



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

MEETING: Regular Meeting in March 2022

DATE: Tuesday, March 22, 2022, at 5:30 p.m.

PLACE: Anaheim Campus Board Room
1830 W. Romneya Drive, Anaheim, CA 92801

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 virtually may do so via the YouTube link listed on the agenda.

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 by completing a yellow card entitled, “Request to Address Board of Trustees” and submit it to the Recording Secretary. These cards are available at the podium outside the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board. Those wishing to address matters not on the agenda can do so immediately prior to the adjournment to closed session or, in the absence of a closed session, at the conclusion of all other public session business. Public comments must comply with the three-minute time limit.

The Board reserves the right to change the order of the agenda items as the need arises. All Board meetings, excluding closed sessions, are electronically recorded.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Consider Non-Personnel block-vote items indicated by [] in Section 3**
- d. **Consider Personnel block-vote items indicated by [] in Section 5**
 Agenda items designated as block-vote items with [] are considered by the Board to either be routine or sufficiently supported by back-up information 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. Exceptions to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion or if an individual wishes to comment on a block-vote item. During either scenario the Board President will remove the item 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, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. – 5:00 p.m.).
- e. **Chancellor’s Report**
 - * **Cypress College “State of the College” Presentation**
By: JoAnna Schilling, Cypress College President

- 2. a. **Approval of Minutes of the Regular Meeting of March 8, 2022.**
- 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 54957: PUBLIC EMPLOYEE APPOINTMENT: Fullerton College President.

Per Section 54956.9(d)(2): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

Per Section 54957(a): THREAT TO PUBLIC SERVICES OR FACILITIES: Consultation with Security Consultant.

3. **FINANCE & FACILITIES**

- [a] Authorization is requested to declare the list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items.
- [b] Authorization is requested to enter into a consultant agreement with MAAS Companies for project management services from January 1, 2022, through project completion for an amount not to exceed \$450,300.
- c. Authorization is requested to amend the consultant agreement with Westberg White, Inc. for the Anaheim Campus North Orange Continuing Education Interior and Exterior Wayfinding Signage.
- [d] Authorization is requested for retroactive approval to renew the consultant agreement with Nossaman LLP beginning on February 1, 2022 through January 31, 2023, for a total amount not to exceed \$80,000.
- [e] Authorization is requested to issue a change order to the existing contract with KYA Services LLC and for District requested builder's risk insurance for a revised contract amount of \$1,730,975.93.

4. **INSTRUCTIONAL RESOURCES**

- a. 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:

Retirements

Change in Salary Classification
 Leaves of Absence
 Temporary Academic Hourly

[b] Request approval of the following items concerning classified personnel:

Retirements
 Resignations
 Change in Hire Date
 New Personnel
 Professional Growth & Development
 Stipend for Additional Administrative Duties
 Leaves of Absence

[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.

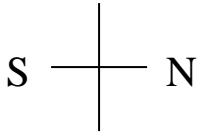
6. **GENERAL**

- a. It is recommended that the Board direct the District to ensure that all employees and students over the age of five who enter District facilities or come on campus be fully vaccinated or submit for weekly on-site testing (if not vaccinated) through the remainder of calendar year 2022.
- b. It is recommended that the Board review the Board of Trustees Assessment Instrument, make any appropriate changes, and re-adopt the instrument.
- c. It is recommended that the Board discuss any potential future agenda items.

7. **COMMENTS**

- a. Chancellor's Staff Comments
- b. Resource Table Personnel Comments
- c. Members of the Board of Trustees Comments
- d. Public Comments on Non-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

Jacqueline Rodarte,
President

Ed Lopez,
Vice President

Evangelina Rosales,
Secretary

Jeffrey P. Brown,
Board Member

Stephen T. Blount,
Board Member

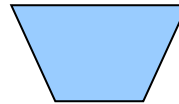
Ryan Bent,
Board Member

Dr. Barbara Dunsheath,
Board Member

Meena Pandian,
Student Member CC

Dr. Byron D. Clift Breland,
Chancellor

Erin Lacorte,
Student Member FC



Dr. JoAnna Schilling,
President CC

Alba Recinos,
Recording Secretary

Dr. Gil Contreras,
Interim President FC

Valentina Purtell,
President NOCE

Audience Seating

Constituent Group
Representatives

Chancellor's Staff

Entrance



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 22, 2022

SUBJECT: Surplus and Obsolete Supplies and Equipment

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

BACKGROUND: Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes, is deemed to be unsatisfactory or not suitable for school use, or if it is being disposed of for the purposes of replacement. The attached list of surplus items has exceeded their useful life and are no longer suitable for the District. Other campuses were made aware of the surplus items and were given the opportunity to view and request various surplus equipment prior to Board approval. In the past, local high schools were made aware of the surplus items but these attempts received no response. In this instance, local high schools were not notified because the District deemed that these items would not be of use to them.

The Liquidation Company will conduct an auction for the sale of the attached list of surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

This agenda item was submitted by Jenney Ho, District Director, Purchasing.

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 6550, Disposal of District Personal Property.

FUNDING SOURCE AND FINANCIAL IMPACT: Proceeds from the sale of surplus items will be deposited into the General Fund.

RECOMMENDATION: Authorization is requested to declare the attached list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

Fred Williams

Recommended by


Approved for Submittal

3.a.1

Item No.

SURPLUS ITEMS

Qty.	Description	Location
3	Buffers	AC
23	Chairs	AC
1	Electronic Advertisement Board	AC
1	Extractor	AC
1	File Cabinet	AC
10	Keyboard Trays	AC
1	Microwave	AC
1	Printer	AC
1	Shelf	AC
7	Tables	AC
<hr/>		
19	Computers	NOCE
1	Monitor	NOCE

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 22, 2022 Resolution _____
Information _____
Enclosure(s) _____
SUBJECT: Agreement with MAAS Companies for
Anaheim Campus Project Support

BACKGROUND: In July 2021, the Department of Finance of the California Community Colleges approved to encumber and release preliminary funds for the Anaheim Campus Tower First Floor Life/Safety Renovation Project (“the Project”). Tied to this project is the construction of interim housing for the occupants of the 1st and 2nd Floor as they will be affected by the Project due to noise and dust resulting from the Project. In that this Project was fast tracked by the state, it has become necessary to secure immediate additional support to manage the accelerated project schedule. Staff requested MAAS Companies (MAAS) as a recommend suitable candidate. The Project Manager’s hourly rate is \$162, which is to be billed per services rendered. Because the need was immediate, the Project Manager commenced providing services on January 1, 2022.

It is recommended for the District to enter into a consultant agreement with MAAS at an hourly rate of \$162 for project management services from January 1, 2022, through project completion, for an amount not to exceed \$450,300.

This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

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 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: The project management fee at an hourly rate of \$162 to be paid to MAAS. Of the total contract amount of \$450,300, \$268,000 shall be paid from state funds and \$182,300 shall be paid from Capital Outlay funds.

RECOMMENDATION: Authorization is requested to enter into a consultant agreement with MAAS Companies at an hourly rate of \$162 for project management services from January 1, 2022, through project completion, for an amount not to exceed \$450,300. 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.b

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: March 22, 2022 Information _____
Enclosure(s) _____

SUBJECT: Consultant Services Agreement with Westberg White, Inc. for the Anaheim Campus North Orange Continuing Education Wayfinding Exterior and Interior Signage (Project)

BACKGROUND: In February 2021, the District entered into a Consultant Services Agreement with Westberg White, Inc. (W+W) to develop design standards for exterior and interior wayfinding signage for the Anaheim Campus North Orange Continuing Education (NOCE). W+W proposed to provide the design services needed in the amount of \$59,000, inclusive of reimbursables. The design standards have been completed, preliminary designs for both exterior and interior signage have been submitted to NOCE for review, and we are ready to proceed to the next phases of the Project. W+W submitted proposals totaling \$141,200, inclusive of reimbursables for the following phases: preparation of construction documents, submission to the Division of State Architect, bidding, and construction administration.

It is requested that the Board approve amending the consultant agreement with W+W for additional architectural and engineering services and increase the contract amount by \$141,200 from \$59,000 to \$200,200, inclusive of reimbursables. The term of the agreement remains the same.

This agenda item was submitted by Richard Williams, District Director of Facilities Planning & Construction.

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 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: The additional fees in the amount of \$141,200, inclusive of reimbursables, shall be paid from local bond funds.

RECOMMENDATION: Authorization is requested to amend the consultant agreement with Westberg White, Inc. for the Anaheim Campus North Orange Continuing Education Interior and Exterior Wayfinding Signage for additional architectural and engineering services and increase the contract amount by \$141,200 from \$59,000 to \$200,200, inclusive of reimbursables. The term of the agreement remains the same. 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.c

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 22, 2022

SUBJECT: Renew Consulting Agreement with
Nossaman LLP

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

BACKGROUND: On February 25, 2020, the Board approved a two-year extension of the consultant agreement with Nossaman LLP. The contract ended on January 31, 2022. In order to increase North Orange County Community College District's (District) legislative visibility and efficacy, the District would like to renew the consultant agreement with Nossaman LLP to provide state and federal advocacy services for one year. Nossaman LLP will continue its work with the California Community College's Chancellor's Office, and other appropriate elected officials and staff as directed, to assist in achieving the District's legislative priorities.

The scope of services for this proposal are outlined below:

- 1. General Legislative Monitoring:** Regularly monitor all of the activities of Congress and the California Legislature, including hearings, briefings, and press related events. Track legislation and budget proposals and provide up to the minute advice on whether to support or oppose bills that may impact the District.
- 2. Bill Tracking Service:** Provide bill reports that can be tailored and structured to the District's preferences. Nossaman will send state bill reports on a weekly basis to ensure the District is up to date on the ongoing status of each bill.
- 3. Development of Legislative Priorities:** Assist in the development of robust state and federal legislative priorities that reflect the District's priorities and will guide advocacy efforts for the year ahead. Provide the District with strategic advice during the development of the priorities.
- 4. Direct Legislative Advocacy:**
 - Proactively identify state and federal budget issues being considered that will impact funding for the District's priorities, programs and operations, and aggressively advocate on the District's behalf.
 - Monitor the introduction of legislation that will affect the District and recommend positions and legislative strategies.
 - As needed, draft legislation and seek an author(s) for a District-sponsored legislative proposal.
 - As needed, manage District-sponsored legislation by drafting background materials, assisting the author's office, and lobbying legislators and the administration for support.
 - Notify the District of pertinent legislative informational hearings, coordinate participation, and provide testimony upon request.
 - Monitor and participate in all appropriate Senate and Assembly Committee hearings that are relevant to the District's priorities and provide regular updates to the District.

- On legislation deemed a priority by the District, lobby legislators and committee staff, request amendments, attend legislative hearings and provide testimony.
 - On legislation deemed a priority by the District, lobby the Governor's office and provide advocacy materials; otherwise, monitor the Governor's actions on bills and engage when necessary.
 - Monitor significant amendments to legislation that will affect the District, forward links of the text of the amended bills for the District's review, and provide regular updates to the assigned District staff.
 - Arrange a state lobby day (federal on an as-needed basis only) for the District by scheduling meetings with members of the Legislature. This includes preparing talking points and/or briefing materials as needed.
 - Visit the District to provide an End of Session report, both orally and in writing, on the final outcome of legislation and state budget matters of interest to the District and a forecast of important issues in the upcoming year at the state and federal level.
- 5. Coordination of Legislative/Regulatory Efforts:** Often, legislation will lead to regulatory changes. Nossaman will identify the District's regulatory objectives, prioritize those objectives, and develop a strategy for achieving the goals through regulations. By narrowing efforts to the District's top priorities, Nossaman can deliver high-quality, results-oriented representation. Additionally, Nossaman will work with other statewide organizations such as the Community College League of California on regulatory issues.
- 6. Special Projects Facilitation:** Nossaman understands that the District may need assistance with facilitation of developing projects, policy and resolution statements. Nossaman will assist the District with its external communications relating to legislative and administrative issues, including position letters, briefing packets, and talking points.
- 7. Required Reporting with the Secretary of State:** Prepare and file all required state lobby registration and quarterly disclosure reports during the term of the agreement.

This agenda item was submitted by Kai Stearns, District Director, Public 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 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: Nossaman LLP fees in the amount of \$6,500 per month plus direct expenses not to exceed \$2,000 will be charged to Public Affairs ongoing General Funds.

RECOMMENDATION: Authorization is requested for retroactive approval to renew the consultant agreement with Nossaman LLP in the amount of \$6,500 per month for a set fee monthly retainer and direct expenses not to exceed \$2,000 beginning on February 1, 2022 through January 31, 2023, for a total amount not to exceed \$80,000. Authorization is also requested for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

Recommended by


Approved for Submittal

3.d.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 22, 2022 Resolution _____
Information _____
SUBJECT: Change Order to KYA Services LLC Enclosure(s) _____
Bleacher Procurement and Installation
Contract

BACKGROUND: On September 22, 2020, the Board approved the use of the Cooperative Piggyback Contract No. CB-162-18 with the Foundation for California Community College for the procurement and installation of bleachers and a press box at Fullerton College with KYA Services LLC in the amount estimated at \$1,600,000. A contract was awarded to KYA Services LLC on October 9, 2020, in the amount of \$1,537,514.39.

Due to additional review comments from DSA that needed to be addressed, the construction schedule was delayed by nearly one year. Rather than an April 2022 completion, projected completion is now February 2023.

The change order reflects an additional \$185,235.54 to support campus-reviewed and confirmed cost increases due to DSA required scope changes and construction delays, as well as \$8,226 for District requested builder's risk insurance for a revised contract amount of \$1,730,975.93.

This agenda item was submitted by Rodrigo Garcia, Vice President, Administrative Services and Oscar Saghie, Project Manager, Campus Capital Projects.

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 agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Financial impact will be charged to Capital Outlay Fund.

RECOMMENDATION: Authorization is requested to issue a change order to the existing contract with KYA Services LLC in the amount of \$185,235.54 to support campus-reviewed and confirmed cost increases due to DSA required scope changes and construction delays, as well as \$8,226 for District requested builder's risk insurance for a revised contract amount of \$1,730,975.93. Delegation of authority is requested to the Vice Chancellor, Finance and Facilities or District Director, Purchasing, to execute the change order on behalf of the District subject to Board ratification.

Fred Williams

Recommended by


Approved for Submittal

3.e

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	March 22, 2022	Information	X
		Enclosure(s)	X
SUBJECT:	Guided Pathways Essential Practices: Scale of Adoption Self-Assessment: Cypress and Fullerton Colleges		

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 (CCCCO) requires all colleges (not NOCE) to submit progress reports on their Guided Pathways Essential Practices: Scale of Adoption Self-Assessment on an annual basis, beginning in 2019. So, a progress report is due from Cypress and Fullerton Colleges to the state Chancellor's Office this year. Therefore, we are presenting the self-assessment reports by Cypress and Fullerton Colleges for the Board's review. 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.

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.a.2
Item No.

Preview

Status: Draft

Details

College

Cypress 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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Awaiting Submittal

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Damon de la Cruz PhD

Professor

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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

At scale

Progress to Date

Progress to Date Implementing Practice *

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.

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. Additionally, Program Mapper includes information about occupations associated with each program, as well as wages and labor market demands.

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.

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.

We also have formed Completion Teams to support each meta-major that include a Career Coach. Part of the role of the Career Coach is to help solidify the links between majors and careers for students.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

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.

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.

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 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).

Term and Year

Fall - 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 *

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.

Our implementation of Program Mapper ensures that programs provide a clear map to degree and certificate completion as well as employment outcomes for students.

CC CareerConnect provides employers and students with an online job resource for posting and applying for internships and jobs.

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 as in-person instruction ramps up.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The current Program Mapper information is being reviewed by Peer and Data Coaches in all 8 academic paths 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.

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 more 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. 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 be focused on employment outcomes.

Departments will review and revise certificates to ensure they prepare students for employment/education.

Term and Year

Fall - 2022

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 *

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.

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.

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.programfindero.c.com>

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Our next steps include the expansion of our Program Mapper, allowing for 3 years maps for students.

Term and Year

Fall - 2022

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

At scale

Progress to Date

Progress to Date Implementing Practice *

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.

DegreeWorks is also an accessible program that allows students to know their progress towards program completion.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

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).

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 courses from other institutions via transcripts.

Term and Year

Spring - 2022

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

At scale

Progress to Date

Progress to Date Implementing Practice *

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", their expected transfer institution, high school GPA, highest math course completed, and highest math course they enrolled in. The math course recommendations were determined through

collaborations between math faculty and counseling faculty. The math department offers paired co-requisite support courses for each transfer level math course. Students either enroll in a stand-alone course or paired course based on their responses to the Guided Self-Placement tool.

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.

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 and in our Math Learning Center, which is staffed by Math faculty and is open 65 hours per week.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

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).

Term and Year

Not Entered

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- 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.
- 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).
- The Career Planning Center and DSS collaborated to develop a career exploration and job preparation workshop series to students with disabilities.
- 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 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.
- 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.
- Several departments have developed Canvas shells that outreach to their majors and supply relevant information to students. The IR Dept. provides updated lists of student majors every semester to deans, peer/data coaches and dept. coordinators.
- Through MyPath incoming students are provided information and directed to resources to help them navigate the onboarding process.
- 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. Student Ambassadors also play help new and prospective students receive academic, emotional, and financial support throughout their journey at Cypress College.
- A transfer coach, a career center counselor, and an major-specific embedded academic counselor serve on every academic completion team.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Although most students have developed an abbreviated educational plan, there are some who have not developed and/or adhered to a comprehensive educational plan. We specified increasing the development of comprehensive

educational plans as one of our Title V grant objectives. One strategy identified to meet this objective is to expand and enhance pre-college services to ensure a comprehensive educational plan is completed.

- Degree Works 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/or changing majors
- Collaboration between student support services, counseling and faculty is occurring within each completion team to strategize mechanisms for increasing the percentage of comprehensive education plans for specific academic pathways, ranging from developing and promoting group counseling opportunities to tying education plans to course requirements/objectives where appropriate

Term and Year

Spring - 2022

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 *

- 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.
- 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. Librarians also serve on each academic completion team.
- 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.
- Disability Support Services (DSS) established a liaison system that provides faculty and deans with specialized and immediate service to aid in their support of emerging students in the classroom.

- 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.
- 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.
- Some of these courses are articulated with local high schools and Regional Occupational Programs.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Completion teams continue to identify student success workshops appropriate to their academic majors and are exploring mechanisms for effective implementation
- 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 in helping them succeed.

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 *

- The implementation of AB 705 has resulted in significant progress in providing special support to help academically prepare students to complete transfer-level math within one year. Some examples of the supports we have in place include co-requisites, online directed learning activities (eDLAs), in-person and online tutoring, supplemental instruction, group tutoring, and special “cram sessions”.
- DSS provides academic accommodations and services to students with verified disabilities to remove educational barriers and to minimize the impact of disability-related challenges.
- In collaboration with the Library and Learning Resource Center, EOPS and DSS students receive extended tutoring for additional academic support for their courses.
- The completion team faculty for Science, Math & Engineering majors has actively engaged in workshops on Grading for Equity and course re-design activities that emphasize equity. The goal of these activities is to better support students who had historically lower success rates in gateway math courses.
- Many Math courses have an optional Supplemental Instruction (SI) component where students can meet in small groups for about 3 hrs./week with an SI leader for their section.
- Completion of transfer level math within one year of students entering Cypress College increased from 10% in 2017, prior to AB-705, to 18.3% in 2020.

Timeline for Progress to Date**Term and Year**

Spring - 2020

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

- Completion Teams identified in our Title V grant will continue to develop strategies for directing and connecting students to the appropriate support services to help students succeed in their program-relevant math course.

Term and Year

Not Entered

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 *

- The implementation of AB 705 has resulted in significant progress in providing special support to academically prepare students complete transfer-level English within one year. Some examples of the supports 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.
- 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.
- DSS provides academic accommodations and services to students with verified disabilities to minimize the impact of disability-related challenges.
- 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.
- Additionally, in Fall 2020 we offered an ESL course equivalent to Freshman Composition, a curricular structure that has demonstrated high throughput for ESL.
- The completion team faculty for Language Arts majors has actively engaged in workshops on Grading for Equity and course re-design activities that emphasize equity. The goal of these activities is to better support students who had historically lower success rates in gateway English courses.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Completion Teams identified in our Title V grant will continue to develop strategies for directing and connecting students to the appropriate support services to help students succeed in their program-relevant math course.

Term and Year

Spring - 2022

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 *

- We have many available support services in place to support under-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.
- 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).
- We also have several high-touch cohort programs such as Legacy, Puente, EOPS/CARE, CalWORKs, Veteran's Resource Center, Athletics, and STEM2 to help students succeed in college-level courses.
- Through the Student Equity and Achievement (SEA) Plan, disproportionately impacted groups were identified and specific activities have been outlined to best serve these student groups within that plan.
- Disability Support Services provides intensive support to students with verified disabilities to minimize the impact of disability-related challenges.
- EOPS/CARE & CalWORKs provides wraparound services, and support students with academic counseling, financial aid assistance and specialized workshops.
- Guardian Scholars is available to all current and former foster youth to ensure their academic, career, and personal success.
- The Grads to Be Program was established and is aimed at providing a variety of services and resources for our undocumented students.
- All student support services and counseling are available online/virtually in order to serve a wide range of students more equitably
- Pathway areas have identified transfer, career, counselor, librarian, and Disability support liaisons
- Completion teams facilitate connections to services and supports needed by students in their specific pathways; faculty peer & data coaches facilitate increasing faculty knowledge about services and supports available to students

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Expand and/or enhance high-touch cohort programs. Scale practices and services provided within cohort programs to all students.
- Expand the reach of Completion Teams to explore and implement strategies to identify and support poorly prepared students to succeed in college-level courses.

Term and Year

Spring - 2023

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

At scale

Progress to Date

Progress to Date Implementing Practice *

- 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.
- 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.

- 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.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- 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.

Term and Year

Spring - 2022

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

- 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 have expanded their capacity in career services and the transfer center to provide workshops and reach out to students who have not identified a major or completed an Education Plan.
- College has identified new software (Starfish) for increased communication between students, counselors, and instructional faculty which is currently in the pilot phase.
- Completion teams in each academic pathway are collaborating with counseling faculty on mechanisms for monitoring student progress unique to their pathway
- Institutional Research provides updated student major information to deans, department coordinators, and completion teams

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- 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.

Term and Year

Fall - 2022

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

- 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.
- 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.
- We have begun to explore processes for auto-awarding certificates and have implemented a small auto-awarding pilot to develop best practices
- We are also working toward better processes for front loading transcripts for students who have attended courses at other colleges so that they can more clearly see what remains to be completed
- 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.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- 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).
- An implementation team has been selected for Starfish. This group has worked toward configuration of Starfish and is currently piloting Starfish in 20 CRNs, primarily with peer/data coach faculty.
- Admissions & Records and Student Support Services is currently working to frontload transcripts for students, which has been a barrier for students to monitor their own progress.
- Developing 3 year maps for identified academic pathways to support students who cannot attend full-time has been identified as a priority activity within some completion teams

Term and Year

Spring - 2023

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

Planning to scale

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

- 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.
- We are currently piloting Starfish. Early alert is among the first features that will be implemented.

Timeline for Progress to Date**Term and Year**

Fall - 2021

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

- Starfish 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.
- 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.

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 systematic

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

- We have embedded counselors in each “meta-major” area that are familiar with limited-access programs and are able to redirect students as needed.
- Also, 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.
- Finally, Program Mapper can be used to explore programs that align with a limited-access program.

Timeline for Progress to Date**Term and Year**

Fall - 2021

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

- Health Science and CTE completion team members are currently addressing student needs in limit-access programs to strategize on how to assist these students.

Term and Year

Fall - 2022

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 ***

- There are several strategies our college has used to ensure our course offerings align with student needs.
- The Deans in each “meta-major” regularly participate in enrollment management activities, particularly during critical registration periods.
- 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.
- 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.
- Completion teams have begun to explore optimal course offering patterns based on available data and in conversation with deans and department faculty.
- The college is exploring tools such as Ad Astra and Course Scheduler to facilitate better scheduling practices focused on efficient student completion
- The pandemic has resulted in renewed exploration of optimal instructional modalities, including online instruction that will continue in areas in which it was not utilized before, and an increase in hybrid models of instruction. As the college assesses student success and student needs post-pandemic, we will likely arrive at a "new normal" for patterns and modalities of course offerings.

Timeline for Progress to Date**Term and Year**

Fall - 2021

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale *

- 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 to remote instruction and the related uncertainties.
- Completion Teams in our Title V grant (Component 2, Strategy 2) will continue to explore additional strategies for optimal course scheduling as well.
- As noted above, post-pandemic course scheduling will incorporate successful new and hybrid learning models based on lessons learned and feedback from faculty and students

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

Not systematic

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

- Program learning outcomes (PLOs) are examined in the program review process to ensure that they align with further education and employment.
- We also conduct a survey of graduates to assess program learning outcomes as well as institutional learning outcomes.
- Cypress participates in the CTE Outcomes Survey to track student employment and wage gains.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- 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).

Term and Year

Spring - 2023

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- 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.

- Fall 2020-Spring 2021, Title V Faculty Peer and Data coaches participated in the Long Beach College Cultural Curriculum Audit. The goal of this three day workshop is to redesign a course with a focus on increasing equity and student success. The program is designed for both synchronous and asynchronous instruction.
- Spring 2022- CoRe (Course Redesign), is the Cypress College version of the LBCC workshop that is being facilitated by Title V Faculty Peer and Data coaches.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- 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.
- Title V peer and data coaches will continue to provide CoRe workshops to faculty across campus. The goal is for every faculty member on campus to have gone through the training.

Term and Year

Spring - 2023

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- 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.
- Students studying science can join our STEM² program, which promotes internships and summer research opportunities for Cypress College students at universities and in conjunction with NASA.
- Also, many departments offer Independent Study courses that are used for this purpose.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- One possible next step is to ensure that all programs have a component of experiential learning that is embedded into the coursework.

Term and Year

Spring - 2022

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- 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.

Timeline for Progress to Date**Term and Year**

Spring - 2022

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

- The next steps are to ensure all full-time faculty are participating in learning outcomes assessment.
- Also, we plan to increase adjunct faculty participation in this process.

Term and Year

Spring - 2022

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 ***

- 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.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- The next steps are to ensure all full-time faculty are participating in learning outcomes assessment.
- Also, we plan to increase adjunct faculty participation in this process.
- Student Services will soon use eLumen to report on SSSLOs, assessment, and program improvement.
- Wheelhouse-Copilot/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. An additional cohort of faculty is participating in Spring 2022.

Term and Year

Spring - 2023

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- 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 meta-major.

Timeline for Progress to Date**Term and Year**

Fall - 2022

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

- 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 skillsets, as well as reporting these on professional social media.

Term and Year

Spring - 2023

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 ***

- 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.
- The college has also utilized large scale student satisfaction surveys (e.g., the Noel-Levitz Student Satisfaction Inventory) 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.
- The college is a member of the California Community College Racial Equity Leadership Alliance. Members 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.

Timeline for Progress to Date

Term and Year

Fall - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- 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.
- Timeline for implementing next steps: Fall 2021 (first survey), Fall 2022, Fall 2023
- National Assessment of Collegiate Campus Climates (NACCC) (3 surveys-through USC Alliance)

Term and Year

Spring - 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 *

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. Student leaders helped define “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. Students are now being identified to be a part of the college completion teams and to have wider representation on campus-wide committees.

Course Alignment

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 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.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 GP SOAA SP20 Final.pdf	Self-Assessment	2/28/2021, 7:34:35 AM	N/A

Success Story (Optional)

Story: Course ReDesign for Student Success

Title *

Course ReDesign for Student Success

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Ruth Gutierrez	Guided Pathways Faculty Co-Chair	rgutierrez@cypresscollege.edu	(714) 403-7476

Challenge *

The Cypress College peer and data coaches recognize the importance of equity in the classroom and culturally relevant pedagogy. Their work on completion teams and with their cohort of coaches highlighted the need to critically evaluate their own courses and support other faculty in course evaluation as well.

Success Story *

Through Title V and the Curriculum Committee, peer and data coaches were given the opportunity to participate in the Long Beach City Cultural Curriculum Audit (described in Pillar 4, Practice B). After participating in the curriculum audit, the Curriculum Chair wanted to do a develop a version of this at Cypress College. A data coach who had completed the curriculum audit agreed to facilitate this at Cypress College. The Course Redesign (CoRe) was developed and had an initial cohort of 15 full-time faculty members from across campus participate in January 2022. During the 3-week program, faculty were provided with materials and lessons to review asynchronously on Canvas and meetings were held twice a week for 1.5 hours a session. These meetings provided faculty members with guest speakers and the time and space to connect with their fellow cohort-members.

Participants worked through assignments and are in the process of completing deliverables that can be used in their courses.

Outcomes *

Here are what some of our participants have said:

“This workshop program was the best! I recommend it to everyone! It is a must! We are going to have 2 peer meetings this semester to catch up with each other. Plus, Angela and Janet were amazing! They provided us enough materials and ideas already to help us continually improve our courses through the end of our teaching careers! What a remarkable experience!”

“I learned so much and my brain is so full. I have been teaching since Jan 1983 and I wish that I had taken this class sooner in my career. I am recommending it to all faculty within earshot.”

“I very much hope this continues and we eventually can get all our faculty into this course. It has been very helpful, even in the short time we have been together. I think our students are going to be pleasantly surprised and very welcomed when we start classes again next week.”

As we expand this program to additional faculty members, we look forward to assessing outcomes quantitatively.

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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NOVA Site Version: 4.47



**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:

Date:

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 of study</u>

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@cccco.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
<p>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”.</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>1. MAPPING 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>Place an X next to one:</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 organized our certificate and degree programs into seven (7) broad, career-focused academic communities. They include:</p> <ul style="list-style-type: none"> • Applied Technology, Engineering, and Mathematics • Language and Communication • Science, Health, and Wellness • Visual and Performing Arts & Design • Business • Public Service and Education • Social and Behavioral Sciences <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Spring 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</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>1. a. 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>None</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>None</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 Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 characters)</i> 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.</p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</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>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 applications 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.</p> <p>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.</p> <p>Fullerton College has been a leader in the development of Associates Degrees for</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>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.</p> <p>Transferable General Education patterns have been developed and are updated annually by the Articulation Office.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2018</p>	
<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>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</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>Detailed program information will be available on the college website for over fifty (50) of our most populated programs by the end of spring 2022. Fullerton College utilizes Program Mapper software to display information about our programs</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Publish employment and further education opportunities for all remaining programs at Fullerton College in Program Mapper.</p> <p><i>Timeline for implementing next steps:</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
		including employment and further education opportunities. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2022	Fall 2022
1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Over 100 of our transfer degrees and certificate programs have been mapped in a collaborative effort between discipline faculty, counseling faculty, and the Office of Institutional Effectiveness. Over 50 of those maps have been built inside Program Mapper which is planned to go live on the Fullerton College website later this term (spring 2022). Term, if <i>at scale</i> or <i>scaling</i> : Spring 2022	<i>Next steps: (1,000 character)</i> We have several next steps including: <ol style="list-style-type: none"> 1. Collaborate with Campus Communications to integrate Program Mapper into the current FC website. 2. Collaborate with the campus to create clear design principles to guide the mapping of our AA/AS non-transfer degrees, our ADT/transfer degrees, and our Certificate programs. 3. Create an asynchronous CANVAS shell to support faculty as they continue to build new curriculum

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>maps for their programs and students.</p> <p>4. Create a curriculum mapping oversight committee to support this ongoing work.</p> <p><i>Timeline for implementing next steps:</i> Spring 2022</p>
<p>1. 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>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<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 Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</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>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</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>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>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</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</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>Fullerton College’s new student onboarding tool MyPath was developed to support our Guided Pathways framework and help students choose and enter their pathway. Our MyPath tool includes a career/major research assessment task. The task consists of completion of our SuperStrong assessment that helps identify students’ top career interests and</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Fullerton College will continue to monitor and develop our MyPath tool to support our new student onboarding process. Future integration with our MyPath tool may include:</p> <ul style="list-style-type: none"> CCCCO SuperGlue data element to provide a system wide student onboarding process.

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>view related Fullerton College degrees and certificates. The assessment results will support the development of a full-program plan of study when meeting with an academic counselor.</p> <p>New students first attend a Group Advising session, where they learn the matriculation process and a little about programs and services offered on our campus. During group advising, each student is provided with a one-semester education plan to get them started (this is regardless of knowing their career choice or major yet).</p> <p>For those who are undecided or want to make sure they are choosing the right career path, they are advised to take Counseling 151. Not all students will enroll in Coun 151, so it is also advised to meet with a counselor and discuss their interests and options. It is recommended that students go to our career center for exploration, where they can take career and personality assessments or take the SuperStrong. After these assessments, students are scheduled with a counselor for interpretation and guidance.</p>	<ul style="list-style-type: none"> • Provide a comprehensive system data integration of CCGI, Cal-Pass, Cal. Dept of Ed placement data within MyPath to support AB705 and AB1885. <p><i>Timeline for implementing next steps:</i> 2022-2024</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>During a counseling session, counselors will also show students various career exploration websites so they can dig deeper on their own. They advise them to attend program orientations based on their interests (ex: Allied health careers, career education, etc...). Counselors will also advise the student to reach out to a professional who is working in the field they are interested in and interview them to find out more about that career. They ask the student to make a follow-up appointment so more guidance and a comprehensive education plan can be provided.</p> <p>These activities and especially the counseling 151 course assist students in determining their career path. Once they have decided, it is recommended they meet with a counselor to provide a comprehensive education plan. If the student remains undecided but wants to take some courses to see how they like the area of study, an abbreviated education plan will be completed. All student's education plans are stored in DegreeWorks, where they can access them</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>anytime. In addition, we have a link on our counseling website that shows the steps to accessing their education plan.</p> <p>In 2020-2021 4824 awards were given by Fullerton College. Of the 4824, there were only 4634 unique students in that bunch, that is there were some students that received multiple awards.</p> <p>Of the 4634 students, 4587 had met with a counselor... that is 98.99%!</p> <p>Of the 4634 students, 4390 of them had an ed plan created for them... that is 94.73% —Of the 4390 SEPPs, 1035 were abbreviated which is 23.58% AND 3355 were comprehensive which is 76.42%.</p> <p>Also, just to clarify, these percentages are with respect to the students who had an ed plan and that was almost 95% of our graduates.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Scaling</i> Spring 2022</p>	
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</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
Regional training On campus /individual training Technology Reporting/data Other			
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<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>Most of our efforts to support students in their program of study have been housed in a program we call Hornets Tutoring.</p> <p>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 inside the classroom and during organized study sessions that are generally right before and after class.</p> <p>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.</p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We continue to focus on increasing our success in Math and English as those two courses/requirements are challenging students more than specific courses in other academic programs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ongoing</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>develop stronger reading, note-taking, time-management, and study strategies that are appropriate to their pathway.</p> <p>Also, Embedded Tutors model and nurture strong academic mindsets, such as help-seeking behavior, growth mindset, and mindfulness.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2019</p>	
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</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>

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>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</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>The Academic Support Center offers FC MILES (Math Institute for Learning Enhancement Success), 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue offering FC MILES math support program to students enrolled in a math course in fall and spring terms, as well as boot camps during winter and summer.</p> <p>Fullerton College has finished its analyses of Math AB705 placement data. In examining the success data, it was clear that our remedial MATH 40 course could not meet the threshold to be in compliance with AB705. Beginning in Fall 2022, Fullerton College will achieve full implementation of AB705 by ensuring that all U.S. high school graduate students are placed into transfer level math coursework.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>

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<p>2. c. 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>
<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 Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>We have eliminated all pre-transfer level ENGL classes, so that all students are placed directly into a transfer level ENGL class.</p> <p>We have scaled up our offerings of ENGL 101, a college writing class with an extra hour of instruction devoted to student success skills.</p> <p>We have staffed each one of these sections with an embedded tutor for additional, concurrent support. We have also expanded the use embedded tutoring in our ENGL 100 classes (our traditional gateway ENGL class).</p> <p>We have revised the curriculum of both of these classes in order to accurately align them as well as clarify their institutional mission in the pathways era.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Beginning in the fall of 2022, we will start piloting hybrid versions of our college writing classes to see if that is a modality that can increase success rates, reduce equity and access gaps, while still maintaining pedagogical rigor. To be clear, we are offering this modality now, but only as an emergency “pandemic teaching” option.</p> <p>We are also going to analyze various OER resources to see if they can strengthen access and success rates by reducing the financial burden on students.</p> <p><i>Timeline for implementing next steps:</i></p> <p>By the end of Spring 2023.</p>

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		<p>We have created ENGL 110, an open access college writing class designed specifically for second-language learners.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2019</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</p> <p>Regional training On campus /individual training</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>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></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>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.</p> <p>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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>

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		<p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>2. 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>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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.</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>We have several programs designed to motivate and prepare students to enter college-level coursework including:</p> <p>Jump Start: A program to create awareness for jr. highs, 9th-11th graders, and all parents regarding community college.</p> <p>Continuation Schools Initiative: The collaboration between Fullerton College, Gilbert, Brea Canyon, El Camino, Anaheim, and La Vista/ La Sierra High Schools was</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to collaborate with local high schools and other feeders to increase utilization of our services and support.</p> <p>Continue to expand transition and onboarding support for all incoming students to ensure students have key milestones met before they enroll in college (i.e. student education plan, placement, financial aid, etc.)</p>

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		<p>created to increase the number of "continuations" that attend Fullerton.</p> <p>Males Achieving Success (MAS): The goal of MAS is to encourage and support males in the 9th-12th grade to gain confidence in themselves as learners, develop financial literacy, jobs through CTE, and to pursue a higher education at Fullerton College.</p> <p>Fullerton's HS Partners' Breakfast: Every year Fullerton hosts a one-day High School Partners' Breakfast for approximately 150 participants from our feeder schools to keep them in the loop regarding all things FC to ease the transition for their students.</p> <p>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, matriculation assistance, and counselors to answer registration questions that will help ease their transition to college.</p> <p>Counseling 140: Fullerton offers nearly 50 sections of Counseling 140 in local high school districts.</p> <p>Fullerton College HS Counselor Visits (remote & in-person): Counselors help</p>	<p>Ensure student information systems and student data are accurate to track student progress during the transition to college and during the first year.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Clean data, ASAP; by end of summer 2022.</p> <p>Starfish case management for special program students by 2022-23 academic year.</p> <p>First year experience case management system built and implemented by 2023-24 academic year.</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>seniors who did not complete the Counseling 140 class complete their Student Education Plan (SEP) for over 1200 students a year.</p> <p>We also work with Financial Aid, Promise, and EOPS to make sure students receive all the support required to be successful. Those projects include:</p> <p>Virtual Financial Aid and Application Workshops: We partner with Financial Aid to assist seniors complete their Financial Aid applications (FAFSA or CA Dream Act) along with their Fall online application.</p> <p>Dual Enrollment Project: Fullerton offers nearly 125 sections of non-counseling dual enrollment classes.</p> <p>EOPS/CARE Annual College Prep Conference: Designed to motivate Title I students to consider higher education at Fullerton.</p> <p>EOPS Outreach: Fullerton provides workshops to assist students with their Fullerton College, EOPS, and Financial Aid applications.</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>Principals' Luncheon: Each semester the President's Office and Campus Communications Office hosts principals from the college's 30 feeder high schools.</p> <p>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, provide general college information, and offer contract college courses for their students to take to gain interest in college.</p> <p>Promise Family Info Nights- We host Promise information nights for high school seniors planning to attend FC after high school to become familiar with the Promise requirements, benefits, and what support will be available for them in order to complete all steps.</p> <p>Host over 100 matriculation workshops a year virtually, at our college, and at high schools to assure all students are ready for their first year at FC.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2018</p>	
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</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
Regional training Technology Other	On campus /individual training Reporting/data	Team to build out technical support for all student tracking and support initiatives, including Starfish, data coaches, financial aid advisors, first-year experience advisors, etc.	We need clean data to accurately and intentionally provide case management for students.

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 3:</p> <ul style="list-style-type: none"> • 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? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</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>Students who choose to be part of one of our student support programs (EOPS, Puente, etc.,) are monitored for completion. Students who choose to make an appointment with a counselor are monitored for completion.</p> <p>The campus is working to improve our ability to monitor and audit student progress. We are working to improve this on several levels.</p> <p>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.</p> <p>Second, we are "cleaning up" our curriculum data in Banner. Our current</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue our efforts to build out campus use of Starfish to case manage students.</p> <p>Continue our efforts to clean up our Banner Data.</p> <p>Continue our efforts to onboard student's complete educational histories at the start of their academic journey.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2023</p>

		<p>degree audit software, Degree Works, is almost unusable. One reason it is unusable 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. We are hopeful that those corrections will be completed by fall 2022.</p> <p>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 Degree Works 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Other			
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>Place an X next to one:</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>Students cannot easily see how far they have come and what they need to do to complete their program.</p> <p>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.</p> <p>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:</p> <p>Creating a process and system that will allow us to process “other college transcripts” and AP units for students as they enter the college.</p> <p>Updating clerical errors in Banner related to CID, GE Attributes, and Equivalencies with our sister college (Cypress College).</p> <p>Cleaning up student data or finding ways for other systems to read clean student, faculty, and staff data from Banner.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue our efforts to make real time degree audit a reality for our students and student support professionals.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2024</p>

<p>3. b. 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>
<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 Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>We are currently piloting the Starfish Connect and Engage modules. We are using one academic referral (to our Academic Support Services for tutoring) and one counseling referral. The pilot includes faculty in Math, English, and Communication Studies and approximately 1,000 students. It also includes the collaboration and support of our Academic Support Center and Counseling teams.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Fall 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We plan to continue to expand our integration and use of the Starfish Connect and Engage modules.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Our goal is to have early alert available to all faculty by fall 24.</p>
<p>3. c. 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>
<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</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Fullerton College does not currently identify students we think are unlikely to be accepted into limited-access programs.</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>

<p>another more viable path to credentials and a career</p>	<p>Scaling in progress At scale</p>	<p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>3. 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>
<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></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>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Fullerton College will begin to pilot College Scheduler for summer 2022. This software will help match students with classes that fit both their education plan and their personal schedule.</p> <p>In the future we hope to have predictive analytics that help inform decisions about course offerings.</p> <p><i>Timeline for implementing next steps:</i></p>
<p>3. 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>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
<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>4. 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 Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Institutional Student Learning Outcomes (ISLO) have been successfully revised and have now been approved through our college shared governance process. The new design principles and rubric for the Program Student Learning Outcomes (PSLO) have also been finalized through the Guided Pathways initiative, and the college has developed a process to vet them out. The rubric is a tool that will assist faculty in revising PSLOs in a meaningful way and recommends supporting documents for consideration, including Redesign Principles, ISLOs, Blooms Taxonomy, and the National Association of Colleges and Employers (NACE) Core Competencies. Currently the focus is to revise the Program Student Learning Outcomes for the top fifty programs, and this effort has already</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Through a collaborative effort with the Student Learning Outcomes Committee, Curriculum Committee and Guided Pathways, a timeline has been developed to maintain progression of revision of PSLOs across all Fullerton College programs. The SLOA committee will modify the timeline as necessary to ensure that PSLOs meet the rubric criteria as best as possible. Methods of assessment for PSLOs will continue to be discussed and implemented per department standards and using High Impact Practices where appropriate.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ultimately the aim is to have all programs at Fullerton College revise and assess</p>

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		<p>begun. As part of the process, PSLOs are vetted out by the Student Learning Outcomes and Assessment Committee (SLOA) before final approval from the Curriculum Committee. This process has also informed the revision of Program Review and there are now questions regarding revision and assessment of PSLOs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring - 2022</p>	<p>PSLOs as standard practice. The hope is that within the next two primary terms, all programs at Fullerton College will revise PSLOs. The Student Learning Outcomes and Assessment Committee is continuing to encourage programs to submit their revised PSLOs. Discussions on assessment of PSLOs are occurring to some extent within departments, and the hope is that various groups on campus, such as Curriculum, SLOA, Program Review, and others will collaborate to aid the development of a process to help faculty campus-wide achieve this feat.</p>
<p>4. a. 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>
<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>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>There is evidence that some faculty are engaging in active and applied learning. Unfortunately, we do not have a campus inventory of those practices. In the fall of 2022, as part of Program Review, instructional programs were asked to</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Our Instructional Success teams are reviewing the campus Program Review statements to help create an inventory of ongoing examples of high impact teaching practices.</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>create an inventory of practices being used in their respective departments.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Our Instructional Success Teams will work with our Department Coordinators to refine the information collected from Program Review.</p> <p>Our Instructional Success Teams will work with discipline faculty to increase the use of active and applied learning where warranted.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2022</p>
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</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. 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></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>Fullerton College has internship classes for students in specific disciplines. Currently, we offer the following internship classes:</p> <ul style="list-style-type: none"> • Art: ART 298 • Automotive: AUTO 051 • Bio Tech: BIOL 297 • Computer Information Systems: CIS 295 	<p><i>Next steps: (1,000 character)</i></p> <p>To expand the program to students who may not fall into the internship courses listed in the previous section, we will open Work Experience 192 and 193. In these courses, students from any discipline can participate in an internship and gain the experience of working with an employer in the workforce.</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
		<ul style="list-style-type: none"> • Fashion: FASH 299 • Interior Design: IDES 240 • Journalism: JOUR 290 and 291 • Paralegal: PLEG 210 • Photography: PHOT 290 and 291 • Political Science: POSC 198, 199 <p>To ensure that the internship programs above are in compliance with Federal (Title V), State (California Education Code), and District (NOCCCD) policies and procedures, the Internship Program Coordinator has developed procedures for faculty, employers (internship hosts), and students to follow. These procedures include completing an Internship Placement Form that details the student's three required Learning Objectives, student's agreement to follow district board conduct policies, and a pre survey based on the National Association of Colleges and Employers 8 core competencies. Once the student has completed and submitted this form, it is forwarded to their supervisor and faculty member for review and approval. Additionally, the student will receive bi-weekly timesheets as well as a midterm and final evaluation that they are required to complete. Lastly, the employers are asked to read and sign the NOCCCD Internship Agreement at least once every 5</p>	<p><i>Timeline for implementing next steps:</i> Move beyond compliance and create more opportunities for students and connections with employers by spring 2023. Work with curriculum committee to reactivate course so that more students can participate in the internship program.</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>years to remain in compliance with district policies.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Since Fall 2017, there these policies and procedures in place to ensure that the internship program as well as the students, faculty, and employers who participate are in compliance with federal, state, and district guidelines.</p>	
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p> <input checked="" type="checkbox"/> Policy guidance Connections with other GP teams <input type="checkbox"/> Regional training <input checked="" type="checkbox"/> On campus /individual training <input type="checkbox"/> Technology 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></p> <p> <input type="checkbox"/> Not occurring <input checked="" 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>Fullerton College is engaged in a campus wide effort to rewrite our PSLOs for all programs. Part of that effort includes the development of appropriate tools for evaluating PSLOs. Current options include exit surveys, ePortfolios , capstone classes, and student focus groups.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The campus SLOA and Curriculum Committees are working to develop campus standards, processes, and procedures for new PSLOs and their assessment.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>
<p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p> <input type="checkbox"/> Policy guidance Connections with other GP teams </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
Regional training Technology Other	On campus /individual training Reporting/data		
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<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>Results of student learning outcomes are included in Program Review. Our program review documents are being used by our Instructional Success Teams. Instructional Success Teams (IST) are comprised of a Data Coach (faculty member), Equity Coach (faculty member), Professional Learning Coach (faculty member), and Student Support Coach (Classified Professional). There is one IST per academic division.</p> <p>Our Staff Development Faculty Coordinator/Chair of the Professional Learning Committee guides the ongoing efforts of the IST as well.</p> <p>SLO data is also being used to inform discussions of student success. Many programs are reporting higher levels of success on their SLOs than in their actual classes. These efforts are led by the Institutional Integrity Committee.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</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>4. 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>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 Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Currently the vast majority of programs use transcripts to document learning. Fullerton College has purchased ePortfolio software (Portfolium), and we started a pilot with faculty in spring 2022. In this pilot, Guided Pathways Workgroup #4 is working with 7 faculty members from various disciplines to develop an ePortfolio project in their course for Spring 2022. Currently, faculty are learning how to utilize Portfolium software to create and post signature assignments for students. By creating an ePortfolio in Portfolium, students will have the opportunity to exercise and employ metacognition to identify the knowledge, skills, and abilities that they are gaining in the course. With this awareness, they can more easily identify and discuss their knowledge, skills, and abilities to obtain gainful</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The next steps for the ePortfolio Pilot project are</p> <ol style="list-style-type: none"> 1. Disseminate post survey to pilot students and faculty to ensure they can navigate Portfolium and maximize its features to post and complete signature assignments. 2. Plan for Fall 2022 where we will continue the pilot and invite approximately 7 new faculty that will be mentored by the original pilot faculty. <p><i>Timeline for implementing next steps:</i> Spring 2022</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>employment and/or transfer to a four-year institution.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</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>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</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>Fullerton College actively assesses the effectiveness of our educational practices including the SENSE (FALL 2019) and CCSSE (SPRING 2021). Those results were evaluated by the campus in a Survey Inquiry Group (SIG) during the Summer of 2021.</p> <p>The SIG included students, fulltime and adjunct faculty (selected by the Faculty Senate), classified professionals, and managers. The six-week session was led by the entire staff of our Office of Institutional Effectiveness. Close to 50 members of the campus participated.</p> <p>The SIG examined the results from eight (8) surveys including: Career & Technical</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The campus, under the leadership of the Office of Institutional Effectiveness, will develop a survey schedule to ensure regular and ongoing collection of data related to the effectiveness of our educational practices including future use of the SENSE and CCSSE.</p> <p>The campus, under the leadership of Guided Pathways, is discussing ways to institutionalize the Survey Inquiry Group activities (every two or three years).</p> <p><i>Timeline for implementing next steps:</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>Education Employment Outcomes Survey, Community College Faculty Survey of Student Engagements, Fullerton College Climate Survey, National Assessment of Collegiate Campus Climates (USC), National Initiative for Leadership and Industrial Effectiveness (PACE), Real College Survey, and the Survey of Entering Student Engagement.</p> <p>The SIG produced a report that was shared with the entire campus including the Professional Learning Committee, the Pathways Steering Committee, Student Equity and Achievement Committee, Management Team meeting, Program Review Committee, Associated Students, Classified Senate, Faculty Senate, Presidents Advisory Council, and directly to faculty at division and department meeting presentations.</p> <p>The findings of these assessments are informing ongoing discussions about professional learning at Fullerton College. Also, based on recommendations from the SIG, we are currently developing a “Belonging and Student Voice” proposal that will include student focus groups intended to drill down into the data that were collected during the SIG.</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
		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2022	
<p>4. g. 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>		<i>Support Needed – Detail: (1,000 character</i>	<i>Challenge or barrier: (1,000 character)</i>

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>
<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s) X Students serve on campus GP advisory committee(s) X Student focus groups Other:</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>The Pathways Steering Committee has made an intentional effort to include students in the planning and implementation of reforms. Specifically:</p>

	<ol style="list-style-type: none"> 1. Associated Students has two representatives on the Pathways Steering Committee. Those representatives are also invited to participate in one or more of our four guided pathway workgroups. 2. The Pathways Steering Committee reports regularly to the AS Senate. 3. Student Focus Groups have been used to guide reforms to our admissions and onboarding processes. 4. Students participate in our campus wide symposiums related to Guided Pathways. 5. Hundreds of students are involved in our Starfish early alert and student success team pilots 6. Thousands of students participated in the naming of our meta-majors and our program sorting processes. 7. Students participated in the 2022 summer Survey Inquiry Group (SIG) which recommended a campus commitment to the ongoing collection of student voices.
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>
	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p>The College would like to align course offerings with student education plans but currently that is not possible.</p> <ol style="list-style-type: none"> 1. We do not have accurate Banner information to facilitate looking at the intersection of student education plans and class scheduling. 2. Course offerings are determined 12-24 months before the actual semester occurs.

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	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.
Title:	
Follow-up Contact Person(s): Matt Taylor or Dani Wilson	
Challenge: (1,000 character)	
Success Story: (10,000 character) Should we use our AB705 implementation and Math/English data as our success story?	
Outcomes: (1,000 character)	
<p><i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i></p> <ul style="list-style-type: none"> 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 	

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 22, 2022

SUBJECT: Academic Personnel

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

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

B. V. Dipt Buhl

Approved for Submittal

5.a.1

Item No.

Academic Personnel
March 22, 2022

RETIREMENTS

Chan, Theodore	FC	Chemistry Instructor Eff. 07/01/2022 PN FCF645
Porter, Deidre	CC	Counselor Eff. 03/09/2022 PN CCF789

CHANGE IN SALARY CLASSIFICATION

Gross, Jacqueline	FC	Graphic Arts Instructor (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 08/24/2020
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LEAVE OF ABSENCE

@00004715	FC	Faculty SB 114 (SPSL) Paid Leave using Supplemental Paid Sick Leave Eff. 01/26/2022 (3 hours)
@00858534	FC	Faculty SB 114 (SPSL) Paid Leave using Supplemental Paid Sick Leave Eff. 02/22/2022 (7.5 hours) Eff. 02/23/2022 (7.5 hours) Eff. 02/24/2022 (7.5 hours)
@01344777	CC	Faculty AB 2393 Parental Leave (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/21/2022-04/08/2022
@01427701	CC	Director Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/11/2022-04/11/2022

Academic Personnel
March 22, 2022

@01504849	FC	Faculty SB 114 (SPSL) Paid Leave using Supplemental Paid Sick Leave Eff. 01/27/2022 (6.5 hours)
@01561338	CC	Faculty SB 114 (SPSL) Paid Leave using Supplemental Paid Sick Leave Eff. 02/01/2022-02/03/2022 (4 hours)
@01742083	FC	Faculty AB 2393 Parental Leave (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/21/2022-05/21/2022
@01874732	FC	Faculty AB 2393 Parental Leave (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/09/2022-03/25/2022
Barsamian, Aram	FC	Music Instructor Load Banking Leave With Pay (11.67%) Eff. 2022 Spring Semester
Lee, Eunju	CC	Mathematics Instructor Load Banking Leave With Pay (13.33%) Eff. 2022 Spring Semester
Tiangco, Jefferson	FC	ESL Instructor Load Banking Leave With Pay (1.67%) Eff. 2022 Spring Semester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2022 SPRING SEMESTER

Fleck, Jordan	CC	Column 1, Step 1
Johannsen, David	CC	Column 3, Step 1
Ko, Hyun	FC	Column 3, Step 1
Swytak, Judith	CC	Column 2, Step 1

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

Sober, Dustin	FC	Column 2, Step 1
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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 22, 2022 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
March 22, 2022

RETIREMENT

Joy, Karen CC Administrative Assistant II
12-month position (100%)
Eff. 09/01/2022
PN CCC844

RESIGNATIONS

Volcy, Tyesha NOCE Manager, LEAP NOCE
12-month position (100%)
Eff. 04/01/2022
PN SCM988

CHANGE IN HIRE DATE

Luque, Ivan CC Library Assistant II
12-month position (100%)
From: 04/01/2022
To: 04/04/2022
PN CCC963

NEW PERSONNEL

Do, Andy FC Laboratory Clerk, Chemistry
12-month position (100%)
Range 31, Step E
Classified Salary Schedule
Eff. 04/01/2022
PN FCC729

LaCrue, Dominic AC Groundskeeper
12-month position (75%)
Range 29, Step E
Classified Salary Schedule
Eff. 04/01/2022
PN DEC937

Irrigation Specialist
12-month position (25%)
Range 37, Step E
Classified Salary Schedule
Eff. 04/01/2022
PN DEC948

Classified Personnel
March 22, 2022

Watts, Alisha	CC	Health Services Administrative Assistant 12-month position (100%) Range 36, Step E Classified Salary Schedule Eff. 04/04/2022 PN CCC911
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VOLUNTARY CHANGES IN ASSIGNMENT

Zamorano, Karla	NOCE	Admissions and Records Technician (100%) Temporary Change in Assignment To: FC Administrative Assistant II 12-month position (100%) Range 36, Step E + 5% Longevity Classified Salary Schedule Eff. 04/01/2022 – 06/30/2022 & 07/01/2022 – 03/31/2023
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PROFESSIONAL GROWTH & DEVELOPMENT

Reyes Cabezas, Julio	FC	Student Services Specialist 1 st Increment (\$400) Eff. 07/01/2022
Rodriguez, Stephanie	FC	Student Services Specialist 5 th Increment (\$400) 6 th Increment (\$400) Eff. 07/01/2024

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Russell, Regina	NOCE	Administrative Assistant II 6% Stipend Eff. 02/15/2022 – 06/17/2022
Shahid, Quamrul	AC	IT Specialist, Network (100%) 6% Stipend Eff. 10/01/2021 – 06/30/2022

LEAVES OF ABSENCE

@00351480	FC	Student Services Specialist, Counseling (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/10/2022 – 01/13/2022 (40 hours)
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Classified Personnel
March 22, 2022

@01194985	AC	Skilled Maintenance Mechanic (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 10/14/2021 (8 hours)
@00360504	FC	Administrative Assistant II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/18/2022 – 01/21/2022 (22 hours)
@01437161	FC	Director, Transfer Center (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/01/2022 – 02/02/2022 (16 hours)
@01648340	NOCE	Student Services Technician (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/23/2022 (9 hours); 02/24/2022 (6 hours)
@00783825	NOCE	Administrative Assistant III (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 – 01/07/2022 (40 hours)
@01029453	CC	Administrative Assistant III, ISS (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 09/17/2021 (1 hour); 09/21/2021 (3 hours); 09/24/2021 (6 hours)
@01066339	FC	Evaluator (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 04/04/2022 – 04/29/2022 (Consecutive Leave)
@01764968	FC	Facilities Custodian I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 10/06/2021 – 10/07/2021 (16 hours)

Classified Personnel
March 22, 2022

@00001615	CC	Facilities Custodian I (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/07/2022 – 01/11/2022 (24 hours)
@00005895	CC	Clerical Assistant (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/12/2022 – 01/14/2022 (20 hours)
@01518464	NOCE	Director, Administrative Services (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/06/2022 – 01/07/2022 (16 hours)
@01628620	FC	HVAC Mechanic II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 – 01/07/2022 (40 hours)
@01211144	CC	Student Services Technician, Counseling (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/01/2022 – 02/08/2022 (48 hours)
@01601112	FC	Laboratory Clerk, Chemistry (100%) Unpaid Personal Leave Eff. 07/01/2022 – 07/06/2022
@01684049	FC	Student Services Specialist, Stdnt Sppt Services (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 – 01/10/2022 (48 hours)
@01520042	NOCE	Student Services Specialist, DSS (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/10/2022 – 01/14/2022 (40 hours); 01/18/2022 – 01/24/2022 (40 hours)
@01264519	NOCE	Facilities Custodian I (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/14/2022 (8 hours)

Classified Personnel
March 22, 2022

@01827224	FC	Administrative Assistant II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/17/2022 – 04/17/2022 (Consecutive Leave)
@00154537	AC	Risk Management Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 (8 hours); 01/05/2022 – 01/07/2022 (24 hours); 02/15/2022 (8 hours)
@01813270	CC	IT Technician II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 01/01/2022 – 06/30/2022 (Intermittent Leave)
@01813270	CC	IT Technician II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 09/08/2021 (8 hours)
@01585168	CC	Carpenter (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/26/2022 – 02/04/2022 (64 hours)
@00981659	FC	Manager, Tutoring Programs (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/31/2022 – 02/02/2022 (24 hours)
@00007934	NOCE	Instructional Assistant, ESL (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/09/2022 – 02/11/2022 (15 hours)
@00370228	CC	HVAC Mechanic II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/14/2022 – 02/15/2022 (16 hours); 02/17/2022 (8 hours); 02/22/2022 – 02/25/2022 (24 hours)

Classified Personnel
March 22, 2022

@00212912	FC	Admissions and Records Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/31/2022 (9 hours)
@01222444	CC	Financial Aid Technician (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 02/16/2022 (8 hours)
@00831637	FC	Administrative Assistant II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 01/04/2022 – 01/07/2022 (16 hours)
@00963335	CC	Groundskeeper (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 10/25/2021 – 10/26/2021 (16 hours)
@01256669	CC	Skilled Maintenance Mechanic (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 01/06/2022 – 01/07/2022 (16 hours)
@00007291	FC	Office Coordinator (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 01/03/2022 – 01/06/2022 (40 hours)
@01173571	FC	Administrative Assistant III, ISS (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 01/03/2022 – 01/04/2022 (18 hours)
@00955785	FC	Electrician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 11/16/2021 – 11/18/2021 (18 hours)
@01729731	NOCE	Administrative Assistant III (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/21/2022 – 02/01/2022 (64 hours)

Classified Personnel
March 22, 2022

@01152625	CC	HVAC Mechanic II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/18/2022 – 01/28/2022 (72 hours)
@00881561	AC	Human Resources Coordinator (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Eff. 01/24/2022 – 01/25/2022 (18 hours); 01/27/2022 (3 hours)
@01573662	FC	Communications Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/13/2022 (8 hours)
@01818560	AC	District Dir., Research, Planning, & Data Mgmt. (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/25/2022 – 01/28/2022 (32 hours)
@00158806	FC	Facilities Custodian I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 10/27/2021 – 10/29/2022 (24 hours)
@01058089	NOCE	Instructional Aide, High-School Lab (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/23/2022 (8 hours); 02/28/2022 (8 hours); 03/01/2022 (8 hours)
@01681651	CC	Administrative Assistant III, ISS (100%) Family Medical Leave (FMLA/CFRA/CAPDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/10/2022 – 04/22/2022 (Consecutive Leave)
@01000087	CC	Facilities Assistant (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 – 01/07/2022 (40 hours)

Classified Personnel
March 22, 2022

@01148764	FC	Student Services Specialist, Counseling (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/28/2022 – 03/03/2022 (40 hours)
@01814499	NOCE	Manager, ESL/Citizenship (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/10/2022 – 01/13/2022 (32 hours)
@01631302	FC	Facilities Custodian I (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/01/2022 – 02/09/2022 (56 hours)
@00137922	CC	Clerical Assistant (50%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 12/08/2021 (4 hours)
@01323193	FC	Admissions and Records Specialist (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 04/04/2022 – 04/29/2022 (Consecutive Leave)
@01631302	FC	Facilities Custodian I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 10/14/2021 – 10/15/2022 (16 hours)
@01671108	CC	Campus Safety Officer (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/06/2022 – 01/07/2022 (16 hours); 01/12/2022 – 01/13/2022 (16 hours); 01/18/2022 – 01/19/2022 (16 hours)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 22, 2022

SUBJECT: Professional Experts

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

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
March 22, 2022

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Arellano-Duenas, Cristina	FC	Technical Expert II	Distance Education Division Representative	20	02/07/2022	05/21/2022
Awad, Abigail	CC	Technical Expert II	Cypress College Accounting Program (CCAP) Fall 2022 Prep Project	5	03/23/2022	06/30/2022
Bautista Roman, Miguel	FC	Assistant Coach 3	Assistant Coach	26	03/21/2022	06/30/2022
Bilek, Brittany	FC	Certified Athletic Trainer	Certified Athletic Trainer	26	03/07/2022	06/30/2022
Busch, Barrett	CC	Project Coordinator	Cyber Security Curriculum Development	26	04/11/2022	06/30/2022
Carlisle, Teresa	NOCE	Project Expert	Career Pathway Specialist	22	03/28/2022	04/08/2022
Castro Rodriguez, Noemi	CC	Technical Expert II	Perkins V Transportation	26	05/23/2022	06/15/2022
Chiplunkar, Sujata	CC	Technical Expert II	Training on remote microbiology labs	15	07/01/2021	08/18/2021
Crayon, Brent	FC	Project Expert	High School Theatre Festival 2022 Judging	13	03/18/2022	03/19/2022
Do, Michelle	FC	Project Expert	High School Theatre Festival 2022 Judging	13	03/18/2022	03/19/2022
Donia, Richard	CC	Technical Expert II	Perkins V Transportation	26	05/23/2022	05/31/2022
Estrada, Steven	AC	Technical Expert II	Diversity and Inclusion Faculty Fellow Program	10	02/22/2022	06/30/2022
Fleming, Karen	FC	Technical Expert II	Weaponless Defense Safety Advisor	5	02/17/2022	05/19/2022
Fragoso, Ashley	FC	Project Expert	Educational Partnerships & Programs (Outreach)	26	02/28/2022	06/30/2022
Gardner, Keenan	FC	Assistant Coach 4	Assistant Coach – Football	20	02/28/2022	05/20/2022
Gonzalez, Yesenia	FC	Project Expert	Educational partnerships & Programs (Outreach)	26	02/28/2022	06/30/2022
Grande, Jolena	CC	Technical Expert II	SWP Local Kinesiology Integrative Health	5	03/28/2022	06/30/2022
Griffo, Ann	CC	Technical Expert II	Perkins V Counseling	10	03/07/2022	06/15/2022
Hafer, Melissa	FC	Technical Expert I	KinderCaminata	26	04/30/2022	05/20/2022
Hanson, Michelle	AC	Project Expert	Anti-Racism Campaign	26	03/09/2022	06/30/2022

Professional Experts
March 22, 2022

Hernandez, Anthony	FC	Certified Athletic Trainer	Certified Athletic Trainer	26	03/07/2022	05/20/2022
Jackson-Johnson, Shannon	FC	Project Expert	Stage Manager Assistant	26	03/28/2022	04/30/2022
Jepson, Jane	CC	Technical Expert II	Perkins V Counseling	5	03/14/2022	05/27/2022
Johnson, Bryan	FC	Technical Expert II	Artist in Residence	26	03/07/2022	03/25/2022
Lagunas, Vanessa	NOCE	Project Expert	Covid-19 Vaccine Mandate Screening	26	04/04/2022	06/30/2022
Magginetti, Jaclyn	CC	Technical Expert II	Distance Education Remote Instructional Work	15	01/03/2022	06/30/2022
Manjra, Samreen	CC	Technical Expert II	Cypress College Accounting Program (CCAP) Fall 2022 Prep Project	5	03/23/2022	06/30/2022
McCarthy, Barry	FC	Technical Expert II	Faculty Mentoring Program	8	02/15/2022	05/31/2022
Penesa, Brandon	CC	Project Coordinator	Automation Pathways Multi Sector (HVAC)	6	03/07/2022	06/30/2022
Perez, Erica	FC	Project Expert	Document Retention Project	26	03/14/2022	06/17/2022
Rogers, Benjamin	FC	Assistant Coach 2	Assistant Coach – Soccer	26	03/01/2022	05/20/2022
Romo, Vincent	CC	Technical Expert II	Distance Education Remote Instructional Work	15	01/03/2022	06/30/2022
Sampson, Kevin	FC	Technical Expert II	Distance Education Division Representative	20	02/07/2022	05/21/2022
Sheridan-Solis, Ann	CC	Technical Expert II	Cypress College Accounting Program (CCAP) Fall 2022 Prep Project	5	03/23/2022	06/30/2022
Standen, Kathleen	FC	Technical Expert II	Faculty Mentoring Program	8	02/15/2022	05/31/2022
Wells, Diana	NOCE	Project Expert	Project Expert, Student Access/Outreach	26	02/28/2022	05/31/2022
Ysidoro, Chuck	CC	Project Coordinator	SWP Career Education Pathway Alignment and Promotion	26	03/14/2022	06/30/2022

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: March 22, 2022
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
March 22, 2022

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Garay, Jacquelyne	FC	Technical - Assist in the Counseling department	03/28/22	06/24/22	TE A 1
Gurrola, Victoria	CC	Technical - Assist in DSS office	03/23/22	06/22/22	TE A 2
Hill, Ruby	FC	Technical - Assist in the Health Services Center with student check-in	03/07/22	05/21/22	TE A 2
Macedo, Emily	FC	Technical - Assist in Admissions and Records	05/02/22	06/30/22	TE A 3
Martinez, Jocelyn	FC	Technical - Assist in the Counseling department	03/28/22	06/24/22	TE A 1
Perez, Gloria	FC	Technical - Assist in the Health Services Center with student check-in	03/07/22	05/21/22	TE A 2
Ramsey, Celena	CC	Technical - Assist in Court Reporting program	03/23/22	06/22/22	TE A 1
Villegas, Isabel	FC	Technical - Assist in Admissions and Records	05/02/22	06/30/22	TE A 3

Professional Medical Employees

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Brown, Christopher	CC	Medical - Certified Therapist for campus Health Center	03/14/22	06/30/22	ME C 4

Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Simental, Kacie	FC	Technical - Substitute for Classified employee on leave	03/28/22	05/27/22	TE B 4

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Adeboyejo, Adedolapo	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1
Chang, Cassidy	FC	Full-time Student - Assist in Admissions and Records	03/23/22	06/30/22	TE A 1
Danh, Thanh	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1
Gonzales, Jazmine	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1

Hourly Personnel
March 22, 2022

Labanieh, Heba	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1
Lantin, Patricia	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1
Lee, Sejin	FC	Full-time Student - Assist in Admissions and Records	03/23/22	06/30/22	TE A 1
Obiaga, Denzel	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1
Trong, Thao	CC	Full-time Student - Assist at Covid wristband kiosk	03/23/22	06/30/22	TE A 1
Tsao, Hsu-Hsiang	FC	Full-time Student - Assist in Admissions and Records	03/23/22	06/30/22	TE A 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 22, 2022

SUBJECT: Volunteers

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

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
March 22, 2022

Name	Site	Program	Begin	End
Fernandez, Laura	CC	DSS- Personal Services Specialist	06/01/2022	06/30/2022
Hernandez, Faith	NOCE	DSS -Personal Care Attendant	03/03/2022	05/27/2022
Lordanova, Danko	CC	Physical Education – Volleyball Team	03/02/2022	06/30/2022
Lordanova, Kristen	CC	Physical Education – Volleyball Team	03/02/2022	06/30/2022

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	March 22, 2022	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Extend the Vaccine Requirement Through the Remainder of 2022	Enclosure(s)	<u>X</u>

BACKGROUND: The North Orange County Community College District is committed to protecting the health and wellbeing of students, faculty, staff, administrators, and the communities it serves. Over the course of the pandemic, the District has implemented a variety of safety protocols following guidelines from the Center for Disease Control (CDC), Cal OSHA, and other agencies including physical distancing, use of face coverings, and frequent cleaning.

At the August 24, 2021 Board of Trustees meeting, the Board directed the District to ensure that all employees and students over the age of five who enter district facilities or come on campus were fully vaccinated with allowance for religious or medical exemptions as defined by law. It was subsequently decided that employees and students who could not receive the vaccine due to disabilities/medical conditions or religious beliefs would participate in regular on-site testing.

“Full vaccination” status is defined by the CDC as two weeks after receiving the full course of an FDA or WHO-approved vaccine (i.e., the second vaccine dose for the Moderna or Pfizer vaccines or the first dose for the Johnson & Johnson vaccine).

On August 24, 2021 the Board delegated authority to the Chancellor to take any and all actions necessary to develop and implement a COVID-19 vaccine requirement including processes for testing, record keeping, use of campus facilities, accommodations, and other related items.

The existing Board of Trustees vaccine mandate will expire at the end of the spring 2022 term. The District would like the Board to discuss either extending and/or revising the NOCCCD COVID-19 vaccine requirements. Based on feedback given to Chancellor’s Staff from the campus CEO’s and the District Student Vaccine Workgroup, it is recommended that the Board consider allowing students who have not been vaccinated to undergo free weekly on-site testing in order to attend in-person classes or services.

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 2200, Board Duties and Responsibilities.

FUNDING SOURCE AND FINANCIAL IMPACT: Costs related to the COVID-19 pandemic have been covered with Federal and State Emergency Funds and General Funds.

RECOMMENDATION: It is recommended that the Board direct the District to ensure that all employees and students over the age of five who enter District facilities or come on campus be fully vaccinated or submit for weekly on-site testing (if not vaccinated) through the remainder of calendar year 2022. With this change, students will no longer have to prove vaccination status in order to register for classes. Employees and students who have been previously approved for religious or medical exemptions as defined by law will still be able to test weekly on site.

Byron D. Clift Breland

Recommended by



Approved for Submittal

6.a.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	March 22, 2022	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Board of Trustees Assessment Instrument	Enclosure(s)	<u> X </u>

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 March 23, 2021 to expand question #5 regarding violations of the Board’s Code of Ethics and Conflict of Interest policies. Trustees reviewed the instrument on February 22, 2022 and all of the suggestions were incorporated.

The Board of Trustees Assessment Instrument is scheduled to be distributed at the April 26, 2022 Board meeting.

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, make any appropriate changes, and re-adopt the instrument.

Byron D. Clift Breland

Recommended by



Approved for Submittal

6.b.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.	
5a.	The Board upholds a code of ethics and conflict of interest policy.	

5b.	The Board has a clearly defined policy dealing with violations.		
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 is 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.		

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 roles 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 relate 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.		
Overall rating for "Board members are actively knowledgeable about and engaged in the District community."			

Question		Rating	Comments/Suggestions
Overall rating for the Board and general comments:			
36.	In general, what rating does the Board as a whole deserve?		
37.	General Comments/Suggestions:		

Date of Adoption: August 1997

Date of Last Revision: March 2021; 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: March 22, 2022
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.

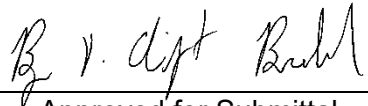
How does this relate to the five District Strategic Directions? Not applicable.

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.

Byron D. Clift Breland
Recommended by


Approved for Submittal

6.c
Item No.

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

March 8, 2022

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, March 8, 2022, at 5:30 p.m. in the Anaheim Campus Board Room with a YouTube livestream broadcast.

Board President Jacqueline Rodarte called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustees Erin Lacorte and Meena Pandian. Absent: None.

RESOURCE PERSONNEL PRESENT: Byron D. Clift Breland, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Gil Contreras, Interim President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Ty Volcy, representing the District Management Association; Damon De La Cruz, representing the Cypress College Academic Senate; Christie Diep, representing United Faculty; Monica Hagmeier, representing CSEA; Marlo Smith, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Alex Porter from Cypress College; Elaine Lipiz Gonzalez and Jose Ramon Nuñez from Fullerton College; and Simone Brown-Thunder, Danielle Davy, Devin Griffith, Julie Kossick, Chelsea Salisbury, Amita Suhrid, and Rick Williams from the District Office.

VISITORS: Public participation was provided via YouTube livestream.

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

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

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

BLOCK VOTE APPROVAL OF PERSONNEL ITEMS: It was moved by Trustee Barbara Dunsheath and seconded by Trustee Evangelina Rosales 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.

CHANCELLOR'S REPORT: Chancellor **Byron D. Clift Breland** reported on his attendance at the CCLC 2022 CEO Symposium where he spent time with other CEOs discussing the major challenges and pressures facing the California community college system and the solutions and opportunities to leverage change in the system to better prepare for the future in order to meet the changing needs of our students. Dr. Breland stated that the community college system is facing an unprecedented enrollment decline of 1.8 million students and noted the decline in K-12 enrollment as well, citing that in five years the Los Angeles Unified School District is predicted to have 50% less students based on its current enrollment decline. He emphasized the opportunities that must be explored to grow enrollment which include working adults, micro credential programs, and strong online modalities. Despite the tremendous challenges anticipated over the next five years, he shared he was optimistic about what can be achieved as a District and a system by working together and continuing advocacy efforts.

MINUTES: It was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales to approve the Minutes of the Regular Meeting of February 22, 2022 with the noted correction to Student Trustee Erin Lacorte's comments on page 14. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Lacorte and Pandian's advisory votes.**

FINANCE & FACILITIES

Item 3.a: By block vote, authorization was granted to ratify purchase order numbers P0149508 - P0149799 through March 8, 2022, totaling \$3,532,976.89, and check numbers C0053473 – C0053525, totaling \$687,502.92; check numbers F0281585 – F0283314, totaling \$961,246.28; check numbers Q0007471 – Q0007473, totaling \$932.69; check numbers 88519954 – 88520778, totaling \$4,124,468.38; check numbers V0031863 – V0031864, totaling \$490.00; check numbers 70120207 – 70120993, totaling \$173,311.53; and disbursements E9012822 – E9018267, totaling \$6,599,685.36, through February 28, 2022.

Item 3.b: By block vote, authorization was granted to make adjustments to the General Fund revenue and expenditure budgets in accordance with the revised fiscal year 2021-2022 allocations. It is further requested that resolutions be adopted to adjust budgets and authorize expenditures within the General 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.

Item 3.c: By block vote, authorization was granted to approve the 2021-2022 General Fund and Financial Aid Fund transfers netting to the amount of \$4,416,881 and adopt the resolution showing the summary, pursuant to the California Code of Regulations, Title 5 §58307.

Item 3.d: By block vote, authorization was granted to amend the agreement with David Evans and Associates to increase the contract amount by \$6,500 from \$119,800 to \$126,300, and to extend the term of the agreement retroactively from July 1, 2020, until project completion for the Anaheim Campus irrigation system and renovation of the West Parking Lot.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, and District Director, Purchasing, to execute the amendment to the agreement on behalf of the District.

Item 3.e: By block vote, authorization was granted to approve the contract renewal with Follet Higher Education Group for management of the Cypress College Bookstore through June 30, 2026.

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

Item 3.f: By block vote, authorization was granted to pre-approve out-of-country travel for James Crippen to Vancouver, British Columbia, Canada on April 13th through April 16th 2022.

Item 3.g: By block vote, authorization was granted to allow the Friends of Fullerton College Foundation to host a VIP Reception on March 12, 2022 on the college campus prior to the "Hunchback" theatre event and serve alcoholic beverages to attendees.

Item 3.h: By block vote, authorization was granted to approve the contract with LinkedIn Learning in the amount of \$255,000 for the period of April 4, 2022-October 4, 2023.

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

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted to approve the summary of curriculum changes for Cypress College, to be effective 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.

HUMAN RESOURCES

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

RETIREMENTS

Assef, Celia	FC	Cosmetology Instructor Eff. 05/22/2022 PN FCF653
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LEAVE OF ABSENCE

@00005567	CC	Faculty Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 02/07/2022-05/21/2022
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@01386311	FC	Faculty Family Medical Leave (FMLA/CFRA) (100%)
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Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter
Eff. 02/01/2022-03/12/2022

@01565952 CC Faculty
Family Medical Leave (FMLA/CFRA) (100%)
Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter
Eff. 02/01/2022-03/12/2022

@01344777 CC Faculty
Family Medical Leave (FMLA/PDL) (100%)
Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter
Eff. 02/07/2022-03/19/2022

FACULTY SABBATICAL LEAVES

Borla, Linda	CC	Language Arts Instructor Eff. 2023 Spring Semester
Burger, Markus	FC	Fine Arts Instructor Eff. 2022/2023 Academic Year
Chiplunkar, Sujata	CC	Biology Instructor Eff. 2023 Spring Semester
Claassen, Mareike	FC	Math Instructor Eff. 2022 Fall Semester
Cobbler, Timothy	FC	Math Instructor Eff. 2022/2023 Academic Year
Debin, Megan	FC	Fine Arts Instructor Eff. 2023 Spring Semester
Gonzalez, Amber	FC	Ethnic Studies Professor Eff. 2022/2023 Academic Year
Gregorio, Aline	FC	Geography Instructor Eff. 2022 Fall Semester
Grote, Silvie	CC	Kinesiology Instructor Eff. 2022/2023 Academic Year
Kirby, Brendon	FC	Welding Instructor Eff. 2022/2023 Academic Year
Palmisano, Michelle	CC	Biology Instructor Eff. 2023 Spring Semester

Thibodeau, Jason CC Philosophy Instructor
Eff. 2022 Fall Semester

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Azarcon, Cynthia NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Billiter, Laura NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Carson, Gerald NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Croteau, Ronald NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Filloy, Eileen NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

FitzMaurice, Hillary NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Gray, Richard Christopher NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Hasan, Fouton NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Hong, Song NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Howie, Sherri NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Hug, Daniel NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00
Eff. 03/25/2022

Jimenez, Alvin NOCE EL Civics Remote Testing Training
Stipend not to exceed \$50.00

Eff. 03/25/2022

Kahlon, Harinder	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Khan, Nadia	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Khssassi, Zineb	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Kim, Caroline	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Kunimoto, Trisha	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Lewis, Waymon Wayne	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Moore, Catherine	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Murillo, Sandra	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Nguyen, Sophie	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Pabla, Hardeep	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Peterson, Lucas	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Rezai, Maryam	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022

Sahakian, Souzan	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Santostefano, Michela	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Sersea, Loan Elvis	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Smith, Marlo	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Stasiuk, Pedro	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022
Usary, Danny	NOCE	EL Civics Remote Testing Training Stipend not to exceed \$50.00 Eff. 03/25/2022

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

RESIGNATION

Diaz, Hector	CC	Facilities Custodian I 12-month position (100%) Eff. 03/04/2022 PN CCC869
Ellison, Angela	CC	Instructional Assistant 11-month position (50%) Eff. 06/30/2022 PN CCC683
Flores, Stephanie	CC	Special Projects Manager, Dual Enrollment Temporary Management Position (100%) Eff. 03/31/2022 PN CCT725
Johnston, Hei Yung	CC	Accounting Technician 12-month position (100%) Eff. 03/08/2022 PN CCC743
Sagal, Caroline	FC	Administrative Assistant II 12-month position (100%)

Eff. 03/04/2022
PN FCC579

NEW PERSONNEL

Lopez, Adam FC Facilities Custodian II
12-month position (100%)
Range 28, Step E
Classified Salary Schedule
Eff. 04/01/2022
PN FCC664

Luque, Ivan CC Library Assistant II
12-month position (100%)
Range 36, Step E
Classified Salary Schedule
Eff. 04/01/2022
PN CCC963

REHIRES

Jaimes Davila, Selina CC Special Projects Coordinator, Charger Experience
Temporary Management Position (100%)
Range 1 Special Project Admin Daily Rate Schedule
Eff. 07/01/2022 – 06/30/2023
PN CCT720

VOLUNTARY CHANGES IN ASSIGNMENT

Park, A Hang CC Accounting Technician (100%)

Temporary Decrease in Percent Employed
From: 100%
To: 80%
Eff. 01/01/2022 – 03/31/2022

Wilson, Brandi FC Administrative Assistant II (100%)

Temporary Change in Assignment
To: Administrative Assistant III
12-month position (100%)
Range 41, Step D
Classified Salary Schedule
Eff. 03/15/2022 – 06/30/2022
Eff. 07/01/2022 – 02/28/2023

LEAVES OF ABSENCE

@01405936 NOCE Administrative Assistant II (100%)
SB 114 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave

Eff. 01/27/2022 (8 hours); 02/03/2022 (4 hours);
02/10/2022 – 02/11/2022 (16 hours)

@01322148	FC	Special Project Director, UMOJA (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/24/2022 – 01/28/2021 (40 hours)
@01827224	FC	Administrative Assistant II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/12/2022 – 01/20/2021 (56 hours)
@01689649	FC	HVAC Mechanic I (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/08/2022 – 01/28/2021 (72 hours)
@01458410	FC	Facilities Custodian I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 09/17/2021 (8 hours)
@00534385	FC	Care Program Coordinator (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/25/2022 – 01/28/2021 (27 hours)

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

(See Supplemental Minutes #1293 for a copy of the professional expert personnel listing.)

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

(See Supplemental Minutes #1293 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 #1293 for a copy of the volunteer listing.)

GENERAL

Item 6.a: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Barbara Dunsheath to adopt the recommended state and federal legislative priorities for 2022 and empower the Chancellor of the North Orange County Community College District to advocate for the interests of the students, staff, and faculty of the District on behalf of the Board.

During the discussion, trustees voiced their support for the priority topics and looked forward to having further discussion. Trustee Barbara Dunsheath noted that the State priorities didn't

include mention of guided pathways, transfer, non-equitable funding for community colleges, hold harmless funding, and equalization of the full-time faculty obligation number (FON). The general consensus of the Board was to add a funding category to the State priorities and include guided pathways and transfer to the existing priorities.

Subsequent to discussion on whether or not the legislative priorities should return to the Board at a future meeting for adoption with the addition of a funding category, it was agreed to approve the priorities as submitted. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Lacorte and Pandian's advisory votes.**

Item 6.b: The Board received as information revised AP 7230-6, Confidential Employees – Professional Growth & Development Program and AP 7240-6, Management Employees – Professional Growth & Development Program.

The revised Administrative Procedures are available on the District's website, where they are readily accessible by students, employees, and the general public.

Item 6.c: Board President Jacqueline Rodarte asked if there were any requests for potential future Board agenda items. Student Trustee Erin Lacorte requested an agenda item regarding a COVID-19 vaccine booster mandate. Trustee Barbara Dunsheath requested follow-up information on the equal pay in California community colleges resolution and recommendation that the Board approved last year.

CHANCELLOR'S STAFF COMMENTS

Valentina Purtell shared that the NOCE Academic Senate approved a two-year Distance Education Plan and praised the quick development of distance education offerings which were at zero prior to the pandemic. She stated that **Caroline Kim**, English as a Second Language (ESL) Instructor, was selected as NOCE 2023 OC Teachers of the Year nominee. President Purtell reported on the partnership with Access Cal to help onboard refugees from Afghanistan as NOCE students and at a recent fast-track event 60 students received registration and support services. She thanked **JoAnna Schilling**, Cypress College President, for facilitating the connection with the Social Services department that will hopefully lead to more referrals for direct placement in classes and services.

President Purtell concluded her report with the following statement: "Two weeks ago, the mission of NOCE to serve immigrant populations, especially refugees, became very personal for me. On February 24 I was shocked to learn about the invasion of my homeland Ukraine. This has been very traumatic for me. I was born and grew up in Ukraine and I was there when the country declared its independence and I still have family and friends there. While it is very painful to watch the war unfold and to hear of thousands of people being killed and now more than two million fleeing Ukraine as refugees, it is also important to remember the tens of millions of people around the world displaced due to war and tyranny. It also brings to focus the importance of creating an empathetic and inclusive environment on our campuses where all students and especially the ones coming from traumatic pasts get supported, validated, and valued."

Gil Contreras began his report by expressing his support for **NOCE President Valentina Purtell** and the people of Ukraine and noted that the Fullerton College Honors Program hosted a "Conversation about the War in Ukraine" event to allow dialogue for the campus

community. Dr. Contreras celebrated International Women's Day, acknowledged the work the District has done in support of gender equity outcomes, and recognized **Emily Teipe**, Fullerton College Professor Emeritus, for her chapter contribution to *Medicine, Education, and the Arts in Contemporary Native America: Strong Women, Resilient Nations*. He also reported on the Fullerton College delegation of faculty, staff, and students that attended the A²MEND Summit with the theme of "A Radical Re-imagination of Black Male Success."

JoAnna Schilling thanked **Presidents Purtell and Contreras** for their compassionate updates, shared her respect and concern for Ukraine and the humanitarian crisis unfolding, and extended prayers for **NOCE President Valentina Purtell**, her family, and the Ukrainian people. She shared that Cypress College is working with the International Students Program to provide assistance to Afghan students ready to come to the United States and secure F-1 visas. Dr. Schilling reported that "Charger Friday" began again with over 90 Cypress High School students visiting the College on March 4 and thanked **Paul de Dios** and **Gisela Verduzco** for their work on the on-going event. She acknowledged the work of Cypress College Associated Students to host a successful social event for the campus community that helped remind everyone how much students are needed on campus.

RESOURCE TABLE PERSONNEL COMMENTS

Damon De La Cruz reported on the recent Cypress College Academic Senate meeting that included discussion on the measures being taken regarding fraudulent students, distance education, and a new faculty accreditation co-chair. He also reported on his attendance at the social event hosted by Cypress College Associated Students and his desire to see more events of that nature.

Christie Diep reported that United Faculty had its first negotiations mediation session with a second session scheduled, and expressed her hope for a positive resolution. She shared that **Gloria Badal** was selected as the Cypress College nominee for the Orange County Teacher of the Year.

Marlo Smith introduced herself as an NOCE ESL adjunct faculty member and the Adjunct Faculty United Vice President and chief negotiator. She noted that she looks forward to negotiating paid office hours for part-time faculty, reported that the Union recently welcomed 24 new adjuncts, and encouraged adjuncts to attend the weekly union meetings.

MEMBERS OF THE BOARD OF TRUSTEES COMMENTS

Student Trustee Erin Lacorte reported on several activities including the creation of an LGBTQIA+ workgroup and participation at the recent A²MEND Summit. Student Trustee Lacorte expressed frustration at not having a remote participation option for Board meetings and the on-going need to attend in-person in order to represent Fullerton College students.

Student Trustee Meena Pandian thanked those who attended the Associated Students social event and announced an upcoming Sex Day, in partnership with Planned Parenthood, to destigmatize sex. She also congratulated **Gloria Badal**, Political Science Professor, on her selection as the Cypress College 2023 OC Teachers of the Year Nominee.

Trustee Ryan Bent shared that he recently heard a Cypress College commercial on iHeart Radio and praised the well done advertisement.

Trustee Ed Lopez thanked **NOCE President Valentina Purtell** for her heartfelt comments and extended his sympathies to her and expressed hope that **Student Trustee Erin Lacorte's** request for a Board meeting accommodation could be addressed.

Trustee Evangelina Rosales expressed her support to **NOCE President Valentina Purtell**, her family, and all the people of Ukraine during this difficult time. She wished everyone a happy International Women's Day/feliz Dia de la Mujer and recognized **Celia Assef**, retiring Fullerton College Cosmetology Instructor, for being a mentor and instrumental in the industry and requested that the Board acknowledge her by adjourning the meeting in her honor.

Trustee Barbara Dunsheath wished all a happy International Women's Day and reported on her attendance at the California Community Colleges Women's Caucus meeting that focused on student parents. She also expressed her heartfelt sympathy, appreciation, and support for **NOCE President Valentina Purtell** and her family.

Board President Jacqueline Rodarte extended her sympathy to **NOCE President Valentina Purtell**, her family, and all those affected by the war in Ukraine. She also wished a happy International Women's Day to all the women on the Board and in the District.

NON-AGENDA PUBLIC COMMENTS: There were no public comments.

CLOSED SESSION: At 6:18 p.m., Board President Jacqueline Rodarte adjourned the meeting in honor of Celia Assef upon her retirement and stated there would not be a read out. 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/DISMISSAL/RELEASE

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Fullerton College President.

Per Section 54956.9(d)(2): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

Per Section 54957(a): THREAT TO PUBLIC SERVICES OR FACILITIES: Consultation with Security Consultant.

RECONVENE MEETING: At 9:11 p.m., Board President Jacqueline Rodarte reconvened the meeting in open session.

ADJOURNMENT: At 9:12 p.m., it was moved by Trustee Stephen T. Blount and seconded by Trustee Evangelina Rosales to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**