caused by the rising costs of instructional materials in its resolutions; and

*WHEREAS*, the Academic Senate for California Community Colleges ("ASCCC") has adopted a number of resolutions about reducing the cost of textbooks and encouraging local adoption of open educational resources ("OER") as a sustainable solution to reduce the cost of instructional materials; and

*WHEREAS*, the State Legislature has made significant investment to support the California community college system toward reduction of instructional material costs, including one-time \$5 million in 2016 to establish the Zero-Textbook-Cost Degree Grant Program

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(“ZTC Program”), one-time \$6 million in 2018 to support the development, adoption and expansion of high quality OER through the Academic Senate for California Community Colleges Open Educational Resources Initiative; and an additional one-time \$115 million in 2021 to expand the ZTC Program; and

*WHEREAS*, the State Legislature has also prioritized its support for student financial stability through its increased and continued investments in innovative student financial aid, basic needs, housing, and other student support programs; and

*WHEREAS*, acknowledging that access to necessary instructional materials is critical for equitable student access and success and that the existing structure is inequitable and undermines student success, in January 2023, the Chancellor’s Office launched the Burden Free Instructional Materials Taskforce, which comprises systemwide representatives, open educational resources partners, and students, and developed a set of recommendations to address structural changes and system supports that will facilitate the creation of sustainable solutions that reduce and ultimately eliminate instructional material costs for all students; and now; now, therefore, be it

*RESOLVED* that the Board of Governors commits to strengthen student financial stability, equitable student engagement and success by prioritizing the reduction and ultimately elimination of instructional material costs and the alleviation of student financial, administrative and psychological burdens related to acquiring required instructional materials before they begin the term; and, be it further

*RESOLVED* that the Chancellor’s Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students’ ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs; and, be it further

*RESOLVED* that the Board of Governors directs the Chancellor’s Office to, in partnership with statewide participatory governance partners such as the ASCCC, bring before the Board recommendations to build on the efforts of the ZTC Program implementation and ensure sustainable no-cost or low-cost textbook solutions for general education courses for every California community college student before they begin the term.

Vote Count: 13-0  
Date: July 24, 2023

  
\_\_\_\_\_  
Amy M. Costa, President  
Board of Governors California Community Colleges

## RESOURCES

California Community Colleges Course Fee Guidelines, Regulations, and Laws:

- PowerPoint presentation for FACCC Advocacy and Policy Conference – March 6, 2022 [Creating Equitable Opportunities: Policy Approaches to Ensuring Cost Transparency and Textbook Affordability](#)
- California Community Colleges Chancellor’s Office, Legal Affairs – June 1, 2023 [Student Fee Handbook](#)
- California Community Colleges Chancellor’s Office – January 2013 [Guidelines for Required Instructional Materials in the California Community Colleges](#)
- California Education Code 78050 - 78052
- [California Code of Regulations tit. 5 § 59400-59408](#)

Current Zero Textbook Cost (ZTC) Program Resources:

- [Zero Textbook Cost Program – Overview and Guidance](#)
- [Vision 2030](#)
- [California Education Code 78052](#)
- [Board of Governors Meeting – July 2023](#)
- [Glossary of Terms](#)
- [Academic Senate for California Community Colleges Open Educational Resources Initiative: Student Impact Videos](#)
- [Average Cost of College Textbooks Infographics 2022](#)
- [College Affordability: Requirements, Regulations, and Laws](#)

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## WEBSITES

**California Community Colleges**

[cccco.edu](http://cccco.edu)

**Salary Surfer**

[salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)

**I Can Go To College**

[icangotocollege.com](http://icangotocollege.com)

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