

**Associated Students of Orange Coast College (ASOCC)  
Student Government of Orange Coast College (SGOCC)  
Student Senate & Executive Board**

**MEETING MINUTES**

Friday, November 3, 2017; 9:00 a.m.

ASOCC Office

2701 Fairview Road • Costa Mesa, California 92626 • (714) 432-5730

**I. Organizational Items**

**I.01** Call to Order: 9:04 a.m.

**I.02** Roll Call

**Student Senators:** Haley Burg, Jake Chustz, Katherine Hoang (absent), Jesse Lopez, Caitlyn Nojiri (absent), Jose Sanchez (left meeting at 9:53 a.m.), Viktoriia Vasileva, & Ethan Wien (absent)

**Executive Board:** David Vo (left at 9:40 a.m.), Frances Sanchez, Leanna Gutierrez, Nick Liszewski, Alexandra Junell Brown (absent) Cindy Matuch (absent), & Kristina Tseng

**Advisor:** Mike Morvice

**Staff:** None

**I.03** Opportunity for Pledge of Allegiance

**I.04** Approval of Minutes

*Motion by Frances Sanchez to approve the minutes from Associated Students of Orange Coast College (ASOCC), Student Government of Orange Coast College (SGOCC) Student Senate Meeting dated October 20, 2017; 2<sup>nd</sup> by Viktoriia Vasileva. Minutes approved without objection.*

**II. Public Forum**

This time is reserved for members of the public to address the Student Senate and Executive Board on issues on or not already appearing on the agenda. A limit of five (5) minutes per speaker and fifteen (15) minutes per topic will be enforced. This is not a period of discussion for the Student Senate and Executive Board; however, the Senate President may respond to specific questions and concerns made by the public.

**III. Reports**

**III.01 Fiscal Affairs Council Report and Recommendation(s) for Possible Student Senate Action**

This is an opportunity for the Vice President of Fiscal Affairs to present financial recommendations and reports as well as an opportunity for the Senate to approve financial recommendations. Following deliberation and action by the Fiscal Affairs Council, the Vice President of Fiscal Affairs recommends the following Student Senate and Executive Board action(s) be taken:

1. Club Start-Up Funds: French Club and Ecology Club

*Motion by Nick Liszewski to approve the \$50 Club Start-Up Funds for the French Club and Ecology Club; 2<sup>nd</sup> by David Vo. Motion passes without objection.*

2. One time: None

**III.02 Participatory Governance Committee Reports**

Opportunity for V.P. of Diplomatic Affairs to make recommendations for appointments to shared governance committees as well as an opportunity for reports from any individual involved in a campus wide committee.

Jose Sanchez reported on the Safety Committee.

**III.03 Student Body President's Report**

This is an opportunity for the Student Body President to report.

Leanna Gutierrez provided her report.

- District Board of Trustees Meeting
- District Student Council report
  - Student Advocacy Day
  - Spring Community Service Project
- District Consultation Council – David Vo attended and reported

**III.04 Standing/Ad-hoc/Special Committees**

1. Constitution and Bylaws Committee – Frances Sanchez reported

2. Mentorship Task Force – Nick Liszewski resigned as chair of this taskforce. David Vo resigned from taskforce.

*Motion by Nick Liszewski to appoint Viktoriia Vasileva as the Chair of the Mentorship Task Force; 2<sup>nd</sup> by Kristina Tseng. Motion passes without objection.*

3. Events Task Force - Jesse Lopez reported.

4. Communications Committee – Haley Burg reported on behalf of Alexandra Junell Brown.

5. Sustainability Committee - Kristina Tseng reported.

**IV. Unfinished Business**

**V. New Business**

All items under new business are discussion and/or action items. Attachments are available in the ASOCC Office.

**V.01 Orange Coast College Student Success Center**

Susan Aube and Jaki Kamphuis gave a presentation regarding the Student Success Center services and how tutors are selected. (Appendix A).

*Without objection, a recessed was taken at 9:53 a.m.*

*Meeting called back to order at 10:08 a.m.*

**V.02 Coast Community College District (CCCD) Administrative Procedure 5500 – Student Code of Conduct**

Mike Morvice gave a presentation on behalf of Derek Vergara, regarding revisions to CCCD Administrative Procedure 5500 – Student Code of Conduct.

**V.03 Student Senate for California Community Colleges (SSCCC) Resolutions**

Discussion and possible action regarding the Associated Students of Orange Coast College's endorsement of resolutions for the Fall 2017 SSSCC General Assembly.

*Motion by Kristina Tseng to endorse Advocacy Committee's recommendations for the Fall 2017 Final Resolutions with the exception of resolution F17-R-09-01 Foundations Resolution; 2<sup>nd</sup> by Jesse Lopez. Motion passes without objection. Resolutions in their entirety may be found in Appendix C.*

*Opposed - F17-A-01-01 California Community Colleges Club Constituency*

*Endorsed - F17-A-09 Formerly Incarcerated Resource Resolution*

*Endorsed - F17-A-02-03 Breaking the Barrier of Child Care*

*Opposed - F17-A-04-02 Prioritizing Need-Based Financial Aid for Non-Tuition College Costs*

*Endorsed - F17-A-09-01 Recycling Program Initiative*

*Opposed - F17-A-09-02 Ethnic Studies Resolution*

*Endorsed - F17-R-09 Replacement of "Columbus Day" with "Indigenous People's Day"*

*Endorsed - F17-R-02-02 Health Services during Summer and Winter Sessions*

**V.04 Events Task Force Presentation**

Presentation and discussion regarding the Events Task Force Taco Event which occurred on October 18, 2017. – Postponed without objection.

**V.05 2017-2018 OCC Honors Program Annual Budget Allocation**

OCC Honors Program to present a request for permission to change the use of a previously approved 2017-2018 ASOCC annual budget request up to \$1,529.22 for an expenditure incurred during the 2016-2017 fiscal year. Discussion and possible action to follow. (Appendix B).

*Motion by Viktoriia Vasileva to approve the Fiscal Affairs Council recommendation to deny the request for permission for the OCC Honors Program to change the use of a previously approved 2017-2018 ASOCC Annual Budget up to \$1,529.22 for an expenditure incurred during the 2016-2017 fiscal year; 2<sup>nd</sup> by Jake Chustz. Motion passes without objection.*

**V.06 Fiscal Affairs Council One Time Funding Request Forms**

Presentation, discussion, and possible action regarding the new Fiscal Affairs Council One Time Funding Request forms.

*Postponed without objection.*

**V.07 2017-2018 Student Senate and Executive Board Attendance Record**

Presentation and discussion regarding the attendance record of Student Senators and Executive Board Officers.

*Postponed without objection.*

**V.08 2017-2018 Student Senate and Executive Board Expectations**

Presentation and discussion regarding the expectations for Student Senators and Executive Board Officers.

*Postponed without objection.*

**VI. Public Forum Two**

This time is reserved for members of the public to address the Student Senate and Executive Board on issues on or not already appearing on the agenda. A limit of five (5) minutes per speaker and fifteen (15) minutes per topic will be enforced. This is not a period of discussion for the Student Senate and Executive Board; however, the Senate President may respond to specific questions and concerns made by the public.

- VII. General SGOCC Reports
  - VII.01 Advisors' Report (Limited to 2 minutes per report)
  - VII.02 Board, Officer and Staff Reports (Limited to 2 minute per person)

VIII. Adjournment: 10:57 a.m.

## Appendix A

### Orange Coast College Student Success Center

The Student Success Center (SSC) is a centralized tutorial center with several areas and programs. The SSE provides services to roughly 2700 students every semester, and all services are free to Orange Coast College students. Although the SSE provides services to students, the center is considered a "lab" and is part of the Instructional Wing. Students must enroll in TUT 050 (Supervised Tutoring) which is an open-entry, non-credit course with no cost to students. Students must have their ID cards to register and receive services.

#### Tutoring Areas

##### Math Area

The SSC offers tutoring in all levels of math. Students must be enrolled in a math class at OCC or in a class where math is required. For example, math tutors have worked with culinary arts students with conversions and ratios needed for recipes. Tutors are taught to help students using only the methods taught in that class.

Students who use the math area are encouraged to use the "drop-in" service to do their homework as often as they like, however, the amount of time a tutor can spend with a student may be impacted by the demand for tutoring at that time. Math Study groups are also available, and may be requested by the instructor or by students. Once approved, a room in the center and a tutor will be scheduled to meet on a weekly basis.

Students who are enrolled in Math 005, 008, 010, and 030 may schedule an individual appointment once per week for a 50 minute session, and Math 160 (stats) students have access to a dedicated study room where a stats tutor is available most open hours.

##### Writing and Reading Area

The Writing and Reading Area offers an array of services to help students with all aspects of the writing process. Writing help is available for any class taken at OCC. While writing tutors will not help with the content of the assignment, they will help with the overall flow of a paper. For multidisciplinary papers, students are encouraged to seek help from tutors in the general area if content help is needed.

The writing tutors do not line-edit or rewrite papers and will not estimate a grade. However, the tutors will help students identify ways to improve their writing by addressing higher order concerns such as thesis, organization, clarity, tone, strength of argument/ideas, and recurring grammar/syntax issues.

Directed Learning Activities (DLAs) are reading, grammar, or writing lessons that students can complete in the Writing and Reading Area. These lessons take anywhere between 30 to 90 minutes to complete depending on the DLA and the student's ability. The DLA list is available on the OCC website under Student Services, Success Center, and Writing & Reading Area.

Drop-in tutoring and individual appointments are available to all OCC students. Students may schedule one

forty-five minute appointment per week, one day in advance by contacting the front desk in person or by calling 714-432-5066.

Workshops are group are held approximately 4 times a week. Workshops are open to all OCC students, but mostly target those in English 98 & 99. The Writing and Reading Area also has dedicated ESL tutors as well as weekly ESL Conversation and Grammar Groups. Students do not need to be enrolled in an ESL class to attend these groups.

## General Area (Multidisciplinary)

The General Tutoring area includes general education subjects other than math and writing. The highest demand subjects in this area include Chemistry, Biology, Accounting and Computer Science. The drop-in schedule with tutor availability for these subjects is posted on the SSC page of the OCC Website as well as in the center itself. If a tutor is not available for a particular class, students may request that one be hired. In these cases, the Success Center relies on instructors to make recommendations

Tutors in this area, who often are available for more than 1subject, rotate among students to ensure that everyone receives help. Students from the same class are often put together and encouraged to help each other as well. It is often busier just prior to a test, so students are encouraged to come in early for help. Study groups are also available, and may be requested by the instructor or by students. Once approved, a room in the center and a tutor will be scheduled to meet on a weekly basis.

## Programs and Projects

Supplemental Instruction\*- Modeled after the University of Missouri, Kansas City program, SI targets historically difficult courses with low success rates. SI leaders attend class and serve as a model student for others. Some instructors also utilize the SI leader during class for small group discussion or other activities. The program also includes study sessions outside of class that integrate study skills with content material.

Expanded Tutoring\*-The purpose of this program is to decrease achievement gaps by providing additional academic assistance. Students in the following programs can receive extra tutoring help with counselor referral: DSPS, EOPS, Guardian Scholars, Veterans, Puente, Umoja and PRESS.

College Success Series- A series of workshops are offered in the SSC during the semester covering study strategies that students need to be successful in college. SSC Staff can also present these same strategies in instructors' classrooms or program orientations. Individual appointments are also available to students.

Brainfuse\*-Brainfuse provides 24/7 free online tutoring to OCC students for up to 9 hours per month. It can be accessed via Canvas through any instructor's course or Tut 050.

\*Funded with State Categorical Money including BSI, SSSP, & Equity.

## Tutors

The SSC employs about 100 tutors each semester. The majority of our tutors are current OCC students (peer tutors), but many tutors are transfer students or already possess Bachelors or Masters Degrees. All our peer tutors must be recommended by faculty members, have a minimum 3.0 GPA, and received at least a "B" in the classes they wish to tutor. Interviews are conducted based on student demand and SSC need, and the selection process is competitive. Tutors must be able to work at least 10 hours per week. The application process is posted on the SSC page on the OCC website.

Peer tutors are required to take a tutor training course (Tut 150) once hired. This class focuses on developing effective tutoring skills in the areas of interpersonal and communication, learning styles, study skills, diversity, and Socratic Method which teaches them to actively involve students in the learning process instead of simply answering questions. Tutors are also trained to incorporate study skills into course material so that students learn how to learn.

## Program Effectiveness

Students often begin college underprepared and lack the necessary skills to be successful in their classes. OCC's Department of Institutional Effectiveness reports that students using the SSC's tutoring services have statistically significant higher success and retention rates in high demand subjects. Data from the last Program Review showed positive results for English and math in particular. English 98 and 99 students using the Success Center showed statistically significant increases in both success and retention rates for several semesters, as did Math 10 and 30 students.

In addition, each semester the SSE collects student satisfaction surveys with the following results for Fall 2015: 97.9% of students indicated that the skills they learned while working with a tutor will be useful in future classes. 93.4% feel they are more able to work on their own after using tutorial services. 97.2%, 97.8% and 100% of writing, math and general tutoring students respectively would recommend the SSE to their friends. 49.6% of math students indicated they would have dropped their classes if they had not received tutoring.

## Student Success Center Faculty and Staff

### Jaki Kamphuis

Faculty/SSe Coordinator 714-432-5538 jkamphuis@occ.cccd.edu

### Katie Friedman

Faculty/We Facilitator 714-432-5066 kfriedman5@occ.cccd.edu

### Todd Aubin

PT Faculty/Attendance Reports 714-432-5559 taubin@occ.cccd.edu

### Susan Aube

Instructional Assoc/General area 714-432-5053 saube@occ.cccd.edu

### Andrew Jackson-Pardo

Instructional Assoc/Math area X25538 or 714-432-5559 ajacksonpardo@occ.cccd.edu

### Virginia Nuzzolese-Laflamme

Instructional Assoc/Writing area 714-432-5066 vnuzzoleselaflamme@occ.cccd.edu

### John Taylor

Dean of Library & Learning Resources 714-432-5935 jtaylor174@occ.cccd.edu

**Student Success Center**  
**Writing and Reading ESL Conversation Group**  
**Fall2017**

Wednesday  
1:00-2:00

**New Conversation Topics Every Week:**

1. September 13th: Hobbies
2. September 20th: Language Games-Story Cubes
3. September 2th: Culture and Customs
4. October 4th: Work and Educational Goals
5. October 11th: Vocabulary Building Board game
6. October 18th: CCC History
7. October 25th: Halloween Tradition
8. November 1<sup>nd</sup>: Language Games-Story Cubes
9. November ath: Culinary Flavors Around the World
10. November 15th: Vocabulary Building Board game
11. November 22<sup>rd</sup>: Internet: Fake News vs Real News
12. November 29th: Sports
13. December 6th: Language Games-Story Cubes
14. December 13th: Holiday Traditions Around the World

Writing and Reading Area Phone: 714-432-5066

Students can sign up ahead of time at the Writing and Reading Area front desk, or they can check in on the day of the ESL group.

**Student Success Center**  
**Writing and Reading ESL Grammar Group**  
**Fall2017**

**Monday**

**3:00-4:00p**

**Weekly Subjects:**

1. September 11th: The Future
2. September 18th: Nouns, Articles, Quantity
3. September 25th: Pronouns
4. October 2nd: Present and Past Perfect
5. October 9th: Questions and Phrasal Verbs
6. October 16th: Modals and Auxiliary Forms
7. October 23rd: Gerunds and Infinitives
8. October 30th: Comparative and Superlative Forms
9. November 6th: Conjunctions
10. November 13th: Adverb Clauses
11. November 20th: Conditional Clauses
12. November 27th: Adjective Clauses
13. December 4th: Noun Clauses
14. December 11th: Review

Writing and Reading Area Phone: 714-432-5066

Students can sign up ahead of time at the Writing and Reading Area front desk, or they can check in on the day of the ESL group.



# *brainfuse*

*ignite your mind*

# **FREE ONLINE TUTORING**

**HOMework    ELP,  
WRITING LAB,  
SO MUCH MORE**



IF YOU ARE ENROLLED IN TUTOSO  
YOU CAN ACCESS BRAINFUSE THROUGH  
YOUR MYOCC CANVAS

ONCE IN CANVAS-CLICK ON THE TUT 050 COURSE LINK  
AND SELECT THE BRAINFUSE ONLINE TUTORING LINK

YOU ARE READY TO BEGIN WORKING WITH AN ONLINE  
TUTOR!

THIS SERVICE IS AVAILABLE TO YOU FOR UP TO 9 HOURS  
MONTHLY

FOR MORE INFORMATION, PLEASE CALL 714-432-5559



# SUCCESS SERIES: STARTING STRONG IN THE FALL

- *Looking to start the semester strong and stay on top of your assignments?*
- *Interested in discovering new tips, apps, and other hacks for college life?*
- *Want to make the most of your study time?*
- *Join us for the College Success Series held in the Student Success Center!*

**rTUES. 10-11**

**WED. 12-1**

**iTHURS. 2-3**

**FRI. 12-1** A STUDENT'S GUIDE TO TIME

## **MANAGEMENT**

Week of 9/25-9/29: How to create a schedule, manage study time, and create the new habits and routines you'll need to stick to your new schedule.

## **IMPROVING FOCUS AND WORKING WITH PROCRASTINATION**

Week of 10/2-10/6: How you can block out distractions and get to your work faster and on time.

## **MEMORY AND STUDYING MORE EFFECTIVELY**

Week of 10/9-10/13: The basics of how memory works, how you learn, and how you can use this knowledge to get more out of your studying time.

## **TAKING BETTER NOTES**

Week of 10/16-10/20: Different note taking techniques, apps, and strategies for taking better, more organized notes.

## **TEST TAKING STRATEGIES AND DEALING WITH TEST ANXIETY**

Week of 10/23-10/27: The best ways to prepare for your exams and manage test anxiety.

## **GOAL SETTING & STAYING MOTIVATED IN COLLEGE**

Week of 10/30-11/3: This seminar looks at the "why" of college and how you can stay motivated throughout the semester and beyond.



Individual appointments are also available!

Inquire @ the Student Success Center (C&L 103)

(714) 432-5559 [www.orangecoastcollege.edu/successctr](http://www.orangecoastcollege.edu/successctr)

## FALL 2017 WORKSHOP SCHEDULE

Center Hours: Monday through Thursday 9am to 7pm, Fridays 9am-3pm, and Saturdays 11am-3pm

### † SEPTEMBER 2017

Tuesdays 3-4pm	Wednesday 1-2pm	Thursday 1-2pm	Friday 2-3pm
12th Active Reading & Annotation	13th Active Reading & Annotation	14th Correcting Run-Ons & Comma Splices	15th Correcting Run-Ons & Comma Splices
19th Coordination (Compound Sentences)	20th Coordination (Compound Sentences)	21st Subordination (complex sentences)	22nd Subordination (complex sentences)
26th Fragments	27th Fragments	28th Commas	29th Commas

### † OCTOBER 2017

Tuesdays 3-4pm	Wednesday 1-2pm	Thursday 1-2pm	Friday 2-3pm
Jrd *Thesis Statements	4th *Thesis Statements	5th Outlining & Essay Structure	6th Outlining & Essay Structure
I 0th Introductions	11th Introductions	13th Conclusions	14th Conclusions
17th **Revising & Editing	**Revising & Editing	19th Fragments	20th Fragments
24th Active Reading & Annotation	25th Active Reading & Annotation	26th Paragraph Structure	27th Paragraph Structure
31st Commas			

### † NOVEMBER 2017

Tuesdays 3-4pm	Wednesday 1-2pm	Thursday 1-2pm	Friday 2-3pm
	Commas	2nd Correcting Run-ons & Comma Splices	3rd Correcting Run-ons & Comma Splices
7th Coordination (Compound Sentences)	8th Coordination (Compound Sentences)	9th Subordination (Complex Sentences)	10th Subordination (Complex Sentences)
14th *Thesis Statement	15th *Thesis Statement	16th Outlining & Essay Structure	17th Outlining & Essay Structure
21st Paraphrasing	22nd Paraphrasing	Thanksgiving Holiday	Thanksgiving Holiday
28th **Setting Up Quoted Material	29th **Setting Up Quoted Material	30th Quote Sandwiching	

### † DECEMBER 2017

Tuesdays 3-4pm	Wednesday 1-2pm	Thursday 1-2pm	Friday 2-3pm
			1st Quote Sandwiching
5th MLA Works Cited Page & In-Text Citations	MLA Works Cited Page & In-Text Citations	7th **Revising & Editing	8th **Revising & Editing
12th Outlining & Essay Structure			

\*Student must bring an essay prompt from class

\*\*Student must bring in a draft of their essay

SSC Reading & Writing Area Phone: (714) 432-5066

Students can sign up ahead of time at the SSC Reading & Writing Area front desk, or they can check in on the day of the workshop.

# STUDENT SUCCESS CENTER

The Student Success Center is a centralized tutorial center that covers several areas of study. A variety of services, programs and software are offered free of charge to OCC students throughout the school year. Students must be enrolled in the classes at OCC for which they want tutoring.

## SERVICES

### Drop-in Tutoring

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Drop-in tutors are available for most core courses. Math and writing tutors are available during all open hours; availability of general tutors varies. Schedules are available at the front desk and on the webpage at [www.orangecoastcollege.edu/successctr](http://www.orangecoastcollege.edu/successctr)

### Workshops

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A variety of workshops are offered throughout the semester. Check with the front desk or the SSC website for a current schedule of workshops.

### Study Groups

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Group tutoring is scheduled based on demand and students can request study groups at the front desk. Call or check the website for days and times of current groups.

### Facebook

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Like us on Facebook! Visit our Facebook page for information about tutors, study groups and workshops at [facebook.com/studentsuccessocc](https://facebook.com/studentsuccessocc)

### Individual Appointments

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Students enrolled in Math 005, 008, 010, or 030 can sign-up to meet with a tutor once a week. Individual appointments are also available in the Writing Center.

<b>HOURS</b>	Monday-Thursday	9 a.m. - 7 p.m.
	Friday	9 a.m.- 3 p.m.
	Saturday	11 a.m. - 3 p.m.

LOCATION: C&L 103 (under the blue clock tower)

HONE: (714) 432-5559

WRITING & READING CENTER: (714) 432-5066

ORANGE  
CoAST  
COLLEGE

**MAKE A  
DIFFERENCE.  
BECOME  
A TUTOR!**

### **Here's How to Apply**

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- Pick up an application at the Student Success Center or online at [www.orangecoastcollege.edu/successcenter](http://www.orangecoastcollege.edu/successcenter)
- Ask an instructor to complete a recommendation form.
- Turn in your completed application with the recommendation form and an unofficial copy of your transcripts to the Student Success Center front desk.
- You will be contacted about an interview.
- Applicants must meet minimum requirements to be considered.

### **Qualifications**

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- 3.2 GPA
- Grade of A or B in classes to be tutored
- Good communication skills
- Ability to work a minimum of 8 hours per week
- Enrollment in Tutoring 150 (tutor training) after being hired

**BENEFITS OF TUTORING**

Data indicates that students who use the Student Success Center tend to have higher success and retention rates.

Work with a trained tutor in specific areas of study.

Have concepts explained and clarified for better understanding.

Improve study skills.

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## Appendix B

INVOICE TO BE PAID  
W/ORDER DETAILS

CCC-Cafeteria

2701 Fairview Rd.  
Costa Mesa

CA

92626

DATE

5/22/2017

**INVOICE**

8241B

NW 1 220

PAGE

1

HONORS PROGRAM

ATTN: TERESA SCARBROUGH

ATTN: REBECCA HIGGENBOTHAM

HONORS PROGRAM

ATTN: TERESA SCARBROUGH

ATTN: REBECCA HIGGENBOTHAM

PURCHASE ORDER NO.	CUSTOMER ID	SALES ID	SHIPPING METHOD	PAYMENT TERMS
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QUANTITY	ITEM NO.	DESCRIPTION	UNIT	DISCOUNT	UNIT PRICE	EXTENDED PRICE
1.00	2004	Catering - Cafeteria	Each	\$0.00	\$1,308.50	\$1,308.50
1.00	2517	Service Charge	Each	\$0.00	\$65.43	\$65.43
1.00	2008	LABOR	Each	\$0.00	\$50.00	\$50.00

DATE OF EVENT: 05 18 17  
NAME OF EVENT: HONORS PROGRAM RECEPTION  
CONTACT: TERESA SCARBROUGH  
714-432-5601

Subtotal	\$1,423.93
Misc	\$0.00
Tax	\$105.29
Freight	\$0.00
Payment	\$0.00
<b>Total</b>	<b>\$1,529.22</b>

*Thank You*





Orange Coast Catering

# Food Order Contract

REVISED

Date: May 10, 2017

Invoice # R241R1

Customer ID Insert

Customer Name Teresa Scarbrough

Event Date: Thursday May 18, 2017

Initial \_\_\_\_\_

Company Billing OCC Honors Program  
 Address: 110001 239921 5899 608010  
 NCT DELIVERY  
 ADDRESS  
 Phone Number 714-432-56C email address: tscarbrough@occc.edu

Name of Event Honors Program Reception  
 Event Time 6:00PM-8:00PM  
 Location Student Center Lounge  
 Food Serving Time 6:00PM-8:00PM

Special \_\_\_\_\_

Special \_\_\_\_\_

Quantity	Unit	Description	Unit Price	Total Price
1	Each	Student Center Lounge	5.00 PM	110001 239921 5899 608010

Quantity	Unit	Description	Unit Price	Total Price
1	Each	Artichoke Spinach Dip (25 Portions) Reggiano Artichoke Spinach Dips Served with Wheat Pita Chips and Sliced Baguettes	\$ 50.00	\$ 50.00
1	Each	18" Tray-International Cheese: Brie, Boursin, and Gouda with Grapes, Seasonal Berries, Roasted Cashews, Candied Pecans and Dried Figs and Apricots	\$ 145.00	\$ 145.00
40	Each	Mediterranean - (Min. of 25) Beef and Chicken Kabobs with Chimichurri Served with Cous-Cous with Pine nuts & Raisins, Ratatouille, Hummus Dip w/ Warm Pita Triangles, Greek Salad w/ Olives, Feta, Onion, Tomatoes and Cucumbers	14.00	\$ 560.00
1	Each	Half Sheet Cake -Citrus Layered	\$ 30.00	\$ 30.00
1	3-Gallons	Infused Ice Water	\$ 6.50	\$ 6.50
2	1-Gallon	Lemonade	\$ 12.00	\$ 24.00
2	1-Gallon	Tropical Punch	\$ 12.00	\$ 24.00
1	Gallon	Regular Coffee	\$ 16.00	\$ 16.00
1	Gallon	Hot Tea	\$ 16.00	\$ 16.00
15	Each	Black Table Linens-12 for rounds, 3 for Rectangle Tables	\$ 7.00	\$ 105.00
65	Each	Gray of Silver Cloth Napkins	\$ 0.80	\$ 52.00
Special Request: Could we borrow a pair of stanchions and blue curtains for a single 10-foot backdrop for photos? Set up near podium in front of sliding doors on cafeteria side				
AV: podium with laptop set up in front of sliding doors to cafeteria; microphone on stand, using screen in front of sliding doors				
			\$	-

PO Required for all orders over \$100.00. We accept Visa, Mastercard and Discover. Please make checks payable to OCC Cafeteria.  
 NOTE: Orange Coast Catering DOES NOT SUPPLY CARTS FOR ORDERS. PLEASE BRING YOUR OWN CART. Thank you.

Subtotal	\$	1,398.50
Service Fee (5%)	\$	69.93
Attendant/Delivery	\$	30.00
Sales Tax (7.75%)		105.28
<b>Total</b>	<b>\$</b>	<b>1,529.28</b>

**Contract Terms and Agreements**

Any catering items or equipment must be returned within 24 hours of event or additional charges apply.  
 Guest ordered guest count is required 48 hours before your event date.  
 Catering services for on-campus events are provided for two hours from event start time.  
 Off campus events please see catering menu for labor and set up fees.

Initial: \_\_\_\_\_  
 Initial: \_\_\_\_\_  
 Initial: \_\_\_\_\_  
 Initial: \_\_\_\_\_

Scarborough, Teresa

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**From:** Scarborough, Teresa  
**Sent:** Wednesday, November 01, 2017 1:09 PM  
**To:** Scarborough, Teresa  
**Subject:** FW: Past Due Cafe Invoice  
**Attachments:** 8241B.pdf; 8241B BACKUP SCARBROUGH 05 18 17.pdf

**From:** Sirimanotham, Jim  
**Sent:** Tuesday, September 19, 2017 10:25 AM  
**To:** Scarborough, Teresa <tscarborough@occ.cccd.edu>  
**Cc:** Brahmhatt, Niharika <nbrahmhatt@occ.cccd.edu>  
**Subject:** Past Due Cafe Invoice

*1st contact re: invoice  
8241B  
(not received previously)*

Hi Terry,

Do you have an update on payment for this invoice?

Please advise.

Jim

**From:** Sirimanotham, Jim  
**Sent:** Monday, August 21, 2017 2:24 PM  
**To:** Scarborough, Teresa <tscarborough@occ.cccd.edu>  
**Subject:** FW: Past Due Cafe Invoice

Here you go.

Jim

**From:** Sirimanotham, Jim  
**Sent:** Thursday, August 17, 2017 4:15 PM  
**To:** Scarborough, Teresa  
**Subject:** Past Due Cafe Invoice

Hi Terry,

Looking for payment for this invoice. Did you ever receive this invoice?

Thanks!

Jim Sirimanotham  
Orange Coast College  
Bursar's Office  
2701 Fairview Road  
Costa Mesa CA 92626  
Ph. 714-432-0202 Ext. 26234

Detailed Trial Balance  
for 2017

*Ancillary / ASOCC  
(no 16-17 allocation)*

Account	Description		Debit	Credit	Net Change	Ending Balance
Transaction Date	Journal Entry	Beginning Balance				
02-1500-1050-570100-0000		Honors Program				
		\$0.00				
7/31/2016	255,922GLTRX00030292		\$1,006.62		\$1,006.62	1AB PAYROLL FY16/1
8/31/2016	256,200GLTRX00030369		\$1,838.30		\$1,838.30	2AB PAYROLL FY16/1
9/30/2016	256,424GLTRX00030417		\$1,493.43		\$1,493.43	3AB PAYROLL FY16/1
10/31/2016	256,848GLTRX00030503		\$1,280.08		\$1,280.08	4AB Payroll, FY16/
11/23/2016	257,030RMSLS00011140	11/23/2016B		\$5,618.43	(\$5,618.43)	CASH
11/30/2016	257,214GLTRX00030576		\$1,493.43		\$1,493.43	11/23 SCARBROUGH,
12/12/2016	257,213GLTRX00030575		\$1,493.43		\$1,493.43	5 AB Payroll FY16/
12/12/2016	257,215GLTRX00030577			\$1,493.43	(\$1,493.43)	5AB Payroll FY16/1
12/31/2016	257,355GLTRX00030613		\$826.72		\$826.72	Void Journal Entry
1/31/2017	257,637GLTRX00030681			\$2,375.27	(\$2,375.27)	6AB Payroll FY16/1
2/28/2017	257,914GLTRX00030731		\$1,280.08		\$1,280.08	7AB Payroll FY16/1
3/31/2017	258,296GLTRX00030795			\$240.01	(\$240.01)	8AB Payroll FY16/1
4/30/2017	258,693GLTRX00030869		\$1,706.78		\$1,706.78	9AB Payroll FY16/1
5/31/2017	259,073GLTRX00030935			\$2,746.85	(\$2,746.85)	10AB Payroll FY16/
6/29/2017	259,411PMTRX00004815	XFR- ZERO OUT	\$55.12		\$55.12	OCC ANCILLARY
						Payables Trx Entry
		Totals:	\$12,473.99	\$12,473.99	\$0.00	\$0.00
Total Accounts:	1					
Grand Totals:		\$0.00	\$12,473.99	\$12,473.99	\$0.00	\$0.00

*Note: All amounts were transferred to ancillary or other accts. for payroll (part-time hourly)*

7/17/2017 11:33:20 AM

OCC-Ancillary

*Ancillary - non ASOCC*

Detailed Trial Balance  
for 2017

Account	Description	Beginning Balance	Debit	Credit	Net Change	Ending Balance
02-1000-1000-247500-6077	Honors Program (\$9,397.77)					
7/18/2016	154,471PMTRX00003302 INV-14926-1MSBV6		\$500.00		\$500.00	NCHC- NATIONAL C Payables Trx Entry <i>inst. mem</i>
7/26/2016	154,609PMTRX00003306 AN0004767		\$2.07		\$2.07	OCC ANCILLARY- A Payables Trx Entry
8/16/2016	154,781PMTRX00003313 8/12/16 REIMB		\$29.85		\$29.85	DRISCOLL, JESSIC Payables Trx Entry <i>reimb.</i>
8/22/2016	154,866PMTRX00003321 8/9/16 REIMB		\$151.43		\$151.43	SCARBROUGH, TERE Payables Trx Entry <i>reimb.</i>
8/22/2016	154,867PMTRX00003321 8/15/16 REIMB		\$246.94		\$246.94	SCARBROUGH, TERE Payables Trx Entry <i>reimb.</i>
8/30/2016	154,934PMTRX00003326 7/25/16 REIMB		\$8.93		\$8.93	DRISCOLL, JESSIC Payables Trx Entry <i>reimb.</i>
8/31/2016	154,939PMTRX00003327 ID#17769 WRHC APR		\$1,120.00		\$1,120.00	UC REGENTS, RIVE Payables Trx Entry <i>reimb.</i>
9/7/2016	155,041PMTRX00003331 1617-73 16-17DU		\$120.00		\$120.00	HONORS TRANSFER Payables Trx Entry <i>inst. mem</i>
10/25/201	155,837PMTRX00003358 16-17 DUES		\$500.00		\$500.00	ACTC- ASSOCIATIO Payables Trx Entry <i>inst. mem</i>
11/10/201	156,088GLTRX00024643		\$80.00		\$80.00	Reprographic Chrg <i>reimb.</i>
11/10/201	156,089PMTRX00003366 XFER-ASB LEDRSHIP		\$10.00		\$10.00	ASOCC Payables Trx Entry <i>reimb.</i>
11/17/201	156,196PMTRX00003370 FUBDXFER- HONORS		\$5,618.43		\$5,618.43	ASOCC Payables Trx Entry <i>reimb.</i>
12/8/2016	156,545PMTRX00003381 7799A		\$91.25		\$91.25	OCC CAFETERIA Payables Trx Entry <i>reimb.</i>
12/9/2016	156,591PMTRX00003382 7517A- PARTIAL		\$354.52		\$354.52	OCC CAFETERIA Payables Trx Entry <i>reimb.</i>
1/21/2017	156,912PMTRX00003392 7784A		\$474.20		\$474.20	OCC CAFETERIA Payables Trx Entry <i>reimb.</i>
1/21/2017	156,917PMTRX00003392 26641207		\$494.90		\$494.90	SCREEN DREAM PRO Payables Trx Entry <i>reimb.</i>
3/20/2017	157,780GLTRX00025212		\$80.00		\$80.00	February Repro Cha <i>reimb.</i>
3/23/2017	157,889RMSLS00017239 03/23/2017C			\$20.00	(\$20.00)	CASH 3/23 QUINN, A <i>reimb.</i>
5/30/2017	159,224RMSLS00017519 06/30/2017C			\$55.12	(\$55.12)	CASH 6/30 SCARBROUGH, T <i>reimb.</i>
5/30/2017	159,276GLTRX00025672			\$409.63	(\$409.63)	Loan to Honors Pro <i>Loan</i>
	Totals:		\$9,882.52	\$484.75	\$9,397.77	\$0.00
Total Accounts:	1					
Grand Totals:		(\$9,397.77)	\$9,882.52	\$484.75	\$9,397.77	\$0.00

Location All  
 Commitment Type All

*Gen'l Funds  
 (could have been used)*

chart	Fund	Fund Title	Organization	Organization Title	Account	Account Title	Fiscal Year	Fiscal period	Adopted Budget	Accounted Budget	Actuals	Commitments	Available Balance
C	110001	Curr Unres General Fund	239921	Honors Program	2131	Classified Non Instr Contract	2017	14	50661	50661	5061.48	0	-0.48
C	110001	Curr Unres General Fund	239921	Honors Program	2316	Classified Hry Students	2017	14	0	8883	8882.67	0	0.33
C	110001	Curr Unres General Fund	239921	Honors Program	3230	PERS Retirement Non Instr	2017	14	7042	7042	7035.84	0	6.16
C	110001	Curr Unres General Fund	239921	Honors Program	3330	OASDI Non Instr	2017	14	3141	3141	3137.78	0	3.22
C	110001	Curr Unres General Fund	239921	Honors Program	3360	Medicare Non Instr	2017	14	735	768	862.6	0	-94.6
C	110001	Curr Unres General Fund	239921	Honors Program	3361	PARS Non Instr	2017	14	0	29	115.49	0	-86.49
C	110001	Curr Unres General Fund	239921	Honors Program	3430	Health and Welfare Non Instr	2017	14	14800	14800	14800	0	0
C	110001	Curr Unres General Fund	239921	Honors Program	3460	Future Retiree Benefits Non Instr	2017	14	1013	1013	1009.5	0	3.5
C	110001	Curr Unres General Fund	239921	Honors Program	3530	Unemployment Ins Non Instr	2017	14	25	26	29.65	0	-3.65
C	110001	Curr Unres General Fund	239921	Honors Program	3630	Workers Comp Non Instr	2017	14	861	900	1012.25	0	-112.25
C	110001	Curr Unres General Fund	239921	Honors Program	5202	CFCE Conferences	2017	14	0	5000	0	0	5000
C	110001	Curr Unres General Fund	239921	Honors Program	5899	Other Services	2017	14	0	3500	100.15	0	3399.85

Report Total (of all records):

78278 95763 87647.41 0 8115.59

*Gen'l Funds Exp. Detail*

**As of Nov 01, 2017**

Chart of Accounts:	C Coast Chart of Accounts	Commitment Type:	All
Fund:	110001 Curr Unres General Fund	Program:	609010 Other Instructnl Adm Governanc
Organization:	239921 Honors Program	Activity:	All
Account:	5899 Other Services	Location:	All

**Document List**

Transaction Date	Activity Date	Document Code	Vendor / Transaction Description	Amount	Rule Class Cod
Jun 30, 2017	Jul 07, 2017	I0257341	Valenzuela, Marissa Rose.	56.96	INNI
Jun 30, 2017	Jul 07, 2017	I0257339	Valenzuela, Marissa Rose.	24.90	INNI
Jun 30, 2017	Jul 06, 2017	I0257274	Gil, Genesis Mariana.	18.29	INNI
Report Total (of all records):				100.15	

Available Budget Balance: 3,399.85

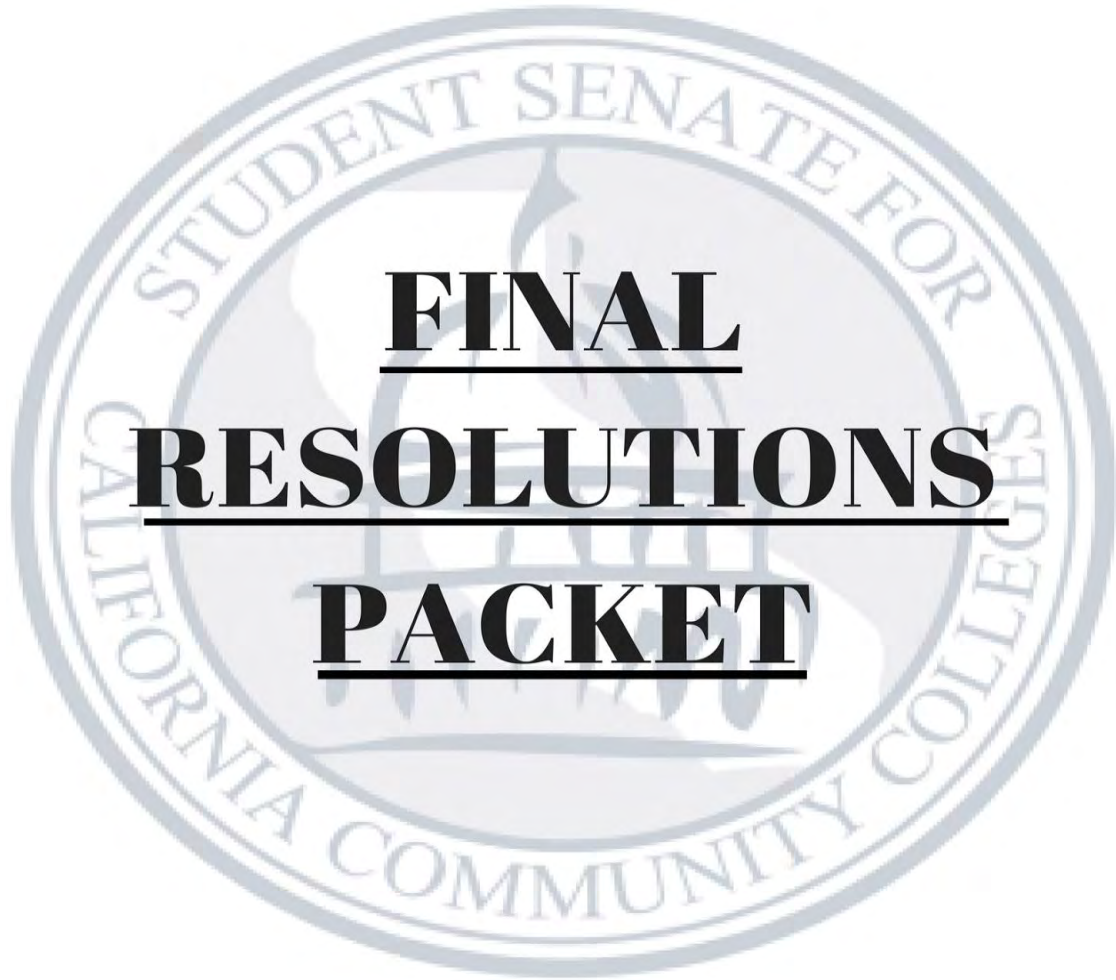
Download

Save Query as:



Appendix C

# GENERAL ASSEMBLY



# FINAL RESOLUTIONS PACKET

# FALL 2017



# Rules and Resolutions Committee

<u>Name</u>	<u>Email</u>
Rules and Resolutions Chair, Executive Vice President Ricardo Marin	EVP@studentsenatecc.org
President Courtney L. Cooper	President@studentsenateccc.org
Vice President of Legislative Affairs Tabitha Romero	VPLA@studentsenateccc.org
Vice President of Finance Cheyne Strawn	VPF@studentsenateccc.org
Vice President of Communications Rudolph Villegas	VPC@studentsenatecc.org
Director Manveer Sandhu	ladregionii@studentsenateccc.org
Director Robert Martinez	radregioniii@studentsenateccc.org
Director John Michaelson	sadregioniii@studentsenateccc.org
Director Marlene Hurd	ladregioniii@studentsenateccc.org
Director Claire Lopez	sadregionv@studentsenateccc.org
Director Isha Pasricha	radregionvii@studentsenateccc.org
Director Ajay Aquino	sadregionvii@studentsenateccc.org
Director Jessica Khalili	ladregionviii@studentsenateccc.org
Director Christine Bermudez	radregionx@studentsenateccc.org
Director Christopher Hopp	ladregionx@studentsenateccc.org

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## **ASO Sponsored Resolutions**

### **F17-A-01 Their DREAMs are Legal**

Authors: Christine Bermudez, Juliana LeClaire, and Zachary Awe

Sponsor: College of the Redwoods

Disposition: Executive Committee

**WHEREAS**, the Student Senate for California Community Colleges (SSCCC) is the recognized student body for the two million, one hundred thousand students of the California community college system;

**WHEREAS**, an estimated sixty thousand (1) of the SSCCC constituents are recipients of the Deferred Action for Childhood Arrivals;

**WHEREAS**, recipients (DREAMers) came to America as children, and most do not know another country but the United States and have established jobs, families, and lives here;

**WHEREAS**, the deportation of these student DREAMers would result in a massive negative impact in the lives of DREAMers and the country at large, by not allowing for equal educational and professional opportunities for those who are citizens at heart; therefore be it

**RESOLVED**, that the SSCCC adopt formal support for DREAMers, and urge ASOs to express their support in writing; and be it further

**RESOLVED**, that the SSCCC urge the California Legislature, the Board of Governors for California Community Colleges, and the governing bodies of community college districts to pass legislation supporting DREAMers.

1: "DACA Data Tools," last checked September 6, 2017,

<http://www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles>

**F17-A-04 Net Neutrality Resolution**

Authors: R. Cameron Cowperthwaite, Mariah X. Gill, Cody J. Camacho

Sponsor: Associated Students of Merced College

Disposition: Legislative Affairs Committee

**WHEREAS**, unfettered internet access is an invaluable resource for students, providing them with the ability to conduct for coursework, and serving as a tool to apply to schools for transfer;

**WHEREAS**, Title II of the Federal Communications Act provided regulations at the federal level that prevented internet service providers from being able to block, throttle, or otherwise limit web traffic [1];

**WHEREAS**, the Federal Communications Commission (FCC) has ended the regulation in Title II that prevented internet service providers from taking such actions [2]; and

**WHEREAS**, the California Public Utilities Committee Commission has the ability to regulate telecommunications services [3];

**RESOLVED**, that the Student Senate for California Community Colleges (SSCCC) advocate for the State of California to enact its own net neutrality regulations;

**RESOLVED**, that the SSCCC identifies at least one member of the State Legislature to sponsor a bill enacting these regulations;

**RESOLVED**, that the SSCCC supports the fight for net neutrality.

[1] <https://www.wired.com/2017/06/end-net-neutrality-shackle-internet-things/>

[2] <http://www.bbc.com/news/technology-39973787>

[3] <http://www.cpuc.ca.gov/aboutus/>

**F17-A-04-A Net Neutrality Resolution Amendment**

Sponsored by : Orange Coast College

**RESOLVED**, that the Student Senate for California Community Colleges (SSCCC) advocate for the State of California to use previous federal neutrality guidelines when enacting ~~enact~~ its own net neutrality regulations;

**RESOLVED**, ~~that the SSCCC identifies at least one member of the State Legislature to sponsor a bill enacting these regulations;~~

**RESOLVED**, ~~that the SSCCC supports the fight for net neutrality.~~

**F17-A-03 Support of Campus Free Speech**

Sponsor: Santa Barbara City College

Disposition: Regional Affairs Committee

**WHEREAS**, institutions of higher education encourage the free exchange of ideas and opinions between members of a campus to make the learning experience a dynamic one that exists beyond the classroom;

**WHEREAS**, the California Constitution states: “Every person may freely speak, write and publish his or her sentiments on all subjects, being responsible for the abuse of this right. A law may not restrain or abridge liberty of speech or press.”(CA Const. Article 1 Section 2);

**WHEREAS**, the United States of America constitution states: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”(U.S. Const. amend. I);

**WHEREAS**, an institution of higher education has a solemn responsibility to not just promote debate, but also to preserve the safety of students on campus;

**RESOLVED**, that the Student Senate for California Community Colleges encourage each ASO and their respective college administrations to continue to nurture the free exchange of ideas on each CCC campus so that California community college students throughout the state might learn different and diverse opinions during their time in college;

**RESOLVED**, that the SSCCC work with the ASO’s and their administrations to further allow the free flow of ideas on all parts of a California Community College campus whether it be through allowing diversity in speaker choices or events, with the recognition of campus safety as a priority;

**RESOLVED**, that the SSCCC advocate for free speech as a way of supporting education for all students, and to promote the safety of all students.

U.S. Const. amend. I.

California. (1849, November). *California Constitution*. Retrieved September 10, 2017, from [https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=CONS&division=&title=&part=&chapter=&article=I](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=CONS&division=&title=&part=&chapter=&article=I)

**F17-A-04-01 Support for SB 769**

Sponsor: Santa Barbara City College

Disposition: Legislative Affairs Committee

**WHEREAS**, current law states that the function of the California Community Colleges is to offer academic and vocational instruction only at the lower division level, specifically by granting certificates and associate's degrees;

**WHEREAS**, the state of California faces an urgent need to increase the number of residents with four-year degrees as current trends suggest less than 35% of California residents will have a Bachelor's degree by 2030 (Powers);

**WHEREAS**, SB 850 from 2014 created the baccalaureate degree pilot program for community colleges which sought to test the feasibility of California Community Colleges hosting Bachelor degree programs, which has a sunset date of 2023;

**WHEREAS**, different campuses in the existing pilot program have expressed recruitment issues for their programs due to the 2023 sunset date;

**RESOLVED**, the Student Senate for California Community Colleges advocate for the extension of the sunset date for the baccalaureate degree pilot program by supporting SB 769.

Powers, K. (2017). *SB 769 Higher Education Bill Analysis* (California, State Assembly, Assembly Committee on Higher Education). Sacramento, California: Asm Committee on Higher Education.

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**F17-A-01-01 California Community Colleges Club Constituency**

Author: Isiah Titus

Sponsor: Palomar College

Disposition: Executive Committee

**WHEREAS**, Club memberships are the most active groups of students in the college system and club participation is known to increase student success; and,

**WHEREAS**, The SSCCC, Regions and ASOs benefit greatly from clubs and can use these specializations to more effectively address topics and issues; and,

**WHEREAS**, Community Colleges with an Inter-Club Council sees a much greater number of clubs and participation in clubs than Community Colleges that do not have an Inter-Club Council; and,

**WHEREAS**, Clubs face unique issues that are not as effectively addressed by ASOs without an Inter-Club Council.

**RESOLVED**, That the Student Senate for California Community Colleges establish a permanent Community College Club Committee and advocate for a permanent one at all of the regions; and,

**RESOLVED**, That the Student Senate for California Community Colleges advocate for ASO's to establish an Inter-Club Council; and,

**RESOLVED**, That the Student Senate for California Community Colleges will actively engage Inter Club Councils, Clubs, Caucuses and students to participate at the regional and state levels of the SSCCC.

Mwaikinda, S. R., & Aruguete, M. S. (2016). The Efficacy of a Student Organization for STEM Students. *Journal Of STEM Education: Innovations & Research*, 17(3), 22-26.

*Student Leadership and Academic Performance - A Study of Student Club leaders* (Rep.). (2017). Retrieved March 15, 2017, from CSU Sacramento website:

<http://www.csus.edu/oir/research%20projects/student%20activity%20report%202011.pdf>

---

### **F17-A-02 Cathy Robin Food Security Resolution**

Author: Isiah Titus

Sponsor: Palomar College

Disposition: System Affairs Committee

**WHEREAS**, Food insecurity and hunger, which is not always linked to income, has been shown to have a negative impact on student success and learning, which in turn has a negative impact on the quality of their education; and,

**WHEREAS**, If students are provided with equitable resources that address food insecurity and hunger, more students will receive a better quality education; and,

**WHEREAS**, a large number of students have EBT, but their campuses do not accept EBT, a widely used payment method for low income individuals that addresses food insecurity and hunger; and,

**WHEREAS**, Reducing and eliminating food insecurity and hunger among students is directly in line with the Student Senate for Community Colleges mission, vision and beliefs.



**RESOLVED**, that the Student Senate for California Community Colleges advocate for all cafeterias/food vendors on a California Community college to implement EBT payment methods; and,

**RESOLVED**, that the Student Senate for California Community Colleges advocate for all California Community Colleges campuses to establish and promote a food pantry that any student in need can use regardless of income; and,

**RESOLVED**, that the Student Senate for California Community Colleges also advocate for dissemination of information addressing food insecurity at campus food pantries; and,

**RESOLVED**, that the Student Senate for California Community Colleges advocates for more counties to participate in the Restaurant Meals Program.

Dubick, J., Mathews, B., & Cady, C. (2016, October). *Hunger On Campus: The Challenge of Food Insecurity for College Students* (Rep.). Retrieved March 13, 2017, from [http://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger\\_On\\_Campus.pdf](http://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf)  
CDSS Programs. (n.d.). Retrieved March 14, 2017, from <http://www.cdss.ca.gov/inforesources/calfresh>  
EBT Project (n.d.). California Restaurant Meals Program. Retrieved March 13, 2017, from <http://www.ebtproject.ca.gov/clientinformation/calfreshrmp.shtml>  
FOOD PANTRY. (n.d.). Retrieved March 13, 2017, from <http://www.miracosta.edu/StudentServices/servicelearning/foodpantry.html>

---

### **F17-A-01-02 Trustee Appointment Resolution**

Author: Isiah Titus

Sponsor: Imperial Valley College

Disposition: Executive Committee

**WHEREAS**, Student Trustees are members of their respective board of Trustees, they have a unique insight on how their districts are run.

**WHEREAS**, a number of Trustees have positions that are separate from the role of President in their ASO or are completely separate and not members of their ASO.

**WHEREAS**, an appointment of a Student Trustee as an advisory member to the Student Senate for California Community Colleges board would ensure higher representation for Student Trustees and provide district information to improve decision making of the Student Senate for California Community Colleges.

**RESOLVED**, that the Student Senate for California Community Colleges have a Student Trustee member that is selected by the Trustee Caucus appointed to the board as an advisory member.

**F17-A-01-02-A Trustee Appointment Resolution Amendment**

Sponsor: Student Trustee Caucus

**WHEREAS**, the SSCCC has stated in the past that they are stretched thin and need additional student power.

**RESOLVED**, that the Student Senate for California Community Colleges have a Student Trustee member that is selected by the Trustee Caucus appointed to the board as an advisory member.

**RESOLVED**, that the Student Senate for California Community Colleges give qualified non-SSCCC board members that are California Community College Students, priority over members of the SSCCC board when making appointments to Chancellor's Office Committees.

**RESOLVED**, that the Student Senate for California Community Colleges give qualified members of the Trustee Caucus top priority when making appointments to the Chancellor's Office Committees.

**RESOLVED**, that the Student Senate for California Community Colleges actively recruit non-SSCCC board members and do reappointments for the 2017-18 term to allow non-SSCCC board members an opportunity for appointment.

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**F17-A-09 Formerly Incarcerated Resource Resolution**

Author: Spencer Layman

Sponsor: San Bernardino Valley College

Disposition: Equitable Practices Committee

**WHEREAS**, formerly incarcerated individuals have limited access to resources to succeed in life and end up becoming a statistic of high rate recidivism; the tendency of a convicted criminal to reoffend; and

**WHEREAS**, formerly incarcerated individuals struggle with navigating into a higher education which hinders their ability to develop the education and skills necessary to obtain a successful career; and

**WHEREAS**, formerly incarcerated individuals are forced to revert back to unethical practices due to the lack of resources which denies them the

opportunity of a higher education; and

**WHEREAS**, recidivism rates by state vary but California is among the highest in the nation. According to a 2012 report by the California Department of Corrections and Rehabilitation, just over 65% of those released from California's prison system return within three years. Employment after release was 13 percent higher among prisoners who participated in either academic or vocational education programs than those who did not.

**RESOLVED** that the SSCCC embrace a program or a resource center that helps formerly incarcerated individual's transition from prisons to campuses.

<https://californiainnocenceproject.org/issues-we-face/recidivism-rates/>

---

### **F17-A-03-01 Nutritional Alternatives Resolution**

Authors: Ashley Escobedo and Diana Contreras

Sponsor: San Bernardino Valley College

Disposition: Regional Affairs Committee

**WHEREAS**, The Associated Students Government of Chaffey College and San Bernardino Valley Student Senate recognize and acknowledge that there is a miniscule amount of healthy nutritional alternatives on campus dining area(s) for student with dietary restrictions and;

**WHEREAS**, The Chaffey College and San Bernardino Valley College dining areas dietary options for students with food restrictions are not accommodating the needs of the students. It is of the utmost importance that students can access healthy/ nutritious meal options at their own campuses such as: vegan, non-gmo, gluten free, halal, and kosher, etc. and;

**WHEREAS**, The Chaffey College and San Bernardino Valley College dining areas healthy/ nutritious food alternatives can be much more costly than process food (hamburgers, fries, pizza, etc). The high cost of healthy food options creates unequal access to students with food restrictions.

**RESOLVED**, that all the Associated Student Governments in California's community college should require administration to amend dining area(s) food alternatives to include dietary meals that are inclusive to the needs of students. Such dietary options include but are not limited to: vegan, non-gmo, gluten free, halal, and kosher, etc.

**RESOLVED**, that the Student Senate for California Community colleges form a task force to work with college administrations and ASOs to have affordable food alternatives for students with dietary restrictions.

**RESOLVED**, that the SSCCC provide information on alternative source to all ASOs.

Pelletier, J., & Laska, M. (2013). Campus food and beverage purchases are associated with indicators of diet quality in college students. *American Journal of Health Promotion : AJHP*, 28(2), 80–87. <http://doi.org/10.4278/ajhp.120705-QUAN-326>

**F17-A-03-01-A Nutritional Alternatives Resolution Amendment**

Sponsored By: Orange Coast College

**RESOLVED**, that all the Associated Student Governments in California community college should require administration to amend dining area(s) food alternatives to include dietary meals that are inclusive to the needs of students. Such dietary options include but are not limited to: vegan, ~~non-gmo~~, gluten free, halal, and kosher, etc.

**RESOLVED**, that the Student Senate for California Community colleges form a task force to work with college administrations and ASOs to have affordable food alternatives for students with dietary restrictions.

~~**RESOLVED**, that the SSCCC provide information on alternative source to all ASOs.~~

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**F17-A-02-01 Online Interactive Campus Maps**

Authors: David G. Quintero, Amber Scott, Kayla Baum, Adam Capps

Sponsor: Victor Valley College

Disposition: System Affairs Committee

**WHEREAS**, California Community College students have difficulty finding offices and facilities;

**WHEREAS**, current students utilize mobile devices to locate and access information;

**WHEREAS**, California Community Colleges continue to expand in both facilities and structures (Citation 1); and

**WHEREAS**, campuses in both the California State University and University of California systems provide interactive online campus maps to their students (Citations 2 and 3), let it be

**RESOLVED**, that the Student Senate for California Community Colleges advocate for the implementation of online interactive campus maps in community colleges; and

**RESOLVED**, that the Student Senate for California Community Colleges gather and disseminate information on how to implement online interactive campus maps.

Citation 1: California Community Colleges Chancellor's Office: Facilities and Equipment.  
Retrieved September 12, 2017, from  
[http://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget%20News/2017-18/January\\_Budget\\_Update\\_VC\\_Rodriguez.pdf](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget%20News/2017-18/January_Budget_Update_VC_Rodriguez.pdf)

Citation 2: CSULB Campus Maps. Design and Minor Capital Projects office.  
Retrieved September 12, 2017, from  
<http://daf.csulb.edu/maps>

Citation 3: University of California: Irvine - Google Maps Interactive 2D/3D Map.  
Retrieved September 12, 2017, from  
<https://goo.gl/maps/WDXVkrMnXK42>

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### **F17-A-02-02 Resolution to protect the current Title IX standards**

Sponsor: El Camino College

Disposition: System Affairs Committee

**WHEREAS**, According to the U.S. Department of Education (2011), “[s]exual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX;”

**WHEREAS**, Betsy DeVos, the current U.S. Secretary of Education, discussed the Obama administration's guidelines on Title IX and stated that “[t]he process is an extended one. But it is the intention to revoke or rescind the previous guidance around this;”

**WHEREAS**, According to government data from the Department of Education Office for Civil Rights, the reports of sexual violence have been increasing as Title IX has expanded to encompass sexual harassment and sexual violence; and

**WHEREAS**, Any form of discrimination affects a student's ability to excel at school and achieve his or her goals, thus the altering of the current Title IX standards will adversely affect a student's education and well-being;

**RESOLVED**, That the Student Senate for California Community Colleges advocates to the Department of Education that the current Title IX standards remain the same; and

**RESOLVED**, That the Student Senate for California Community Colleges also advocates Title IX on campuses so that students understand their rights and know how to get help.

Citation: News, CBS. DeVos says she'll rescind Obama's Title IX sexual assault guidelines.

Retrieved

from <https://www.cbsnews.com/news/devos-to-rescind-obama-era-title-ix-order-on-withholding-school-funds-for-assault-inaction/>

U.S. Department of Education Office of the Assistant Secretary, Dear Colleague Letter  
Office for Civil Rights | U.S. Department of Education. (2017, April 17). Retrieved  
from <https://www2.ed.gov/about/offices/list/ocr/index.html>

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### **F17-A-02-03 Breaking the Barrier of Child Care**

Author: Mateo Rodriguez  
Sponsor: Reedley College  
Disposition: System Affairs Committee

**WHEREAS**, Students have a variety of situations that may leave them vulnerable to dropping out of classes because they are unable to pay or find daycare for their children.

**WHEREAS**, paying for daycare should not be a barrier for students to receive an education and better their lives.

**WHEREAS**, A family with better educated parents is more likely to contribute to society on a grander scale than one with uneducated parents.

**RESOLVED**, That the Student Senate for California Community Colleges research and look into expanding student access to subsidized or reduced cost child care programs for students.

Citation for 1st whereas, White, Gillian B. “The Quiet Struggle of College Students With Kids.” The Atlantic, Atlantic Media Company, 11 Dec. 2014,  
[www.theatlantic.com/business/archive/2014/12/the-quiet-struggle-of-college-students-with-kids/383636/](http://www.theatlantic.com/business/archive/2014/12/the-quiet-struggle-of-college-students-with-kids/383636/)

Citation for 3rd whereas: Berger, Noah, and Pete Fisher. “A Well-Educated Workforce Is Key to State Prosperity.” Economic Policy Institute, Economic Policy Institute, 22 Aug. 2013,  
[www.epi.org/publication/states-education-productivity-growth-foundations/](http://www.epi.org/publication/states-education-productivity-growth-foundations/)

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### **F17-A-04-02 Prioritizing Need-Based Financial Aid for Non-Tuition College Costs**

Author: Laura Szabo-Kubitz  
Sponsor: Reedley College  
Disposition: Legislative Affairs Committee

**WHEREAS**, California Community College (CCC) students’ annual total cost of attendance can exceed \$20,000 even with comparatively low fees;

**WHEREAS**, the majority of students at all public California colleges and universities already pay no tuition, including nearly half of all CCC students and 70% of full-time CCC students;

**WHEREAS**, most Californians who leave public colleges and universities with debt already attended college tuition free, and borrowed loans to cover non-tuition college costs;

**WHEREAS**, the total costs of college include books and supplies, transportation, and living expenses as well as tuition, and these non-tuition costs pose substantial college affordability challenges for students; and the reality of limited state funding underscores the importance of prioritizing students with financial need;

**RESOLVED**, That the Student Senate for California Community Colleges prioritize and advocate for need-based financial aid that helps students cover non-tuition college costs including books and supplies, transportation, and living expenses, all of which are necessary for students' ability to work less, enroll in college and focus on their studies, and successfully complete a credential, degree, or transfer.

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### **F17-A-02-04 Placement Test Resolution**

Author: Chinwe Idika

Sponsor: Foothill College

Disposition: System Affairs Committee

**WHEREAS**, California Community Colleges have continued to express their concerns in regards to the effectiveness of using third-party college placement test programs, and question how equitable these programs are for routinely underserved student populations (i.e. re-entry, disabled).

**WHEREAS**, assessment tests continue to inappropriately place community college students who are actually college-prepared into remedial/non-transferable courses, which may or may not be amended by the departments for which these placements concern. (Scott-Clayton, 2012)

**WHEREAS**, several studies have shown that colleges who have drastically increased access to college-level courses (i.e. English Departments at Butte College and Long Beach City College) have seen significantly higher completion rates. (Henson, 2011)

**WHEREAS**, the costs for colleges to place students into remediation is estimated at approximately \$30-\$44 per student per subject (Rodriguez, 2014)--which does not

include the long-term expense of remediation and the repercussions of potential misplacement of the student (i.e. staying an extra year, additional textbook fees).

**RESOLVED**, that the Student Senate for California Community Colleges request that all colleges instead primarily assess readiness for college-level courses by markers such as high school grades, SAT/ACT scores, AP/IB/A-Levels scores, and grades from other institutions of higher learning, and use placement tests as an OPTIONAL assessment of college readiness.

**RESOLVED**, that the Student Senate for California Community Colleges ask that colleges within the 114-campus system re-assess the causes for unsatisfactory completion rates in remedial courses through dedicated institutional research workgroups within their respective participatory governance structures.

Citations:

<https://ccrc.tc.columbia.edu/media/k2/attachments/remedial-placement-testing-resources.pdf>  
[http://accelerationproject.org/Portals/0/Documents/HensonHern\\_Let\\_Them\\_In-corrected.pdf?ver=2016-09-22-122155-077](http://accelerationproject.org/Portals/0/Documents/HensonHern_Let_Them_In-corrected.pdf?ver=2016-09-22-122155-077)  
<http://ccrc.tc.columbia.edu/publications/highstakes-placement-exams-predict.html>

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### **F17-A-09-01 Recycling Program Initiative**

Authors: Jorge Ivan Ortiz & Jesus Rojas Venzor

Sponsor: Southwestern College

Disposition: Equitable Practices Committee

**WHEREAS**, the Student Senate for California Community Colleges (SSCCC) is recognized as the official student body with the ability to assess issues regarding facilities and environmental problems that affect students and their institutions in California; and,

**WHEREAS**, it is the obligation that the SSCCC advocates for the creation of environmentally conscious policies that benefits the students and their community colleges; and

**WHEREAS**, the responsibility of community colleges is to educate, provide, and sustain the community in which they reside; therefore, allowing for students to take care of the planet Earth as to preserve its regional and international beauties; and

**WHEREAS**, recycling saves energy consumption, which keeps production costs down; reduces the need to destroy natural habitat and deplete the Earth from its natural resources; produces considerably less carbon, which reduces the amount of



unhealthy greenhouse gas emissions; and goods made from recycled materials use less water which in part creates less pollution and uses less energy; and

**WHEREAS**, community colleges in need of financial assistance could benefit from the accumulation of recycled material for there are outlets to sell such considered waste and in return fund other disadvantage school programs; and,

**RESOLVED**, that the Student Senate for California Community Colleges support already existing recycling programs in other community colleges and certifies that long-lasting change is actually implemented in those said community colleges; and

**RESOLVED**, that the Student Senate for California Community Colleges implement the use of the *College and University Recycling Manual* released by the California Collegiate Recycling Council in conjunction with the University of California, Davis; and,

**RESOLVED**, that the Student Senate for California Community Colleges urge the California State Legislature to enact and require all community colleges, the Board of Governors for California Community Colleges, and governing bodies of community college districts to implement a thorough recycling program for the students and the community to benefit on the potential resources that waste can bring.

**Lin, King, et al. "College and University Recycling Manual." *Sustainable 2nd***

**Century, UC Davis,**

**[sustainability.ucdavis.edu/local\\_resources/docs/zero\\_waste/manual.pdf](http://sustainability.ucdavis.edu/local_resources/docs/zero_waste/manual.pdf)**

**<http://www.care2.com/greenliving/5-reasons-why-people-dont-recycle-and-5-reasons-they-should.html>**

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### **F17-A-09-02 Ethnic Studies Resolution**

Authors: Georgex Tafoya, Destiny Hernandez, Summer French

Sponsor: East Los Angeles College

Disposition: Equitable Practices Committee

**WHEREAS**, the misrepresentation of various cultures has consistently led to segregation and the misconception of diverse backgrounds

**WHEREAS**, ethnic studies is an option, but not a requirement for the IGETC areas 3 and 4 and the CSU GE-Breadth areas C and D.

**WHEREAS**, the demographic of California Community Colleges consist of a diverse population and the recent DACA decision has resulted in students feeling unwelcome on their campus, leading to a decrease in enrollment.

**WHEREAS**, the socio-political climate has continuously included violent, xenophobic, and discriminatory actions that target minority students and in consequence belittle their cultural value.

**RESOLVED**, that the SSCCC advocate for ethnic studies on college curriculums to be required for all students in order to increase diversity and the number of students embracing different cultures.

**RESOLVED**, that the SSCCC promotes equal representation of different cultures in educational curriculums to empower students who identify with these cultures by educating them about their Ancestries.

**RESOLVED**, that the SSCCC advocates for a well-rounded education, which includes math, biological sciences, social and behavioral sciences, and cultural sensitivity

## **Region Sponsored Resolutions**

### **F17-R-09 Replacement of “Columbus Day” with “Indigenous People’s Day”**

Authors: Sophia Thao, Tim Phillips, Israel Eisenbeiss, Audrey Thao

Sponsor: Region I

Dispositions: Equitable Practices Committee

**WHEREAS**, California Community Colleges should be inclusive to all cultures, ethnic groups, creeds, and cultural backgrounds; and

**WHEREAS**, many students of California Community Colleges are students with strong cultural backgrounds—most of which have been historically marginalized; and

**WHEREAS**, California Community Colleges don’t currently hold any specific holiday in regards to Indigenous People’s Day; and

**WHEREAS**, Christopher Columbus is a historical figure known to have committed acts of violence, such as mass genocide, to indigenous people; and

**WHEREAS**, it has been proven that Christopher Columbus was not the first to discover American soil; and

**WHEREAS**, California Community Colleges’ missions do not and should not support the acts of Christopher Columbus, in the sense of eradicating the lives of American indigenous people;

**RESOLVED**, that the Student Senate of California Community Colleges advocate for all California Community Colleges to abolish Columbus Day from their academic calendars; and be it

**RESOLVED**, that the California Community Colleges District replace Columbus Day with Indigenous People’s day on all academic calendars; and be it

**RESOLVED**, that the Student Senate of California Community Colleges strongly advocate and implement events in regards to celebrating Indigenous People’s Day across community colleges statewide.

## **F17-R-02 Veterans Care Act**

Authors: Nadine Goebel, Joseph A.Z. Moroney Jr., Sebastian Rolfe

Sponsor: Region II

Disposition: System Affairs Committee

**WHEREAS**, an estimated 2 million veterans reside in California, nearly forty-two percent (42%) of all veterans receiving Government Issued educational benefits attend California Community Colleges for education and/or training. (Citation 2)

**WHEREAS**, the role of community colleges is to provide academics, career training, and assist in transitioning to life after military services.

**WHEREAS**, the Chancellor's office has already initiated a communication structure with the Veterans Services Committee, which consists of Veteran Services Regional Representatives who are chosen by each CCC region and other constituents, chosen by the Chancellor's office. (Citation 1)

**WHEREAS**, colleges within the CCC system still struggle to maintain, regulate, and adequately represent their veteran students on campus.

**RESOLVED**, that the SSCCC work with the Chancellor's office, the Veterans Service committee, and other constituent groups to adequately assist colleges in fully representing and assisting their student veterans.

**RESOLVED**, that the SSCCC stay in communication with the Veteran Service committee and the regional representatives to help fulfill the gap that some colleges may be experiencing with their veteran services on campus.

**RESOLVED**, that the SSCCC and the regions stay up to date on the veteran services on each CCC campus and make recommendations and help with assistance when needed.

**RESOLVED**, that the SSCCC urges the Chancellor's office to better regulate the veteran services on each campus.

Citation 1: Extranet -- California Community Colleges Chancellor's Office. (n.d.). Extranet -- California Community Colleges Chancellor's Office > Divisions > Student Services > VETS > Communications. Retrieved September 08, 2017, from

<http://extranet.cccco.edu/Divisions/StudentServices/VETS/Communications.aspx>

Citation 2: Extranet -- California Community Colleges Chancellor's Office. (n.d.). Veterans Services. Retrieved September 08, 2017, from

<http://extranet.cccco.edu/Divisions/StudentServices/VETS.aspx>

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**F17-R-02-01 Active Listening Resolution**

Authors: Aisha Jordan and Corey J. Hollis

Sponsor: Region III

Disposition: System Affairs Committee

**WHEREAS**, California community college students face microaggressions and bias practices on a continual and consistent basis which contributes to hindering the educational performance of this diverse body of students in California.

**RESOLVED**, SSSCC require all faculty staff and administration to receive training held at the beginning of every semester centered around microaggressive and discomfort behavior towards students in a learning environment.

**RESOLVED**, All California community colleges create an immediate systematic approach for students to express grievances with faculty, administration, and staff in regards to microaggressions of behavior with disciplinary actions in place.

**RESOLVED**, SSSCC California community colleges allow an independent body of students to report micro aggressive grievances to ensure student grievances are unbiasedly reported to proper officiating body.

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**F17-R-09-01 Foundations Resolution**

Author: Aisha K. L. Jordan

Sponsor: Region III

Disposition: Equitable Practices Committee

**WHEREAS**, California community colleges enroll each semester formerly incarcerated and Justice impacted students who are being reintroduced to society, first generation college students, and or participant in the California Community College system; be it degree, trade, Certificate, and or transfer.

**WHEREAS**, formerly incarcerated and systems impacted students need campus resources, counseling, and navigation support to ensure educational success of underrepresented student body in the SSSCC statewide.

**WHEREAS**, There are already established empowerment engagement educational programs on campuses Such as in the Peralta District Region III.

**WHEREAS**, these students are in need of more support services to insure their success in education and community.

**RESOLVED**, the SSCCC advocate to duplicate and implement established empowerment engagement educational programs that provide the additional assistance to address the barriers system impacted students face daily.

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**F17-R-04 Advocating the implementation of financial aid for summer and winter class sessions**

Author: Bryant Odega,

Sponsor: Region VII

Disposition: Legislative Affairs Committee

**WHEREAS**, the longer it takes a student to graduate and/or transfer from a community college, the more costly it becomes which makes attending community college less affordable and more time consuming, according to the Campaign for College Opportunity. In their comprehensive study regarding the state of education in California, community college students take a median of 4.1 years to graduate which is more than twice the time for programs expected to last two years for a student to graduate and/or transfer to a four-year university;

**WHEREAS**, according to the Los Angeles Times report on the aforementioned study, students who could not attend a required class took a different class that they didn't need so that they can remain eligible for financial aid. Furthermore, these extra classes would lead to more time and money since a student getting a degree in six years from a community college in the Los Angeles area will likely have the opportunity cost of \$120,000 in lost potential wages as well as expenses in their career compared to someone finishing in two years;

**WHEREAS**, the Education Advisory Board reports the decline in community college enrollment is due in part to the sentiment that the education system is considered too costly and time-consuming as cited by the director of Georgetown University's Center on Education and the Workforce, Anthony Carnevale;

**WHEREAS**, according to the National Association of Student Financial Aid Administrators, the previous year-round Pell Grant award was impeded by burdensome administrative implementation;

**RESOLVED**, that the Student Senate for California Community Colleges advocate for financial aid such as the Federal Pell Grant and Cal Grant to be available to students during summer and winter class sessions to ensure that students will be able to afford to

take classes during those sessions and to have the opportunity to reduce the time it takes for them to graduate and/or transfer to a four year university;

**RESOLVED**, that the Student Senate for California Community Colleges urge and encourage the prevention of administrative implementation that may burden the process of restoring year-round Pell Grants; and

**RESOLVED**, that the Student Senate for California Community Colleges encourage that both full-time and half-time students receive financial aid during the summer and winter sessions.

Education Advisory Board. (2016, October 24). The real reasons why community college enrollment is declining. Retrieved September 11, 2017, from <https://www.eab.com/daily-briefing/2016/10/24/the-real-reasons-community-college-enrollment-is-falling>

Payne, S. (2017, May 2). Spending Package Restores Year-Round Pell, Cuts Pell Reserves. Retrieved September 11, 2017, from [https://www.nasfaa.org/news-item/11975/Spending\\_Package\\_Restores\\_Year-Round\\_Pell\\_Cuts\\_Pell\\_Reserves](https://www.nasfaa.org/news-item/11975/Spending_Package_Restores_Year-Round_Pell_Cuts_Pell_Reserves)

Song, J. (2014, July 01). Many California community college students need 4 years to graduate. Retrieved September 11, 2017, from <http://www.latimes.com/local/education/la-me-college-study-20140701-story.html>

The Campaign for College Opportunity. (2014, July). The Real Cost of College: Time & Credits in California. Retrieved September 11, 2017, from <http://realcostofcollegeinca.org/>

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## **F17-R-02-02 Health Services during Summer and Winter Sessions**

Sponsor: Region VII

Disposition: System Affairs Committee

**WHEREAS**, Some California community colleges offer health services during the fall and spring semesters such as STD/HIV testing, reproductive health services, and psychological counseling to students, which can be essential for all students struggling to access affordable health care, for students confused and scared of their condition, or for students who are seeking more information;

**WHEREAS**, 1 in 4 students suffer from a diagnosable mental illness, but 40 % of students do not seek treatment. Furthermore, 1 in 10 college students have considered suicide, with suicide being the 2nd leading cause of death among college students (Citation 1);

**WHEREAS**, According to the CDC, in 2015 the combined total cases of gonorrhea, chlamydia, and syphilis reached a new record high with 1.5 million new cases of chlamydia, about 395,000 new cases of gonorrhea, and nearly 24,000 cases of syphilis, in

which people ages 15-24 accounted for more than half of these new cases (Citation 2). According to an article from the Journal of American College Health, more than 1 in 5 sexually active students reported they or their partners using emergency contraceptives (Citation 3); and

**WHEREAS**, California community colleges offer health services, but they do not offer these services during the winter and summer sessions. This can greatly impact the physical and mental health of students, which can affect their academic success; therefore be it

**RESOLVED**, That the Student Senate for California Community Colleges advocates for California community colleges to set a student health services fee during summer and winter sessions in order to fund Health Services during the summer and winter sessions.

Citation 1: College Mental Health Services Program, AB-2017, 2015-2016 California Legislature. (2016).

Citation 2: (2016, October). CDC fact sheet: Reported STDs in the United States: 2015 National data for chlamydia, gonorrhea, and syphilis. Retrieved from: <https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/std-trends-508.pdf>

Citation 3:

Trieu, S. L., Bratton, S., & Hopp Marshak, H. (2011). Sexual and Reproductive Health Behaviors of California Community College Students. Journal of American College Health, 59(8), 744-750. doi:10.1080/07448481.2010.540764

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