



**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES**

MEETING: Regular Meeting in February 2021

DATE: Tuesday, February 23, 2021, at 5:30 p.m.

PLACE: Zoom Teleconference

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the “LIVE” video option:

<https://www.youtube.com/channel/UCsguBf7ndfQVQ6n0v9hrfiQ>

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting may do so virtually via the YouTube link listed on the agenda.

Public comments for Zoom teleconference meetings will only be accepted via email. Submissions should be sent to chancellor@nocccd.edu with “Public Comment” noted in the email subject line and must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit.

The Board of Trustees reserves the right to change the order of the agenda items as the need arises.

All Board meetings, excluding closed sessions, shall be electronically recorded.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board via email submissions which must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit. The Board does not condone any defamatory accusations or complaints, including remarks which reflect adversely on the political, religious, or economic views, character, or motives of any person. Members of the audience bear the sole legal responsibility for any defamation actions that may be brought as a result of their comments or allegations.
- d. **Consider Non-Personnel block-vote items indicated by [] in Sections 3 & 4**
- e. **Consider Personnel block-vote items indicated by [] in Section 5**
Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion. An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote.

Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public by contacting the Chancellor’s Office.
- f. **Chancellor’s Report**
- g. **Comments:**

**Chancellor's Staff
Resource Table Personnel
Members of the Board of Trustees**

2. a. **Approval of Minutes of the Regular Meeting of February 9, 2021.**
- b. **CLOSED SESSION: Per the following sections of the Government Code:**
- Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.**
- Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.**
- Per Section 54956.9(a): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.**
- Per Section 54956.9(d)(2): CONFERENCE WITH LEGAL COUNSEL: SIGNIFICANT EXPOSURE TO LITIGATION: One (1) Potential Case.**
- Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor**
- Section 59338: FINAL DISTRICT DECISION; APPEALS TO LOCAL GOVERNING BOARD.**
3. **FINANCE & FACILITIES**
- a. It is requested that the Board receive and review the annual audits of the District for fiscal year 2019-2020.
- [b] Authorization is requested that the nonresident tuition fee for the 2021-22 school year for the North Orange County Community College District be set at \$274 per unit with an additional charge for capital outlay of \$57 per unit.
- [c] Authorization is requested for an institutional membership, to the Orange County Black Chamber for the period of March 1, 2021 through March 1, 2022, at a cost not to exceed \$2,500.
- [d] It is recommended that the Board approve the Master Agreement between NOCCCD and North Orange County Community College District Foundation.
- [e] It is recommended that the Board approve the updated Master Agreement between NOCCCD, Fullerton College, and the Friends of Fullerton College Foundation.
- [f] Authorization is requested to enter into an Engineering Services agreement with P2S for the Fullerton College 300/500 Building Swing Space Power and Data Design in the amount of \$123,000, not inclusive of reimbursables, from February 24, 2021, through February 24, 2022.

- [g] Authorization is requested to enter into an agreement with Stamats Communications, Inc. to recruit new adult students for sustaining long-term growth at NOCE for the 2021 Spring, Summer, and Fall semesters in the amount not to exceed \$163,500 from March 1, 2021 through August 31, 2021.
- [h] It is recommended that the Board approve the sole source purchase of the new 90 MHz spectrometer from Anasazi Instruments, Inc. in the amount of \$121,758 including tax and installation.

4. **INSTRUCTIONAL RESOURCES**

- [a] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2021 and Fall 2022.
- b. It is recommended that the Board receive as information the Cypress College and Fullerton College Guided Pathways Self-assessment Progress Reports.

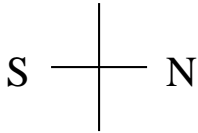
5. **HUMAN RESOURCES**

- [a] Request approval of the following items concerning academic personnel:
 - Stipend for Additional Administrative Duties
 - Change in Salary Classification
 - Leaves of Absence
 - Temporary Academic Hourly
- [b] Request approval of the following items concerning classified personnel:
 - Resignation
 - New Personnel
 - Promotion
 - Professional Growth & Development
 - Leaves of Absence
 - Correction to Board Agenda of January 26, 2021 – Change in Stipend Date
- [c] Request approval of Professional Experts.
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.
- [e] Request approval of Volunteers.
- [f] Request approval for Full-Time Faculty Vesting Requirements for Lifetime Medical Subject to the Public Employees' Medical and Hospital Care Act.

6. GENERAL

- a. It is recommended that the Board review the Board Assessment Instrument and recommend any changes for re-adoption at the March 23, 2021 Board meeting.
- b. It is recommended that the Board discuss any potential future agenda items.

It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the North Orange County Community College District will attempt to accommodate you in every reasonable manner. Please contact the Chancellor's Office, at (714) 808-4797, at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.



Board Room Seating Arrangement

Trustees

Dr. Barbara Dunsheath,
President

Jacqueline Rodarte,
Vice President

Ed Lopez,
Secretary

Jeffrey P. Brown,
Board Member

Stephen T. Blount,
Board Member

Ryan Bent,
Board Member

Evangelina Rosales
Board Member

Ester Plavdjian,
Student Member CC

Dr. Cheryl A. Marshall,
Chancellor

Chloe Reyes,
Student Member FC

Alba Recinos,
Recording Secretary

Tonya Cobb,
Adjunct Faculty United

Fred Williams, Vice Chancellor
Finance & Facilities

Joseph Vasquez,
CSEA

Irma Ramos, Vice Chancellor
Human Resources

Christie Diep,
United Faculty

Constituent Groups

Chancellor's Staff

Dr. Cherry Li-Bugg, Vice Chancellor
Educational Services & Technology

Dr. Kim Orlijan,
FC Senate

Valentina Purtell,
President NOCE

Dr. Craig Goralski,
CC Senate

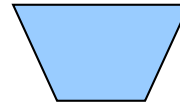
Dr. JoAnna Schilling,
President CC

Jennifer Oo,
NOCE Senate

Dr. Greg Schulz,
President FC

Lisa McPheron,
DMA

Kai Stearns,
Public & Governmental Affairs



Audience Seating

Entrance



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---------------------------------------|--|---|
| TO: | BOARD OF TRUSTEES | | Action _____ |
| | | | Resolution _____ |
| DATE: | February 23, 2021 | | Information <u> X </u> |
| | | | Enclosure(s) <u> X </u> |
| SUBJECT: | Review of Annual Audit – FY 2019-2020 | | |

BACKGROUND: Pursuant to §84040 of the Education Code and in accordance with §59104 of Title 5 of the California Code of Regulations, the Board of Trustees is required to provide for and review the annual audit of all funds, books, and accounts of the District in accordance with regulations of the Board of Governors. Annual audits are available on the District website at <https://www.nocccd.edu/audit-reports>.

The District followed the provisions of Governmental Accounting Standards Board Statement No. 34, Basic Financial Statements and Management Discussion and Analysis for State and Local Governments, and Statement No. 35, Basic Financial Statements and Management Discussion and Analysis of Public Colleges and Universities, and related amendments, following the Business Type Activity (BTA) model. This model provides a comprehensive view of the District, combining the funds of the District under the full accrual basis of accounting. In addition, the District has provided the required management discussion and analysis that outlines the financial highlights and explains, in narrative form, the financial information contained in the basic financial statements.

The audit also included an examination for compliance with laws and regulations as described in the California Community Colleges Contracted District Audit Manual.

Summary of Auditor’s Results

| Criteria | Results/Response |
|--|------------------|
| <i>Financial Statements</i> | |
| Type of auditor’s report issued | Unmodified |
| Internal Control over financial reporting | |
| Material weaknesses identified? | No |
| Significant deficiencies identified? | None reported |
| Noncompliance material to financial statements noted? | No |
| <i>Federal Awards</i> | |
| Internal control over major Federal programs | |
| Material weaknesses identified? | No |
| Significant deficiencies identified? | Yes |
| Type of auditor’s report issued on compliance for major Federal programs | Unmodified |
| Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance? | No |
| <i>State Awards</i> | |
| Type of auditor’s report issued on compliance for State programs | Unmodified |

Audit Standards: The financial and compliance audit was done in accordance with generally accepted auditing standards and standards applicable to Financial Audits contained in Government Auditing Standards issued by the Comptroller General of the United States; Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), issued by the U.S. Office of Management and Budget; and standards issued by the California Community Colleges Chancellor's Office. The District received an unmodified ("clean") opinion on the audit, which means that the financial data was fairly stated, in all material respects, in accordance with generally accepted accounting principles.

Internal Control: In conjunction with each financial and compliance audit of a community college district, the auditor conducts a study and evaluation of the community college district's system of internal accounting control and the systems established to ensure compliance with laws and regulations affecting the receipt and expenditure of state, federal, and local funds.

The audit included such testing as needed to generate the auditor's report on the study and evaluation of internal accounting control (including a description of material weaknesses) and systems established to ensure compliance with applicable laws and regulations. The audit noted no material weaknesses over either financial reporting or major federal programs.

Compliance: In addition to the auditor's reports and fiscal information presented in basic financial reviews, annual audits are required to report compliance aspects of significant state and federal programs. The audit noted no incidents of material weaknesses for either financial reporting or major federal programs. However, there was an instance of noncompliance, which resulted in a significant deficiency finding, with reporting for CARES Act that is discussed below.

Findings: The audit noted that there were no prior year findings. A significant deficiency was noted for compliance with the CARES Act grant reporting at Cypress College. College management has addressed this issue and the District has provided a response to the finding on the steps that have been implemented to ensure future compliance. It is anticipated that this will also be a finding in the following year's audit report as the instance of noncompliance crossed the current fiscal year end.

Other Audits

Other audits were performed on organizations closely associated with the District. These reports are being submitted for review:

- Proposition 39 Financial and Performance Audits
- Community College Foundation of North Orange County Audit
- Cypress College Foundation Audit
- Fullerton College Foundation Audit (is still in process and will be separately submitted at a later time)

This agenda item was submitted by Kashmira Vyas, District Director, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

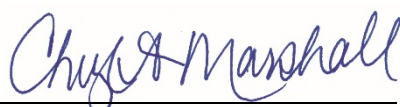
How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6400, Audits.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is requested that the Board receive and review the annual audits of the District for fiscal year 2019-2020.

Fred Williams

Recommended by



Approved for Submittal

3.a.3

Item No.

Additionally, the District is authorized under Education Code §76141, amended by Assembly Bill No. 947 which was approved on October 11, 2009, to charge any nonresident student a capital outlay fee not to exceed the amount that was expended by the District for capital outlay in the preceding fiscal year. Any fee charged for capital outlay cannot exceed 50% of the current nonresident tuition fee established by the District and the funds must be expended for capital outlay purposes. The calculated rate or maximum rate for capital outlay purposes is \$69 per unit.

Any student who can demonstrate economic hardship or who is a victim of persecution or discrimination in the country in which the student is a citizen and resident is exempt from the capital outlay fee. To qualify under the economic hardship waiver, a student must demonstrate a "hardship" that encompasses the financial circumstances of a person who is a recipient of benefits under the Assistance for Needy Families Program, the Supplemental Income/State Supplementary Program, or a general assistance program.

The following table lists the proposed nonresident tuition rates that are being recommended by fiscal offices for districts contiguous to the North Orange County Community College District (NOCCCD). These rates are subject to Board approval and may differ from the actual rates established.

| <i>District</i> | <i>2021-2022 Proposed Nonresident Tuition Rate</i> | <i>Capital Outlay</i> | <i>Combined Rate</i> |
|-----------------|--|-----------------------|----------------------|
| Cerritos | \$307 | \$20 | \$327 |
| Chaffey | \$307 | \$17 | \$324 |
| Coast | \$307 | \$24 | \$331 |
| Long Beach | \$269 | \$40 | \$309 |
| Mt. San Antonio | \$280 | \$30 | \$310 |
| Rancho Santiago | \$307 | \$10 | \$317 |
| South Orange | \$295 | \$25 | \$320 |

The following table compares the proposed rates for 2021-22 with the per-unit nonresident tuition fees that have been charged by the NOCCCD for the last five years. For fiscal year 2021-22, we have proposed the combined rate to be no more than those being proposed by our contiguous districts, noted in the table above. We have proposed the nonresident tuition rate to be no less than our computed cost of education rate and have adjusted the proposed capital outlay rate (from \$69 to \$57) to arrive at the proposed combined rate.

| <i>Year</i> | <i>Nonresident Tuition Rate</i> | <i>Capital Outlay</i> | <i>Combined Rate</i> |
|--------------------|---------------------------------|-----------------------|----------------------|
| 2021-22 (Proposed) | \$274 | \$57 | \$331 |
| 2020-21 | \$265 | \$33 | \$298 |
| 2019-20 | \$265 | \$20 | \$285 |
| 2018-19 | \$258 | \$19 | \$277 |
| 2017-18 | \$234 | \$15 | \$249 |
| 2016-17 | \$211 | \$12 | \$223 |

This agenda item was prepared and submitted by Kashmira Vyas, District Director, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction #3: Stewardship of Resources.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 5020, Nonresident Tuition.

FUNDING SOURCE AND FINANCIAL IMPACT: Nonresident tuition fees will be recorded in the General Fund with the additional capital outlay portion recorded in the Capital Outlay Fund to be used for purposes of capital outlay, maintenance, and equipment.

RECOMMENDATION: Pursuant to Education Code §76140 and §76141, authorization is requested that the nonresident tuition fee for the 2021-22 school year for the North Orange County Community College District be set at \$274 per unit with an additional charge for capital outlay of \$57 per unit. This results in \$33 per-unit increase effective for all course terms beginning or ending on or after July 1, 2021.

Any student who can demonstrate economic hardship or who is a victim of persecution or discrimination in the country in which the student is a citizen and resident is exempt from the capital outlay fee. To qualify under the economic hardship waiver, a student must demonstrate a "hardship" that encompasses the financial circumstances of a person who is a recipient of benefits under the Assistance for Needy Families Program, the Supplemental Income/State Supplementary Program, or a general assistance program.

Fred Williams

Recommended by



Approved for Submittal

3.b.3

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 23, 2021 Resolution
Information
Enclosure(s)
SUBJECT: Institutional Membership, Orange County
Black Chamber

BACKGROUND: Historically, the North Orange County Community College District has maintained memberships in state and national organizations that represent and serve the interests of community colleges. Each year, the District pays the membership dues for these organizations, many of which are oriented toward a specific instructional area or toward the instructional program in general. Many of them are required or strongly recommended as part of an accreditation, while others provide professional development to staff or establish linkages between the District and the business or private sector. The Board has delegated the approval process for memberships under \$1,000; consequently items presented for approval are those memberships that exceed \$1,000.

Chancellor Marshall is recommending a District membership to the Orange County Black Chamber (Black Chamber), which is a business association with an annual institutional membership fee of \$2,500.

The Black Chamber leads the way in providing access to information, resources and support that connects Black and Ethnic businesses to opportunities for growth and development. The Black Chamber continues their business leadership role to ensure that when veterans return home from the battlefield that they will find opportunities to continue their education, learn new skills, find a place in the workplace or obtain resources to start a business. The Black Chamber is committed to the continuation of the opportunity to enhance, improve, and grow businesses. Members of the Black Chamber will have access to all business information, community outreach events, business development events and opportunities, legislative affairs committee involvement and participation, and access to the Orange County President's Council.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6100, Delegation of Authority.

FUNDING SOURCE AND FINANCIAL IMPACT: The membership dues will be charged to the appropriate fund and organization codes that best represent the purpose of the membership.

RECOMMENDATION: Authorization is requested for an institutional membership, to the Orange County Black Chamber for the period of March 1, 2021 through March 1, 2022, at a cost not to exceed \$2,500.

Fred Williams

Recommended by



Approved for Submittal

3.c.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: February 23, 2021
SUBJECT: NOCCCD and NOCCCD Foundation
Master Agreement

| | |
|--------------|-------------------|
| Action | <u> X </u> |
| Resolution | <u> </u> |
| Information | <u> </u> |
| Enclosure(s) | <u> X </u> |

BACKGROUND: The North Orange County Community College District Foundation (District Foundation) was established as an auxiliary organization in 1987. As required by Education Code Section 72670 et seq., the Board of Trustees of the District has adopted implementing regulations for auxiliary organizations which require that all auxiliary organizations enter into a written agreement with the District.

The Master Agreement was developed to continue and formalize the relationship and cooperative activities between NOCCCD and the District Foundation.

The Master Agreement has been reviewed and approved by the District Foundation Board of Directors, the Chancellor and Vice Chancellor, as well as District administration. In addition, this master agreement has been reviewed and edited by legal counsel.

This agenda item is submitted by Fred Williams, Vice Chancellor, Finance and Facilities.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 4) Collective Impact & Partnerships: NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and businesses to create positive change in the region.

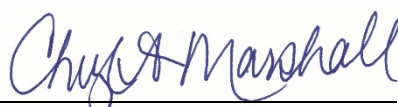
How does this relate to Board Policy: The agenda item relates to Board Policy 3600, Auxiliary Organizations.

FUNDING SOURCE AND FINANCIAL IMPACT: There is no financial impact to NOCCCD, except as currently exists and as noted in the master agreement.

RECOMMENDATION: It is recommended that the Board approve the Master Agreement between NOCCCD and North Orange County Community College District Foundation.

Fred Williams

Recommended by



Approved for Submittal

3.d.1

Item No.

**MASTER AGREEMENT BY AND BETWEEN
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT FOUNDATION AND
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

THIS MASTER AGREEMENT (the "Agreement") is entered into as of this 23rd day of February 2021, by and between NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT (the "District"), and the NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT FOUNDATION (the "Foundation"), a California nonprofit public benefit corporation.

RECITALS

- A. The District and the Foundation desire to enter into this Agreement to set forth the terms of the relationship between the District and the Foundation, which has been established as an auxiliary organization of the District pursuant to Education Code Section 72670 et seq. and Section 59250 et seq. of Title 5 of the California Code of Regulations.
- B. As required by Education Code Section 72670 et seq., the Board of Trustees of the District has adopted implementing regulations for auxiliary organizations which require that all auxiliary organizations enter into a written agreement with the District.
- C. The District and the Foundation desire to enter into this Agreement in accordance with the District's implementing regulations regarding auxiliary organizations.

AGREEMENT

NOW, THEREFORE, the parties covenant and agree as follows:

ARTICLE I

FOUNDATION PURPOSES AND FUNCTIONS

Section 1.1. Statement Regarding Use of Foundation. The administration by the Foundation of the functions and activities described in this Agreement, instead of administration by and through the District, is deemed to be more effective in accomplishing such functions and activities than would be possible under usual governmental budgetary, purchasing, and other fiscal procedures.

Section 1.2. Foundation Functions. The Foundation will be providing services and performing the function of receiving gifts, bequests and donations for the benefit and advancement of the District and developing, conducting, and financing programs and projects designed to benefit the educational and community programs for the District. Other services, programs, functions, or activities may be provided by the Foundation if such services are first approved by the Board of Governors of the California Community Colleges and the Board of Trustees of the District.

Section 1.3. Covenant to Maintain Existence. During the term of this Agreement, the Foundation agrees to maintain its existence and to operate in accordance with this Agreement and Education Code section 72670 et seq. and with section 59250 et seq. of Title 5 of the California Code of Regulations, as well as with District policy and the implementing regulations for auxiliary organizations adopted by the District.

ARTICLE II

ANNUAL AUDITS AND PROFESSIONAL SERVICES

Section 2.1. Attorney and Accountant Services. The board of directors of the Foundation shall have the benefit of the advice and counsel of at least one attorney admitted to practice law in California and at least one licensed certified public accountant. Neither the attorney nor the certified public accountant need be members of the board of directors of the Foundation.

Section 2.2. Annual Audit. The board of directors of the Foundation shall cause an annual fiscal audit of the Foundation to be conducted by a certified public accountant. This annual audit may be conducted as part of a fiscal audit of the District. The annual audit will include a review of the internal control structure and a report of recommendations. Copies of the annual audit report and management letter comments shall be submitted to the District within thirty (30) days after it is received by the Foundation. The Foundation shall annually publish the audited statement of its financial condition. The statement shall be disseminated as widely as feasible and be available to any person on request. A reasonable fee may be charged to cover the costs of providing such copies.

Section 2.3. Annual Budget. The Foundation shall also prepare for the District an annual budget of its revenues and expenses. This report shall be provided to the District prior to the beginning of each Foundation fiscal year.

Section 2.4. Foundation Records. The Foundation shall keep and maintain records and accounts of its operations, financial status, and program expenditures for a period of not less than five (5) years following each budget period. Such records and reports may be maintained in the District office, subject to the terms of Article III of this Agreement. Such records and reports shall cover all activities of the Foundation whether pursuant to this Agreement or otherwise. The District shall have the right to inspect and audit such records and accounts during and/or following the close of any Foundation fiscal year following reasonable notification to the Foundation. The District shall also have the right to take custody of all records generated by the Foundation in any way relating to its administration of the services, programs, functions, or activities described in Section 1.2 of Article I of this Agreement. The rights and obligations provided in this Section shall survive the termination of this Agreement.

Section 2.5. Annual Statement of Benefits. The Foundation shall provide the District with an annual statement describing the benefits and services of the Foundation to the District. This report shall be presented to the Board of Trustees of the District no later than 120 days following the close of the Foundation's fiscal year.

ARTICLE III

USE OF DISTRICT FACILITIES

Section 3.1. Use of District Facilities. The Foundation, separately or jointly with the District, may occupy, operate, and use District facilities and property as identified in Appendix A to this Agreement, which may be amended from time to time, to accomplish the purposes of this Agreement. However, the Foundation's operations under any such amendment shall be integrated with District operations and shall be under the general supervision of District officials. Furthermore, it is understood and agreed that District officers, employees and agents shall have the right to enter any such facilities or any part thereof at any time for the purpose of examination or supervision. A description of facilities to be used by the Foundation is set forth in Appendix A to this Agreement. The Foundation's use of District facilities does not establish a landlord/tenant relationship between the District and the Foundation, unless such a relationship is otherwise established by a separate written agreement entered between the District and the Foundation.

Section 3.2. Charge or Rental. Appendix A shall set forth the charge or rental to be paid to the District by the Foundation for the use of such facilities or property. Such charge or rental may be for less than fair rental value to the extent permitted by Section 81440(b) of the Education Code.

Section 3.3. Use of Facilities. The Foundation shall use the facilities and property of the District pursuant to Appendix A only for those services and functions that are consistent with this Agreement and consistent with the policies, rules and regulations which have been or may be adopted by the Board of Trustees of the District.

Section 3.4. District Right to Terminate. The right to use any of the District facilities or property granted in Appendix A shall cease upon written notice by the District that the facilities or property are needed for the exclusive use of the District.

Section 3.5. Maintenance and Operating Expenses. The Foundation agrees that it shall keep and maintain all such facilities and property in a clean and orderly condition and shall, at its own expense, at reasonably frequent intervals and in a lawful manner, dispose of all waste from such facilities and property. The Foundation further agrees that it shall keep all such facilities and property in good repair.

Section 3.6. Third Party Agreements by Foundation. The Foundation shall not enter into any contract that would obligate the District, its facilities, equipment, or personnel, without the prior written approval of the District. The Foundation has no authority to bind the District, by contract or otherwise, in any amount.

Section 3.7 Insurance and Indemnification. The Foundation shall be included in the District's insurance policies for all of its regular functions, including Directors' and Officers' liability insurance. When special events are sponsored by the Foundation, separate insurance coverage shall be required by the District. The Foundation may at any time retain its own Directors and Officers or other necessary insurance policies at its own expense.

Each party agrees to indemnify, defend, and save harmless the other party and its officers, agents and employees from any and all loss, damage, liability or expense (including but not limited to reasonable attorney's fees and court costs) that may be suffered or incurred by the other party, its officers, agents and employees arising in connection with this Agreement, or in any way connected with the use of the District facilities by the Foundation, to the extent that the loss, damage, or liability arises from the intentional or negligent acts or omissions of the indemnifying party, its officers, agents or employees or its breach of this Agreement. If the indemnified party, or its officers, agents, or employees, engaged in intentional or negligent acts or omissions or a breach of this Agreement that contributed to said loss, damage or liability, then the parties' respective responsibility shall be determined in accordance with principles of comparative fault. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

Section 3.8: Signs, Fixtures and Equipment. During the term of this Agreement, the Foundation shall have the right to erect, place and attach fixtures, signs and equipment in or upon facilities as authorized by the Chancellor of the District in writing as to number, size and location. Fixtures, signs or equipment so erected, placed or attached by the Foundation shall be and remain the property of the Foundation and shall be removed therefrom by the Foundation upon the termination of this Agreement or written direction of the Chancellor of the District.

Section 3.9. Restoration. Upon termination of this Agreement, the District shall have the option to require the Foundation, at the Foundation's expense and risk, to restore all such facilities as nearly as possible to the condition existing prior to the execution of this Agreement; provided, however, that if the Foundation shall fail to do so within ninety (90) days after the District exercises such option, the District may restore the property at the expense of the Foundation; and all costs and expenses of such restoration shall be paid by the Foundation upon demand of the District. The District shall have the right to exercise this option within thirty (30) days after the expiration of this Agreement, but not thereafter.

Section 3.10. Survival of Rights. The rights and obligations provided in this Article shall survive the termination of this Agreement.

ARTICLE IV

REIMBURSEMENT OF DISTRICT COSTS

Section 4.1. Reimbursement for District Expenditures. The Foundation shall reimburse the District for expenditures incurred by the District as a result of the Foundation's activities. This reimbursement shall include, but not be limited to, custodial and other District employee services, utility costs, maintenance costs and supplies. The Foundation's reimbursement of these costs may be in the form of non-monetary benefits provided by the Foundation to the District. The District shall annually invoice the Foundation for such expenditures, indicating items charged and the method of determining costs. The reimbursement shall be computed on a simple but equitable basis and shall be made by the Foundation within thirty (30) days of receipt of the invoice. The Foundation may provide this reimbursement either by making monetary reimbursement or by providing a statement of the in-kind contribution or benefits provided to the District by the Foundation, as may be agreed upon between the District and the Foundation.

Section 4.2. Indirect Costs Relating to Federal Programs. If the Foundation administers a federally-sponsored program, it shall reimburse the District for indirect costs associated with the performance of services by District for the Foundation relating to the federally-sponsored project. Such reimbursement shall take into consideration the District's federal indirect cost rate and the approved indirect cost allocation, if any, of the federal program award. In the event that the District's federal indirect cost rate has not been determined, the District's Chancellor shall determine and specify such costs and the amount thereof. All such reimbursements shall be made by the Foundation within thirty (30) days of receipt of an invoice with a determination of such costs.

ARTICLE V

DISPOSITION OF FOUNDATION ASSETS

Section 5.1. Approval of Expenditures. The board of directors of the Foundation shall approve all expenditures and fund appropriations of the Foundation. Appropriations of funds for use outside the normal business operations of the Foundation shall be approved in accordance with policy and further consistent regulations adopted by the Chancellor of the District.

Section 5.2 Expenditures for Public Relations. With respect to expenditures for public relations or other purposes which would serve to augment District appropriations for the operation of the District, the Foundation may expend funds in such amount and for such purposes as are approved by the board of directors of the Foundation. Prior to the expenditure of such funds, the board of directors of the Foundation shall file with the Chancellor a statement of the Foundation's policy on accumulation and use of public relations funds. The statement shall include the policy and procedure on solicitation of funds, source of funds, purposes for which the funds will be used, allowable expenditures and procedures of control.

Section 5.3. Disposition of Net Earnings. Net earnings derived from the operations of the Foundation shall be used solely to benefit the District and its students or used for reserves as established by the board of directors of the Foundation.

Section 5.4. Disposition of Assets Upon Dissolution. Upon dissolution of the Foundation or the cessation of its operations under this Agreement, its assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to either (i) a 501(c)(3) organization or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes. Such organization shall be the District if it qualifies as such at the time of disposition, for its exclusive benefit.

ARTICLE VI

MISCELLANEOUS

Section 6.1. Term of Agreement. The term of this Agreement shall be five (5) years beginning on the date of this Agreement, unless sooner terminated as herein provided; provided, however, that this Agreement shall be renewed automatically for subsequent annual periods, unless either party notifies the other party in writing not later than sixty (60) days prior to any renewal date of its intention not to renew. In any event of termination, the provisions of

Section 5.4 of Article V of this Agreement (concerning the distribution of assets upon dissolution) shall survive such termination.

Section 6.2. Termination. Either party may terminate this Agreement on sixty (60) days written notice to the other party if the party to whom such notice is given is in material breach of this Agreement. The party claiming the right to terminate hereunder shall set forth in such notice the facts underlying its claim that the other party is in breach of this Agreement. Remedy of such breach within thirty (30) days of the receipt of such notice shall prevent the termination of the Agreement.

Section 6.3. Termination in Event of Foundation's Loss of Auxiliary Organization Good Standing. If and when the Chancellor or other designee of the District has reason to believe that the Foundation should be removed from the District's list of auxiliary organizations which are in good standing (the "Good Standing List"), that person shall give the Foundation's board of directors reasonable notice that a conference will be held to determine whether grounds for removal of the Foundation from the Good Standing List do in fact exist. Representatives of the Foundation's board of directors shall be entitled to be present at such conference and to be heard. Based upon such conference, the Chancellor or such other District designee shall recommend to the District Board of Trustees whether the Foundation should be removed from the Good Standing List, after which the District Board of Trustees, in its sole discretion, may remove the Foundation from said Good Standing List. Notwithstanding the terms of section 6.2, above, this Agreement shall immediately terminate on the Foundation's removal from the Good Standing List.

Section 6.4. Effects of Termination. Upon termination of this Agreement, neither party shall have any further obligation hereunder except for (1) obligations occurring prior to the date of such termination; and (2) obligations, promises, or covenants contained herein which expressly extend beyond the term of this Agreement, including but not limited to those set forth in this Section. Upon termination or expiration of this Agreement, the Foundation shall within thirty (30) days of such termination or expiration (1) vacate any District facilities and/or real property the Foundation is occupying; (2) return all District equipment and supplies to the District; (3) transfer all documents and records in its possession relating to its administration of the services, programs, functions or activities described in Section 1.2 of Article I of this Agreement to the District; and (4) perform all other obligations required of the Foundation under the terms of this Agreement.

Section 6.5. Non-Assignability: Amendment. This Agreement, either in whole or in part, is not assignable by the Foundation. This Agreement may not be altered or modified except by a writing signed by the parties.

Section 6.6. Notices. Any notice, request, information or other document to be given hereunder to any party by any other party shall be in writing and shall be deemed given and served upon delivery, if delivered personally, or three (3) days after mailing if sent by certified mail, postage prepaid, as follows:

Any party may change the address or persons to which notices are to be sent to it by giving the written notice that such change of address or persons to the other parties in the manner provided for giving notice.

Section 6.7. Headings. The titles and headings of the various sections of this Agreement are intended solely for convenience of reference and are not intended to explain, modify or place any construction on any of the provisions of this Agreement.

Section 6.8. No Waiver. A party's failure to insist on the strict performance of any covenant or duty required by this Agreement, or to pursue any remedy under this Agreement, shall not constitute a waiver of the breach or the remedy.

Section 6.9. Governing Law. The agreement shall be governed by and construed according to the laws of the State of California.

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto as of the date set forth above.

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

BY: _____

Dr. Cheryl A. Marshall

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
FOUNDATION

BY: _____

APPENDIX A

Use of District Facilities

Not applicable.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 23, 2021

SUBJECT: NOCCCD, Fullerton College &
Friends of Fullerton College
Foundation Master Agreement

| | |
|--------------|-------------------|
| Action | <u> X </u> |
| Resolution | <u> </u> |
| Information | <u> </u> |
| Enclosure(s) | <u> X </u> |

BACKGROUND: Fullerton College and the Friends of Fullerton College Foundation developed a Master Agreement to formalize the auxiliary foundation model similar to the relationship between Cypress College and the Cypress College Foundation.

The Master Agreement serves to formalize the relationship and cooperative activities between NOCCCD, Fullerton College & Friends of Fullerton College Foundation. The Master Agreement also reflects the work that will be done collaboratively between the Friends of Fullerton College Foundation and Fullerton College. The Board of Trustees approved the previous Master Agreement on October 27, 2020.

Recently the Cypress College Foundation and the North Orange County Community College District Foundation Master Agreements were updated for Board of Trustees approval. In order to maintain consistency with each of those Master Agreements with respect to the Business Practices and Audit and Insurance and Indemnification sections, the Friends of Fullerton College Foundation Master Agreement has been updated.

The updated Master Agreement has been reviewed and approved by the Friends of Fullerton College Foundation Board of Directors, the Chancellor and Vice Chancellor, as well as Fullerton College administration. In addition, this updated master agreement has been reviewed by legal counsel.

This agenda item is submitted by Dr. Greg Schulz, President, Fullerton College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 4) Collective Impact & Partnerships: NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and businesses to create positive change in the region.

How does this relate to Board Policy: The agenda item relates to Board Policy 3600, Auxiliary Organizations.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding in support of this updated master agreement was provided by the Friends of Fullerton College Foundation. There is no financial impact to NOCCCD, except as currently exists and as noted in the master agreement.

RECOMMENDATION: It is recommended that the Board approve the attached updated Master Agreement between NOCCCD, Fullerton College and the Friends of Fullerton College Foundation.

Fred Williams

Recommended by

Cheryl Marshall

Approved for Submittal

3.e.2

Item No.



AGREEMENT

BY AND BETWEEN THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT,
FULLERTON COLLEGE AND
THE FRIENDS OF FULLERTON COLLEGE FOUNDATION

This Agreement is made and entered into this day, 23 of February, 2021, by and between the North Orange County Community College District (the “NOCCCD”), Fullerton College (the “College”) and the Friends of Fullerton College Foundation, Inc., a California non-profit Corporation operated for the sole benefit of the College/NOCCCD, to formalize relationships and cooperative activities between the College/NOCCCD and the Friends of Fullerton College Foundation.

I. BACKGROUND AND PURPOSE

WHEREAS, the Friends of Fullerton College Foundation is an Internal Revenue Code section 501(c)(3) public charity which exists solely for the purpose of supporting the College and its students and which has been recognized by the College/NOCCCD governing board as having a formal relationship with, and working on behalf of, the College/NOCCCD. By approving this Agreement, the College/NOCCCD affirms its recognition of the FRIENDS OF FULLERTON COLLEGE FOUNDATION as an auxiliary organization within the meaning of Section 72670-72680 of the California Education Code; and,

WHEREAS, the College offers a comprehensive array of educational and other services to students and to the community, and has done so continuously since 1913; and the Friends of Fullerton College Foundation was created in 2005 to administer funds bequeathed or donated for the educational benefit of students and former students of the College, including distribution of such funds for program and scholarship support, and to further the educational purposes of the College in other ways; and,

WHEREAS, the College/NOCCCD has found that the administration of fundraising, development and foundation funds management functions, is most efficiently performed by an Auxiliary, nonprofit entity such as the Friends of Fullerton College Foundation;

NOW THEREFORE, the NOCCCD Board of Trustees and the Friends of Fullerton College Foundation hereby enter into this Agreement defining the parameters of their relationship.

II. COMMITMENT OF THE FRIENDS OF FULLERTON COLLEGE FOUNDATION TO THE COLLEGE/NOCCCD

- Proactively raise funds from businesses, associations, alumni and individuals to provide support for student financial aid, assist in raising funds for College Capital projects, seek donors to College academic programs, as well as College events
- Hold, apply, and prudently expend its income and assets so as to manage and operate the Friends of Fullerton College Foundation effectively for the exclusive benefit of the College and the

NOCCCD

- Provide scholarships to Fullerton College students and continually raise funds to build an endowment which will provide permanent support for the College, its programs, and students
- Develop and operate an Alumni program to reach out and invite alumni to re-engage with Fullerton College
- Work with the College to support and enhance the Community Relations program of the College
- Manage and providing reporting for the Osher Program Scholarships
- Work with the Office of the President for the purpose of planning and coordinating the College's internal and external fund and friend raising activities

III. COMMITMENT OF THE COLLEGE/NOCCCD TO THE FRIENDS OF FULLERTON COLLEGE FOUNDATION

- Salary and benefits and other types of funding support as agreed to by the Friends of Fullerton College Foundation and the College/NOCCCD as defined in Exhibit A
- Provide office space, technology support and College Bursar's Office support
- Provide the Friends of Fullerton College Foundation with access to database(s), public information support and assist with fund raising efforts
- Retain and pay for the annual audit of the Friends of Fullerton College Foundation
- Provide insurance coverage for the operation of the Friends of Fullerton College Foundation and its Board of Directors
- Provide legal and accounting support to the Friends of Fullerton College Foundation through making legal and accounting experts available to the foundation

IV. USE OF FACILITIES OR EQUIPMENT

The Friends of Fullerton College Foundation, separately or jointly with the NOCCCD, may occupy, operate and use the College/NOCCCD facilities and property as identified in Exhibit B of this Agreement to accomplish the purposes of the Agreement and consistent with the policies, rules and regulations as adopted by the College and/or the NOCCCD. Appendix B sets forth the charge or rental to be paid to NOCCCD by the Friends of Fullerton College Foundation for the use of such facilities or property. Such charge or rental may be for less than fair rental value to the extent permitted by Section 81440(b) of the Education Code. The Friends of Fullerton College Foundation's use of NOCCCD facilities does not establish a landlord/tenant relationship between NOCCCD and the Friends of Fullerton College Foundation, unless such a relationship is otherwise established by a separate written agreement entered into between the NOCCCD and the Friends of Fullerton College Foundation.

The Friends of Fullerton College Foundation shall keep and maintain all utilized College facilities in a clean and orderly condition and shall, if required by the College, at its own expense at reasonably frequent

intervals and in a lawful manner, dispose of all extraordinary waste from the facilities. The College/NOCCCD agrees that it will keep the described facilities in good repair and will provide custodial services, internet connections, and telephone lines. The Friends of Fullerton College Foundation shall provide reimbursement to the District for such costs.

The right to use any of the College/NOCCCD facilities or equipment as provided in this Agreement shall cease upon termination of this Agreement or upon written notice of sixty (60) days to the Friends of Fullerton College Foundation by the College or the NOCCCD that the facilities are needed for the exclusive use of the College or the NOCCCD.

Upon termination of this Agreement or upon the termination of the Friends of Fullerton College Foundation right to use the College/NOCCCD facilities pursuant to this Agreement, the College/NOCCCD shall have the option to require the Friends of Fullerton College Foundation, at its own expense and risk, to restore the facilities as nearly as possible to the condition existing prior to the execution of the Agreement. If the Friends of Fullerton College Foundation shall fail to do so within sixty (60) days after the College/NOCCCD exercises said option in writing, the College/NOCCCD may restore the property at the expense of the Friends of Fullerton College Foundation, and all costs and expenses of such removal or restoration shall be paid by the Friends of Fullerton College Foundation upon demand of the College/NOCCCD. The College/NOCCCD shall have the right to exercise this option at any time up to thirty (30) days after the expiration of this Agreement, but not thereafter. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

During the term of this Agreement, the Friends of Fullerton College Foundation shall have the right to place and attach fixtures, signs, furniture, and equipment in or upon facilities as authorized in writing by the College President as to number, site, and location. Fixtures, signs, or equipment so erected, placed or attached by the Friends of Fullerton College Foundation shall be and remain the properties of the Friends of Fullerton College Foundation, and shall be removed by the Friends of Fullerton College Foundation upon the termination of this Agreement or when directed by the College President in writing.

V. IDENTITY

The College/NOCCCD grants the Friends of Fullerton College Foundation the use of College name and logo during the term of this Agreement for so long as the Friends of Fullerton College Foundation remains in good standing with the College/NOCCCD and abides by the terms set forth in this Agreement. Such right to use the College name and logo shall terminate on the termination of this Agreement.

VI. ACCESS

It is understood and agreed that at any time the College/NOCCCD's officers, employees, and agents shall have the right to enter the described facility; however, a mandate that no such person shall have the right to remove anything of a personal or confidential nature shall be strictly enforced by the College/NOCCCD and the Friends of Fullerton College Foundation, except as may be required by law.

VII. ALIGNMENT OF INTERESTS

The Friends of Fullerton College Foundation Board of Directors shall include the President of the College, as an ex-officio voting member; the President of the Faculty Senate or their designee as an ex-officio voting member, the President of the Classified Senate or their designee as an ex-officio, voting member and an appointed member of the North Orange County Board of Trustees as an ex-officio voting member. The Friends of Fullerton College Foundation Bylaws shall include language requiring such appointments to the

Friends of Fullerton College Foundation Board of Directors.

The communication between the Friends of Fullerton College Foundation and the College/NOCCCD shall be delegated to the Executive Director of the Friends of Fullerton College Foundation and the College President and, if the NOCCCD so desires, the Chancellor of the NOCCCD, who shall meet at a mutually acceptable time, as they determine, to review and prioritize the planned and current activities of the Friends of Fullerton College Foundation, as well as explore, discuss, recommend and review programs and activities involving both organizations, as are then appropriate. A system of formal communication between the Executive Director and the College President will be developed to ensure that the College and the NOCCCD is fully informed of activities between the Friends of Fullerton College Foundation and the College and that these activities are clearly communicated and well-coordinated between the College/NOCCCD administration, departments, faculty, committees, and programs such that the College President is fully aware of and can support the Friends of Fullerton College Foundation' activities.

To further insure the communication between the Friends of Fullerton College Foundation and the College/NOCCCD, the Executive Director, Foundation and Community Relations shall directly report to the College President and shall work directly with the Friends of Fullerton College Foundation Board of Directors. The President will conduct an annual performance review of the Executive Director of the Friends of Fullerton College Foundation in accordance with District policies with input from the Friends of Fullerton College Foundation Board of Directors.

The College will make available to the Friends of Fullerton College Foundation the annual planning document that outlines the College's priority needs for the coming year and will assist with promoting the Friends of Fullerton College Foundation programs and highlighting achievements for the mutual benefit of the Friends of Fullerton College Foundation and the College.

The NOCCCD Chancellor or College President shall have the right to cause the Friends of Fullerton College Foundation to cease any activity deemed, in her or his judgment, to be contrary to the best interests of the College or inconsistent with the policies or purposes of the College/NOCCCD.

The Friends of Fullerton College Foundation shall take the lead role in helping the College/NOCCCD create an environment conducive to increasing levels of private support for the College/NOCCCD mission and priorities.

VIII. COVENANT

During the term of this Agreement, the Friends of Fullerton College Foundation agrees to maintain its existence and to operate in accordance with state and federal laws governing nonprofit organizations, and with the College/NOCCCD policies. The Friends of Fullerton College Foundation Bylaws will be in support of the policies, rules, and regulations of both the mission and program goals of the College and the NOCCCD and with State and Federal laws and regulations.

IX. PROPRIETARY AND CONFIDENTIAL MATERIAL AND INFORMATION

The Friends of Fullerton College Foundation acknowledges that the College/NOCCCD possesses and shall continue to possess a wide variety of proprietary and confidential materials and information. Such materials and information may appear in tangible or intangible forms, and may include but are not limited to trade secrets, inventions, documents, writings, papers, records, data, publication, apparatus, equipment, property, improvements, products, hardware, software, processes, formulae, concepts, know-how, studies, and reports. The Friends of Fullerton College Foundation agrees that such materials and information shall be

the sole and exclusive property of the College/NOCCCD and shall be used in strict confidence. The Friends of Fullerton College Foundation shall not disclose, sell, or use such materials and information unless specifically authorized by this Agreement or in writing by the College President or the NOCCCD Chancellor. Upon termination of this Agreement or upon written notice by the College/NOCCCD, the Friends of Fullerton College Foundation shall return all such materials and information to the College/NOCCCD. Thereafter, the Friends of Fullerton College Foundation shall forever refrain from using or disclosing such materials and information for any purpose whatsoever without consent from the College/NOCCCD. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

From time to time the Friends of Fullerton College Foundation Board may, in open or closed session, discuss private, confidential or sensitive matters, including, without limitation, candidates for office, potential donors, specialized grants, restricted donation limitations, testamentary requirement, and the like. This information is considered essential in order for the Friends of Fullerton College Foundation to fulfill its fiduciary obligations to donors. As a material part of the Agreement, the College/NOCCCD agrees that such information is strictly confidential and shall not be disclosed to, or discussed with, any other person or entity by any person who is employed by, or serves in any office or capacity for, the NOCCCD, without the prior written consent of the Friends of Fullerton College Foundation Board, so long as said disclosure is not required by law or necessary to comply with the terms of this Agreement or NOCCCD policy.

X. BUSINESS PRACTICES AND AUDIT

The Friends of Fullerton College Foundation recognizes that all of its activities, programs, publicity and news releases, and similar actions could result in diminished public esteem and injury to the College; therefore, in addition to obtaining an annual independent audit to be conducted by a certified public accountant (CPA), the Friends of Fullerton College Foundation shall adopt and implement all appropriate generally accepted business practices as applied by enterprises of size and scope similar to the Friends of Fullerton College Foundation. The auditor report and auditor communication shall be reviewed by the Foundation Board of Directors prior to submission of the audit report to the NOCCCD Board of Trustees. The annual audit shall be submitted to the NOCCCD within thirty (30) days after it is received by the Friends of Fullerton College Foundation. Friends of Fullerton College shall annually publish the audited statement of their financial condition which shall be disseminated as widely as feasible and be available to any person on request.

The independent CPA firm retained to audit the NOCCCD may also audit the Friends of Fullerton College Foundation and the costs of those additional services shall be paid by the NOCCCD. Should the Friends of Fullerton College Foundation choose to select its own independent CPA firm, it may do so and pay from its own operating funds.

The Friends of Fullerton College Foundation shall keep and maintain records and accounts of its operations, financial status and program expenditures for a period of not less than five (5) years following each budget period. Such records and reports shall cover all activities of the Friends of Fullerton College Foundation whether pursuant to this Agreement or otherwise. The College/NOCCCD shall have the right to inspect and audit such records and accounts during and/or following the close of any Foundation fiscal year following reasonable notification to the Friends of Fullerton College Foundation. The NOCCCD shall also have the right to take custody of all records generated by the Friends of Fullerton College Foundation in any way relating to the administration of the Friends of Fullerton College Foundation services, programs, functions or activities described in this Agreement. The rights and obligations provided in this Section shall survive the termination of this Agreement.

The Friends of Fullerton College Foundation will hold regular meetings of the Board of Directors at least quarterly and provide written notice to each member at least (10) days before the day of such meetings as specified in the Friends of Fullerton College Foundation Bylaws.

The Friends of Fullerton College Foundation Executive Director will submit an annual Schedule of Commensurate Return to the College President's Office for the NOCCCD Board of Trustees highlighting the total funds raised along with other benefits and services the Friends of Fullerton College Foundation has provided to the College concurrent with the submission of the audited financial report.

The Friends of Fullerton College Foundation shall prepare an annual budget of its revenues and expenses and shall submit such budget to the Friends of Fullerton College Foundation' Board of Directors and to the College President prior to the commencement of each fiscal year, for approval by the Friends of Fullerton College Foundation' Board of Directors.

XI. APPLICATION OF FRIENDS OF FULLERTON COLLEGE FOUNDATION FUNDS

To ensure good stewardship and to fulfill the fiduciary responsibilities of the Friends of Fullerton College Foundation regarding endowment and other gifts, the Friends of Fullerton College Foundation will establish and will follow legal, customary, and generally accepted policies and procedures for the acceptance, management and investment of such gifts. Earnings in excess of operating costs, appropriate provision for equipment acquisition and replacement, and quasi-endowment and working capital and reserves, shall be used for the benefit of students and former students of the College, and for other activities and programs of the College, as determined by the Friends of Fullerton College Foundation with the concurrence of the Friends of Fullerton College Foundation Board of Directors. All activities and programs that benefit the goals and objectives of various educational programs of the College in the near term and in the long term will be determined by mutual agreement between the College President and the Friends of Fullerton College Foundation.

XII. INSURANCE AND INDEMNIFICATION

The Friends of Fullerton College Foundation shall be included in the NOCCCD's insurance policies for all of its regular functions, including Directors' and Officers' liability insurance. When special events are sponsored by the Friends of Fullerton College Foundation, separate insurance coverage shall be required by the NOCCCD. The Friends of Fullerton College Foundation may at any time retain its own Directors and Officers or other necessary insurance policies at its own expense.

Upon termination of this Agreement, or upon the termination of the Friends of Fullerton College Foundation's right to use the NOCCCD facilities pursuant to this Agreement, NOCCCD shall have the option to require Friends of Fullerton College Foundation, at the Friends of Fullerton College Foundation's own expense and risk, to restore the facilities as nearly as possible to the condition existing prior to the execution of the Agreement. If the Friends of Fullerton College Foundation shall fail to do so within sixty (60) days after the NOCCCD exercises the option, NOCCCD may restore the property at the expense of Friends of Fullerton College Foundation and all costs and expenses of such removal or restoration shall be paid by Friends of Fullerton College Foundation upon the demand of NOCCCD. NOCCCD shall have the right to exercise this option within thirty (30) days after the expiration of this Agreement, but not thereafter. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

Each party agrees to indemnify, defend, and save harmless the other party and its officers, agents and employees from any and all loss, damage, liability or expense (including but not limited to reasonable attorney's fees and court costs) that may be suffered or incurred by the other party, its officers, agents and

employees arising in connection with this Agreement, or in any way connected with the use of the District or the College facilities by the Foundation, to the extent that the loss, damage, or liability arises from the intentional or negligent acts or omissions of the indemnifying party, its officers, agents or employees or its breach of this Agreement. If the indemnified party, or its officers, agents, or employees, engaged in intentional or negligent acts or omissions or a breach of this Agreement that contributed to said loss, damage or liability, then the parties' respective responsibility shall be determined in accordance with principles of comparative fault. The rights and obligations provided in this paragraph shall survive the termination of this Agreement.

XIII. PUBLIC RELATIONS

The Friends of Fullerton College Foundation will support and enhance the public relations efforts of the College specifically in working with the business community. With respect to expenditures for public relations or other purposes which would serve to augment the College/NOCCCD appropriations for the operation of the College, the Friends of Fullerton College Foundation may expend funds in such amount and for such purposes as are approved by the College.

XIV. DISPOSITION OF EARNINGS

Net earnings derived from the operations of the Friends of Fullerton College Foundation shall be used solely to benefit the College/NOCCCD and its students or used for reserves as established by the Board of Directors of the Friends of Fullerton College Foundation.

XV. ATTORNEY AND ACCOUNTANT SERVICES

The Board of Directors of the Friends of Fullerton College Foundation shall have the benefit of the advice and counsel of at least one attorney admitted to practice law in California and at least one licensed certified public accountant. Neither the attorney nor the certified public accountant need to be members of the Board of Directors of the Friends of Fullerton College Foundation.

XVI. INDIRECT COSTS

If the Friends of Fullerton College Foundation of Fullerton College administers federally-sponsored or other programs in which indirect costs to the College/NOCCCD will be incurred, it shall gain the approval of the College/NOCCCD in advance of accepting such funds and agree to reimburse the College/NOCCCD for the indirect costs. Such reimbursement will take into consideration the NOCCCD's federal indirect cost rate and the approved indirect cost allocation, if any, of the program award. All such reimbursements shall be made by the Friends of Fullerton College Foundation within thirty (30) days of receipt of an invoice with a determination of such costs.

XVII. DISTRIBUTION OF ASSETS UPON CESSATION

The property of the Friends of Fullerton College Foundation is irrevocably dedicated to the charitable purpose, as set forth in its governing documents, of supporting the College/NOCCCD and its students and former students, and upon the liquidation or dissolution of the Friends of Fullerton College Foundation, upon the abandonment of its property, or upon the cessation of the Friends of Fullerton College Foundation operations under this Agreement (which shall include, but shall not be limited to, any termination of this Agreement), this property will not inure to the benefit of any private person, but rather it will be distributed to either: (1) the College/NOCCCD; or (2) one or more nonprofit funds, foundations, or corporations that

are designated by the College and which are organized and operated exclusively for public educational purposes and that have established tax exempt status under Section 501(c)(3) and Section 509 of the Internal Revenue Code (or any successor provision), and that will assure that all received property shall be reserved for the exclusive use and benefit of the College and its students and former students.

Through the years the Friends of Fullerton College has and will accept funds from donors in the form of scholarship endowments. These funds are commonly known and accounted for as "Permanently Restricted Funds." In the event of a liquidation or dissolution of the Friends of Fullerton College Foundation, the successor organization will continue to maintain and manage these "Permanently Restricted Funds" as scholarship endowments in perpetuity. Additionally, the Friends of Fullerton College Foundation manages "Title V" funds which are "Temporarily Restricted Funds." These funds, including any earnings, dividends, interest, etc. will convert to "Permanently Restricted Funds" of the Foundation or the successor organization at the end of the holding period (Year 2023) and also be treated as scholarship endowments in perpetuity.

XVIII. THIRD PARTIES

Neither party shall enter into any contract that would obligate the other party or its facilities, equipment or personnel without the prior written approval of the other party. There are no intended third-party beneficiaries of this Agreement.

XIX. SEVERABILITY

If any one or more of the provisions of this Agreement is held to be invalid, illegal, or unenforceable, then such provisions shall be deemed severed from the Agreement, and the remaining provisions of the Agreement shall continue in full force and effect and shall not be affected, impaired, or invalidated in any way.

XX. SECTION HEADINGS

The various section headings in the Agreement shall be used solely for the Parties' convenience and shall not affect the meaning, construction, or effect thereof.

XXI. TERM OF AGREEMENT

The term of this Agreement shall be five (5) years beginning on the date of this Agreement, unless sooner terminated as herein provided; however, that this Agreement shall be extended upon mutual agreement automatically for subsequent annual periods of five (5) years unless either party notifies the other party in writing not later than sixty 60 days prior to a renewal date of its intention not to renew. The Parties to this Agreement agree to meet and review this Agreement yearly. In any event of termination, the provisions of Section XVII of this Agreement (concerning the distribution of assets upon dissolution) shall survive such termination.

XXII. EFFECT OF TERMINATION

Upon termination of this Agreement, neither party shall have any further obligation hereunder except for: (1) obligations occurring prior to the date of such termination; and (2) obligations, promises, or covenants contained herein which expressly extend beyond the term of this Agreement, including but not limited to those set forth in this Section XIV. Upon termination of this Agreement, the Friends of Fullerton College Foundation shall within thirty (30) days of such termination: (1) vacate any of the College/NOCCCD facilities and/or real property the Friends of Fullerton College Foundation is occupying; (2) return all of

the College/NOCCCD equipment and supplies to the College/NOCCCD; (3) transfer all documents and records in its possession relating to its administration of the services, programs, functions or activities described in this Agreement to the College/NOCCCD; (4) discontinue its use of the College name and logo; (5) distribute all assets of the Friends of Fullerton College Foundation in accordance with Article XVII, and (6) perform all other obligations required of the Friends of Fullerton College Foundation under the terms of this Agreement.

XXIII. GOVERNING LAW AND VENUE

This Agreement shall be executed, delivered, construed, and enforced in accordance with the laws of the State of California. Proper venue for legal action regarding this Agreement shall be situated in Orange County, California.

XXIX. CONSTRUCTION

In the event of dispute, both Parties shall be deemed to have drafted this Agreement. No portion of this Agreement shall be constructed for or against either Party based on the drafter or the Agreement. Unless otherwise specified, references in this Agreement to notice or acts to be performed by the College shall be deemed to require the approval of or notice from the College President or acting College President (or his or her designee) as endorsed by the NOCCCD governing board, or the District Chancellor as may be applicable, and references to notice or acts to be performed by the Friends of Fullerton College Foundation shall be deemed to require the approval of or notice from the Friends of Fullerton College Foundation Executive Director, or his or her designee, as endorsed by the Friends of Fullerton College Foundation Board of Directors.

XXV. NON-ASSIGNABILITY

This Agreement is not assignable by the Friends of Fullerton College Foundation or the College/NOCCCD in whole or in part, nor shall the Friends of Fullerton College Foundation permit anyone else to use the facilities assigned to the Friends of Fullerton College Foundation or any part thereof without written permission of the College/NOCCCD.

XXVI. LEGAL AUTHORITY

This Agreement is made pursuant to Section 59257 of Title 5 of the California Code of Regulations and Section 72670-72690 of the Education Code.

XXVII. LEGAL COMPLIANCE

The Friends of Fullerton College Foundation agree to operate in compliance with the NOCCCD policy and regulations, and with provisions of law pertaining to auxiliary organizations of community college districts, sections 72670-72690 et seq. of the Education Code and sections 59250 et seq. of Title 5 of the California Code of Regulations.

XXVIII. REAL PROPERTY

The Friends of Fullerton College Foundation shall not enter into any transaction concerning real property without the prior approval of the NOCCCD Board of Trustees.

XXIX. REIMBURSEMENT FOR SERVICES AND FACILITIES

Reimbursement to the College by the Friends of Fullerton College Foundation for facilities or services shall be in the form of agreed-upon levels of reimbursement for staff and other operating expenses, and in the form of non-monetary or intangible benefits that are agreed upon by the College and the Friends of Fullerton College Foundation.

This arrangement is in keeping with the March 13, 1998, Attorney General' s Opinion (No.97-1105), which included this observation: "Because the duties and purpose of an auxiliary organization are to benefit a community college district and contribute to its educational mission, no issue of a 'gift of public funds' (Cal Const. Art. XVI, section 6) is present when district employees perform services for the organization."

The Friends of Fullerton College Foundation may provide services to the College for which the College would reimburse the Friends of Fullerton College Foundation. The Friends of Fullerton College Foundation is responsible for funding its operation other than in those areas the College agrees to.

XXX. NOTICES

All notices required to be given, or that may be given, by either party to the other, shall be in writing and shall be deemed to have been fully given when delivered if delivered personally or three (3) days after mailing if sent by mail, postage prepaid, to the other party as follows.

Notice to the Friends of Fullerton College Foundation shall be directed as follows:

President, Board of Directors, Friends of Fullerton College Foundation
Executive Director, Friends of Fullerton College Foundation
321 E. Chapman Avenue
Fullerton, CA 92832-2095

Notice to the NOCCCD and Fullerton College shall be directed as follows:

President, Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92832-2095

Chancellor, North Orange County Community College District
1830 W. Romneya Drive
Anaheim, CA 92801-1819

XXXI. SUPERSEDURE AND AUTHORIZATION

This Agreement supersedes all prior agreements between the College and the Friends of Fullerton College Foundation with respect to its subject matter. This Agreement may be amended only by a fully executed written agreement of the parties. The individuals whose signatures appear below certify that this Agreement has been approved by their respective governing boards and has received all approvals required under California law.

SIGNATURE PAGE FOLLOWS THIS PAGE

IN WITNESS WHEREOF, this Agreement, when executed by the parties, is effective as of the date written above.

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

By _____
Dr. Cheryl Marshall, Chancellor

Date _____

By _____
NOCCCD Board of Trustees

Date _____

FULLERTON COLLEGE

By _____
Dr. Greg Schulz, President

Date _____

FRIENDS OF FULLERTON COLLEGE FOUNDATION

By _____
Board President

Date _____

EXHIBIT A

- Salary and benefits and other types of funding support as agreed to by the Friends of Fullerton College Foundation and the College/NOCCCD
 - The Friends of Fullerton College Foundation Executive Director's salary and benefits shall be fully reimbursed to the College/NOCCCD by the Friends of Fullerton College Foundation under this Agreement. At least sixty percent (60%) of such reimbursement shall be in the form of monetary reimbursement.
 - The Friends of Fullerton College Foundation Administrative Assistant III's salary and benefits shall be fully reimbursed to the College/NOCCCD by the Friends of Fullerton College Foundation under this Agreement. At least sixty percent (60%) of such reimbursement shall be in the form of monetary reimbursement.
 - Additional employees may be added to the Friends of Fullerton College Foundation on an individual basis as agreed to by the College/NOCCCD and the Friends of Fullerton College Foundation and at monetary reimbursement rates jointly determined. However, such monetary reimbursement shall not be at a rate of less than fifty percent (50%).

DISTRICT EMPLOYEES

As of the effective date of this Agreement, there are no District employees assigned to the Friends of Fullerton College Foundation; however, in consideration of the Friends of Fullerton College Foundation being recognized as an auxiliary organization of the College/NOCCCD, the College intends to hire and allow for the partial non-monetary reimbursement of the salaries and benefits for the following two positions:

- Job Title: Executive Director, College Foundation and Community Relations
- Job Title: Administrative Assistant III

The College/NOCCCD shall assign employees from the College/NOCCCD to devote work time to the Friends of Fullerton College Foundation the amount and nature of which shall be determined by the College/NOCCCD in consultation with the Friends of Fullerton College Foundation Board of Directors. Such employees shall at all times be employees of the College/NOCCCD only, and will be subject to and governed by the NOCCCD's regular policies and procedures. The College/NOCCCD shall retain exclusive authority with respect to all employment issues concerning such employees, including but not limited to, as applicable, renewal and negotiation of employment agreements, right of assignment, salary and wages, benefits, discipline and termination (subject to any applicable collective bargaining or meet and confer agreement). Notwithstanding the foregoing, the Friends of Fullerton College Foundation, may evaluate and provide input into employment decisions by the College/NOCCCD with respect to the College/NOCCCD employees assigned to the Friends of Fullerton College Foundation. The Friends of Fullerton College Foundation shall fully reimburse the College/NOCCCD for the salary and benefits for these College/NOCCCD employees, with at least fifty percent (50%) of such reimbursement being in the form of nonmonetary benefits.

EXHIBIT B

College/NOCCCD Supplied Facilities

Office Space

The Friends of Fullerton College Foundation will be provided with adequate working/office space, including computers and printers, for all staff working for the Friends of Fullerton College Foundation as well as a small reception area for students and visitors.

Indoor storage space for filing cabinets, supplies, tables, chairs, pop-up tents, archives and marketing materials will also be provided. The rental value to be paid for such facilities shall be \$1.00 per year.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 23, 2021 Resolution
SUBJECT: Engineering Services Agreement with P2S Information
for Fullerton College 300/500 Swing Enclosure(s)
Space Power and Data Design

BACKGROUND: In order to upgrade existing classroom facilities to serve as swing for BUS/CIS and Tech and Engineering computer classrooms displaced by the 300/500 Building renovations, power and data are needed across several campus buildings.

On July 28, 2015, the Board approved a District Pool for General Engineering for Districtwide Projects. P2S, which served as technical consultant for the campus electrical utility masterplan and has extensive knowledge of campus infrastructure, provided a proposal for the incorporation of computer swing spaces into existing campus buildings.

The total for incorporation of additional electrical, low voltage, HVAC, and structural to existing structures in design, through DSA review and construction administration, not inclusive of reimbursables, is \$123,000.

This agenda item was submitted by Megan Moscol, Assistant Project Manager, Campus Capital Projects and Rodrigo Garcia, Fullerton College Vice President of Administrative Services.

How does this relate to the five District Strategic Directions? This item responds to Direction #3: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision making and integrated planning (and) Direction #5: NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

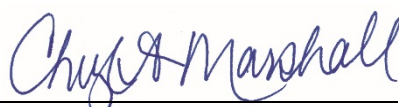
How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: An amount of \$123,000 not inclusive of reimbursables, will be charged to Measure J Bond funds.

RECOMMENDATION: Authorization is requested to enter into an Engineering Services agreement with P2S for the Fullerton College 300/500 Building Swing Space Power and Data Design in the amount of \$123,000, not inclusive of reimbursables. The term of the agreement shall be effective February 24, 2021, through February 24, 2022. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

3.f

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 23, 2021 Resolution
SUBJECT: North Orange Continuing Education Information
Digital Marketing for Enrollment Growth Enclosure(s)

BACKGROUND: On April 28, 2020, the Board of Trustees approved a contract for NOCE with Stamats Communications, Inc. for digital marketing in order to develop strategies and a media buy plan that will ultimately increase enrollment.

The digital marketing and media buy project included three different phases: Phase I: Campaign Kickoff and Discovery, Phase II: Campaign Performance Dashboard and Responsive Campaign Landing Pages, and Phase III: Campaign Launch, Management, and Reporting. The digital marketing and media buy project looked at NOCE's enrollment processes, provided a roadmap for digital marketing, and engaged in a digital media buy to increase enrollment in nearly all NOCE apportionment area programs including basic skills/high school diploma, career technical education, English as a Second Language, disability support services, Emeritus, and parenting.

The Stamats media buy project from 2020 provided the following results:

- From July 24 - December 31:
 - Awareness: 5,291,846 ad impressions
 - Considerations: 32,108 ad clicks
 - Interest: 4,046 filled out RFI forms and called
 - Intent: 1,351 clicked on "click to apply"
- Top performers: ESL (1,250 RFI forms), High School Diploma (558 RFI forms), and Emeritus (434 RFI forms).

The NOCE Digital Marketing for Enrollment Growth project with Stamats Communications, Inc. will promote enrollment for Spring, Summer, and Fall. NOCE will utilize one-time funding in the amount not to exceed \$163,500 for the duration of March 1, 2021 through August 31, 2021. The campaign would include campaign development/management for 11 programs, search engine marketing, digital display advertising, social media advertising, digital video advertising, and digital audio advertising.

This agenda item was submitted by Jennifer Perez, Director, Campus Communications, North Orange Continuing Education.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project comes from one-time, carry-over funds.

RECOMMENDATION: Authorization is requested to enter into an agreement with Stamats Communications, Inc. to recruit new adult students for sustaining long-term growth at NOCE for the 2021 Spring, Summer, and Fall semesters in the amount not to exceed \$163,500. The timeline for the project will be March 1, 2021 through August 31, 2021. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director of Purchasing, to execute any agreement on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

3.g.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: February 23, 2021 Information _____
Enclosure(s) _____
SUBJECT: Authorization to Approve the Sole Source
Purchase of Anasazi Instruments for the
Science Lab at the New Science,
Engineering, and Math (SEM) Building at
Cypress College

BACKGROUND: At the February 9, 2021 Board meeting, the Board tabled an agenda item to purchase a new 90 MHz spectrometer from Anasazi Instruments, Inc (model Eft-90). Since Anasazi Instruments was the only provider of a 90MHz spectrometer, this was a sole source contract with an estimated cost of \$121,758 including tax and installation. At that Board meeting, the Board requested that other alternatives be considered prior to being resubmitted to the Board.

After additional research, several options were considered:

Option 1: Continue with the original recommendation of purchasing a new Anasazi Instruments Eft-90 Spectrometer at a net cost of \$121,758 (cost of \$150,007 less the trade in value of \$28,250 for the college's existing Eft-60 unit). After considerable and extensive deliberation, the department faculty continue to favor this option. In addition, at least three other California Community Colleges (Reedley, San Diego, and Southwestern) have procured the 90 MHz unit within the last five years.

Option 2: Procure a refurbished Eft-90 MHz unit from Anasazi for \$94,000 which includes the trade in value of \$23,250 for the college's existing Eft-60 unit. This option was not initially available when we received the previous bid due to infrequent availability of refurbished items. This item meets all the performance specifications requested by the program and provides twice the power of the existing unit. The warranty period covers 1 year, the same coverage as the new unit. Annual service and maintenance agreements are available and priced identically for options 1 and 2. However, the durability and lifetime of this refurbished option have significant unknowns, leading the department faculty to prefer Option 1.

Option 3: Procure a new 80 MHz unit from VWR (product made by Thermo Scientific) for \$47,000. There would be no credit for a trade in for the existing unit. The department commented that there are many unknowns about this product and it comes without known references, reliability, or customer service history or reputation. It would be purchased sight-unseen without a demonstration. This option also requires an annual software license renewal not required in options 1 or 2. Options 1 and 2 are both with a known company with software that students find easy to use. Options 1 and 2 are with a company that has provided a strong customer service and repair history with the District, has many available references, and a large share of the community college NMR market.

Option 4: Procure a new 60 MHz Eft-60 unit which is offered by various vendors through multi-quotes. This option was previously ruled out due to performance capabilities during the original product research stage in 2019.

This agenda item was submitted by Alexander Porter, Vice President, Administrative Services, Cypress College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this purchase will come from allocated Measure J bond funds for furniture, fixtures, and equipment (FF&E).

RECOMMENDATION: It is recommended that the Board approve the sole source purchase of the new 90 MHz spectrometer (Option 1) from Anasazi Instruments, Inc. in the amount of \$121,758 including tax and installation. Authorization is further requested for the District Director, Purchasing, to issue a purchase order on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

3.h.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---|--------------|-------------------|
| TO: | BOARD OF TRUSTEES | Action | <u> X </u> |
| | | Resolution | <u> </u> |
| DATE: | February 23, 2021 | Information | <u> </u> |
| | | Enclosure(s) | <u> X </u> |
| SUBJECT: | Fullerton College Curriculum Matters | | |

BACKGROUND: The Office of Instruction and the Curriculum Committee at Fullerton College and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of Fullerton College and are within the allocated budget for staff and facilities.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; and (6) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee.

This agenda item is submitted by Dr. Jennifer Combs, Fullerton College Curriculum Committee Chair and Dr. José Ramón Núñez, Vice President, Instruction.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

How does this relate to Board Policy: The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for all curricula comes from the campus general fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Fullerton College, to be effective Fall 2021 and Fall 2022. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg

Recommended by



Approved for Submittal

4.a.2

Item No.

Board of Trustees
 Agenda Attachment
February 23, 2021 | DCCC Approved on December 10, 2020

| NEW COURSES | | | | | |
|--|--|------------|--|--------------|--|
| COURSE ID | PROPOSAL TYPES | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| BUS 108 F Living in an Online World | Units: 3 Lecture: 3 Laboratory: 0 Prerequisites: NONE | 35 | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021 Fall | New Course to respond to business advisory committee and address need for student skills for living and working in an online world. |
| BUS 183 F Entrepreneurship: Hornet Startup Lab | Units: 1 Lecture: 0 Laboratory: 3 Prerequisites: NONE | 25 | Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. | 2021 Fall | A class to complement the entrepreneurship courses but offer students the ability to test their products through pop-up sales on campus and at community fairs and other locations. Proposed for Hybrid. |
| BUS 281 F The Business of Cannabis | Units: 3 Lecture: 3 Laboratory: 0 Prerequisites: NONE | 35 | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021 Fall | A new course to meet the entrepreneurial demand of an emerging industry in Fullerton. Proposed for distance education. |

| NEW COURSES | | | | | |
|---------------------------------------|--|------------|--|-----------|--|
| COURSE ID | PROPOSAL TYPES | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| RE 252 F Advanced Real Estate Finance | Units: 3 Lecture: 3 Laboratory: 0 Prerequisites: NONE | 35 | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021 Fall | New course to enhance the real estate program. |

| REVISED COURSES | | | | | |
|---|--|------------|---|-----------|---|
| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| BIOL 276 F Genetics and Evolutionary Biology Units: 4 Lecture: 3 Laboratory: 3 | <ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Catalog Description Update • Prerequisite Validation • Six-Year Review • Objectives Revision Transfer: UC/CSU Transfer Course | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, use of specialized equipment, lab reports) | 2021 Fall | Six-Year Review. Textbooks. The proposed changes to BIOL 276 F are not substantive. In the case of the Course Objectives, many of the objectives listed in the previous version were highly specific and fell within the scope of other objectives. This reorganization was done to simplify and consolidate the Course Objectives, without sacrificing important concepts. |

| REVISED COURSES | | | | | |
|---|--|------------|--|-----------|---|
| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| CIS 107 F Introduction to Operating Systems Units: 3 Lecture: 3 Laboratory: 0 | <ul style="list-style-type: none"> Textbooks Course Content (that do not change the overall scope of the course) Catalog Description Update Schedule Description Update Objectives Revision Transfer: CSU Transfer Course | 30 | Class time focuses on individualized instruction, student presentation time, and/or group learning. Directed in-class computer presentations at individual student workstations. This will include individualized software demonstrations, directed project initiation, and demonstration of application debugging strategies. | 2021 Fall | Six-year review. Textbooks. Updated course per industry and faculty recommendations. |
| CIS 109 F Personal Computer Security Units: 2 Lecture: 1.5 Laboratory: 1.5 | <ul style="list-style-type: none"> Textbooks Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Assignments Revision Catalog Description Update Schedule Description Update Six-Year Review Objectives Revision Transfer: CSU Transfer Course | 30 | Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021 Fall | Six-year review. SLOs. Textbooks. Updating course per industry and faculty recommendations. Uploaded the new DE addendum to the attached files. |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|---|--|------------|---|------------------------|--|
| <p>CIS 160 F Introduction to Cyber Security Units: 3 Lecture: 3 Laboratory: 1</p> | <ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Method of Evaluation • Assignments Revision • Hours (WSCH Lecture and/or Lab) • Catalog Description Update • Schedule Description Update • Objectives Revision <p>Transfer: CSU Transfer Course</p> | <p>30</p> | <p>Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.</p> | <p>2021 Fall</p> | <p>Six-year review. SLOs. Textbooks. Updating course for industry and faculty recommendations. Uploaded new DE Addendum to the attached files.</p> |
| <p>DANC 100 F Dance Appreciation Units: 3 Lecture: 3 Laboratory: 0</p> | <ul style="list-style-type: none"> • Add Distance Education(online) <p>GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance</p> <p>GE: CSU General Education Requirements Area C1: Arts, Foreign Language, Literature, and Philosophy - Arts (Art, Dance, Music, Theater)</p> <p>Transfer: UC/CSU Transfer Course</p> | <p>35</p> | <p>While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.</p> | <p>2021 Spring</p> | <p>Proposed for Distance Ed (online).</p> |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|--|---|------------|---|----------------------|---|
| <p>DANC 120 F Dance History Units: 3 Lecture: 3 Laboratory: 0</p> | <ul style="list-style-type: none"> • Add Distance Education(online) • Textbooks • Method of Instruction • Method of Evaluation <p>GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance</p> <p>GE: CSU General Education Requirements Area C1: Arts, Foreign Language, Literature, and Philosophy - Arts (Art, Dance, Music, Theater)</p> <p>GE: IGETC General Education Transfer Curriculum Area 3A: Arts and Humanities - Arts</p> <p>Transfer: UC/CSU Transfer Course</p> | <p>35</p> | <p>While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.</p> | <p>2021 Fall</p> | <p>Textbooks update. Methods of Instruction. Add Distance Education (online). Methods of Evaluation.</p> |
| <p>DANC 200 F Dance Appreciation: A Classical Ballet Retrospective Units: 3 Lecture: 3 Laboratory: 0</p> | <ul style="list-style-type: none"> • Add Distance Education(online) • Textbooks • Method of Instruction <p>GE: Associate Degree General Education Requirements Area C1: Arts and Humanities - Visual Arts, Music, Theatre and Dance</p> <p>GE: CSU General Education Requirements Area C1: Arts, Foreign Language, Literature, and Philosophy - Arts (Art, Dance, Music, Theater)</p> | <p>35</p> | <p>While the instructor does lecture, much of the class time focuses on discussion, group learning and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concept and structure.</p> | <p>2021 Fall</p> | <p>Textbooks. Proposed for Distance Ed (online). Class size revision FROM 45 TO 35 in order to correct an error; the PE division maintains all lecture classes have a class size of 35.</p> |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|--|---|------------|--|-----------|--|
| | GE: IGETC General Education Transfer Curriculum Area 3A: Arts and Humanities - Arts Transfer: UC/CSU Transfer Course | | | | |
| DRAF 101 F Blueprint Reading for Manufacturing Units: 2 Lecture: 2 Laboratory: 0 | <ul style="list-style-type: none"> • Textbooks • Student Learning Outcomes • Method of Instruction Transfer: CSU Transfer Course | 35 | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021 Fall | Rewriting SLO's to better align with course. Through the DE Addendum process, which approved the course effective Spring 2021, distance education was added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. Contact types were added to this proposal. (The DE Addendum is attached to the "active" version of DRAF 101 F in CurriCUNET.) The "Methods of Instruction" section has been updated to include Distance Education. The "Distance Education" section has been updated and includes the various "Contact Types". The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section. |
| DRAF 140 F AutoCAD For Industry Units: 3 Lecture: 2.5 Laboratory: 1.5 | <ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Assignments Revision • Catalog Description Update • Advisory Revision | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports) | 2021 Fall | Rewriting SLO's to better align with course. Through the DE Addendum process, this course was approved for Distance Ed (hybrid and online) effective Spring 2021; the "active" version of this course contains the DE Addendum attached. Distance education was added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The "Methods of Instruction" section has been updated to include Distance |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|---|--|------------|--|--------------|--|
| | Transfer: CSU Transfer Course | | | | Education. The "Distance Education" section has been updated and includes the various "Contact Types". The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section. Revised Advisory statement to remove "or equivalent industry experience". |
| DRAF 141 F Advanced CAD for Industry Units: 3 Lecture: 2.5 Laboratory: 1.5 | <ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Prerequisite Validation Transfer: CSU Transfer Course | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports) | 2021 Fall | Through the DE addendum process, Distance Education was added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The "Distance Education" section has been updated and includes the various "Contact Types". The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. DE is effective Spring 2021. (The active file contains the emergency DE addendum, as well as the DE addendum effective Spring 2021.) Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section. Changed SLO. |
| DRAF 143 F 3D Applications Using AutoCAD Units: 3 Lecture: 2.5 Laboratory: 1.5 | <ul style="list-style-type: none"> • Textbooks • Student Learning Outcomes • Method of Instruction • Advisory Validation Transfer: | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific | 2021 Fall | Distance education was added to this course through the DE addendum process, in order to increase the number of instructional methods available to students and in an attempt to increase enrollment. This course was approved for Distance Ed (hybrid and online) as of Spring 2021. The "Distance Education" section has |

| REVISED COURSES | | | | | |
|---|---|------------|--|--------------|--|
| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| | CSU Transfer Course | | experiments, vocational skills, lab reports) | | been updated and includes the various "Contact Types". The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section. Changed SLO's. |
| DRAF 171 F Fundamentals of Drafting Units: 2 Lecture: 1 Laboratory: 3 | <ul style="list-style-type: none"> • Textbooks • Student Learning Outcomes Transfer: CSU Transfer Course | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis (e.g. problem sets, scientific experiments, vocational skills, lab reports). | 2021 Fall | Update SLO's to better align with course. Textbooks. Through the DE Addendum process, this course was approved for Distance Ed (hybrid and online) effective Spring 2021. The DE Addendum is attached to the "active" version of this course in CurriCUNET. Distance education was added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The "Distance Education" section has been updated and includes the various "Contact Types". The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. Added Advisory Meeting Minutes to "Attached File" section. |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|--|---|------------|---|----------------------|--|
| <p>DRAF 173 F Geometric Dimensioning and Tolerancing Units: 2 Lecture: 2 Laboratory: 0</p> | <ul style="list-style-type: none"> • Textbooks • Method of Instruction • Assignments Revision • Catalog Description Update • Schedule Description Update • Advisory Validation <p>Transfer: CSU Transfer Course</p> | <p>35</p> | <p>While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.</p> | <p>2021 Fall</p> | <p>Schedule description update due to updated (ASME) standard. Updated textbook.</p> <p>Through the DE Addendum process, DRAF 173 F was approved for Distance Ed (online and hybrid) effective Spring 2021. (The DE Addendum is attached to the "active" version of this course in CurriCUNET.) Distance education is being added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The "Methods of Instruction" section has been updated to include Distance Education. The "Distance Education" section has been updated and includes the various "Contact Types". The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section.</p> |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|---|---|------------|---|-----------|--|
| DRAF 944 F Solidworks Units: 3 Lecture: 2.5 Laboratory: 1.5 | <ul style="list-style-type: none"> • Add Distance Education(online) • Add Distance Education(hybrid) • Textbooks • Method of Instruction • Advisory Validation | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports) | 2021 Fall | Distance education is being added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The “Methods of Instruction” section has been updated to include Distance Education. The “Distance Education” section has been updated and includes the various “Contact Types”. The Online and Hybrid methods of instruction are possible with design and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to “Attached File” section. |
| MACH 102 F Intermediate Machine Tools Units: 5 Lecture: 3 Laboratory: 6 | <ul style="list-style-type: none"> • Add Distance Education(hybrid) • Textbooks • Method of Instruction • Schedule Description Update • Transfer: • CSU Transfer Course | 20 | Students in this course use industrial type machine tools with 3 axes or more being used by students in a lab to cut metal parts. These machines have rotating metal cutters as well as rotating parts which can present a danger to students if the correct methods and procedures are not used hence proper supervision of students is a must. Maximum number of students allowed for safety concerns and per the request of the advisory | 2021 Fall | Distance education (hybrid) is being added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The “Methods of Instruction” section has been updated to include Distance Education. The “Distance Education” section has been updated and includes the various “Contact Types”. The Hybrid methods of instruction are possible with simulation and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to “Attached File” section. |

| REVISED COURSES | | | | | |
|---|---|------------|--|--------------|---|
| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| | | | committee is 20. This number is also in alignment with the National Science Teacher Association Safety Advisory Board Study in 2014 which shows that injuries increase dramatically with class sizes above 20. Advisory Committee minutes and NSTA Safety study are posted in Attached Files in Curricunet. | | |
| MACH 110 F CNC Machine Set-Up and Operation Units: 3 Lecture: 2.5 Laboratory: 1.5 | <ul style="list-style-type: none"> • Add Distance Education(hybrid) • Textbooks • Method of Instruction • Schedule Description Update • Transfer: • CSU Transfer Course | 20 | Students in this course use industrial type Computerized Numerical Control (CNC) machines with 3 axis or more being used by students in a lab to cut metal parts. These machines have rotating metal cutters as well as rotating parts which can present a danger to students if the correct methods and procedures are not used hence proper supervision of students is a must. Maximum number of students allowed for safety concerns and per the request of | 2021 Fall | Distance education is being added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. The "Methods of Instruction" section has been updated to include Distance Education. The "Distance Education" section has been updated and includes the various "Contact Types". The Hybrid methods of instruction are possible with simulation and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section. |

| REVISED COURSES | | | | | |
|---|---|------------|--|--------------|---|
| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| | | | the advisory committee is 20. This number is also in alignment with the National Science Teacher Association Safety Advisory Board Study in 2014 which shows that injuries increase dramatically with class sizes above 20. Advisory Committee minutes and NSTA Safety study are posted in Attached Files in Curricunet. | | |
| METL 192 F Fundamentals of Metallurgy Units: 3 Lecture: 3 Laboratory: 0 | <ul style="list-style-type: none"> • Add Distance Education(online) • Add Distance Education(hybrid) • Textbooks • Method of Instruction Transfer: CSU Transfer Course | 35 | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021 Fall | Distance education was added to this course to increase the number of instructional methods available to students and in an attempt to increase enrollment. A DE addendum was approved, effective Spring 2021, and was attached to the active version of this course. The "Methods of Instruction" section has been updated to include Distance Education. The "Distance Education" section has been updated and includes the various "Contact Types." The Online and Hybrid methods of instruction are possible with simulation and other software which allows the student to be successful in understanding the basic concepts taught in this course. Updated Textbook. Added Advisory Meeting Minutes to "Attached File" section. |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|--|---|------------|--|-----------|--|
| PE 179 F Intercollegiate Spirit Squad Units: 3 Lecture: 0 Laboratory: 10 | <ul style="list-style-type: none"> • Add Distance Education(online) • Add Distance Education(hybrid) • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Assignments Revision • Catalog Description Update • Schedule Description Update • Objectives Revision GE: CSU General Education Requirements Area E: Lifelong Understanding and Self-Development Transfer: CSU Transfer Course | 25 | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports) | 2021 Fall | Textbooks. SLOs. Proposed for Distance Ed (hybrid and online). |
| PE 225 F Pilates Reformer Units: 2 Lecture: 0 Laboratory: 6 | <ul style="list-style-type: none"> • Textbooks • Course Content (that do not change the overall scope of the course) • Student Learning Outcomes • Method of Instruction • Assignments Revision • Catalog Description Update • Schedule Description Update • Prerequisite Revision • Corequisite Addition • Class Size Revision | 25 | Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Individualized instruction is central to this course. The Reformer is a | 2021 Fall | Six-Year Review. Textbooks. Corequisite addition of PE 226 F in order to revise and update Pilates Certificate to serve students. Class size revision FROM 30 TO 25 in order to be consistent with all Pilates classes, which have class sizes of 25. Proposing course for UC Transfer and CSU GE Area E. Prerequisite revision FROM PE 224 F TO PE 223 F based on the recommendation of the advisory board, which felt that one semester of Pilates mat training was sufficient |

REVISED COURSES

| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
|---|---|------------|---|------------------|--|
| | <ul style="list-style-type: none"> • CSU GE Addition • UC Addition • GE: • CSU General Education Requirements • Area E: Lifelong Understanding and Self-Development • Transfer: • UC/CSU Transfer Course | | <p>complex piece of equipment, and used improperly, without direct supervision, students could be injured. Therefore, the instructor will guide and supervise students. Class time focuses on individualized instruction, student presentation time, and/or group learning. It requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.</p> | | <p>enough to allow students to take PE 225 F and/or PE 226 F, without having had PE 224 F Pilates Mat I yet. Students can take Pilates Mat II later in their Pilates journey.</p> |
| <p>PE 226 F Pilates Apparatus Units: 2 Lecture: 0 Laboratory: 6</p> | <ul style="list-style-type: none"> • Textbooks • Student Learning Outcomes • Method of Instruction • Method of Evaluation • Catalog Description Update • Prerequisite Validation • Corequisite Addition • CSU GE Addition • UC Addition • Objectives Revision • Course Content (Changing the overall scope of the course) • GE: | <p>25</p> | <p>Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.</p> | <p>2021 Fall</p> | <p>The PE department is reintroducing this course to take the place of PE 273 F and PE 274 F. This course is being proposed for UC transfer and CSU GE Area E. Class size revision FROM 20 TO 25 in order to be consistent in class size with all the other Pilates courses.</p> |

| REVISED COURSES | | | | | |
|-----------------|--|------------|--------------------------|----------|---------------|
| COURSE ID | ACTION TAKEN | CLASS SIZE | CLASS SIZE JUSTIFICATION | EFF DATE | JUSTIFICATION |
| | <ul style="list-style-type: none"> • CSU General Education Requirements • Area E: Lifelong Understanding and Self-Development • Transfer: • UC/CSU Transfer Course | | | | |

| PROPOSALS FOR CSU GE AREA F | | | |
|---|-----------------------------|-----------|--|
| COURSE ID | ACTION TAKEN | EFF DATE | JUSTIFICATION |
| ETHS 101F American Ethnic Studies | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 101HF Honors American Ethnic Studies | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 111F Women of Color in the U.S. | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 129F Introduction to African-American Studies | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 130F African-American History I | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 131F African-American History II | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |

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| ETHS 150F Introduction to Chicana/o Studies | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 151F Chicana/o History I | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 152F Chicana/o History II | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 153F Chicana/o and Latina/o Contemporary Issues | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 153HF Honors Chicana/o and Latina/o Contemporary Issues | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 159F Introduction to American Indian Studies | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 160F American Indian History | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 170F Introduction to Asian Pacific Islander | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 171F Asian Pacific Islander American History | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 202F Race, Ethnicity, and Popular Culture | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |

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| ETHS 235 F Contemporary Social Justice Movements | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |
| ETHS 235HF Honors Contemporary Social Justice Movements | Proposed for CSU GE Area F. | Fall 2021 | This fulfils the new CSU Graduation Requirement: students who enroll for the first time in Fall 2021 in a CSU institution will need to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. |

| NEW DEGREES/CERTIFICATES | | | |
|------------------------------------|---|-----------|--|
| DEGREE | ACTION TAKEN | EFF DATE | JUSTIFICATION |
| Computer Information Systems | <p>The Cyber Security Associate in Science Degree provides the skills for students to become highly skilled computer systems security professionals and to train individuals for entry-level positions as data security analyst, systems security administrators, and network security administrators. In this program, students will master the latest security technologies and will examine the issues of information security awareness, network security hardware, systems and network security planning and defense, network security organization, and the legal and ethical issues associated with cybersecurity. This degree requires 33 units in the major in addition to other degree requirements.</p> <p>Cyber Security Associate in Science Degree Required Courses (12 units) from Level One (Technician)</p> <p style="text-align: center;">Units</p> <p>CIS 107 F Introduction to Operating Systems 3</p> <p>CIS 109 F Personal Computer Security 2</p> <p>CIS 160 F Introduction to Cyber Security 3</p> <p>CIS 180 F Introduction to Networking Concepts 4</p> <p>Required Courses (9 units) from Level Two (Analyst)</p> <p style="text-align: center;">Units</p> <p>CIS 183 F Network Security Fundamentals 3</p> <p>CIS 222 F Computer Scripting 3</p> <p>CIS 290 F Linux / UNIX Operating System 3</p> | 2021 Fall | Cybersecurity is one of the fastest growing industries for business and federal government computer systems. Recommended by the Business Division advisory group, the Cyber Security AS degree will provide students with required skills and will help them obtain an entry level position in the field of Cybersecurity or transfer to a University program. |

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| | <p>Required Courses (12 units) from Level Three (Master)</p> <p style="text-align: center;">Units</p> <p>CIS 165 F Cyber Security and Networking/Web 3</p> <p>CIS 166 F Cyber Security and Operating Systems 3</p> <p>CIS 168 F Cyber Security Software Tools 3</p> <p>CIS 171 F Ethical Hacking 3</p> <p>Total Units 33</p> | | |
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| MODIFY DEGREES/CERTIFICATES | | | | |
|-----------------------------|---|--|--------------|---|
| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
| Architecture | <ul style="list-style-type: none"> Course Title Revision | <p>Architectural CAD Technology Certificate (R 2022)</p> <p>The Architectural CAD Technology Certificate is designed to prepare students for employment in the architectural field. Students may seek employment as a CAD drafter, CAD technician, 3D BIM modeler or renderer in the fields of architecture, engineering, construction and interior design. This certificate requires a total of 26-31 units.</p> <p>Required Courses (20-22 units)</p> <p style="text-align: center;">Units</p> <p>ARCH 111 F Introduction to Architecture 3</p> <p>ARCH 124 F Architectural CAD I 3</p> <p>ARCH 924 F Architectural CAD II Beginning Revit 3</p> <p>ARCH 934 F Architectural CAD III Advanced Revit 3</p> <p>ARCH 114 F Architectural Materials and Methods</p> | 2022 Fall | Updating program to include revised ARCH 924 F and 934 F courses with new course titles. The following courses have a title change: ARCH 924 F – Title change FROM ARCH 924 F Architectural CAD II TO ARCH 924 F Architectural CAD II Beginning Revit and ARCH 934 F – Title change FROM ARCH 934 F Architectural CAD III TO ARCH 934 F Architectural CAD III Advanced Revit. |

| MODIFY DEGREES/CERTIFICATES | | | | |
|-----------------------------|---|--|-----------|---|
| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
| | | <p style="text-align: center;">3</p> <p>ARCH 227 F Internship in Architecture</p> <p style="text-align: center;">2 - 4</p> <p>BUS 180 F Small Business Management</p> <p style="text-align: center;">3</p> <p>Restricted Electives (6-9 units)</p> <p style="text-align: center;">Units</p> <p>COMM 135 F Essentials of Argumentation (FALL 2020 MINOR REVISION)</p> <p style="text-align: center;">3</p> <p>CSTR 031 F International Building Code</p> <p style="text-align: center;">3</p> <p>CSTR 041 F International Residential Code</p> <p style="text-align: center;">3</p> <p>Total Units</p> <p style="text-align: center;">26 - 31</p> | | |
| Architecture | <ul style="list-style-type: none"> Course Title Revision | <p>Architecture Mini CAD Certificate</p> <p>The Architecture Mini CAD Certificate prepares students to be functional within two and three-dimensional CAD systems used in the architecture/engineering/construction industry. The student will generate drawings from existing designs, plot drawings, create electronic files and develop file management skills. A minimum grade of C is required in each course taken. This certificate requires a total of 9 units.</p> <p>Architecture Mini CAD Certificate</p> <p style="text-align: center;">Units</p> <p>ARCH 124 F Architectural CAD I</p> <p style="text-align: center;">3</p> <p>ARCH 924 F Architectural CAD II</p> <p>Beginning Revit</p> <p style="text-align: center;">3</p> | 2022 Fall | Updating course title of ARCH 924 F and ARCH 934 F in certificate. The following courses have a title change: ARCH 924 F – Title change FROM ARCH 924 F Architectural CAD II TO ARCH 924 F Architectural CAD II Beginning Revit and ARCH 934 F – Title change FROM ARCH 934 F Architectural CAD III TO ARCH 934 F Architectural CAD III Advanced Revit. |

| MODIFY DEGREES/CERTIFICATES | | | | |
|-----------------------------|--|--|--------------|---|
| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
| | | ARCH 934 F Architectural CAD III Advanced Revit 3 Total Units 9 | | |
| Geography | <ul style="list-style-type: none"> Adding Courses to "Restricted Electives" Removing Courses from "Restricted Electives" | <p>Geography Associate in Arts Degree (FY 2021)</p> <p>The Geography Associate in Arts Degree is designed to provide students with an introduction to both physical and human areas of geographic studies. It provides students the background knowledge needed by undergraduate geography majors for university transfer and coursework. This degree is excellent preparation for careers in international fields, law, science, environmental work and cultural diversity programs. The geographic perspective provides lifelong tools for interpreting the world's complex systems and world events. This degree requires a total of 19 - 20 units in the major in addition to other graduation requirements.</p> <p>Required Courses (10 units) Units</p> <p>GEOG 100 F Global Geography 3</p> <p>or</p> <p>GEOG 100HF Honors Global Geography 3</p> <p>GEOG 102 F Physical Geography 3</p> <p>or</p> <p>GEOG 102HF Honors Physical</p> | 2021 Fall | Added ESC 105: Introduction to Weather and Climate to "restricted electives". Removed GEOG 170: Urban Geography from "restricted electives". Added CIP code. |

MODIFY DEGREES/CERTIFICATES

| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
|-----------|--|--|-----------|---|
| Geography | <ul style="list-style-type: none"> • Course Unit Revision • Adding Courses to "Required" • Adding Courses to "Restricted Electives" • Removing Courses from "Restricted Electives" | <p>Geography Associate in Arts Degree for Transfer (2021)</p> <p>The Associate in Arts for Transfer Degree in Geography, also called the Geography AA-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in geography. Ed Code Section 66746-66749 states students earning the Geography AA-T degree will be granted priority for admission as a Geography major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students complete 60 CSU transferable units, including completion of CSU GE or IGETC and 19 units in the major with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade of "C" or better in all major coursework. There are no additional graduation requirements. The Associate in Arts Degree for Transfer in Geography is designed to provide students with an introduction to both physical and human areas of geographic studies. It provides students the background knowledge needed by undergraduate geography majors for university transfer and coursework. This degree is excellent preparation for careers in international fields, law, science, environmental work and cultural diversity programs. The geographic perspective provides lifelong tools for interpreting the world's complex systems and world events. This program requires a total of 19 units in the major in addition to other degree requirements.</p> <p>Core Courses: 7 units</p> | 2021 Fall | <p>Added GEOG 102 Honors to core courses. Moved GEOG 100 and GEOG 100 Honors from list A to core to better align with revised TMC. Added Geog 130 to list A. Deleted the majority of courses under list B except for GEOG 120. Added ESC 105 to LIST B. Added CIP code. Moved ESC 105 to LIST A. Moved GEOG 160 to LIST B. Added ANTH 102 and ESC 100 to LIST B. Changed the unit count to 19 units in the description to align with the change in the number of units available in List B from "6-7 units" to "6 units".</p> |

MODIFY DEGREES/CERTIFICATES

| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
|--------|---------------|--|----------|---------------|
| | | <p style="text-align: center;">Units</p> <p>GEOG 102 F Physical Geography 3</p> <p>or</p> <p>GEOG 102HF Honors Physical Geography 3</p> <p>GEOG 102LF Physical Geography Lab 1</p> <p>GEOG 100 F Global Geography 3</p> <p>or</p> <p>GEOG 100HF Honors Global Geography 3</p> <p>List A: 6 units</p> <p style="text-align: center;">Units</p> <p>GEOG 130 F California Geography 3</p> <p>GEOG 230 F Introduction to Geographic Information Systems 3</p> <p>ESC 105 F Introduction to Weather and Climate 3</p> <p>List B: 6 units</p> <p style="text-align: center;">Units</p> <p>GEOG 120 F Global Environmental Problems 3</p> <p>GEOG 160 F Cultural Geography 3</p> <p>ANTH 102 F Cultural Anthropology 3</p> <p>or</p> <p>ANTH 102HF Honors Cultural Anthropology 3</p> <p>ESC 100 F Physical Geology 3</p> <p>Total Units 19</p> | | |

MODIFY DEGREES/CERTIFICATES

| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
|--------------|---|--|-----------|---|
| Horticulture | <ul style="list-style-type: none"> • Course Title Revision • Catalog Description Update • Six-Year Review • Program SLOA Revision | <p>Greenhouse and Nursery Production Certificate</p> <p>The Greenhouse and Nursery Production Certificate Program prepares students for entry level positions in the greenhouse / nursery industry, including both wholesale and retail nursery operations. The Greenhouse and Nursery Production Certificate Program requires the completion of 29-31 units of which 12 units are in required courses. An additional 8-9 units must be chosen from restricted electives group A and 9-10 units from restricted electives group B. A minimum grade of C is required in each course taken.</p> <p>Required Courses (12 units)</p> <p style="text-align: center;">Units</p> <p>HORT 160 F Plant ID / Ornamental Trees 3</p> <p>HORT 161 F Plant Identification/Ornamental Shrubs 3</p> <p>HORT 164 F Plant Identification-- Annual, Perennials and Houseplants 3</p> <p>HORT 173 F Greenhouse and Nursery Production 3</p> <p>Restricted Electives — Group A (8-9 units)</p> <p style="text-align: center;">Units</p> <p>HORT 155 F Soils 3</p> <p>HORT 156 F Plant Nutrition 2</p> <p>HORT 174 F Plant Propagation 3</p> | 2021 Fall | Six- year review. Changed catalog description |

| MODIFY DEGREES/CERTIFICATES | | | | |
|-----------------------------|---|---|-----------|---|
| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
| | | <p>HORT 205 F Applied Entomology 3</p> <p>Restricted Electives — Group B (9-10 units) Units</p> <p>HORT 152 F Applied Botany 4</p> <p>HORT 162 F Landscaping for Dry Climates 3</p> <p>HORT 177 F Turf Grass Management 3</p> <p>HORT 200 F Landscape Design 3</p> <p>HORT 207 F Plant Pathology 3</p> <p>Total Units 29 - 31</p> | | |
| Paralegal Studies | <ul style="list-style-type: none"> Program Unit Revision | <p>Paralegal Studies Certificate</p> <p>The Paralegal Studies Certificate may be awarded to those students completing the required coursework, and that have an Associate in Science Degree, an Associate of Arts Degree, a Bachelor’s or higher degree from a regionally-accredited college or university. All students with an associate degree must have their transcripts evaluated for General Education requirements as listed in the General Education requirements for the Associate in Science degree in Paralegal Studies. The Paralegal Studies Program is approved by the American Bar Association (ABA). An additional 6 units must be chosen from the restricted electives listed below. A minimum grade of C is required in each course taken. At least one-half of the</p> | 2021 Fall | Reducing elective units from 9 to 6 to be consistent with the PLEG AS degree program. |

MODIFY DEGREES/CERTIFICATES

| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
|--------|---------------|--|----------|---------------|
| | | <p>units toward the certificate must be completed at Fullerton College. This certificate requires a total of 27 units.</p> <p>Required Courses: (21 units) Units</p> <p>PLEG 101 F Introduction to Paralegal Studies 3</p> <p>PLEG 104 F Introduction to Legal Research and Terminology 3</p> <p>PLEG 105 F Introduction to Legal Writing 3</p> <p>PLEG 116 F Computers in the Law Office 3</p> <p>PLEG 201 F Civil Litigation I 3</p> <p>PLEG 202 F Civil Litigation II 3</p> <p>PLEG 207 F Computer Assisted Legal Research 3</p> <p>Restricted Electives: (6 units) Units</p> <p>PLEG 090 F Contemporary Issues in the Law 1 - 3</p> <p>PLEG 203 F Tort Law 3</p> <p>PLEG 204 F Family Law 3</p> <p>PLEG 205 F Probate, Wills and Trusts 3</p> <p>PLEG 206 F Bankruptcy Law and Procedure 3</p> <p>PLEG 208 F Workers' Compensation Law 3</p> | | |

MODIFY DEGREES/CERTIFICATES

| DEGREE | REVISION TYPE | | EFF DATE | JUSTIFICATION |
|--------|---------------|--|----------|---------------|
| | | PLEG 209 F Criminal Law and Procedures 3 PLEG 210 F Paralegal Internship 2 - 4 PLEG 211 F Real Property Law and Procedures 3 PLEG 213 F Employment and Labor Law 3 PLEG 214 F Contract Law and Procedure 3 PLEG 215 F Discovery in Electronic Age 3 PLEG 216 F Computers in the Law Office II 3 PLEG 217 F Immigration Law 3 PLEG 218 F Entertainment and Sports Law 3 PLEG 219 F Intellectual Property 3 PLEG 220 F Elder Law 3 PLEG 221 F Ethics for Paralegals 2 PLEG 225 F Law Office Management 3 PLEG 223 F Advanced Legal Research and Writing 3 PLEG 226 F Constitutional Law 3 PLEG 227 F International Law 3 Total Units 27 | | |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | |
|-----------------|---|---|
| TO: | BOARD OF TRUSTEES | Action _____ |
| | | Resolution _____ |
| DATE: | February 23, 2021 | Information <u> X </u> |
| | | Enclosure(s) <u> X </u> |
| SUBJECT: | Guided Pathways Essential Practices: Scale of Adoption Self-Assessment | |

BACKGROUND: At its December 12, 2017 meeting, the Board had an opportunity to review Cypress College, Fullerton College, and NOCE’s guided pathways self-assessments. The state Chancellor’s Office requires all colleges (not NOCE) to submit a progress report on their Guided Pathways Essential Practices: Scale of Adoption Self-Assessment by May 30, 2019. The Scale of Adoption Assessment (SOAA) has three major components:

1. The colleges are to assess how far along they are toward adopting essential guided pathways practices at scale.
2. The colleges are to describe the progress made toward implementing each practice at scale.
3. A third component was added for the colleges to include equity considerations in the adoption and implementation of the guided pathways essential practices.

At its May 14, 2019 meeting, the Board reviewed and discussed Cypress and Fullerton Colleges’ progress reports. The credit colleges are now ready to submit another round of progress reports to the state Chancellor’s Office by March 31, 2021.

The Colleges have utilized their collegial governance process, working with the faculty, staff, administrators and students to craft the progress reports. They are being presented to the Board for information and review prior to submission to the State Chancellor’s Office.

NOCE, although not required by the state Chancellor’s Office, has also worked with the faculty, staff, administrators, and students to complete a progress report. Their report will be presented to the Board for information and review at a later date.

This item is being submitted by Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of Cypress College, Fullerton College and North Orange Continuing Education.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: NOCCCD will provide comprehensive support, equitable opportunities, cocurricular programming, and clear pathways to ensure that students achieve their educational and career goals. Specifically, Strategic Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

How does this relate to Board Policy? This item is submitted in accordance with Board Policy 3250: Institutional Planning

FUNDING SOURCE AND FINANCIAL IMPACT: All institutions in the District have received funding from the Guided Pathways Award program to implement their multi-year plans.

RECOMMENDATION: It is recommended that the Board receive as information Cypress and Fullerton Colleges' guided pathways self-assessment progress reports.

Cherry Li-Bugg
Recommended by


Approved for Submittal

4.b.2
Item No.

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
 Revised February 2019, November 2019

Institution Name: Cypress College

Date: 1/18/2021

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). *This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.*

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

| Scale of Adoption | Definition |
|----------------------------|--|
| <i>Not occurring</i> | College is currently not following, or planning to follow, this practice |
| <i>Not systematic</i> | Practice is incomplete, inconsistent, informal, and/or optional |
| <i>Planning to scale</i> | College is has made plans to implement the practice at scale and has started to put these plans into place |
| <i>Scaling in progress</i> | Implementation of the practice is in progress for all students |
| <i>At scale</i> | Practice is implemented at scale—that is, <u>for all students in all programs</u> of study |

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for

implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| <p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p> | | | |
| <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| <p>NG PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>In fall 2017, a Meta-Majors Workgroup was established to examine the organization of programs at Cypress College. The established academic pathways have been widely shared with faculty, staff and students.</p> <p>Our recent redesign (Fall 2020) of our college’s website better aligns with our academic pathways. One of the most notable achievements in this area has been achieved through Cypress College’s implementation of Program Mapper. Program Mapper is a tool that allows for easy exploration of majors, which are grouped by academic pathways and provides a semester-by semester map from program entry to completion.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Program Mapper was initially focused on AAT degrees, but has been expanded to include all degrees and certificates. Next steps will be to develop capacity for 3-year mapping options for students. An additional next step of the program map project is to create and align templates within DegreeWorks to match Program Mapper pathways.</p> <p>Though we launched our redesigned website, we also would like to solicit input from specific populations to review language on the website to ensure clarity for students.</p> <p>We plan to continue to hold events such as Connect2Cypress and Majors2Careers, which help incoming students enter the appropriate pathway. With the support of the Title V</p> |

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| | | <p>Additionally, Program Mapper includes information about occupations associated with each program, as well as wages and labor market demands.</p> <p>Another tool that is utilized by both counselors and students is DegreeWorks. DegreeWorks allows counselors to build comprehensive education plans for students that are then available to each student for review as well as allowing students to build their own education plan should they wish to explore other majors or spread out coursework (comprehensive education plans are locked as to prevent overrides by students). Currently, blank templates are used and tailored to each student's course choices and includes specific notes for each semester (application deadlines, etc). Within DegreeWorks, the "degree audit" tool is also available and utilized by counselors. Counselors will run a degree audit to show students what is still needed for their program of study.</p> <p>We continue to hold several annual large scale events for students such as Connect2Cypress and Majors2Careers that highlight our academic pathways and emphasize the link between majors and careers.</p> <p>We also have formed Completion Teams to support each meta-major that include a Career Coach. Part of the role of the Career</p> | <p>grant, we will expand the Major2Careers event to include a component focusing on students who are "exploring", with the goal of helping them enter a career pathway as early as possible (Component 1, Strategy 2).</p> <p><i>Timeline for implementing next steps:</i></p> <p>This project should be completed by the end of spring 2021/early summer 2021.</p> |
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| | | <p>Coach is to help solidify the links between majors and careers for students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> |
| <p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Our Career Education programs regularly utilize community advisory meetings to ensure effective partnerships with local service area businesses and industry partners. These partnerships result in internships and work experience for our students and provide them with applied experience to best prepare them for the workforce.</p> <p>Our implementation of Program Mapper ensures that programs provide a clear map to degree and certificate completion as well as employment outcomes for students.</p> <p>CC CareerConnect provides employers and students with an online job resource for posting and applying for internships and jobs.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>The current Program Mapper information is being reviewed (fall 2020-spg 2021) by Peer and Data Coaches in all 8 academic divisions to check for accuracy and utility. In collaboration with division faculty and counselors the most effective maps will be decided upon and uploaded to the Program Mapper database.</p> <p>We will expand the number of departments holding events for their students that link their program to specific employment pathways and/or further education as in-person instruction resumes. One mechanism in which this can be achieved is through Completion Teams, which is a framework outlined in our Title V grant (Component 2, Strategy 2). The Completion Teams include a Faculty Peer Coach (FPC) who will be familiar with effective faculty practices and bring these practices to the attention of faculty peers in order to improve student outcomes, as well as a Career Coach whose efforts will</p> |

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| | | <p>Departments that offer degrees for transfer have begun offering events with students within their major in order to explore transfer and career options. This effort has been somewhat stalled by remote instruction, but will continue and expand once in-person instruction resumes.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p>be focused on employment outcomes. Completion teams trained, met, and evaluated data for their major in Fall, 2020.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p> |
| <p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Support Needed – Detail: (1,000 character)</i></p> | |
| <p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Detailed information is provided on our college webpage via Program Mapper, which provides employment opportunities for each program. We also have our Gainful Employment disclosures on our college web page which include employment outcomes for each of our certificate programs.</p> <p>In Fall, 2020, we launched our redesigned college website which aimed to make program and career information more prominent, specifically as it relates to academic pathways.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Our next steps include the expansion of our Program Mapper, allowing for 3 years maps for students.</p> <p><i>Timeline for implementing next steps:</i> Spring 2021</p> |

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| | | <p>Program Finder provides a quick way for high school students and counselors to find career pathways at the college. It also provides college faculty with a way to find high school students enrolled in a related CTE pathway at their high school. https://www.programfinderoc.com</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> |
| <p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>All programs are clearly mapped in Program Mapper, with semester-by-semester sequences and critical courses (i.e., core cores) identified, and this information is available on our webpage. This work was first done for ADTs and CTE certificates, but has since been expanded to include all degrees.</p> <p>DegreeWorks is also an accessible program that allows students to know their progress towards program completion.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Our next steps to expand Program Mapper with regard to the timeframes of the completion pathways and to re-evaluate maps by department for any needed adjustments. We will also further promote Program Mapper to counselors, instructional faculty, and students to ensure this tool is being widely used via the Completion Teams, as conceptualized in our Title V grant (Component 2, Strategy 2).</p> <p>Additionally, there will be a concerted effort to make DegreeWorks a more functional and accessible program to track progress towards completion by better capturing completed</p> |

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| | | Term, if <i>at scale</i> or <i>scaling</i> : | <p>courses from other institutions via transcripts.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2021</p> |
| <p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X</p> <p>Regional training X On campus /individual training X</p> <p>Technology X Reporting/data X</p> <p>Other</p> | | <i>Challenge or barrier: (1,000 character)</i> | <i>Support Needed – Detail: (1,000 character)</i> |
| <p>e. Required math courses are appropriately aligned with the student’s field of study (<i>Note: This essential practice was moved from Area 2</i>)</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>We have two primary mechanisms which ensure our students' required math courses are appropriately aligned with their major. First, we have our Guided Self-Placement tool which is dynamic in that it recommends the appropriate math course based on students’ “meta-major”. The math course recommendations were determined through collaborations between math faculty and counseling faculty.</p> <p>We also have embedded counselors within each “meta-major” that are familiar with the specific math course requirements for the various programs in their area and advise students accordingly.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>With the Guided Self-Placement tool, all students now have the option to begin their math coursework at transfer-level. This requires additional support for some students, which can be facilitated with the Completion Team model, or more specifically, the Student Academic Coach, who is a Library, Learning, and Resource Center (LLRC) faculty or staff member whose role is to connect students to learning resources such as the Math Learning Center (Title V grant; Component 2, Strategy 2).</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ongoing</p> |

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| | | <p>The Math department has developed many eDLAs that are currently offered to assist students in support for current concepts in their math classes, as well as catch up for concepts that they are lacking from basic skills concepts. These are offered through Math N01 Canvas shell. Additional support is also offered with embedded math online tutoring.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
|---|--|---|--|
| <p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| <p>HELPING STUDENTS CHOOSE AND ENTER A PROGRAM EASILY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Through the Promise, Pledge, and Charger Experience Program, nearly every new student develops and adheres to an educational plan. Priority registration is used to encourage students to step through the requirements of these programs.</p> <p>We also hold several annual large scale events for students such as Connect2Cypress and Majors2Careers that are designed to help students explore career/college options, choose a program of study, and develop an educational plan. • Students also have the opportunity to explore career/college options as well as develop an educational plan in the Counseling courses offered at Cypress College (e.g., COUN 140).</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Although most students have developed an abbreviated educational plan, there are some students who have not developed and/or adhered to a comprehensive educational plan. With this in mind, we specified increasing the development of comprehensive educational plans as one of our Title V grant objectives (Component 1, Objective 1). One strategy identified in the grant to meet this objective is to expand and enhance pre-college services, including those associated with Promise, Pledge, and Charger Experience Program to ensure a comprehensive educational plan is completed as soon as possible (Component 1, Strategy 1).</p> <p>The First Steps Program will expand its outreach to include and welcome</p> |

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| | | <p>The Career Planning Center and DSS collaborated to develop a career exploration and job preparation workshop series to students with disabilities. The series will begin in February 2020.</p> <p>Disability Support Services (DSS) launched a bridge program for high school students with disabilities. The First Steps Program directly connects to local high school special education programs. During the four-week First Steps summer program, each student develops an educational plan, explores career/education options, engages in campus activities, completes COUN 100, and learns how to access student services.</p> <p>As part of the EOPS Orientation, new students develop an abbreviated educational plan. During their first semester all students develop a comprehensive plan with their EOPS counselor.</p> <p>Several departments have developed Canvas shells that outreach to their majors and supply relevant information to students.</p> <p>Through MyPath incoming students are provided information and directed to resources to help them navigate the onboarding process.</p> | <p>additional high schools. Additionally, based on First Steps SLO assessment data, DSS will modify some of its activities and instruction to ensure student learning outcomes and its meeting its intended goals.</p> <p>Students are being invited to LinkedIn Learning and we will be launching Portfolium.</p> <p>Additionally, DegreeWorks is being relaunched to be a more functional and accessible tool to track progress on educational plans and help students understand the implications of selecting and changing majors on their progress towards completion.</p> <p><i>Timeline for implementing next steps: Fall 2021/early Spring 2022</i></p> |
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| | | <p>The college coordinates outreach efforts through the Welcome Center, which also serves as the needs of K-12 schools for college fairs and campus tours. The Pledge Center provides additional support for students enrolled and graduated from our K-12 partners. The services provided by the Welcome Center and Pledge Center play a vital role in managing student enrollment and helping students succeed. These services are coordinated with Admissions and Records as well as other student services offices to help new and prospective students receive academic, emotional, and financial support throughout their journey at Cypress College.</p> <p><i>Term, if at scale or scaling: Scaling Fall 2020, continued adjusts being made to scaling based on estimates related to anticipated return-to-campus</i></p> | |
| <p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>b. Special supports are provided to help academically underprepared students</p> | <p><i>Place an X next to one:</i> Not occurring</p> | <p><i>Progress to date: (2,500 character)</i></p> | <p><i>Next steps: (1,000 character)</i></p> |

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| <p>to succeed in the “gateway” courses for the college’s major program areas.</p> | <p>Not systematic X Planning to scale Scaling in progress At scale</p> | <p>We have various programs and services in place to support academically underprepared students. These include services offered through the Library and Learning Resource Center (LLRC) such as an English Success Center (ESC), a Math Learning Center (MLC), as well as tutoring and supplemental instruction. Additionally, the LRC and DSS collaborate to provide tutoring specifically to students with disabilities in the DSS office. DSS delivers to LRC tutor workshops and presentations on how to effectively work with students with disabilities.</p> <p>The Library provides orientation sessions that target English courses for help and assistance with Information Competency issues, along with an embedded Librarian who works directly with English 100 faculty to assist in the classroom setting.</p> <p>The Institutional Research and Planning office provides a list of courses with low success rates to the Tutoring and Supplemental Instruction Coordinator to assist with identifying courses which may be a barrier to students and benefit from having assigned tutors and/or supplemental instruction.</p> <p>Disability Support Services (DSS) established a liaison system that provides faculty and deans with</p> | <p>At the moment, “gateway” courses have not been explicitly identified for the college’s major program areas. We plan to use our Completion Teams as proposed in the Title V grant to define and identify “gateway” courses and recommend the appropriate support for these courses within each major program area (Title V grant; Component 2, Strategy 2).</p> <p>Another strategy is a collaboration between the Financial Aid Office and our Counseling 140 courses to offer financial aid and financial literacy information as an additional support for students.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p> |
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| | | <p>specialized and immediate service to aid in their support of emerging students in the classroom.</p> <p>In collaboration with the Library and Learning Resource Center, EOPS students receive extended tutoring for additional academic support for their courses. Additionally, the EOPS program hosts workshops throughout the semester on various topics such as study skills and techniques and time management.</p> <p>The Career Technical Education and Health Sciences Divisions have long offered "gateway courses" such as the ATC 101, ATC 110, AT 101 and 110, HI 100 and 101, HRC 101, and HS 145, as well as tutoring support. Further, some of these courses are articulated with local high schools and Regional Occupational Programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X</p> <p>Regional training X On campus /individual training X</p> <p>Technology Reporting/data</p> <p>Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>c. Special supports are provided to help academically underprepared students</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> | <p><i>Progress to date: (2,500 character)</i></p> | <p><i>Next steps: (1,000 character)</i></p> |

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| <p>to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p>Not systematic Planning to scale <input checked="" type="checkbox"/> Scaling in progress At scale</p> | <p>The implementation of AB 705 has resulted in significant progress in providing special support to help academically underprepared students complete transfer-level math within one year. Some examples of the supports we have in place include corequisites, online directed learning activities (eDLAs), in-person and online tutoring, supplemental instruction, group tutoring, and special “cram sessions”. Completion of transfer-level math within one year has increased from 23.2% to 43.3% over the past five year as a result of these efforts.</p> <p>DSS provides academic accommodations and services to students with verified disabilities to remove educational barriers and to minimize the impact of disability related challenges.</p> <p>In collaboration with the Library and Learning Resource Center, EOPS and DSS students receive extended tutoring for additional academic support for their courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p>We have recognized the importance of completing a transfer-level math course in the first year and have identified this as one of our Title V grant objectives (Component 2, Objective 4). The Completion Teams proposed in our Title V grant will help direct and connect students to the appropriate support services to help students succeed in their program-relevant math course.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ongoing</p> | | | | | | | | |
| <p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
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| <p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The implementation of AB 705 has resulted in significant progress in providing special support to help academically underprepared students complete transfer-level English within one year. Some examples of the support we have in place include corequisites, directed learning activities (DLAs), in-person and online tutoring, and supplemental instruction. Completion of transfer-level English within one year has increased from 46.5% to 71.2% over the past five year as a result of these efforts.</p> <p>The English Success Center in the LRC has various supports available such as writing and grammar assistance, as well as a Peer Assisted Learners (PALs) program.</p> <p>DSS provides academic accommodations and services to students with verified disabilities to minimize the impact of disability related challenges.</p> <p>In collaboration with the Library and Learning Resource Center, EOPS students receive extended tutoring for additional support for their courses. Also, through a program called ACCESS, the English Department informs students of the support services available to them to help them succeed.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>We have recognized the importance of completing a transfer-level English course in the first year and have identified this as one of our Title V grant objectives (Component 2, Objective 4). The Completion Teams proposed in our Title V grant will help direct and connect students to the appropriate support services to help students succeed in their program-relevant English course.</p> <p><i>Timeline for implementing next steps: Fall 2021</i></p> |
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| | | <p>Additionally, in Fall 2020 we offered an ESL course equivalent to Freshman Composition, a curricular structure that has demonstrated high throughput for ESL.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p> | <p><i>Support Needed - Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | |

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| <p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p> | <p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>We have many available support services in place to support very poorly prepared students. These include the Library and Learning Resource Center (LLRC), which includes the English Success Center (ESC), the Math Learning Center (MLC), tutoring, supplemental instruction, and both in-person and online directed learning activities (DLAs). Additionally, the LRC and DSS collaborate to provide tutoring specifically to students with disabilities in the DSS office. DSS delivers to LRC tutor workshops and presentations on how to effectively work with students with disabilities.</p> <p>We offer extended time for both DSS and EOPS students, online 24/7 tutoring including CTE, and various library services (such as the reference helpdesk, online chat, orientations, and embedded librarians).</p> <p>We also have several high-touch cohort programs such as Legacy, Puente, EOPS/CARE, CalWORKs, Athletics, and STEM2 to help students succeed in college-level courses.</p> <p>Through the Student Equity and Achievement (SEA) Plan, disproportionately impacted groups were identified and specific activities</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Expand and/or enhance high-touch cohort programs.</p> <p>Utilize the Completion Teams proposed on the Title V grant (Component 2, Strategy 2) to explore strategies to identify and support poorly prepared students to succeed in college-level courses.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p> |
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| | | <p>have been outlined to best serve these student groups within that plan.</p> <p>Disability Support Services provides intensive support to students with verified disabilities to minimize the impact of disability-related challenges.</p> <p>EOPS/CARE & CalWORKs provides wraparound services, and supports students with academic counseling, financial aid assistance and specialized workshops.</p> <p>Guardian Scholars is available to all current and former foster youth to ensure their academic, career, and personal success.</p> <p>The Grads to Be Program was established and is aimed at providing a variety of services and resources for our undocumented students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
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| 2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
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| f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. | <i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> We have a well-established Dual Enrollment program that provides hundreds of high school students the opportunity to take college-level coursework and explore career pathways. We have partnerships with local high school feeder districts that have been solidified through the Pledge, Promise, and Charger Experience programs. Our Dean of Career Technical Education, in partnership with the Orange County Department of Education, developed the Program Finder tool which helps link K-12 career education pathways to community college programs, including our own. We also hold several large-scale events for students such as Commit2Cypress and Connect2Cypress which are geared towards motivating high school students and preparing them for college-level coursework. | <i>Next steps: (1,000 character)</i> Expand partnerships with local high school districts. Increase awareness and use of Program Finder. Expand and enhance events like Commit2Cypress, Connect2Cypress. Expand special program participation for college signature events. Expand work with high schools that have a high number of underserved students. <i>Timeline for implementing next steps: Fall 2021</i> |

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| | | <p>Our partnerships with the high schools also include an annual High School Principal’s Breakfast and Counselor’s Breakfast in which high school and middle school representatives are invited to our college to learn about our programs and relay this information to their students.</p> <p>Disability Support Services (DSS) launched a summer bridge program to prepare high school students with disabilities for college coursework. DSS directly connects to local high school special education programs. Furthermore, DSS expanded high school outreach to include its participation in AUHSD’s special education chair meetings, parent nights, and in-class presentations. It has fostered effective partnerships with multiple high schools. There are approximately 75 Career Education courses articulated with local high school and Regional Occupational Programs. See http://news.cypresscollege.edu/Documents/careers-site/careertechnical-education-high-schoolarticulations.pdf for more information.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
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| <p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
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| GUIDED PATHWAYS ESSENTIAL PRACTICES | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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Equity Considerations in Area 3:

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

KEEPING STUDENTS ON PATH

a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Place an X next to one:
 Not occurring
 Not systematic
 Planning to scale
 X Scaling in progress
 At scale

Progress to date: (2,500 character)

We have embedded counselors within each “meta-major” to assist with monitoring student progress. We have several high-touch cohort based programs such as Puente, Legacy, and STEM2 that effectively monitor each student along their path to completion. The Institutional Research and Planning Office provides student-level course completion data to specific programs to assist with student tracking towards completion.

Counselors continue to have intentionally created abbreviated and comprehensive appointments to complete Student Education Plans now via Cranium Cafe, allowing for greater flexibility for student groups that may not always be able to access on-campus services. This practice will continue when on-campus services resume.

Counselors have expanded their capacity in career services and the transfer center to provide workshops and inreach to students who have not identified a major or completed an Education Plan.

College has identified new software for increased communication between students, counselors, and instructional faculty.
 Term, if *at scale* or *scaling*:

Next steps: (1,000 character)

Peer and Data Coaches will work with IR to generate lists of students per division who are close to goal completion. This list will be used to nudge students to see their academic counselor.

Starfish software implementation team will establish protocols and software features that will support increased monitoring of students to stay on their academic path.

Peer and data coaches, counselors, and faculty will identify students taking significant courses outside of their path in order to re-evaluate their educational plan.

DegreeWorks is being further refined and expanded to allow counselors and students to better monitor their progress towards completing program requirements.

Timeline for implementing next steps:
Fall 2021

| <p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | |
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| <p>b. Students can easily see how far they have come and what they need to do to complete their program.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Our college has implemented Program Mapper, which allows students to follow their educational plan and degree audit see which courses are needed to complete a specific program.</p> <p>Our college also utilizes DegreeWorks, which has the capability to allow students to see their progress towards degree completion as well as test “what-if” scenarios to determine their path if they were to change majors.</p> <p>Lastly, the college explored options for increased faculty, counselor, and student communication and progress-checking. As a result, the college made a decision to purchase Starfish software to achieve this goal.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>We are beginning to update the Degree Audit portion of DegreeWorks so that it is more accurate and effective for students to use.</p> <p>Although Program Mapper and DegreeWorks are powerful tools available to students to track their completion progress, there is still some work to be done with implementation of these programs, processes, and tools. Expanding the implementation of these tools, specifically with regard to Program Mapper, has been identified as an activity in our Title V grant (Component 2, Strategy 1).</p> <p>An implementation team has been selected for Starfish. This group will be charged with identifying critical features, training, and implementation of Starfish software.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Fall 2021</i></p> |

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| <p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Challenge or barrier: (1,000 character)</i></p> | |
| <p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Canvas can be used by faculty to alert students on their progress within a course and help provide support to ensure they stay on track if they appear to be falling off their path. Online tutoring, counseling, and student support services are available via Cranium Cafe and integrated into Canvas. At this point, on-campus services are not available due to Covid, but those services will resume as soon as safely possible.</p> <p>The college has made a decision not to renew our contract with Civitas predictive analytics software and will instead purchase software, specifically Starfish, to assist with early alert efforts.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>Starfish is a program that CC will purchase that has alert features/capabilities to contact students when they are at risk of falling off the path. An implementation team has been selected to review and adopt features, engage in training, and lead implementation.</p> <p>We will utilize the Completion Teams proposed in the Title V grant (Component 2, Strategy 2) to develop strategies to alert counselors and students regarding at-risk students.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Fall 2021</i></p> |
| <p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Challenge or barrier: (1,000 character)</i></p> | |

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| Other | | | |
| <p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p> | <p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>We have embedded counselors in each academic pathway that are familiar with limited-access programs and are able to redirect students as needed. DegreeWorks is a tool that can be used by students and counselors to explore how alternative pathways would align with a particular limited access program. Program Mapper can be used to explore programs that align with a limited-access program.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Health Science and CTE completion team members are currently addressing student needs in limit-access programs to strategize on how to assist these students. Remote instruction has created different student pipelines for these programs, which often require clinical hours or in-person instruction. As a result, this will be an ongoing effort through program transitions back to in-person instruction.</p> <p><i>Timeline for implementing next steps:</i> Spring 2022</p> |
| <p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p> | <p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>There are several strategies our college has used to ensure our course offerings align with student needs.</p> <p>The Deans in each “meta-major” regularly participate in enrollment management activities, particularly during critical registration periods.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>The implementation of the Starfish will provide the capability for course supply and demand to be more fully realized. There has been some discussion of creating one-year schedules to help students plan. However, this discussion was put on hold due to the scheduling variations that resulted from the move</p> |

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| | | <p>The Institutional Research and Planning Office provides enrollment management data such as fill rates, wait lists, full class lists, and unmet demand reports to the Deans to help inform course offerings.</p> <p>We have conducted numerous student surveys asking students about registration challenges and preferences. Some Deans have explored the course offerings for specific programs (e.g., Human Services) to ensure courses needed to complete the program are regularly being offered. Lastly, our completion teams have begun to explore optimal course offering patterns based on available data and in conversation with deans and department faculty.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p>to remote instruction and the related uncertainties.</p> <p>The proposed Completion Teams in our Title V grant (Component 2, Strategy 2) will continue to explore additional strategies for optimal course scheduling as well.</p> <p><i>Timeline for implementing next steps: Fall 2021</i></p> |
| <p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X</p> <p>Regional training X On campus /individual training X</p> <p>Technology X Reporting/data X</p> <p>Other</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| <p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | |
| <p>ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Program learning outcomes (PLOs) are examined in the program review process to ensure that they align with further education and employment.</p> <p>We also conduct a survey of graduates to assess program learning outcomes as well as institutional learning outcomes.</p> <p>Cypress participates in the CTE Outcomes Survey to track student employment and wage gains.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>Although program review includes program learning outcomes, there is still some lack of clarity with regard to the meaningfulness of this information as it is currently being presented. A next step would be to increase the understanding of program learning outcomes, and subsequently increase the meaningfulness of PLO information by relating it to further education and employment outcomes for students, and expand these relations to Institutional Student Learning Outcomes (ISLOs).</p> <p><i>Timeline for implementing next steps: Spring 2022</i></p> |

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| <p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p><input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>These activities are conducted within each instructional program and are reported in their program review. Some programs utilize supplemental instruction (SI) to help engage students in active and applied learning. Fall 2020, Title V grant (Component 3)faculty peer and data coaches participated in an intensive eight-week Equity Training program and support through the USC Race and Equity Center. Participants developed an equity project and strategies to share with the various departments and divisions.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Title V Peer /data coaches/completion teams</p> | <p><i>Next steps: (1,000 character)</i></p> <p>A next step would be to utilize the proposed Completion Teams in our Title V grant (Component 2, Strategy 2) as a venue for discussions regarding best practices to ensure this practice is occurring within the various departments. Title V peer and data coaches, working with various departments and divisions, developing department and division goals, share their learning and best practices.</p> <p><i>Timeline for implementing next steps: Spring/Fall 2021</i></p> |
| <p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |

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| <p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p> | <p><i>Place an X next to one:</i> <input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Students at our college have many opportunities to engage in internships (e.g., CTE, Health Sciences), clinical placements (e.g., Nursing, Rad Tech), study abroad, and many other experiential learning activities that are intentionally embedded into programs and coursework. Also, many departments offer Independent Study courses that are used for this purpose.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>One possible next step is to ensure that all programs have a component of experiential learning that is embedded into the coursework.</p> <p><i>Timeline for implementing next steps: Spring 2022</i></p> |
| <p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance <input checked="" type="checkbox"/> Connections with other GP teams <input checked="" type="checkbox"/> Regional training <input checked="" type="checkbox"/> On campus /individual training <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Reporting/data <input checked="" type="checkbox"/> Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> | <p><i>Place an X next to one:</i> <input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>These activities are conducted within the program review process and examined using assessments of student and program learning outcomes. We use eLumen to report on learning outcomes for all courses and instructional programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>The next steps are to ensure all full time faculty are participating in learning outcomes assessment.</p> <p>Also, we plan to increase adjunct faculty participation in this process.</p> <p><i>Timeline for implementing next steps: Fall 2021</i></p> |

| <p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | |
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| <p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Learning outcomes are assessed annually for each course and program, and the results are used to improve teaching and learning through program review, as well as inform professional development. Likewise, student services learning outcomes are assessed and the results are used to improve the delivery and effectiveness of services through SS program review. We use eLumen to report on learning outcomes, the assessments, as well as how they are being used to improve programs. The SLO Committee also uses the results of learning outcomes assessments to make recommendations on improved teaching and learning.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>Wheelhouse - Co-pilot/Ascend is a program designed to provide instructors insight into how students experience their teaching. A pilot group of English, Math, and Peer/Data Coach faculty will implement this program in spring 2021.</p> <p>The next steps are to ensure all full time faculty are participating in learning outcomes assessment.</p> <p>Also, we plan to increase adjunct faculty participation in this process.</p> <p>Student Services will soon use eLumen to report on SSSLOs, assessment, and program improvement.</p> <p><i>Timeline for implementing next steps: Spring 2021</i></p> |

| | | | |
|--|--|--|---|
| <p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | |
| <p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Several programs have a portfolio component to their program that can help students document their work beyond transcripts. Examples of such programs include Automotive Technology, Aviation Travel Careers, and Hotel, Restaurant, and Culinary Arts. • English learners can earn Guided Pathways ESL Milestone Certificates of Achievements as documentation of their language acquisition and success in the course courses of their metamajor.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>A possible next step would be to encourage each program to ensure it includes a course that provides students the opportunity to develop a portfolio or other means of documenting their work (e.g., earning e-merits) for different skill sets, as well as reporting these on professional social media.</p> <p><i>Timeline for implementing next steps:</i> Spring 2022</p> |

| <p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data X Other</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> | |
|--|--|---|--|
| <p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The college assesses the effectiveness of educational practice in several ways. The program review process for both instruction and student services help us evaluate the education and support we provide our students on a regular basis.</p> <p>The college has also utilized various student satisfaction surveys to assess effectiveness of educational practices. The results of the program reviews and student surveys are shared through various campus committees, including discussions of actionable items to address areas needing improvement.</p> <p>The college is a member of the California Community College Racial Equity Leadership Alliance. Members</p> | <p><i>Next steps: (1,000 character)</i></p> <p>The next steps would be to explore the possibility of using the CCSSE and/or SENSE surveys to assess the effectiveness of our educational practices.</p> <p><i>The next steps would be to</i></p> <p><i>Timeline for implementing next steps: Fall 2021 (first survey), Fall 2022, Fall 2023</i></p> <p><i>National Assessment of Collegiate Campus Climates (NACCC) (3 surveys-through USC Alliance)</i></p> |

| | | | | | | | | | | | |
|--|---------------------------------|---|---------------------------------|-------------------|--------------------------------|------------|----------------|-------|--|---|---|
| | | <p>participate in three National Assessment of Collegiate Campus Climates Surveys. Alliance member colleges will benefit from this trio of campus climate surveys on a three-year rotational basis – the student survey in year one, the faculty survey in year two, and the staff survey in the third year of membership. The NACCC is a rigorous, expert-validated quantitative survey that measures belonging and inclusion, the frequency and depth of cross-cultural interactions, students’ appraisals of institutional commitment to diversity and inclusion, and other related topics.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | | | | | | | | | |
| <p>4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table data-bbox="157 885 829 1031"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Support Needed – Detail: (1,000 character</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |

Additional REQUIRED questions:

| Student Engagement and Support | |
|--|--|
| STUDENT ENGAGEMENT | <i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i> |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | <p><i>Place an X next to one or more:</i></p> <p>Student survey(s)</p> <p><input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s)</p> <p>Student focus groups</p> <p>Other:</p> |
| | <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Students have helped shape our Guided Pathways efforts at Cypress College in various forms since the initial planning and refinement of our efforts began. The Office of Institutional Research and Planning, with guidance from the Guided Pathways Steering Committee, conducted a large-scale student survey designed to inform our guided pathways work, as well as held several student focus groups that have guided our campus efforts. Most recently, on Friday, November 1, 2019 during our campus Guided Pathways leadership team meeting it was our student leaders who defined "areas of study" for our team after a robust debate about our proposed naming conventions (meta-majors, schools, interest areas, etc.). Student leaders have presented on the topic of guided pathways in meetings and have participated in signature events including but not limited to Connect2Cypress and our Majors2Careers showcase which are the product of some of our planning initiatives and efforts. Much of our Guided Pathways work in 2020-2021 has been centered on equity training. A student cohort participated in equity training in the Fall 2020. An equity survey for students is planned for Spring 2021</p> |
| COURSE ALIGNMENT | <p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> |
| | <i>Course Alignment - Details: (1,000 character)</i> |

| | |
|--|--|
| | <p>With the implementation of AB705, coordinated efforts with our Charger Experience program are made to ensure that there are adequate sections available to accommodate incoming students in gateway courses to degrees and certificates. Cypress College hosts local feeder high school students in the 35 Spring during Charger Friday's to complete matriculation services including a first semester educational plan, orient students to support services, introduce a career/major exploration tool to students, and follow-up with activities and actions that were suggested during fall semester engagements at their local high schools and visitations to our campus or programs. Cypress College has also implemented the online Program Finder and Program Mapper tools, MyPath, and degree plan templates available in our DegreeWorks database to align students' course taking patterns with desired outcomes.</p> |
|--|--|

Additional OPTIONAL questions:

| Success Story | |
|--|---|
| SUCCESS STORY | <p><i>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</i></p> |
| <i>Title:</i> | |
| <i>Follow-up Contact Person(s):</i> | |
| <i>Challenge: (1,000 character)</i> | |
| <i>Success Story: (10,000 character)</i> | |
| <i>Outcomes: (1,000 character)</i> | |

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Fullerton College Guided Pathways

Scale of Adoption Assessment (SOAA)



February 2021

Preview

Status: Draft

Details

College

Fullerton College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

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Approvers

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Awaiting Submittal

Academic Senate President

Kim Orlijan
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Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path**Practice A**

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

After beta testing the six meta-majors (we are calling our meta-majors "Hornet Pathways"), we have revised our list and have finalized seven pathways to organize the over 250+ programs on our campus into broad career-focused academic communities.

The seven include:

1. Business
2. Visual and Performing Arts & Design
3. Science, Health and Wellness

- 4. Applied Technology, Engineering, and Mathematics
- 5. Public Service and Education
- 6. Language and Communication
- 7. Social and Behavioral Sciences

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Sort all degree and certificate programs into the new Hornet Pathways. Present recommended classifications to the Faculty Senate and the President's Advisory Council.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Fullerton College CTE instructors work towards aligning our programs with labor market needs to equip students with 21st century skills and prepare them for in-demand occupations in high-growth industry sectors. CTE helps students identify a career path and develop knowledge and skills essential for employment and prepares them to enter the workforce. CTE also helps incumbent workers seek advancement or career changes. Fullerton College offers high-quality, rigorous CTE programs, and many lead to an industry certification or license and a postsecondary certificate or degree, enabling graduates to gain employment in a high-growth industry sector upon program completion.

CTE instructors are consistently developing new certificate and degree programs to align with career pathways and meet employer needs. Using Labor Market Information (LMI) resources and data, our CTE programs help determine if there is job market supply, demand, required skills, specific training and student outcomes. Instructors can request LMI through the Centers of Excellence website. The Centers of Excellence provides statewide, regional and local labor market research to support CTE instructors in developing new programs and designing curriculum. Prior to developing a new program, instructors are required to submit program application through the Los Angeles/Orange County Regional Consortium.

The LAOC Regional Consortium will vote for program recommendation prior to submitting formal program application to the Chancellor's Office.

Discipline faculty at Fullerton College are experts in educating students in their disciplines. They work together and with the Curriculum Committee to develop associate degrees that prepare students to continue discipline study at a university. They consult with colleagues in their disciplines at CSU, UC, and private universities to ensure the lower division coursework in Fullerton College programs prepares students for their upper division coursework at the universities.

Fullerton College has been a leader in the development of Associates Degrees for Transfer, or "ADTs". This collaboration between the California Community Colleges and the California State University system produces transfer model curriculum (TMC) utilized by discipline faculty to create new courses and shape degrees that provide transfer students with additional benefits.

Transferable General Education patterns have been developed and are updated annually by the Articulation Office.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Guided Pathways Steering Committee will work with our Program Review Committee to ensure that all programs are designed to maximize student success.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The campus has decided to purchase a subscription to Program Mapper. This software, produced by Concentrix Sky, will display curriculum maps created by our programs on the college website. Program Mapper will include information regarding employment and further educational opportunities for students.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will begin data integration to Program Mapper in spring 2021. We will begin uploading completed Program Maps during summer 2021. The maps should be available on the campus web page beginning fall 2021.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Design principles for our program maps have been adopted and piloted. We have also developed design principles for PSLOs and new ISLOs to inform these maps. Our goal was to have the 50 programs with the highest student participation over the last three years mapped by the end of Spring 2020. However, COVID slowed our progress. Fortunately, we have hosted two large Guided Pathways symposiums between spring 2020 and Fall 2020, and we have been able to map approximately 50 programs to date. We have many more to do, as we offer close to 250 degrees and certificates at Fullerton College

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Complete a minimum of one program map for each of our 250+ degree/certificate programs.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Required math courses are appropriately aligned with students' field of study and a visual guide or map is offered to students in the course schedule each semester.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Visual map of required math courses will be assessed, updated and integrated into specific maps for all transfer programs on campus.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

We have two Work Groups that are focused on increasing our capacity and utilization of services that would help students explore career/college options, choose a program of study, and to develop and full-program plan as soon as possible. Our projects in this area include:

First, we have a taskforce that is proposing changes to the application process and to a student's MyPath experience that will allow students to participate in a diagnostic that will help them identify potential educational pathways and career options. This will help them pick their program of study during the application process. Our MyPath taskforce is also reimagining our approach to student orientation.

Second, we have a taskforce that is designing the First Year Experience for new students. The experience will include increasing a student's understanding of their career/college options, ensuring that students are enrolled in the program of study that best fits their academic goals, and helping students complete a comprehensive academic plan.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We have several steps to complete in Spring 2021. They include:

1. Seek campus approval for updates and revisions to MyPath that include career orientation as part of the application process.
2. Seek campus approval for the creation of a First Year Experience program.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Most of our efforts to support students in their program of study have been housed in a program we call Hornets Tutoring

Hornets Tutoring is an embedded tutoring program that is designed to help students successfully navigate their chosen pathway through Fullerton College. We hire successful students and embed them in challenging gateway courses where they offer support both in the classroom and during organized study sessions that are generally right before and after class.

Students who participate in Hornets Tutoring benefit in several tangible ways.

First, and most importantly, they receive academic assistance in course content, directly impacting their grade in the course.

In addition to helping students with course content, Embedded Tutors are trained to help students adopt the study skills and academic mindsets necessary for long term success in college. During study sessions, students encounter strategies to develop stronger reading, note-taking, time-management, and study strategies that are appropriate to their pathway.

Also, Embedded Tutors model and nurture strong academic mindsets, such as help-seeking behavior, growth mindset, and mindfulness.

Furthermore, Embedded Tutors play an invaluable role as liaisons between students and the college as a whole. Embedded Tutors are well-informed about the various student support services on campus and help students get plugged into the resources they need to be successful. This could include things such as professors' office hours, academic counseling, the transfer center, tutoring services, mental health support, student clubs and organizations, and others.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We are just beginning to look at the roadblocks and hurdles facing students in our specific academic programs. To date we have been focused on increasing our success in Math and English as those two courses/requirements are negatively impacting students more than specific courses in our academic programs. Beginning fall 2021 our programs will start to focus on specific barriers within their specific programs during our regular Program Review cycle.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

One of our major undertakings over the past few years in the Math Department was the creation of support courses for both Statistics and College Algebra. These two-unit support courses are offered immediately before or after the corresponding transfer-level course to provide additional time for students not only to grasp the content, but also to work on affective domain concepts, such as test taking and time management strategies and techniques to overcome math anxiety. Support courses for other transfer level course are now moving through the curriculum process.

We are continuing to work with various college programs, such as Pledge and the STEM initiative to support students with boot camps, workshops, and extra tutoring support.

We are supporting faculty in the use of technology by encouraging participation in the college's Online Teaching Academy and other professional development activities to strengthen the online support provided to all students.

FC MILES (Math Institute for Learning Enhancement Success) is a math support program designed to help students strengthen their math skills. As part of the program, students are provided access to ALEKS online math support software, computer and laptop access in the Academic Support Center labs, one-on-one tutoring, and targeted math workshops. In the summer and winter, FC MILES is a three to six week boot camp-style program during which students prepare for the math class they will take in fall and spring. During the fall and spring semesters, FC MILES offers thirteen weeks of concurrent support for students enrolled in a math class, primarily Math 100, 120, and 141. Students must be enrolled in a math class in order to participate during the regular semester, and the program offers flexible, just-in-time support that aligns with their specific course content.

Fullerton College uses CCCC's AB705 default placement guidelines to place students into College level Math and English courses. Local high school districts and CCCC share student transcript data in order for counselors meet with each student to identify which Math and English course is aligned with their major.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students enrolled in transfer level Math are getting access to them. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughout for English and Math courses.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

We created an entirely new course, ENGL 101: Enhanced College Writing. In terms of articulation, the course is identical to ENGL 100: College Writing, in that it fulfills the college writing requirement for FC's GE pattern, the CSU GE Pattern, and the UC IGETC pattern. The curriculum has been enhanced, however. As opposed to four hour/four units, ENGL 101 is a five-hour/ five-unit class. The course outline of record indicates that the extra hour is spent addressing affective domain issues, introducing students to various campus resources, utilizing student success strategies, and requiring additional practice of course concepts. Additionally, current funding has allowed us to staff every single section of ENGL 101 with an embedded tutor to provide an additional "lifeline" to students who struggle with the workload. This class anticipated AB705 and Guided Pathways: it was first piloted in Fall 2016 as ENGL 100 Enhanced Instruction. The data was persuasive, and it went live as ENGL 101 in the fall of 2019.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students enrolled in transfer level English are getting access to them. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughput for English and Math courses.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

As a campus we are moving away from the "deficit mindset" inherent in this question. We are committed to designing our college to meet students where they are and to guide and support them through the completion of their educational program of choice.

When they arrive, we inform students of their rights to access transfer level coursework and/or academic credit English as a Second Language (ESL) coursework.

In addition to our efforts in Math, English, and Hornets Tutoring detailed elsewhere in this document, we have several support programs on campus that help all students succeed. Those programs include Promise, EOPS, CARE, CalWORKs, Foster Youth, DSS, Puente, Veterans, Umoja, among others.

The campus has recently purchased Starfish which will give us the chance to develop an early alert system for all students.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The campus recently purchased a subscription to Starfish, a new student/case management system. We plan to use this tool to help us connect and engage with students who might demonstrate that they are in need of support. We will be integrating Starfish into campus systems late spring 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

We have several programs designed to motivate and prepare students to enter college-level coursework including:

1. Jump Start: A program to create awareness for both 9th-11th graders and all parents regarding community college.
2. Higher Education Night: Fullerton invites all parents of 9th-11th grade students to attend our Higher Education Night. Parents are informed about opportunities available at all levels of higher education.
3. Continuation Schools Initiative: The collaboration between Fullerton College, Gilbert, El Camino, Anaheim, La Vista, and La Sierra High Schools was created to increase the number of "continuations" that attend Fullerton.
4. Males Achieving Success (MAS): The goal of MAS is to encourage and support males in the 12th grade to pursue a higher education at Fullerton.

5. Fullerton's HS Counselors' Breakfast: Every year Fullerton hosts a one-day High School Counselors' Breakfast for approximately 120 participants from our feeder schools.
6. "YES to Our Community Programs": You + Education=Success Initiative: Fullerton has developed a new partnership with Alternative Education (ACCESS) Orange County Department of Education.
7. START Program: This program provides all first-time college students with an opportunity to gain awareness of the programs and services on and off campus that will help ease their transition to college.
8. Counseling 140: Fullerton offers nearly 50 sections of Counseling 140 in local high school districts.
9. Fullerton College HS Counselor Visits: Counselors help seniors who did not complete the Counseling 140 class complete their Student Education Plan (SEP).
10. Fullerton College's "Family and High School Senior Night": Introducing programs and services offered at Fullerton.
11. Dual Enrollment Project: Fullerton offers nearly 125 sections of non-counseling dual enrollment classes.
12. EOPS/CARE Annual College Prep Conference: Designed to motivate Title I students to consider higher education at Fullerton.
13. EOPS Outreach: Fullerton provides workshops to assist students with their Fullerton College, EOPS, and Financial Aid applications.
14. Principals' Luncheon: Each semester the President's Office and Campus Communications Office hosts principals from the college's 30 feeder high schools.
15. Outreach to K-8 Districts: Fullerton works with K-8 feeder school districts and their AVID programs to provide campus tours, showcase career education programs, and provide general college information.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to collaborate with local high schools and other feeders to increase utilization of our services and support.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Students that choose to be part of one of our student support programs (EOPS, Puente, etc.,) are monitored for completion. Students that choose to make an appointment with a counselor are monitored for completion.

The campus is working to improve our ability to monitor and audit student progress. We are working to improve this on several levels.

First, we purchased a subscription to the Connect and Engage module from Starfish. This integrated student management system will improve our ability to monitor a student's progress. Starfish will also help us expand the network of student monitoring and support with the creation of student facing success teams.

Second, we are "cleaning up" our curriculum data in Banner. Our current degree audit software, DegreeWorks, is almost un-useable. One reason it is un-useable is that we have hundreds of clerical errors related to CID, GE Attributes, and Equivalencies. Our curriculum committee is reviewing the errors and approving updates. In spring 2021 those updates will be posted to Banner.

Third, we are changing how we onboard student academic records. Currently "other college transcripts" and AP units are not processed until a student applies for graduation. That means DegreeWorks does not reflect any transfer or AP units a student might use to fulfill program requirements when someone tries to complete a degree audit. We are currently updating our software systems and processes so that all transcripts and AP units will be processed and posted at the start of a student's educational journey.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Maintain momentum on Starfish integration, Banner Clean-up, and Student On-Boarding projects.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Our college uses Degree Works to assess student progress on their program of study. Unfortunately, our Degree Works is currently unusable/unreliable because our curriculum AND student data in Banner are full of errors and omissions. As a result, we have been focused on updating our processes and data to ensure that we have accurate curriculum and student data loaded in Banner. Those projects include:

Creating a process and system that will allow us to process “other college transcripts” and AP units for students as they enter the college.

Updating clerical errors in Banner related to CID, GE Attributes, and Equivalencies with our sister college (Cypress College).

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Maintain momentum on Banner Clean-up and Student On-Boarding projects.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The campus began a subscription to Starfish by Hobson's in the fall of 2020. As we implement the Connect and Engage module of Starfish we plan to develop systems and processes that allow us to utilize early alert in our ongoing student support efforts.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Begin roll-out of Starfish to campus users.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice

Fullerton College does not currently identify students we think are unlikely to be accepted into limited-access programs. We are committed to developing a process that allows students to move from one program or one path to another with as little interruption or impact on their academic goal.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop clear processes for students to use when changing programs of study.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Fullerton College schedules courses with the input of the Vice President of Instruction, the academic Deans, and Department Coordinators to ensure that courses are offered at times that meet student demand.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Once Starfish and Course Scheduler, two new software systems, are installed we will be able to utilize predictive analytics that will guide future course offerings.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Current ISLO/PSLOs and assessment practices were evaluated and determined to be inadequate. A task force made up of faculty and classified members of our Institutional Integrity Committee, our Student Learning Outcome Committee, our Program Review Committee, and our Guided Pathways Steering Committee Workgroup #4 worked to rewrite our Institutional Learning Outcomes (ISLOs). New campus ISLOs were approved by Faculty Senate and the President's Advisory Committee in fall 2020.

Pathways Workgroup #4 also created a set of design principles to guide the revision of our Program Student Learning Outcomes (PSLOs). Those design principles were approved by Faculty Senate and the President's Advisory Committee in spring 2020. We have been introducing these design principles to faculty as we work to create curricular program maps for each of our nearly 250 programs on campus. All academic programs will be asked to re-write their PSLO's by the end of fall 2021.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We are using these design principles as we map our nearly 250 degrees and certificates. As part of the program mapping, departments will be asked to use the PSLO Redesign Principles to revise their PSLOs

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems,

and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Guided Pathways Steering Committee is currently creating an inventory of active and applied learning strategies being used by faculty on our campus. Once that inventory is complete, we will establish goals for increasing active and applied learning across all programs. We also plan to use the SENSE and CCSSE data (both the student data as well as the faculty data) to inform our work. Workgroup #4 will be creating a taskforce to focus on next steps for furthering this goal

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will use the SENSE data from fall 2019 as well as the CCSSE data that we hope to gather during spring 2021. We had planned to administer the CCSSE during the spring 2020 semester, but the pandemic forced us to close the campus and postpone for a year.

Once we assess the results of the CCSSE and the Faculty Survey on Student Engagement administered in Spring 2021, we will propose a plan for increasing active and applied learning in courses offered at Fullerton College

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service

learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

While we are aware of several successful programs on campus that allow students to deepen knowledge and skills through experiential learning, the Guided Pathways Steering committee is currently creating an inventory of activities for the entire campus. We are very proud to have one of the largest study abroad programs for community college students in the nation and several departments host student research conferences. We are also currently working to strengthen and expand our existing internship programs. Finally, we sent a team to the AAC&U Summer 2020 Institute on High-Impact Practices and Student Success. We plan to use that experience to inform our work to increase experiential learning opportunities for students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We plan to assess the results of the campus inventory and propose a plan for increasing experiential learning opportunities for students by increasing the number of internship courses available as well as strengthen our employer and student outreach programs.

As we develop our ePortfolio pilot this spring, we will also have the opportunity to work with faculty to develop or strengthen signature assignments that allow students to apply and deepen learning

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Assessment of Program Student Learning Outcomes is part of the Program Review template that all campus programs must complete every four years. As noted above, however, our internal evaluation of our Program Review process demonstrated that this assessment is currently inadequate because of the way we have mapped and defined our PSLOs. Once new PSLOs are written the evaluation process should be more fruitful in the future.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Now that our new Institutional Learning Outcomes and our new design principles for PSLOs are written, we plan to ask all programs on campus to rewrite their PSLOs. We will work with the Institutional Integrity Committee which is responsible for assessing ISLOs to develop a new assessment process hopefully involving ePortfolios. We plan to incorporate a similar approach to PSLO assessment in the next Program Review Cycle. We also plan to pilot the use of ePortfolios in some programs during the spring 2021 semester. We envision ePortfolios as a source for authentic program assessment in the future

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Fullerton College requires that all programs report on the results of their SLOs in their program review. Programs are also asked to document how the SLO results are used to inform changes and improvements.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college is in the process of rewriting our Program Review template. We are working to incorporate Guided Pathways in to the Program Review template to ensure that programs are evaluating learning outcomes and using those outcomes to improve instruction.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Currently the vast majority of programs use transcripts to document learning. Fullerton College has purchased ePortfolio software and we are beginning to explore how programs can best make use of this resource. We are launching an ePortfolio pilot with several programs during the spring 2021 semester

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Once we pilot the use of ePortfolios in several programs, we plan to present recommendations to Faculty Senate and the President's Advisory Council on new policies and procedures that encourage the use of ePortfolios in our programs (assuming we find ePortfolios to be useful).

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Fullerton College participated in the SENSE survey in fall 2019 and received the results in spring 2020. We were scheduled to administer both the CCSSE and the Faculty Survey of Student Engagement spring 2020, but we had to postpone it until the spring 2021 semester due to COVID. We anticipate receiving results in summer 2021.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

We received results of the SENSE survey. Now we are planning to administer the CCSSE and Faculty Survey of student engagement in the spring 2021 semester.

We plan to use results from both surveys to make recommendations to the Staff Development Committee to guide their planning of professional learning programs.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details


1. SENSE and CCSSE surveys
2. First year student survey in Fall 2018
3. Two students on Pathways Steering Committee
4. Student focus groups for sorting and meta-major naming
5. Student participation in campus planning sessions (August and December)

6. Student survey (via app) for sorting and meta-majors
7. Student focus groups for student onboarding processes

Course Alignment

At the moment we are unable to evaluate the relationship between student education plans and course alignment. The campus is currently working to make the data necessary to explore that relationship available for decision makers. Our goal is to use student education plans to inform our course offerings and believe that our district and campus processes are working to make that a reality.

Year 2 Self-Assessment Upload

| Document Title | Type | Uploaded | Comment |
|---|-----------------|----------------------|---------|
|  Fullerton College SOAA 2019-04-30.pdf | Self-Assessment | 2/3/2020, 8:47:23 AM | N/A |

Success Story (Optional)

Story: Improving the On-Boarding Process for New Students

Title

Improving the On-Boarding Process for New Students

Follow-up Contact Persons(s)

| Name | Title | Email | Phone |
|-------------|---------|----------------------|----------------|
| Matt Taylor | Faculty | mtaylor@fullcoll.edu | (714) 992-7364 |

Challenge

The on-boarding process for new students is overly complicated, vague, and cumbersome.

Success Story

Work group #2 was assigned the task of proposing a new on-boarding process that would help increase a student's sense of feeling prepared for the first day of class. Initially we focused on identifying the barriers students faced when applying, registering, and getting ready to attend the first day of class. As we came to know and shared those barriers with the campus changes began to happen immediately. Efforts made include:

- Admissions and Records plans to offer same day registration for Promise START (Summer Transition and Registration Time) students summer 2020.

- Admissions and Records updated website landing page “Steps to Enroll” <https://admissions.fullcoll.edu/steps-to-enroll/> to provide better instruction/steps for new students.
- Starting 2020, the campus will host one Promise Family Night for all incoming Promise students and parents to learn about campus resources. The event will include a resource fair with representation from multiple instructional and student services resources.
- The new Fullerton College Mobile App provides easy access for Promise students to sign the Promise Agreement to assure tuition is waved.
- The new Fullerton College Mobile App has real-time Google Maps and internal building office list and searchable information about what’s in the building.
- Increased support for expanded financial aid services, including an Outreach-Financial Aid technician that will support our incoming high school seniors.
- Improved Promise website specific to student groups (first-time, feeder HS, non-feeder HS).
- Counseling Workgroup for website update.
- Increased the number of Growth Mindset and Mindfulness Ambassadors (GMMA) to provide ongoing campus-wide presentation (initially funded by PTI). Last summer presented to over 800 Promise START (see attached article). Starting February 14th, faculty can request classroom presentations.

Outcomes

For students considering Fullerton College as an option in their education journey the process to apply, get financial aid, and register has become easier to navigate.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✓ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Story: Student Engagement

Title

Student Engagement

Follow-up Contact Persons(s)

| Name | Title | Email | Phone |
|-------------|---------|----------------------|----------------|
| Matt Taylor | Faculty | mtaylor@fullcoll.edu | (714) 992-7364 |

Challenge

We wanted to make sure that we had strong student participation in the implementation of Guided Pathways at Fullerton College. In addition to wanting a large number of students we also wanted to make sure that we were getting a cross-representation of our student population as we began to talk about how we could improve our college.

Success Story

As reported in the GP Newsletter for California Community Colleges:

Fullerton College is writing the playbook on engaging students in developing a Guided Pathways framework.

“Students are the experts on student experience,” said Fullerton College Professor Miguel Powers, who is co-chairing a Guided Pathways workgroup at the campus. “It shouldn’t be any other way.”

An August 14 symposium for campus workgroups is a case in point. As many students – 50 – took part in the strategic planning event as did faculty members, classified professionals or administrators, and their input is impacting the direction of Fullerton College’s Guided Pathways reforms.

The process was methodical; the college’s guided pathways leadership team that facilitated the student engagement – Deniz Fierro, Brandon Floerke and Dr. Powers – didn’t simply grab the first 50 students they saw to take part in the symposium. “We were intentional about trying to get a diverse group of students in the room,” Dr. Powers said.

Among the highlights:

- Student recruitment began by reaching out to counselors and coordinators with various programs on campus, including the Umoja Community, EOPS, the PUENTE Project and the North Orange Promise. That was followed by Fullerton College President Dr. Greg Schulz sending personal email invitations to every student, ensuring that no student was left out. To compensate students for their time, the college offered an honorarium of \$150, resulting in 250 student respondents; 50 were chosen for the symposium. Those who were not, however, remain engaged in the process.
- Students attended a detailed 4-hour training session the day before the symposium, which included student expectations, an overview of the symposium, an overview of the Guided Pathways framework and data on student achievement. Breakfast, lunch and snacks were provided.
- The training session prepared students not only to participate as equals in the process but helped them develop connections with their peers, providing critical social and emotional support for the symposium. “I was appreciative of learning other students’ insights,” said sociology major Janet Carreno. “It was invaluable.” As a result, on the day of the event, students freely engaged as co-participants with faculty, staff and managers and emerged as confident leaders.
- Students were debriefed following the symposium, which provided invaluable insights into student thinking and expectations. The debrief focused on developing a better understanding of the student experience, planning next steps, and encouraging their ongoing participation in the Guided Pathways process. Students not only said they felt valued that their voice was heard but laid out some of the goals they hoped to reach, such as adopting a program mapper similar to what is being implemented at Bakersfield College, improved guidance, more information about available financial aid, and an expanded Summer Bridge or Summer Bridge-like program.

“Our students provided great insight into some of our Guided Pathways plans moving forward, said Melissa Serrato, Marketing & Outreach Assistant who co-chairs the same Guided Pathways workgroup as Powers. “They shared experiences and challenges to help shape our guided pathways workgroup plans, and even created dream posters of what their dream guided entry process would look like. They also got a better understanding and awareness of what Guided Pathways is all about.”

Virtually every student who took part in the symposium said they wanted to continue working on developing Guided Pathways and signed up to participate in one or more of the ongoing Guided Pathways workgroups. Meanwhile, the college is now collaborating with its Institutional Research office on a ‘guided entry’ survey to include the voice of approximately 500 more students.

“Fullerton College is doing a remarkable job of centering the student voice in their Guided Pathways reforms. They are exemplifying what it means to create with students and not just for them,” said Libby Lee Curiel, one of three Guided Pathways regional coordinators in the Los Angeles/Orange County region.

Outcomes

As stated above we have succeed at motivating students from a wide cross section of campus to become engaged in Guided Pathways work on our campus.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 23, 2021 Resolution _____
SUBJECT: Academic Personnel Information _____
Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.a.1

Item No.

Academic Personnel
February 23, 2021

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

| | | |
|----------------|------|--|
| Abab, Marjaneh | NOCE | Director, Basic Skills 6% Stipend Eff. 01/01/2021-06/30/2021 |
|----------------|------|--|

CHANGE IN SALARY CLASSIFICATION

| | | |
|----------------|----|--|
| Kim, Hyo Jeong | FC | Fashion Technology Instructor (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/25/2021 |
|----------------|----|--|

LEAVE OF ABSENCE

| | | |
|------------------------|----|--|
| Barabas, Liliana | FC | Physics Instructor Load Banking Leave With Pay (20.00%) Eff. 2021 Spring Semester |
| Bianchino, Annie | FC | Chemistry Instructor Load Banking Leave With Pay (3.33%) Eff. 2021 Spring Semester |
| Fernandez, Christopher | FC | Chemistry Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester |
| Felender, Julie | FC | Psychology Instructor Load Banking Leave With Pay (20.00%) Eff. 2021 Spring Semester |
| Kaneko, Brian | FC | Applied Design Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 01/20/2021-05/22/2021 |
| Kvaska, Colleen | FC | Nutrition and Foods Instructor Load Banking Leave With Pay (30.00%) Eff. 2021 Spring Semester |
| Nilkanth, Gitanjali | FC | Biological Science Instructor Load Banking Leave With Pay (100.00%) Eff. 2021 Spring Semester |

Academic Personnel
February 23, 2021

| | | |
|------------------|----|---|
| O'Neill, Brendan | FC | Physics Instructor Load Banking Leave With Pay (10.00%) Eff. 2021 Spring Semester |
| Scarpa, Daniel | FC | English Instructor Load Banking Leave With Pay (40.00%) Eff. 2021 Spring Semester |

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 SPRING SEMESTER

| | | |
|---------------------------|----|------------------|
| Garcia-Lopez, Christopher | CC | Column 1, Step 1 |
| Nicholas, Alice | FC | Column 3, Step 1 |
| Osorio Lozada, Eduardo | CC | Column 1, Step 1 |
| Weil, Nicole | CC | Column 2, Step 1 |

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

| | | |
|-------------------|------|---|
| Adams, Virgil | CC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Alessi, Tyler | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Alquiza, Darrlene | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Alrubaye, Wasan | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Arellano, Peggy | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Belknap, Jeannie | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Calcanas, Ruth | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |

Academic Personnel
February 23, 2021

| | | |
|-----------------------|------|---|
| Calleja-Macias, Itzel | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Calsita, Ciara | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Card, Peggy | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Caridad, Adriana | CC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Cole, Melody | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Creanga, Emilia | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Croteau, Ron | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Curcuruto, Jordan | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Daugherty, Sarah | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| DeWitt, Stanley | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Dinh, Uyen | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |

Academic Personnel
February 23, 2021

| | | |
|--------------------|------|---|
| Donahue, Dustin | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Feinstein, Lisa | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Fernandez, Eufemio | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Fraidany, Apollo | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Furlong, Eric | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Gentalen, Ariel | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Gerrard, Jonathan | NOCE | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Gomez, Michelle | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Gonzalez, Raylene | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Graves, Garg | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Gruenke, Cindy | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |

Academic Personnel
February 23, 2021

| | | |
|------------------------|------|---|
| Hamer, Brittany | CC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Haro, Maria | CC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Harry, Honour | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Hasan, Fouton | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Henan, Miriam | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Herrera, Melissa | CC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Hill-West, Jami | NOCE | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Hunter, John | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Hyatt Solomina, Yelena | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Iglesias, Tasha | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Johnson, Lisa | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |

Academic Personnel
February 23, 2021

| | | |
|----------------------|------|---|
| Kanal, Naveen | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Kaur, Manpreet | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Khamo, Vani | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Khssassi, Zineb | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Kim, Hannah | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Kim, Kendrick | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Kirkwood, Kyra | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Koh, Myung | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Lassetter, Elizabeth | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Ledezma, Eva | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Lessing, Angela | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |

Academic Personnel
February 23, 2021

| | | |
|--------------------------|------|---|
| Nelson-Wright, Kelly | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Nguyen, Karyn | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Nguyen, Tuyen | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Ninmer, Andrew | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Pabla, Hardeep | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Pantoja, David | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Penn, Elline | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Perian, Maral | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Pham, Victor | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Pico, Karina | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Quach-Ramirez, Christina | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |

Academic Personnel
February 23, 2021

| | | |
|----------------------|------|---|
| Quintanilla, Melissa | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Ramirez, Cyndi | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Rangel, Rosemary | NOCE | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Rezai, Maryam | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Roberts, Martha | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |
| Ruffalo, Carrie | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Shawesh, Sarah | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Shiba, Lisa | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Shields, Julie | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Smith, Larene | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Stifter, Dianna | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |

Academic Personnel
February 23, 2021

| | | |
|-------------------|------|---|
| Tseng, Anh | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Villarreal, Maria | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Wilkinson, David | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Wilson, Andrew | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Wotring, Janine | NOCE | Professional Development Training Stipend not to exceed \$100.00 Eff. 01/14/2021 |
| Zamora, Jose | FC | Mandatory Dual Enrollment Faculty Training Stipend not to exceed \$50.00 Eff. 01/21/2021 |
| Zaragoza, Juan | FC | Curriculum Transformation Seminar Stipend not to exceed \$100.00 Eff. 01/11/2021-01/14/2021 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 23, 2021 Resolution _____
SUBJECT: Classified Personnel Information _____
Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.b.1

Item No.

Classified Personnel
February 23, 2021

RESIGNATION

Lee, Albin FC Evaluator
12-month position (100%)
Eff. 01/16/2021
PN FCC604

NEW PERSONNEL

Langgle, Linda NOCE Student Services Coordinator
12-month position (100%)
Range 43, Step C
Classified Salary Schedule
Eff. 03/01/2021
PN SCC835

Rios, Bernarda CC Dental Hygiene Services Assistant
11-month position (100%)
Range 36, Step E
Classified Salary Schedule
Eff. 03/01/2021
PN CCC681

PROMOTION

Kvenbo, Marisa AC Human Resources Specialist
12-Month position (100%)
PN DEN994

To: Benefits and Leaves Coordinator II
12-month position (100%)
Range 42, Step E + PG&D
Classified Salary Schedule
Eff. 03/01/2021
PN DEC933

PROFESSIONAL GROWTH & DEVELOPMENT

Gadalla, Ayman CC Instructional Assistant, Business Education
5th Increment (\$400)
Eff. 07/01/2021

LEAVES OF ABSENCE

| | | |
|-------------------|----|--|
| Dalton, Sam | FC | HVAC Mechanic II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/06/2021 – 01/25/2021 (Consecutive Leave) |
| Davy, Danielle | AC | Executive Assistant III (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/22/2021 – 02/10/2021 (Consecutive Leave) |
| Gonzales, Daniel | CC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/27/2021 – 02/12/2021 (Consecutive Leave) |
| Murray, John | CC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/06/2021 – 01/19/2021 (Consecutive Leave) |
| Salazar, Kellyann | FC | Health Education Coordinator (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 03/15/2021 – 03/26/2021 (Consecutive Leave) |
| Zerue, Adam | FC | Facilities Custodian II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/08/2021 – 01/24/2021 (Consecutive Leave) |

CORRECTION TO BOARD AGENDA OF JANUARY 26, 2021
CHANGE IN STIPEND DATE

| | | |
|----------------------|------|--|
| Jackson-Reed, Leslie | NOCE | Administrative Assistant II (100%) 6% Stipend From: 10/01/2020 – 01/15/2021 To: 10/19/2021 – 01/15/2021 |
|----------------------|------|--|

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 23, 2021 Resolution _____
SUBJECT: Professional Experts Information _____
Enclosure(s) X

BACKGROUND: Professional Experts within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.c.1

Item No.

Professional Experts
February 23, 2021

PROFESSIONAL EXPERTS

| Name | Site | Job Classification | Project Title | Max Permitted Hours per Week | Begin | End |
|-------------------------|------|----------------------------|---|------------------------------|------------|------------|
| Bladh, Eric | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 02/08/2021 | 06/30/2021 |
| Bonnand, George | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Carpenter, Melissa | CC | Technical Expert II | SWP Marketing/Branding | 26 | 02/08/2021 | 05/28/2021 |
| Cherney, Julia | CC | Technical Expert II | Dental Clinic Software Update and Training | 5 | 01/25/2021 | 03/31/2021 |
| Cobler, Timothy | FC | Technical Expert II | Faculty Inquiry Group Faculty | 5 | 01/25/2021 | 05/22/2021 |
| Covey, Kendyl | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 02/08/2021 | 06/30/2021 |
| Cruz, Saul | CC | Certified Athletic Trainer | Certified Athletic Trainer | 26 | 02/03/2021 | 06/30/2021 |
| Dadson, Guy | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Dao, Chau | FC | Technical Expert II | Financial Aid Outreach | 26 | 02/08/2021 | 06/30/2021 |
| Dedmon, Nicola | FC | Technical Expert II | Distance Education Division Representative | 20 | 02/08/2021 | 05/21/2021 |
| DeJesus, Roman | FC | Technical Expert II | Distance Education Division Representative | 20 | 02/08/2021 | 05/21/2021 |
| De La Mora, Jamie | NOCE | Technical Expert I | Curriculum Development for Parenting Classes | 18 | 01/19/2021 | 05/31/2021 |
| Diaz, Roberto | FC | Technical Expert II | Distance Education Division Representative | 20 | 02/08/2021 | 05/21/2021 |
| Domke, Kirk | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 02/08/2021 | 06/30/2021 |
| Edwards, Arnette | FC | Technical Expert II | Distance Education Division Representative | 20 | 02/08/2021 | 05/21/2021 |
| Graves, Gary | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Harris, Charles | CC | Project Expert | LIFE Program Leader | 20 | 02/10/2021 | 06/30/2021 |
| Hattabaugh, Jon Michael | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Henderson, Angela | FC | Technical Expert II | Distance Education Division Representative | 20 | 02/08/2021 | 05/21/2021 |
| Hernandez, Bibiana | CC | Project Coordinator | SWP CC Marketing/Branding | 15 | 02/15/2021 | 05/28/2021 |
| Ikeda, Nancy | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |

Professional Experts
February 23, 2021

| | | | | | | |
|---------------------------|------|----------------------------|--|----|------------|------------|
| Ison, John | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Johnstone, Deborah | NOCE | Project Coordinator | CTE SoCal Sheet Metal JATC | 26 | 02/06/2021 | 04/02/2021 |
| Le Cornet, Karen | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 02/08/2021 | 06/30/2021 |
| Llanes, Jasmin | NOCE | Project Expert | Mobility Trainer | 26 | 01/19/2021 | 05/05/2021 |
| MacGill, Kenneth | AC | Technical Expert I | N/A Maintenance and Operations | 26 | 03/01/2021 | 05/28/2021 |
| Marinello, Nicolette | CC | Certified Athletic Trainer | Certified Athletic Trainer | 26 | 02/03/2021 | 06/30/2021 |
| Martinez, Veronica | NOCE | Project Expert | Mobility Trainer | 26 | 02/08/2021 | 03/26/2021 |
| Martinez, Veronica | NOCE | Project Expert | Mobility Trainer | 26 | 04/26/2021 | 06/16/2021 |
| Melella, Laura | FC | Technical Expert II | Distance Education Division Representative | 20 | 02/08/2021 | 05/21/2021 |
| Ortiz, Roberto | CC | Project Expert | LIFE Program Leader | 15 | 02/01/2021 | 05/31/2021 |
| Padilla, Debra | NOCE | Project Coordinator | CTE SoCal Sheet Metal JATC | 26 | 02/06/2021 | 04/02/2021 |
| Partida, Francisco | CC | Certified Athletic Trainer | Certified Athletic Trainer | 26 | 02/03/2021 | 06/30/2021 |
| Peacock, Joyce | CC | Project Manager | LRC LibAnswers Queue | 40 | 02/08/2021 | 06/30/2021 |
| Pham, Victor | FC | Technical Expert I | Development of Biotech Outreach Activities | 26 | 02/24/2021 | 06/30/2021 |
| Piccinini, Lauren | NOCE | Technical Expert I | Curriculum Development for Parenting Classes | 26 | 01/04/2021 | 05/28/2021 |
| Reyes, Ana | FC | Project Expert | VRC Virtual Case Management and Online Orientation | 26 | 01/27/2021 | 06/30/2021 |
| Reyna, Carla | NOCE | Project Coordinator | Workability III | 10 | 01/19/2021 | 03/31/2021 |
| Romero Hernandez, Abraham | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Rosales, Alexandria | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |
| Saunders, Mary Ann | CC | Project Coordinator | SWP Grant Support | 26 | 01/25/2021 | 05/29/2021 |
| Sepulveda, Garrett | CC | Project Expert | LIFE Program Leader | 20 | 02/10/2021 | 06/30/2021 |
| Sheil, Sean | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Shields, Julie | NOCE | Technical Expert II | Distance Education Facilitator | 24 | 02/1/2021 | 02/12/2021 |
| Shyrokova, Anya | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |
| Stadel, Tara | CC | Project Expert | LIFE Program Leader | 20 | 02/10/2021 | 06/18/2021 |

Professional Experts
February 23, 2021

| | | | | | | |
|----------------------|------|---------------------|---|----|------------|------------|
| Starkey, Monique | FC | Technical Expert II | Curriculum Technical Development and Processing | 10 | 02/01/2021 | 05/15/2021 |
| Taylor, Matthew | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 05/22/2021 |
| Tovar, Ana | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |
| Tribbe, Matthew | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |
| Vandervort, Kimberly | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |
| Velasco, Kendra | CC | Technical Expert II | Dental Clinic Software Update and Training | 5 | 01/25/2021 | 03/31/2021 |
| Voet, Courtnie | NOCE | Project Coordinator | DSS Project Coordinator | 26 | 03/08/2021 | 03/26/2021 |
| Willis, Chad | FC | Technical Expert II | Guided Pathways Planning | 20 | 01/04/2021 | 01/24/2021 |
| Young, Annette | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 02/08/2021 | 06/30/2021 |

NOCE TUITION PROGRAMS

| Name | Salary | Trimester | Max Permitted Hours per Week |
|------------|--------------|-----------|------------------------------|
| Hill, John | Tuition Rate | Spring | 12 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: February 23, 2021
SUBJECT: Hourly Personnel

Action X
Resolution _____
Information _____
Enclosure(s) X

BACKGROUND: Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.

In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.d.1

Item No.

Hourly Personnel
February 23, 2021

Short-Term Hourly

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|-------------------|-------------|--|--------------|------------|-------------------|
| Lee, Britton | FC | Technical - Assis with the Friends of Fullerton College Foundation | 02/24/21 | 05/26/21 | TE B 1 |
| Mix, Kevin | CC | Technical - Assist with monitoring student study spaces | 02/16/21 | 05/18/21 | TE A 2 |
| Perez, Christian | CC | Technical - Assist with monitoring student study spaces | 02/16/21 | 05/18/21 | TE A 2 |
| Rone, Kenyun | CC | Technical - Assist with monitoring student study spaces | 02/16/21 | 05/18/21 | TE A 2 |
| Tamalatz, Alex | CC | Technical - Assist with monitoring student study spaces | 02/16/21 | 05/18/21 | TE A 2 |
| Wilkerson, Kailyn | FC | Technical - Remote assistance and outreach for UMOJA | 02/24/21 | 05/26/21 | TE A 1 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 23, 2021

SUBJECT: Volunteers

| | |
|--------------|-------|
| Action | X |
| Resolution | _____ |
| Information | _____ |
| Enclosure(s) | X |

BACKGROUND: The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
February 23, 2021

| Name | Site | Program | Begin | End |
|-----------------|-------------|-------------------------------------|--------------|------------|
| Abraham, George | CC | Athletics Dept – Golf Program | 03/09/2021 | 06/30/2021 |
| Strain, Emily | CC | Student Equity & Success Department | 02/24/2021 | 03/21/2021 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: February 23, 2021
SUBJECT: Full Time Faculty Vesting Requirements for Lifetime Medical Subject to the Public Employees' Medical and Hospital Care Act

| | |
|--------------|---|
| Action | X |
| Resolution | X |
| Information | |
| Enclosure(s) | X |

BACKGROUND: The District and United Faculty CTA/CCA/NEA have reached an agreement to change lifetime medical benefits vesting requirements for Faculty bargaining unit members. As a result of the negotiated agreement, the Faculty bargaining unit has three vesting groups.

The California Public Employees' Retirement System (CalPERS), subject to the Public Employees' Medical and Hospital Care Act (PEMHCA) in accordance with Government Code, requires that the Board approve resolutions outlining the lifetime medical vesting for its employees.

The following resolutions require Board approval in order to implement the changes effective July 1, 2021:

- **Resolution No. 20/21-13:** Faculty hired before July 1, 1993 – vesting requirement unchanged.
- **Resolution No. 20/21-14:** Faculty hired on or after July 1, 1993 – vesting requirement unchanged.
- **Resolution No. 20/21-15:** Faculty hired on or after July 1, 2021 – 50 years of credited service.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 20/21-13, No.20/21-14, and No.20/21-15 for Faculty bargaining unit members effective July 1, 2021.

Irma Ramos

Recommended by



Approved for Submittal

5.f.1

Item No.

**RESOLUTION NO. 20/21-13
ELECTING TO BE SUBJECT TO THE PUBLIC EMPLOYEES'
MEDICAL AND HOSPITAL CARE ACT
AT AN EQUAL AMOUNT FOR EMPLOYEES AND ANNUITANTS
WITH RESPECT TO A RECOGNIZED EMPLOYEE ORGANIZATION**

003 FACULTY

WHEREAS, A contracting agency meeting the eligibility requirements set forth in Government Code Section 22920, may obtain health benefit plan(s), as defined under Government Code Section 22777, by submitting a resolution to the Board of Administration of the California Public Employees' Retirement System (the "Board"), and upon approval of such resolution by the Board, become subject to the Public Employees' Medical and Hospital Care Act (the "Act"); and

WHEREAS, **North Orange County Community College District** is a contracting agency eligible to be subject to the Act under Government Code Section 22920; and

WHEREAS, Government Code Section 22892(a) provides that a contracting agency subject to Act shall fix the amount of the employer contribution by resolution; and

WHEREAS, Government Code Section 22892(b) provides that the employer contribution shall be an equal amount for both employees and annuitants, but may not be less than the amount prescribed by Section 22892(b) of the Act; and

WHEREAS, **North Orange County Community College District** desires to obtain for its employees and annuitants who are members of **Faculty** the benefit of the Act and to accept the liabilities and obligations of an employer under the Act; now, therefore, be it

RESOLVED, **North Orange County Community College District** elects to be subject to the provisions of the Act; and be it further

RESOLVED, That the employer contribution for each employee or annuitant shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan up to a maximum of **100% Single Party Basic/Medicare** per month, plus administrative fees and Contingency Reserve Fund assessments; and be it further

RESOLVED, **North Orange County Community College District** has fully complied with any and all applicable provisions of Government Code Section 7507 in electing the benefits set forth above; and be it further

RESOLVED, That the participation of the employees and annuitants of **North Orange County Community College District** shall be subject to determination of its status as an "agency or instrumentality of the state or political subdivision of a State" that is eligible to participate in a governmental plan within the meaning of Section 414(d) of the Internal Revenue Code, upon publication of final Regulations pursuant to such Section. If it is determined that **North Orange County Community College District** would not qualify as an agency or instrumentality of the state or political subdivision of a State under such final Regulations, CalPERS may be obligated, and reserves the right to terminate the health coverage of all participants of the employer.

RESOLVED, That the executive body appoint and direct, and it does hereby appoint and direct, the Chancellor to file with the Board a verified copy of this resolution, and to perform on behalf of **North Orange County Community College District** all functions required of it under the Act; and be it further

RESOLVED, That coverage under the Act be effective on **July 1, 2021**.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the North Orange County Community College District on the 23rd day of February, 2021.

AYES:

NOES:

ABSENT:

ABSTAINING:

Signed: _____
Dr. Barbara Dunsheath, President of the Board of Trustees

Attest: _____
Ed Lopez, Secretary

**RESOLUTION NO. 20/21-14
ELECTING TO BE SUBJECT TO SECTION 22897
UNDER THE PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
TO ESTABLISH HEALTH VESTING REQUIREMENTS FOR ANNUITANTS
OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FIRST HIRED ON OR AFTER JULY 1, 1993**

003 FACULTY

WHEREAS, Government Code 22897 provides that **North Orange County Community College District** contracting under the Public Employees' Medical and Hospital Care Act (the "Act") shall establish a post retirement vesting requirement to employees who retire for service; and

WHEREAS, **North Orange County Community College District** is a contracting agency under Government Code Section 22920 contracting under the Act for participation by members of **Faculty**; and

WHEREAS, **North Orange County Community College District** certifies, some or all employees are represented by a bargaining unit and there is an applicable memorandum of understanding; and

WHEREAS, The contracting agency shall provide to the board in the manner prescribed by the board a notification for the agreement established pursuant to this section and any additional information necessary to implement this section; now, therefore be it

WHEREAS, The employer contribution for active employees cannot be less than what is defined in Government Code Section 22892(b); now, therefore be it

RESOLVED, That employees **first hired on or after July 1, 1993** shall be subject to the requirements defined in this vesting resolution; and be it further

RESOLVED, That the employer contribution for each annuitant subject to vesting shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan up to a maximum of **100% Single Party Basic/Medicare** per month, plus administrative fees and Contingency Reserve Fund assessments; and be it further

RESOLVED, Employer contributions for post-retirement health benefits shall not be paid to annuitants with less than **15 years** of credited service with **North Orange County Community College District**. The percentage of the employer contribution payable for post-retirement health benefits for each annuitant shall be based on the annuitant's completed years of credited service with **North Orange County Community College District**.

| Credited Years of Service | Percentage of Employer Contribution |
|---------------------------|-------------------------------------|
| Less than 15 years | 0% |
| 15 years | 100% |

and be it further

RESOLVED, In order to receive the employer contribution payable for post-retirement health benefits, annuitants who retire for disability must meet the credited years of service requirement set forth above; and be it further

RESOLVED, **North Orange County Community College District** has fully complied with any and all applicable provisions of Government Code Section 7507 in electing the benefits set forth above; and be it further

RESOLVED, That the participation of the employees and annuitants of **North Orange County Community College District** shall be subject to determination of its status as an “agency or instrumentality of the state or political subdivision of a State” that is eligible to participate in a governmental plan within the meaning of Section 414(d) of the Internal Revenue Code, upon publication of final Regulations pursuant to such Section. If it is determined that **North Orange County Community College District** would not qualify as an agency or instrumentality of the state or political subdivision of a State under such final Regulations, the California Public Employees’ Retirement System may be obligated, and reserves the right to terminate the health coverage of all participants of the employer; and be it further

RESOLVED, That the executive body appoint and direct, and it does hereby appoint and direct, the Chancellor to file with the Board a verified copy of this resolution, and to perform on behalf of **North Orange County Community College District** all functions required of it under the Act.

RESOLVED, That coverage under the Act be effective on July 1, 2021.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the North Orange County Community College District on the 23rd day of February, 2021.

AYES:

NOES:

ABSENT:

ABSTAINING:

Signed: _____
Dr. Barbara Dunsheath, President of the Board of Trustees

Attest: _____
Ed Lopez, Secretary

**RESOLUTION NO. 20/21-15
ELECTING TO BE SUBJECT TO SECTION 22895
UNDER THE PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
TO ESTABLISH HEALTH VESTING REQUIREMENTS FOR ANNUITANTS
OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FIRST HIRED ON OR AFTER JULY 1, 2021**

003 FACULTY

WHEREAS, Government Code Section 22895 provides that a contracting agency subject to the Public Employees' Medical and Hospital Care Act (the "Act") may file a resolution with the Board of the California Public Employees' Retirement System to provide a postretirement health benefits vesting requirement to employees who retire for service in accordance with Government Code Section 22895; and

WHEREAS, **North Orange County Community College District** is a contracting agency under Government Code Section 22920 contracting under the Act for participation by members of **Faculty**; and

WHEREAS, **North Orange County Community College District** certifies, some or all employees are represented by a bargaining unit and there is an applicable memorandum of understanding; and

WHEREAS, The credited service of an employee for purposes of determining the percentage of employer contribution applicable under Government Code Section 22895 shall mean service as defined in Government Code Section 22826; and

WHEREAS, The employer contribution for active employees cannot be less than what is defined in Government Code Section 22892(b); now, therefore be it

RESOLVED, That employees **first hired on or after July 1, 2021** shall be subject to the requirements defined in this vesting resolution; and be it further

RESOLVED, That the employer contribution for each annuitant subject to this provision shall be the amount necessary to pay the cost of his/her enrollment, including the enrollment of family members, in a health benefits plan up to a maximum of **100% Single Party Basic/Medicare** per month, but not less than the amount prescribed by Section 22892(b), plus administrative fees and Contingency Reserve Fund assessments; and be it further

RESOLVED, Employer contributions for post-retirement health benefits shall not be paid to annuitants with less than **50** years of credited service with **North Orange County Community College District**. The percentage of the employer contribution payable for post-retirement health benefits for each annuitant shall be based on the annuitant's completed years of credited service with **North Orange County Community College District**.

| Credited Years of Service | Percentage of Employer Contribution |
|---------------------------|-------------------------------------|
| Less than 50 years | 0% |
| 50 years | 100% |

and be it further

RESOLVED, In order to receive the employer contribution payable for post-retirement health benefits, annuitants who retire for disability must meet the credited years of service requirement set forth above; and be it further

RESOLVED, **North Orange County Community College District** has fully complied with any and all applicable provisions of Government Code Section 7507 in electing the benefits set forth above; and be it further

RESOLVED, That the participation of the employees and annuitants of **North Orange County Community College District** shall be subject to determination of its status as an “agency or instrumentality of the state or political subdivision of a State” that is eligible to participate in a governmental plan within the meaning of Section 414(d) of the Internal Revenue Code, upon publication of final Regulations pursuant to such Section. If it is determined that **North Orange County Community College District** would not qualify as an agency or instrumentality of the state or political subdivision of a State under such final Regulations, the California Public Employees’ Retirement System may be obligated, and reserves the right to terminate the health coverage of all participants of the employer; and be it further

RESOLVED, That the executive body appoint and direct, and it does hereby appoint and direct, the Chancellor to file with the Board a verified copy of this resolution, and to perform on behalf of **North Orange County Community College District** all functions required of it under the Act; and be it further.

RESOLVED, That coverage under the Act be effective on **July 1, 2021**.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the North Orange County Community College District on the 23rd day of February, 2021.

AYES:

NOES:

ABSENT:

ABSTAINING:

Signed: _____
Dr. Barbara Dunsheath, President of the Board of Trustees

Attest: _____
Ed Lopez, Secretary

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---|--------------|-------|
| TO: | BOARD OF TRUSTEES | Action | _____ |
| DATE: | February 23, 2021 | Resolution | _____ |
| SUBJECT: | Board of Trustees Assessment Instrument | Information | X |
| | | Enclosure(s) | X |

BACKGROUND: On February 12, 2019, the Board adopted revised Board Policy 2745, Board Self-Evaluation, with the Board of Trustees Assessment Instrument to be distributed annually during the month of April. The Instrument was last revised on February 26, 2019 to incorporate the recommendations of the Board Evaluation Subcommittee which referenced ACCJC Accreditation Standard IV.C.

The Board of Trustees Assessment Instrument is scheduled to be distributed at the April 13, 2021 Board meeting, thus, there is a need for the Board to review and consider making changes by March 23, 2021.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2745, Board Self-Evaluation.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board review the Board of Trustees Assessment Instrument, adopted August 26, 1997, and last revised February 26, 2019, and make appropriate changes to the instrument for re-adoption at the March 23, 2021 Board meeting.

Cheryl Marshall
Recommended by


Approved for Submittal

6.a.1
Item No.

North Orange County Community College District

BOARD OF TRUSTEES ASSESSMENT

Accrediting Commission for Community and Junior Colleges Standard IV.C.10: “Board policies and/or bylaws clearly establish a process for Board evaluation. The evaluation assesses the Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.”

The Board assessment is very different from the political evaluation, which takes place at the ballot box. The purpose of the Board assessment is to identify those areas of Board functioning which are working well and those which may need improvement.

The Board assessment speaks to the Board as a whole, not to individual trustees. It is the evaluation process of the overall effectiveness of the Board as a group making decisions.

PROCESS

An assessment form will be distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in April of each year.

The completed assessment forms shall be submitted to the Chancellor’s Office on or before the second meeting in April.

The Chancellor’s Office shall complete results of the assessment for distribution at the first meeting in May.

The assessment results shall be included as an agenda item for review and appropriate action at the second meeting in May.

Board of Trustees Assessment

| | |
|--|---|
| | Rating Scale: 4 = Excellent 3 = Acceptable 2 = Need Improvement 1 = Unsatisfactory 0 = No Knowledge of |
|--|---|

| | Question | Rating | Comments/Suggestions |
|--|--|--------|----------------------|
| The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services. | | | |
| 1. | The Board has clearly defined institutional goals with desired outcomes both short and long-term. | | |
| 2. | The Board's highest priority is student learning and student success. | | |
| 3a. | The Board has established mission and vision statements, and a strategic plan that looks to the future, anticipating what the institution and its colleges will be like in 10 years. | | |
| 3b. | The Board reviews the mission and vision statements every three years. | | |
| 3c. | The Board regularly reviews its policies to be consistent with its mission. | | |
| 4. | The Chancellor's goals, as affirmed by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration. | | |
| 5. | The Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code. | | |

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| 6. | To ensure the institution is accomplishing its goals for student success, the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. | | |
| 7. | The Board approves appropriate resources (human, physical, technology, and financial) to support an effective student learning program. | | |
| 8. | The Board regularly evaluates its processes to support continuous improvement. | | |
| Overall rating for “The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services.” | | | |

| Question | | Rating | Comments/Suggestions |
|--|---|--------|----------------------|
| As an independent policy-making body that reflects the public interest, the Board acts as a whole. The Board advocates for and defends the institution and protects it from undue influence or political pressures: | | | |
| 9. | Direction to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority. | | |
| 10. | Board members respect each other’s opinions. | | |
| 11. | Discussions are structured so that all have an opportunity to contribute to the decision. | | |
| 12. | Board members have adequate information upon which to base decisions. | | |

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|--|---|--|--|
| 13. | The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Chancellor. | | |
| 14. | The Board's delegation of administrative authority to the Chancellor is clear to all parties. | | |
| Overall rating for "The Board acts as a whole." | | | |
| | | | |

| Question | | Rating | Comments/Suggestions |
|--|--|--------|----------------------|
| Board meetings run effectively: | | | |
| 15. | Board members are punctual to and attend all Board meetings to conclusion. | | |
| 16. | The Board reviews agenda materials and is prepared for Board meetings. | | |
| 17a. | New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies. | | |
| 17b. | The Board members engage in ongoing professional development. | | |
| 18. | The Board agendas focus on policy issues that relates to Board responsibilities. | | |
| 19. | The Board conducts its meetings in compliance with state laws, including the Brown Act. | | |

| | | | |
|---|---|--|--|
| 20. | Agendas include legislative and state policy issues that impact the District. | | |
| 21. | Board meetings include some education or information time. | | |
| 22. | Board meetings provide adequate time for discussion. | | |
| Overall rating for “Board meetings run effectively.” | | | |

| Question | | Rating | Comments/Suggestions |
|--|--|---------------|-----------------------------|
| Board members are actively knowledgeable about and engaged in the District community: | | | |
| 23a. | Board members are knowledgeable about community college and state related issues. | | |
| 23b. | Board members are knowledgeable and take an appropriate role in the accreditation process. | | |
| 24. | The Board acts as an advocate for community colleges. | | |
| 25. | Board members are available to District employees for comments and suggestions. | | |
| 26. | The Board shows its support for the District through members attending various events. | | |

| | | | |
|-----|---|--|--|
| 27. | The Board is knowledgeable about the District's history, values, strengths, and weaknesses. | | |
| 28. | The Board understands, appreciates, and is responsive to the diverse community which it serves. | | |
| 29. | The Board has processes in place for appropriately involving the community in relevant decisions. | | |
| 30. | The Board helps promote the image of the District in the community. | | |
| 31. | The Board understands the collective bargaining process and its role in the process. | | |
| 32. | The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget. | | |
| 33. | The Board gives adequate attention to the mission and goals of the District. | | |
| 34. | The Board has a procedure for annual evaluations of the Chancellor. | | |
| 35. | The Board demonstrates a good understanding of collegial consultation and related processes. | | |
| 36. | In general, what rating does the Board as a whole deserve? | | |

Overall rating for “Board members are actively knowledgeable about and engaged in the District community.”

| | |
|-----|-------------------------------|
| 37. | General Comments/Suggestions: |
|-----|-------------------------------|

Date of Adoption: August 1997

Date of Last Revision: March 2019; March 2017; March 2015; March 2013; March 2009; March 2007; March 2005; August 2001

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 23, 2021

SUBJECT: Future Board Agenda Items

| | |
|--------------|---------------|
| Action | _____ |
| Resolution | _____ |
| Information | _____ X _____ |
| Enclosure(s) | _____ |

BACKGROUND: At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: This item is in accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board discuss any potential future Board agenda items.

Cheryl Marshall

Recommended by

Cheryl Marshall

Approved for Submittal

6.b

Item No.

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

February 9, 2021

The Board of Trustees of the North Orange County Community College District met for its Only Regular Meeting on Tuesday, February 9, 2021, at 5:30 p.m. via Zoom teleconference and YouTube livestream.

President Barbara Dunsheath called the meeting to order at 5:31 p.m. Student Trustee Ester Plavdjian led the Pledge of Allegiance to the Flag and provided a statement on what democracy means to her.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustees Ester Plavdjian and Chloe Reyes. Absent: None.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Lisa McPherson, representing the District Management Association; Jennifer Oo, representing the North Orange Continuing Education Academic Senate; Craig Goralski, representing the Cypress College Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Joseph Vasquez representing CSEA; Tonya Cobb, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Paul de Dios and Alex Porter from Cypress College; Gil Contreras, Rod Garcia, Jose Ramon Nuñez, and Joe Ramirez from Fullerton College; Karen Bautista and Terry Cox from North Orange Continuing Education; and Morgan Beck, Jenney Ho, Chelsea Salisbury, and Rick Williams from the District Office.

VISITORS: Public participation was provided via YouTube livestream.

COMMENTS: MEMBERS OF THE AUDIENCE: The following public comments were received via email and were read into the record by the Recording Secretary:

- A. **Logan Ueno**, Fullerton College Student, provided a statement to the Board in support of the Black Faculty Collective and the work they are doing. He expressed his disappointment with the results of the Board Ad Hoc Committee investigating **Trustee Ryan Bent's** behavior at the Fullerton College Associated Students meeting. He outlined the events, the impact on students, and the Board's failure to hold one of their own accountable which has broken the trust with the students they serve.

(See Supplemental Minutes #1268 for a copy of the statement.)

- B. **WL Tina Cruz**, Fullerton College Student, provided a statement to the Board to urge them to accept the recommendations of the Black Faculty Collective. She expressed her disappointment in the Board Ad Hoc Committee's report investigating **Trustee Ryan Bent**. Trustee Bent attended the Fullerton College Associated Students meeting with the intent to disrupt it and has refused to apologize for his conduct. It appears that the Board is more concerned with optics than with the fact that students were hurt. She questioned what the Board was prepared to do to hold him accountable. She cautioned that unless the Board formally censured Trustee Bent, no change would occur.

(See Supplemental Minutes #1268 for a copy of the statement.)

- C. **Gareth Waughan**, Fullerton College Student, provided a statement to the Board regarding the Board Ad Hoc Committee investigating **Trustee Ryan Bent's** conduct. He commended the recommendation to implement training related to diversity, equity, inclusion, and anti-racism. However, he stated that a formal apology may not be enough to address trauma caused by Trustee Bent. He stated he was ashamed to be associated with a Board whose previous leadership attacked their own students.

(See Supplemental Minutes #1268 for a copy of the statement.)

BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Jacqueline Rodarte that the following non-personnel items be approved by block vote:

Finance & Facilities: 3.a, 3.d, 3.e, 3.g, 3.h
Instructional Resources: 4.a

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Reyes and Plavdjian's advisory votes.

BLOCK VOTE APPROVAL OF PERSONNEL ITEMS: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Ryan Bent that the following personnel items be approved by block vote:

Human Resources: 5.a, 5.b, 5.c, 5.d, 5.e

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.

COMMENTS

- A. **Valentina Purtell** shared that NOCE has joined the Black History Month celebrations hosted by Cypress College and Fullerton College, and reported NOCE has begun a partnership with the San Jose-Evergreen Community College District as they work to establish their own non-credit program. With deepest sympathy, she also reported on the passing of **Pete Perez**, husband of NOCE Director of Campus Communications **Jennifer Perez**, due to COVID-19 complications. NOCE mourns with the Perez family and anyone interested in helping the family can contact **Julie Schoepf**.
- B. **JoAnna Schilling** acknowledged the terrible loss and grief related to COVID-19 that many are struggling with, particularly **Jennifer Perez** and her family.

As a supplement to her written report to the Board, President Schilling addressed comments made at the previous meeting about safety issues at Cypress College, specifically in the Technical Education III (TE3) Building. While she disagreed with the comments implying unsafe working conditions, she acknowledged communication lapses, and addressed the concerns voiced by faculty and trustees.

Dr. Schilling shared campus safety efforts related to the air filtration system in the TE3 Building which are in compliance with Cal OSHA and CDC recommendations, and work to maximum efficiency to recirculate fresh air. She noted that quality PPE has been available since the early days of the pandemic with the District purchasing equipment in bulk and providing it to the campuses. Requests for N95 masks came from nursing faculty for the first time on January 15, and the request to have all students receive N95 masks followed a few days later. Other health science programs had requested, and received, N95 masks earlier in the semester and nurses were apparently unaware of the option. The high-grade masks have been ordered and received on campus and faculty have been contacted for fitting appointments.

President Schilling and Vice Presidents Douglas and Porter met with the nurses on January 29 to listen and address concerns voiced at the previous Board meeting. At that time, an additional request was made for face shields and an initial shipment of face shields has been delivered to the department with more on order.

Dr. Schilling noted that there are other processes in place for all departments that include: 1) A COVID-related instructional needs list available for all deans to request equipment or supplies that is managed daily. At no time has the Executive team communicated that cost over safety has ever been the main consideration; if any item is needed, it is ordered; 2) A cleaning and disinfecting schedule is maintained daily and based on the Daily Visitors log and class schedule to ensure cleaning of all areas on campus is done regularly and immediately; and 3) All requests for equipment come through the immediate supervisor, and faculty have been informed regularly how to make requests to ensure their needs are met.

District and campus protocol manuals have been developed in collaboration with the Senates, managers, and the campus COVID-19 Task Force. The IT department created a wellness check form through the mobile app for students to use to assess readiness to be on campus each day. As of this semester, the College has installed thermometer kiosks in all areas where students attend classes daily, in order to keep staff and faculty from exposure.

Dr. Schilling encouraged colleagues to bring their requests forward regularly and openly so that the College can respond and support them. She emphasized that everyone is committed to ensuring all employees feel safe and supported.

(See Supplemental Minutes #1268 for a copy of the full statement.)

- C. **Greg Schulz** congratulated United States Marine Corps Veteran **Nick Arman** on being recognized as one of the five recipients of the 2019-20 Community College Counselor of the Year by the Orange County Department of Education. President Schulz also reflected on the passing of **Pete Perez**, who he had the privilege of working with on educational programs, and who impacted hundreds of Fullerton College students. He sent his thoughts, prayers, and deepest sympathy to the Perez family.

- D. **Lisa McPheron** reported that DMA will host a second coffee break on March 4 at 8:00 a.m. She echoed the comments regarding the passing of **Jennifer Perez's** husband, **Pete Perez**, a dear friend, colleague, and member of the DMA Board and that a GoFundMe page is available for anyone interested in helping the family.
- E. **Jennifer Oo** reported that NOCE faculty continue to collaborate with administration on planning for a safe return to campus while also continuing work on distance education and beginning their WASC accreditation self-study. She shared that recent NOCE Medical Assistant Program graduates have been hired to staff COVID-19 vaccine clinics. On behalf of NOCE faculty, she expressed her deepest condolences to **Jennifer Perez** and her family.
- F. **Craig Goralski** reported that the Cypress College Academic Senate met on January 28 and welcomed Trustee Evangelina Rosales who introduced herself. The Senate discussed committee bylaw revisions, distance education policy revisions, COVID-19 related policies and procedures, and results of the Fall 2020 student needs survey. He also expressed his condolences to the Perez family.
- G. **Kim Orlijan** expressed her sincere condolences to the Perez family. She reported that at its February 4 meeting the Fullerton College Faculty Senate took action to support Guided Pathways efforts and appointed **Leonor Cadena** to serve on the Chancellor's search committee. She congratulated **Nick Arman** on receiving a Community College Counselor of the Year Award and reported that the diversity, equity, inclusion, and anti-racism taskforces are continuing their work to bring recommendations to the Senate.
- H. **Christie Diep** reported that United Faculty looks forward to working on the two taskforces to address salary and lecture lab comparability, and they continue to stand in support of students and student leaders.
- I. **Student Trustee Chloe Reyes** extended her condolences to the Perez family.
- J. **Student Trustee Ester Plavdjian** also extended her condolences to the Perez family.
- K. **Trustee Jeffrey P. Brown** shared his condolences to the Perez family.
- L. **Trustee Jacqueline Rodarte** expressed her condolences to the Perez family and suggested that the Board adjourn their meeting in honor of **Pete Perez**. She congratulated **Catherine Cueva** from Cypress College on her appointment as a student representative on the #RealCollege Council.
- M. **Trustee Ed Lopez** also sent his condolences to the Perez family. He thanked **President JoAnna Schilling** for her report concerning the safety issues at Cypress College and **Chancellor Marshall** for the work to improve the UCI agreement.
- N. **Trustee Stephen T. Blount** reported that in last year's Board evaluation he was personally called out and took that information to heart in order to improve. He encouraged those involved in this year's Board evaluation to be bold and provide pointed comments regarding any issues that come to mind.

- O. **Trustee Evangelina Rosales** expressed her condolences to the Perez family and reported on her participation at the United Across Borders Foundation food distribution event with **Assemblywoman Sharon Quirk-Silva** that served over 400 families.
- P. **Trustee Barbara Dunsheath** invited everyone to participate in Americana on February 27 and stated that donations to the auction committee are welcome. She reported on the January CCCT meeting that included discussion of their 2021-22 policy agenda with topics of equity for educational quality, equity for students, and equity for academic opportunity. She stated she would share that information with members of the Orange County Legislative Task Force for them to share with other members of the county.

MINUTES: It was moved by Trustee Stephen T. Blount and seconded by Trustee Jacqueline Rodarte to approve the Minutes of the Only Regular Meeting of January 26, 2021. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

FINANCE & FACILITIES

Item 3.a: By the block vote, authorization was granted to ratify purchase order numbers P0143163 - P0143360 through January 27, 2021, totaling \$915,486.14, and check numbers C0052368 - C0052412, totaling \$648,603.01; check numbers F0269849 - F0270011, totaling \$80,731.14; check numbers Q0007328 - Q0007463, totaling \$53,865.81; check numbers 88509524 - 88510151, totaling \$7,020,268.14; check numbers V0000000 - V0000000, totaling \$0.00; check numbers 70113643 - 70113724, totaling \$10,839.54; and disbursements E8910988 - E8919383, totaling \$9,322,713.18, through January 31, 2021.

Item 3.b: The Board received and reviewed the District's Quarterly Financial Status Report for the quarter ended December 31, 2020, as required by §58310 of Title 5. Vice Chancellor Fred Williams noted that the negative figures reflect a spending down of high reserve levels and that the report does not include the recent settlement with United Faculty which will increase expenditures for the 20-21 year.

Item 3.c: The Board received and reviewed the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended December 31, 2020.

Item 3.d: By block vote, authorization was granted to approve the second addendum to the Health Science Program Agreement – COVID-19 acknowledgement for on-site students required by the Regents of the University of California and accept the revised addendum language.

Further authorization was granted for the Vice Chancellor, Finance & Facilities to execute any agreement or documents on behalf of the District.

Item 3.e: By block vote, authorization was granted for the utilization of NASPO ValuePoint Contract #MA16000234-2 with VWR International, LLC for the purchase of Laboratory Equipment and Supplies for the science labs in the new SEM building in the estimated amount of \$1.8 million and any future purchases on an as needed basis.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to proceed with any future renewals, extensions and addendums of the contract approved for use in California by the Department of General Services.

Item 3.f: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Stephen T. Blount to grant authorization for the utilization of NASPO ValuePoint Contract #MA16000234-2 with VWR International, LLC for the purchase of Laboratory Equipment and Supplies for the science labs in the new SEM building in the estimated amount of \$1.8 million and any future purchases on an as needed basis.

Subsequent to concerns regarding the waiving of the legal bidding requirement, the faculty request for the specific spectrometer, the sole company able to provide it, and the difference and justification between the 60, 80, and 90 spectrometer models, the Board determined that more information was necessary. **The item was tabled and will return to the February 23, 2021 Board meeting.**

Item 3.g: By block vote, authorization was granted to approve a contract with Exceltox Laboratories, LLC to provide COVID-19 testing to Cypress College in the amount not to exceed \$297,500.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the contract and related documents on behalf of the District.

Item 3.h: By block vote, authorization to approve the Districtwide Network Refresh Project Phase 2 for a not to exceed cost of \$5,104,000; the total project cost of not to exceed \$24,715,297 still stands.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to issue purchase orders or execute any agreement on behalf of the District.

Item 3.i: The Board received and reviewed the updated telecommunication standards.

Item 3.j: It was moved by Trustee Stephen T. Blount and seconded by Trustee Jacqueline Rodarte that the Board approve the allocation of \$400,000 to support Diversity, Equity, Inclusion and Anti-racism work across the District.

Chancellor Marshall initiated the discussion by thanking everyone for the work over the past 6-9 months and noted that the report was developed in order to provide context. Trustees deemed the report excellent, thorough, and a step in the direction that the District needs to head towards. They also voiced support for the allocation of funds, highlighting the need for mental health counseling and efforts to reach students, and the need to possibly allocate additional funds in the future. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted for Fullerton College and Cypress College to enter into agreements with the U.S. Department of Education to accept the total CRRSAA – HEERF II funds in the amount of \$35,820,321 to be used within one year of receipt of the funds to cover expenses related to the disruption of campus operations due to coronavirus, and to adopt a resolution to accept new revenue and authorize expenditures within the General Fund and the Financial Aid Fund, pursuant to the California Code of Regulations Title 5, § 58308.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

HUMAN RESOURCES

Item 5.a: By the block vote, authorization was granted for the following academic personnel matters, which are within budget:

RETIREMENTS

Magee, Bruce FC English Instructor
Eff. 01/15/2021
PN FCF824

Whalen, Kathleen FC Dance Instructor
Eff. 06/22/2021
PN FCF702

NEW PERSONNEL

Johnson, Jessica FC Manager, Tutoring Programs
12-month Position (100%)
Range 18, Column C
Management Salary Schedule
Eff. 02/10/2021
PN FCM944

LEAVE OF ABSENCE

Anderson, Janna FC English Instructor
Load Banking Leave With Pay (6.67%)
Eff. 2021 Spring Semester

Barsamian, Aram FC Music Instructor
Load Banking Leave With Pay (6.67%)
Eff. 2021 Spring Semester

Berger, Margaret FC Radio/Audio Production Instructor
Load Banking Leave With Pay (5.00%)
Eff. 2021 Spring Semester

Eisner, Douglas FC English Instructor
Load Banking Leave With Pay (20.00%)
Eff. 2021 Spring Semester

Goldstein, Jay FC Communications Instructor
Load Banking Leave With Pay (33.33%)
Eff. 2021 Spring Semester

| | | |
|-------------------|----|--|
| Lawrence, Roberta | CC | Dental Hygiene Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 12/31/2020 – 03/08/2021 |
| Mendoza, Armando | CC | Geography Instructor Load Banking Leave With Pay (20.00%) Eff. 2021 Spring Semester |
| Paek, Sylvia | CC | Mathematics Instructor Load Banking Leave With Pay (13.33%) Eff. 2021 Spring Semester |
| Perez, Roger | FC | English Instructor Load Banking Leave With Pay (26.67%) Eff. 2021 Spring Semester |
| Schulze, Michael | FC | English Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester |

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 SPRING SEMESTER

| | | |
|---------------------|----|------------------|
| Antemie, David | FC | Column 1, Step 1 |
| Brunner, Jared | CC | Column 2, Step 1 |
| Castro Kahn, Karlie | FC | Column 1, Step 1 |
| Forbes, Veronica | FC | Column 2, Step 1 |
| Do, Khuong | CC | Column 1, Step 2 |
| Montes, Elizabeth | CC | Column 1, Step 1 |
| Keissieh, Claude | CC | Column 1, Step 1 |
| Kim, Hyo Jeong | FC | Column 1, Step 1 |
| Punsalang, Arcel | FC | Column 1, Step 1 |
| Tamariz, Santiago | CC | Column 1, Step 1 |
| Tawfik, Marine | FC | Column 3, Step 1 |
| Ward, Sheryl | CC | Column 2, Step 4 |

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

| | | |
|--------------------|------|---|
| Lakeman, Christina | NOCE | Hiring Committee Service Adjunct Faculty Salary Schedule Column 2, Step 3 Not to exceed 30 hours Eff. 02/16/2021-05/28/2021 |
|--------------------|------|---|

Item 5.b: By the block vote, authorization was granted for the following classified personnel matters, which are within budget:

NEW PERSONNEL

| | | |
|---------------------|----|--|
| Arellano, Alexis | CC | Dental Hygiene Clinical Technician 11-month position (100%) Classified Salary Schedule Range 36, Step E Eff. 02/17/2021 PN CCC680 |
| Hamilton, Synclaire | CC | Special Project Coordinator, COVID Athletic Testing Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 02/01/2021 – 06/30/2021 PN CCT707 |

VOLUNTARY CHANGES IN ASSIGNMENT

| | | |
|-----------------|----|--|
| Ellison, Angela | CC | Instructional Assistant (50%) Temporary Increase in Percent Employed From: 50% To: 100% Eff. 02/10/2021 – 06/30/2021 |
|-----------------|----|--|

PROFESSIONAL GROWTH & DEVELOPMENT

| | | |
|----------------|----|---|
| Aponte, Lance | AC | IT Project Leader 4 th Increment (\$400) Eff. 07/01/2021 |
| Phan, Michelle | FC | Evaluator 5 th Increment (\$400) Eff. 07/01/2021 6 th Increment (\$400) Eff. 07/01/2021 |

LEAVES OF ABSENCE

| | | |
|-------------------|----|---|
| Anzures, Remedios | CC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/15/2021 – 01/24/2021 (Consecutive Leave) |
| Aranda, Maureen | AC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/15/2021 – 01/25/2021 (Consecutive Leave) |
| @01672766 | CC | HVAC Mechanic I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; |

| | | |
|-----------------------|------|---|
| | | Unpaid Thereafter Eff. 11/24/2020 – 12/10/2020 (Consecutive Leave) |
| @01825656 | CC | Campus Safety Officer (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/22/2020 – 12/31/2020 (Consecutive Leave) |
| @01081092 | AC | Human Resources Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/14/2020 – 12/17/2020 (Consecutive Leave) |
| Jimenez, Martin | FC | HVAC Mechanic I (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 02/01/2021 – 02/21/2021 (Consecutive Leave) |
| @01403071 | CC | Accounting Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/12/2020 – 12/22/2020 (Consecutive Leave) |
| Llamas Zataray, Jaime | CC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/18/2021 – 01/25/2021 (Consecutive Leave) |
| Malacara, Karla | FC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/05/2021 – 01/19/2021 (Consecutive Leave) |
| Pilkey, Aaron | CC | HVAC Mechanic II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/08/2020; 12/14/2020 – 12/18/2020 (Consecutive Leave) |
| @01391076 | NOCE | Accounting Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter |

| | | |
|------------------|----|--|
| | | Eff. 12/01/2020 – 12/11/2020 (Consecutive Leave) |
| Thompson, Jeanne | CC | Financial Aid Technician (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/08/2020 – 12/15/2020 (Consecutive Leave) |
| Toral, Celena | CC | Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/13/2021 – 01/23/2021 (Consecutive Leave) |
| @01136947 | CC | Evaluator Specialist (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/14/2020 – 12/23/2020 (Consecutive Leave) |
| @01223090 | FC | Campus Safety Officer (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/02/2020 – 12/06/2020 (Consecutive Leave) |
| Villegas, Fatima | FC | Financial Aid Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/29/2020 – 01/08/2021 (Consecutive Leave) |

Item 5.c: By the block vote, authorization was granted for the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1268 for a copy of the professional expert personnel listing.)

Item 5.d: By the block vote, authorization was granted for the hourly listing.

(See Supplemental Minutes #1268 for a copy of the hourly personnel listing.)

Item 5.e: By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1268 for a copy of the volunteer listing.)

GENERAL

Item 6.a: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Evangelina Rosales that the Board take formal action on the report prepared by the Board ad hoc committee investigating allegations of trustee misconduct.

Board President Barbara Dunsheath opened the discussion by highlighting the three options available to the Board: 1) accept the report and recommendations, 2) not accept them, or 3) amend the report and recommendations. Dr. Dunsheath noted that the ad hoc committee (comprised of Trustee Stephen T. Blount, Trustee Jacqueline Rodarte, and herself) unanimously supported the report, wanted to ensure that it was thorough, included review materials for guidance, and focused only on the complaint received from David Robles regarding Trustee Ryan Bent and his participation at the Fullerton College Associated Students meeting. The ad hoc committee hoped to have Trustee Ryan Bent apologize, but he was unwilling to do so.

The ad hoc committee concluded that two sections of Board Policy were violated and recommended that Trustee Ryan Bent apologize to Student Trustee Chloe Reyes and the Fullerton College Associated Students, and that he not be allowed to hold a Board office until those apologies are made. The ad hoc committee further recommended professional development for the entire board, but specifically for Trustee Ryan Bent, and that the case be closed and no further complaints regarding the same matter be entertained.

Trustee Stephen T. Blount stated that the report is complete and captures the essence of what occurred with the appropriate remediation. He noted that the behavior of those in positions of authority can be deemed overbearing without having to raise their voice or yell.

Trustee Jacqueline Rodarte stated that she received a communication from David Robles before the report was finalized and that she did respond to him. She acknowledged that the ad hoc committee did not interview those on his list or Student Trustee Chloe Reyes. The subcommittee also did not address concerns related to violations of Brown Act because the issue before them was Trustee Ryan Bent's conduct and only that. She noted that being an elected official is difficult, and not everyone will agree with what you say, but those elected need to be held to a higher standard, and the recommendations are fair.

Student Trustee Chloe Reyes provided the following statement for the record: "The Executive Council of Associated Students strongly recommends formal censure. Accountability is at the core of leadership, without formal disciplinary action there can be no assurance that the behavior that occurred will not happen again. We recommend the Board vote to direct the ad hoc committee to further investigate the incident to ensure good faith and reassure the public that the Trustees believe in justice and not the rushed conclusion of this investigation." She also posed the following questions:

- Why were Chloe Reyes, Stephanie Rodriguez and more students not interviewed and due diligence not done? It was the intent of the ad hoc committee to conduct a sampling of interviews.
- Why weren't the description of events in the formal complaint not reflected in the report? The comments were part of the evidence that the ad hoc committee looked at.
- What about Trustee Ryan Bent's re-election that would lead the Board to believe that he will change instead of emboldening his behavior? The election was not the focus of the investigation.
- Joe Carrithers and David Robles agree on the number of times Trustee Ryan Bent was asked to stop interrupting and was muted; more interviews with students or follow-up interviews could have cleared this up. This is a fair criticism. After interviewing Dr. Joe Carrithers, the ad hoc committee realized that Trustee Ryan Bent's conduct was problematic, and they were not concerned with the number of interruptions.

- What measures will be taken to repair the relationship and lack of confidence in the Board to protect students? The report only speaks to the investigation and that is beyond its scope.

Student Trustee Ester Plavdjian thanked Student Trustee Chloe Reyes for her comments and echoed her concern for the lacking sample size of interviewees. She also expressed concern with the punishment and was alarmed by the lack of interest in apologizing.

Trustee Ryan Bent expressed disappointment with what happened because he knows that he was calm even as he was being disrespected. He stated that he should not have attended the meeting and was only told about it the day of. He said that after providing a public comment at the meeting he realized he was the only item on the agenda and it became an astonishing barrage on him. He claimed it was a personal attack on him that came at the recommendation of Student Trustee Chloe Reyes, and was a rushed emergency meeting in order to tarnish his reputation and impact the upcoming election with a misconduct investigation. He reiterated that he was calm throughout the meeting and knows exactly what he said and how he said it because he was only allowed a couple of minutes to speak. He alleged that Associated Students were drafting a complaint letter behind the scenes, via Canvas, and in violation of the Brown Act. He stated that the students were saying lies about him and he was only trying to correct them, but would then be muted. He maintained that he did not raise his voice initially, but did so when they turned his camera off. He said that there was no parliamentary procedure right to mute him, but instead the President was unilaterally muting him simply for not liking what he was saying. Trustee Bent acknowledged using the word "thuggish" but stated that was after the bigoted comments made about him. He asserted that he did not do anything that he was ashamed of by any stretch of the imagination. He claimed that Student Trustee Chloe Reyes attacked him at the Associated Students meeting and that he would not apologize to his attacker. He noted that he did not want to attack a student trustee and did not know why she has a personal vendetta against him.

Board President Barbara Dunsheath asked Trustee Bent to focus on the report and he stated that he has never told his side of story publically and that no one contacted him to ask. Dr. Dunsheath noted that not everyone who was there was being allowed to describe what occurred and that the ad hoc committee interviewed Trustee Bent for one hour.

Trustee Ed Lopez stated that it would be useful to hear Trustee Ryan Bent's defense and that he should be entitled to provide additional comments. It was then moved by Trustee Ed Lopez and seconded by Trustee Stephen T. Blount to allow Trustee Ryan Bent an additional two minutes to speak. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

Trustee Ryan Bent described himself as a man of honor who will not be swayed by the lack of office on the Board. He stated that the lack of Board office has never been done and is part of the new Code of Ethics policy that is still being revised. He said that while people will instantly believe the other side, he knows what he said, and that everyone is under a lot of political pressure. His intention was never to harm any student leaders and wished that some would have given him the time of day. He also stated that the situation was nothing to him because that is the way he has been treated, and stated that if others are being bullied he hopes that they also stand up to their attackers and never apologize.

Trustee Jeffrey P. Brown thanked the ad hoc committee for their work, the comprehensive look into what happened, and the thorough report. He expressed his willingness to accept the report, but had a problem with the recommendations for a couple of reasons. First, the Board is currently in the process of revising their Code of Ethics specifically because it does not include a wide range of disciplinary options. Secondly, the recommendation to bar Trustee Ryan Bent from leadership positions is not an option available to the Board because they cannot tie the hands of a future Board. He personally would not have handled the situation in the same manner, and while he disagrees politically with Trustee Ryan Bent on many issues, he acknowledged his strong commitment to the District despite his problems with style.

Trustee Ed Lopez expressed his appreciation for the report, but noted it would have been better to have interviewed more individuals. He stated that the cited provisions of the Code of Ethics in the report have not really been violated, and instead fall under Section 1.10, and that Trustee Ryan Bent's behavior is inconsistent with the values stated in BP 1001, District Mission, Vision, and Values Statements. Trustee Ed Lopez shared Trustee Jeffrey P. Brown's concern regarding the recommendation to bar Trustee Ryan Bent from future Board positions. He noted that an alternative option for the Board would be to consider a formal resolution.

Trustee Evangelina Rosales expressed concern regarding the inappropriate name calling and with the fact that Trustee Ryan Bent doesn't agree with anything in the report. She noted that trustees are held to a higher standard and personally apologized to anyone hurt by Trustee Ryan Bent's actions. She was disappointed that provided with the opportunity to apologize, Trustee Ryan Bent instead continued to attack Student Trustee Chloe Reyes.

Board President Barbara Dunsheath addressed concern regarding current board policy not stating removal as an option by noting that it also does not preclude them from using it and can be left to interpretation. The ad hoc committee wanted to take action against Trustee Ryan Bent's behavior and felt the recommendation was allowable. With regard to hampering future Boards, she noted that is always true no matter the issue, and that is not something the Board should consider.

Dr. Dunsheath then entertained any amendments to the report regarding the appropriate citing of the Code of Ethics. Trustee Ed Lopez recommended that BP 2715, Sections 1.10 and 1.10.1 be cited with respect to Trustee Ryan Bent's comments concerning the performance of Student Trustee Chloe Reyes. Trustee Ed Lopez also recommended that BP 1001, Section 3.6 be included in the report as a reference. Both amendments were accepted.

Board President Barbara Dunsheath cited former President Barack Obama's book noting that with most decisions he knew that he wasn't going to get it 100% right all the time because there would always be an alternative opinion. She recognized that the report was not perfect, but noted that the ad hoc committee was focused on not allowing Trustee Ryan Bent's behavior to go unnoticed, and she cautioned trustees against getting caught in the minutia.

Kim Orlijan thanked the ad hoc committee for their work, but was upset that censure was not recommended and was astounded that Student Trustee Chloe Reyes was not interviewed. She noted that the recommendation to bar Trustee Ryan Bent from a leadership role is an empty gesture, stated that the language regarding future complaints is problematic and should be rejected, and clarified that students are not the bullies in this situation.

Christie Diep stated that the entire situation and discussion was sad with Student Trustee Chloe Reyes being disparaged by a trustee, and not a representation of who faculty are.

Student Trustee Chloe Reyes then issued a personal apology to Trustee Ryan Bent if he ever felt that she, or the students, attacked him and felt bullied by her because that was not her intention. She stated that she only relayed what happened in Board meetings to the students and they then made a collective decision.

Trustee Ryan Bent responded to Student Trustee Chloe Reyes by stating that he was sorry if she ever felt attacked by him as well. He said she attacked him and he just responded. He noted that it is never his goal to disparage students, but that everything that happened in the Associated Students meeting was because of her. He said he felt like it was a partisan and personal attack, and the students were getting advice from some of their mentors. He stated he had no hard feelings and wished her the best going forward.

In light of Trustee Ryan Bent stating he was sorry, it was moved by Trustee Ed Lopez and seconded by Trustee Jeffrey P. Brown to table the report to the next Board meeting to determine if future action was still necessary. **Motion failed with Trustees Bent, Brown, and Lopez, voting yes, and Trustees Blount, Dunsheath, Rodarte, and Rosales voting no, including Student Trustees Reyes and Plavdjian's advisory no votes.**

Student Trustee Chloe Reyes stated that while she acknowledged Trustee Ryan Bent's apology, it does not apply to the report, but instead to the way she perceived him, and therefore should not be acknowledged within the context of the report's recommendations.

Subsequently the Board voted on the original motion, which was repeated and clarified, to include taking formal action to accept the report, approve the recommendations, and discharge the ad hoc committee. **Motion carried with Trustees Blount, Dunsheath, Lopez, Rodarte, and Rosales voting yes, and Trustees Bent and Brown voting no, including Student Trustees Reyes and Plavdjian's advisory no votes.**

(See Supplemental Minutes #1268 for a copy of Student Trustee Chloe Reyes' full statement.)

Item 6.b: The Board received proposed, revised BP 2310, Regular Meetings of the Board and directed that it be placed on a future Board meeting agenda for action.

During the discussion, Trustee Jacqueline Rodarte recommended the addition of clarifying language noting that representatives on the dais must be the constituent group represented. As an example she provided a situation where a student sat in place of a constituent group.

Item 6.c: The Board received, as information, revised AP 3720, Computer and Electronic Communication Systems.

Item 6.d: Board President Barbara Dunsheath asked if there were any requests for potential future Board agenda items and there were none.

CLOSED SESSION: At 8:07 p.m., Board President Barbara Dunsheath adjourned the meeting to closed session in honor of Pete Perez with deepest sympathy and condolences to his family, and stated there would not be a readout. Closed session took place per the following sections of the Government Code:

Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES; Employee Organizations: United

Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.

Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISSMISSAL/RELEASE

Per Section 54956.9(a): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor

RECONVENE MEETING: At 9:42 p.m., Board President Barbara Dunsheath reconvened the meeting in open session.

ADJOURNMENT: At 9:42 p.m., it was moved by Trustee Ryan Bent and seconded by Trustee Jacqueline Rodarte to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

Prepared By Recording Secretary for
Ed Lopez, Secretary, Board of Trustees