



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

MEETING: Regular Meeting in April 2022

DATE: Tuesday, April 26, 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 Sections 3 & 4**
- 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**

* **Fullerton College “State of the College” Presentation**
By: Gilbert Contreras, Fullerton College Interim President

2. a. **Approval of Minutes of the Special Meeting of April 7, 2022; Approval of Minutes of the Special Closed Session Meeting of April 9, 2022; and Approval of Minutes of the Regular Meeting of April 12, 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: 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 approve the renewal of the FUTURIS Public Entity Investment Trust Program Services Agreement with Keenan and Associates and the FUTURIS Trust Administrative Services Agreement with Benefit Trust Company for a term of five years, starting April 27, 2022.
- [b] Authorization is requested to enter into an architectural agreement with HPI Architecture in the amount not to exceed \$330,000 to provide architectural services for the HRC Temporary Relocation Project to Cypress College.
- [c] Authorization is requested for pre-approval for an out-of-country field trip for the Fullerton College Business Division/Business Management Department to Munich, Germany; Venice, Italy; and Milan, Italy from June 27 to July 11, 2023.
- [d] Authorization is requested for Fullerton College to accept donations to its divisions, departments, and/or programs.

4. **INSTRUCTIONAL RESOURCES**

- [a] Authorization is requested for Cypress College to enter into an agreement with the Santa Clarita Community College District to accept the total Innovation and Effectiveness Grant Agreement in the amount of \$199,812.
- b. It is recommended that the Board receive as information the NOCE Guided Pathways Self-Assessment Progress Report.

5. HUMAN RESOURCES

[a] Request approval of the following items concerning academic personnel:

Retirements
 Change in Retirement Date
 New Personnel
 Extension of Temporary Management Contract
 Additional Duty Days @ Per Diem
 Payment for Independent Learning Contracts
 Leaves of Absence
 Temporary Academic Hourly

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

Resignation
 New Personnel
 Promotion
 Voluntary Changes in Assignment
 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.

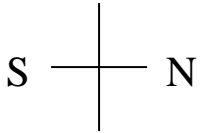
6. GENERAL

- a. It is recommended that the Board adopt Resolution No. 21/22-23, declaring the week of May 2-6, 2022, as Teacher Appreciation Week.
- b. It is recommended that the Board adopt Resolution No. 21/22-24, declaring the week of May 16-22, 2022, as Classified School Employee Week.
- c. It is recommended that the Board adopt the proposed, revised Board Policies in Chapter 4.
- d. It is recommended that the Board adopt Resolution No. 21/22-25 verifying that Trustee Dunsheath was absent on April 12, 2022 due to hardship and, therefore, eligible to receive compensation for the Regular Board meeting.
- e. 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

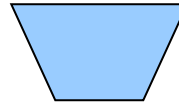
Ryan Bent,
Board Member

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 Action X
DATE: April 26, 2022 Resolution
Information
Enclosure(s)
SUBJECT: Renewal of the FUTURIS Public Entity
Investment Trust Program Services
Agreement and the FUTURIS Trust
Administrative Services Agreement

BACKGROUND: At its May 12, 2015, meeting the Board of Trustees authorized the establishment of a Public Entity Investment Trust and a Retirement Board for the Trust. On November 3, 2015, the Retirement Board interviewed four vendors and selected Keenan & Associates and the FUTURIS Public Entity Investment Trust Program to administer the Trust on behalf of the District.

The contracts were approved for a three-year term from 2016-2019. Due to an oversight with the original agreements, the contracts were not formally renewed but were rolled over with the same terms and conditions. At the last Retirement Board meeting, the contracts were addressed, and while there was no formal action, the Retirement Board wished to continue using Keenan & Associates and the FUTURIS Public Entity Investment Trust Program to administer the Trust on behalf of the District. The renewal agreements shall be for a term of 60 months (5 years), starting April 27, 2022 with the following fee schedules, which are the same as the original contracts:

Fee Schedule for FUTURIS Public Entity Investment Trust Services

Trustee, Custodial and Communication Services – Benefit Trust Company shall be compensated for assumption of fiduciary responsibility, custodial services and for performing communication and other non-investment related services, as specified in the Service Agreement, as follows:

Base Annual Fee: \$750

Asset Based Trustee Fee

0.20% (20 basis points) per annum on the value of the assets held in trust. Asset based fees will be assessed monthly. At the discretion of the Retirement Board, fees will be billed or collected from the Trust.

Relationship Based Discount -Based upon the value of the accounts held in the Trust, a reduction in the asset based fee will be available to reduce the trustee fee and applied in tiers as follows (with such fee assessments to begin in the immediately following month in which such asset volumes are accumulated):

Total Assets in Trust
>\$10,000,000

Asset Based Fee
0.12% (12 basis points)

Asset Based Investment Management Fee

0.175% (17.5 basis points) per annum on the value of the assets held in trust. Asset based fees will be assessed monthly. At the discretion of the Retirement Board, fees will be billed or collected from the trust.

Relationship Based Discount -Based upon the value of the accounts held in the Trust, a reduction in the asset based investment management fee will be applied in tiers as follows (with such fee assessments to begin in the immediately following month in which such asset volumes are accumulated):

Total Assets in Trust	Asset Based Fee
>\$10,000,000	0.125% (12.5 basis points)

Futuris Keenan Financial Service Fee Schedule

The fees below cover all Futuris services provided by Keenan Financial Services (“KFS”).

1. The Annual Fee is \$1,200.00, paid in twelve monthly installments of \$100.00 from the assets in the Trust.
2. The Asset Based Fee is measured in Basis Points (“BPS”) with 1 BPS equal to .01% of the Assets in the Trust. The Asset Based Fee will be assessed as follows:

Total Amount in Trust	Keenan Compensation (BPS)
Less than \$10,000,000.00	25
\$10,000,000.00 to \$19,999,999.99	15
\$20,000,000.00 to \$29,999,999.99	10
\$30,000,000.00 and over	8

3. The Asset Based Fee applies to all assets in the Trust, and will be calculated and paid on a monthly basis. Each calculation will be performed on a designated day of the month “Calculation Date.” The amount of the monthly payment due will be equal to: (assets in trust on Calculation Date) x (BPS rate) ÷ 12.
4. Asset based fees are in addition to mutual fund expense ratios that are incorporated into the net asset value of the mutual funds. No other fees, include 12(b)(1) fees and Sub-TA fees, will be charged by KFS.
5. If during the term of this Agreement, KFS contracts to provide Futuris services to another client at rates lower than those set forth above, then KFS will charge the same lowered fees to Employer for the remainder of the term on this Agreement.

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 compliance with Board Policy 6320, Investments.

FUNDING SOURCE AND FINANCIAL IMPACT: All fees are paid by the Investment Trust.

RECOMMENDATION: Authorization is requested to approve the renewal of the FUTURIS Public Entity Investment Trust Program Services Agreement with Keenan and Associates and the FUTURIS Trust Administrative Services Agreement with Benefit Trust Company for a term of five years, starting April 27, 2022. Authorization is further requested for the Vice Chancellor, Finance & Facilities, to execute the agreements on behalf of the District and the Retirement Board.

Fred Williams

Recommended by

B. V. dist Bredel

Approved for Submittal

3.a.3

Item No.

19Six Architects
HPI Architecture
tBP Architecture

The panel unanimously recommends HPI Architecture based upon a thorough review and the culmination of their response, specific project experience, team members, approach to the project, interview responses, and fee. It is recommended the District enter into an agreement with HPI Architecture for architectural services for the HRC Temporary Relocation Project at Cypress College.

The services covered by this agreement shall commence April 27, 2022 and end when the notice of completion for the construction work and project close-out have been achieved. Fees will include a \$30,000 allowance to account for any possible future added services and/or reimbursable expenses and the \$300,000 fixed fee for a total not-to-exceed amount of \$330,000. The screening panel has reviewed the fee and finds it reasonable, within industry standards, and similar to other prequalified architectural firms.

This agenda item was submitted by Alexander Porter, Cypress Vice President of Administrative Services and Allison Coburn, Cypress Capital Project Manager.

How does this relate to the five District Strategic Directions? This item responds to 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; and Direction #5 – Physical Environment: NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse; Board Policy 6340, Bids and Contracts; and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project will come from Measure J and Capital Outlay funds.

RECOMMENDATION: Authorization is requested to enter into an architectural agreement with HPI Architecture in the amount not to exceed \$330,000, inclusive of reimbursable allowances, to provide architectural services for the HRC Temporary Relocation Project to Cypress College. 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.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	April 26, 2022	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Fullerton College Business Division/Business Management Department Out-of-County Field Trip	Enclosure(s)	<u> </u>

BACKGROUND: The Fullerton College Business Division/Business Management Department proposes to offer a field trip June 27 to July 09, 2023 in Munich, Germany, Venice, Italy and Milan, Italy with an optional post-trip to Rome, Italy, July 09-11, 2023. Students from Fullerton College Business/CTE programs will spend 12 days on a business-entrepreneurship focused learning field trip. In this course, students will participate in lectures, in-person discussions with business executives of local firms, connect with locals to understand social and cultural norms and local business practices, and site visits to companies showcasing various industries including entrepreneurship, global import/export, and international business.

This trip will include: City Tour of Munich; Munich guided bike tour; Company Visit 1- Innovation Entrepreneurship and Disruptive Technologies - Business challenge; BMW museum; Company Visit 2 – Microlending - Financial Innovation in a Peer-to-Peer Economy; Guggenheim Museum; Strategy Challenge with a company in Venice; Gallerie dell'Accademia; Murano and Burano Tour; Company Visit 3 - Digitization and New Technologies in Italy's Manufacturing Sector; and, a Milan Cultural Tour. This field trip is under the direction of Gary Graves, Professor, Business & Entrepreneurship and operating through WorldStrides, Charlottesville, VA.

This agenda item was prepared by Carlos Ayon, Dean of Business/CIS.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 1) Student Experience and Success – NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals; and District Strategic Direction 4) Collective Impact and Partnerships– NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and businesses to create positive change in the region.

How does this relate to Board Policy: This item is in compliance with Board Policy, Field Trips & Excursions.

FUNDING SOURCE AND FINANCIAL IMPACT: Students will pay their own expenses. The instructor's expenses will be paid by WorldStrides.

RECOMMENDATION: Authorization is requested for the Fullerton College Business Division/Business Management Department to conduct the following optional, out-of-country field trip coinciding with approved curriculum, **BUS 106 F/Business City Tours**.

Division/Class	Business/BUS 106 F - Business City Tours (1 unit, Summer)
Purpose	Explore entrepreneurship and business abroad
Dates	June 27 to July 11, 2023
Destination	Munich, Germany, Venice Italy and Milan, Italy
Faculty	Gary Graves, Professor
Transportation	Airlines, public transit, trains and buses
Cost	All costs paid by students. Instructor's trip paid by WorldStrides

Fred Williams

Recommended by


Approved for Submittal

3.c.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 26, 2022 Resolution _____
Information _____
SUBJECT: Fullerton College Donations Enclosure(s) _____

BACKGROUND: Businesses and individuals frequently make monetary donations or donate supplies and equipment that are of value to Fullerton College and its instructional programs.

This agenda item was submitted by Dr. Gilbert Contreras, Interim President, Fullerton College.

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

How does this relate to Board Policy: This item is in compliance with Board Policy 3820, Gifts and Donations.

FUNDING SOURCE AND FINANCIAL IMPACT: The monetary and supplies/equipment donations to Fullerton College will assist with expenses associated with the Fullerton College instructional programs and departments which would otherwise be funded through the division budgets.

RECOMMENDATION: Authorization is requested for Fullerton College to accept the following donations:

To the Fullerton College Fine Arts Division, Art Department:

- *Art Supplies for Artist-in-Residence demonstration program – Art Supply Warehouse*

To the Fullerton College Humanities Division, Foreign Language Department, for the 11th Annual French Film Festival:

- *Appetizers and/or baked goods – Houser & Skehan, Inc.*
- *Appetizers and/or baked goods – Crepes Bonaparte*
- *\$200 Check – International School of Orange*
- *Appetizers and/or baked goods – Crepes de Paris*
- *Appetizers and/or baked goods – Les Amis*
- *Appetizers and/or baked goods – Pandor Bakery*
- *Appetizers and/or baked goods – Zombee Donuts and Bake Shop*
- *Beverages – The Complete Package*
- *Performing Bavarian Dancers – Die Gemutlichen Schuhplattler*
- *\$200 Check – Vista Higher Learning*

To the Fullerton College P.E. Division, Baseball:

- \$1,000 Check – J & J Holding Company, LLC

To the Fullerton College P.E. Division, Men's Basketball:

- \$2,500 Check – Dwayne Nash Industries, Inc.

To the Fullerton College P.E. Division, Track & Field:

- \$500 Check – Art Physical Therapy Corporation

Fred Williams

Recommended by

B. V. Cliff Budm

Approved for Submittal

3.d.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	April 26, 2022	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Cypress College Innovation and Effectiveness Grant Agreement	Enclosure(s)	<u> X </u>

BACKGROUND: Cypress College is pleased to report a grant allocation from the Santa Clarita Community College District (SCCCD) for an Innovation and Effectiveness Grant Agreement in the total amount of \$199,812 for a 12-month period from April 1, 2022 to March 31, 2023. This grant agreement titled, Innovation and Effectiveness, broadens the institutionalization of Guided Pathways and develops an aligning strategic approach to enrollment management, as well as enrollment management tools. The funding will be used to augment the College's Completion Teams, curriculum audits, data infrastructure, and implementation of key software systems such as Starfish and DegreeWorks.

This item was submitted by Lisa King, District Director, Grants, NOCCCD

How does this relate to the five District Strategic Directions? This funding supports the District's Strategic Directions #1, #2, and #4.

How does this relate to Board Policy: This item is in compliance with Board Policy 3280, Grants, 1.0 and 2.0. The Board will be informed about all grants received by the District, and the Chancellor shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College has been awarded a total of \$199,812 from the Santa Clarita Community College District to be used by March 31, 2023, to broaden the college's Guided Pathways and develop a strategic approach to enrollment management.

RECOMMENDATION: Authorization is requested for Cypress College to enter into an agreement with the Santa Clarita Community College District to accept the total Innovation and Effectiveness Grant Agreement in the amount of \$199,812 to be used by March 31, 2023, to broaden the college's Guided Pathways and develop a strategic approach to enrollment management. Further authorization is requested 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.

Cherry Li-Bugg
Recommended by


Approved for Submittal

4.a.1
Item No.

**Cypress College
Innovation and Effectiveness Grant**

**New Budget
April 1, 2022 to March 31, 2023**

<u>OBJECT OF EXPENDITURE</u>						<u>PROPOSED BUDGET</u>
2000 Non Instructional Salaries	xxxxx	4250	20000	6600	N	178,622
3000 Employee Benefits	xxxxx	4250	30000	6600	N	16,190
4000 Supplies & Materials	xxxxx	4250	40000	6600		5,000
			Total Expenses			\$199,812
8699 Other State Revenue	xxxxx	4250	86900	6600		199,812
			Total Revenues			\$199,812

RESOLUTION OF THE BOARD OF TRUSTEES
OF
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF
ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the General Fund (0101), for fiscal year 2021-22 and 2022-23 pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

<u>INCOME ACCOUNT</u>	<u>INCOME SOURCE</u>	<u>AMOUNT</u>
8699	Other State Revenue	\$ <u>199,812</u>
<u>EXPENDITURES ACCOUNT</u>	<u>DESCRIPTION</u>	
2000	Non Instructional Salaries	\$ 178,622
3000	Employee Benefits	\$ 16,190
4000	Supplies & Materials	\$ 5,000
TOTALS		\$ <u>199,812</u>

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA))
) SS
COUNTY OF ORANGE)

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on April 26, 2022, and passed by a _____ vote of said Board.

Vice Chancellor, Finance and Facilities

The above transfer approved on the _____ day of _____.

Al Mijares, Ph.D., County Superintendent of Schools

by _____, Deputy

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 26, 2022

SUBJECT: North Orange Continuing Education
Guided Pathways Essential Practices:
Scale of Adoption Self-Assessment:

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

BACKGROUND: At the December 12, 2017, Board meeting, the members had an opportunity to review Cypress College, Fullerton College, and NOCE's Guided Pathways self-assessment. The State Chancellor's Office requires all credit colleges to submit a progress report on their Guided Pathways Essential Practices: Scale of Adoption Self-Assessment on an annual basis, beginning in 2019. NOCE is not required to complete or submit a plan to the State Chancellors Office; however, by completing the plan, NOCE is able to report on Guided Pathways progress as well as provide evidence for the next accreditation. The last Scale of Adoption Plan progress report was submitted to the Board of Trustees for review in April 2021.

NOCE has worked with faculty, staff, administrators, and students to update NOCE's Guided Pathways self-assessment plan through the Student Equity and Achievement (SEA) Program Workgroup and has gone through the shared governance process of presenting the plan for approval at the Academic Senate meeting on April 5, 2022.

It is being presented to the Board as information and review. This item is being submitted by Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology on behalf of NOCE.

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 being submitted in accordance with Board Policy 3250: Institutional Planning.

FUNDING SOURCE AND FINANCIAL IMPACT: NOCE is using NOCE general funds, CAEP funding, and SEA funding to support guided pathways implementation.

RECOMMENDATION: It is recommended that the Board receive, as information, NOCE's Guided Pathways Self-Assessment Progress Report.

Cherry Li-Bugg
Recommended by


Approved for Submittal

4.b.1
Item No.



GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS

Revised February 2019, November 2019

Institution Name: North Orange Continuing Education

Date: April 2022

Key:

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 has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

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><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>1) An NOCE Career Interest Workgroup identified program clusters (meta-majors) to further facilitate career exploration. Career Interest clusters have been shared as part of Strategic Planning conversations and department meetings.</p> <p>2) NOCE’s new website launched in September 2020 and features a program/goal finder, a guided pathways tool where community members can funnel information on the site based on their interests/goals, who they are, or where they want to take classes. The new site has a robust search and translation features. Webpages include</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Efforts are underway to visually align NOCE programs to the five career interest clusters to clarify pathways to program completion, employment, and degree programs. This will be incorporated into existing NOCE web pages focused on transition and careers.</p> <p>2) Create greater awareness among faculty, staff, and students on the NOCE website features and program information available, such as the <i>What is your goal?</i> on the CTE page. Ensure information is accessible and</p>

		<p>recommendations for other related programs to direct students to broad career-focused academic programs.</p>	<p>easily available to students underrepresented and underserved in higher education.</p> <p><i>Timeline for implementing next steps:</i> 1) Spring 2022 2) Fall 2022</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 character)</i></p> <p>1) NOCE CTE certificates are developed based on the Labor Market Information findings. During spring 2021, ESL Career Pathways programs, offered as I-BEST classes were piloted. The Personal Care Aide program provides ESL students an opportunity to complete all certificate requirements for Personal Care Aide (CTE) and ESL for Workforce Preparation, Advanced in one semester. During fall 2021, an additional Career Pathways program, Business Information Worker 1 was added.</p> <p>2) Career Launch Academy was purchased to assist students with preparing and obtaining internships. NOCE Career Connect launched in spring 2021 and provides information about job opportunities as well as access to LinkedIn Learning. During fall 2021, the Career Resource Center became the Career Skills and Resource Lab, an instructional lab where students can work</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to expand I-BEST and cohort-based certificate programs. Expand certificate offerings to include stackable certificates for students to enter the workforce more quickly while continuing their education for additional certificates.</p> <p>2) Continue to promote virtual and in-person workshops, career resource support, and instructional support offered through the Career Skills and Resource Lab.</p> <p>3) Expand noncredit pre-collegiate basic skills offerings, develop new CTE certificates to meet current labor market demands, and create additional I-BEST programs to match current NOCE CTE offerings.</p> <p>4) Increase and improve articulation agreements with Cypress College and Fullerton College through curriculum</p>

		<p>on improving computer skills, soft skills, and/or employability skills.</p> <p>3) To meet AB 705 requirements, the Basic Skills Program began offering lecture-based math courses at Cypress College. In collaboration with Cypress and Fullerton Colleges, NOCE built six college prep courses and is currently offering four College Prep Math courses and one College Prep English course. NOCE College Prep English and Math courses are open to students in all programs and are currently being offered fully online. In addition, NOCE has been State approved to offer Math Skills 1, 2, & 3 CDCP programs. ESL Academic Success program bridges ESL students with college programs to be successful in this academic setting.</p> <p>4) CTE and ESL are working closely with student services to guide students in their exploration of further education and career opportunities. For example, CTE and ESL students participate in Fullerton and Cypress College tours through the ACCT program. ESL Academic Success courses prepare students to transition to college or university, and ESL workforce preparation certificates prepare students for careers. There has been ongoing</p>	<p>development and alignment of courses as well as partnering with sister colleges to deliver transition to college course offerings. ESL Transition workgroup has been formed to increase awareness about credit ESL course offerings and support transition to credit. The Transition to College course (IHSS300) will resume in spring 2022 and will be a partnership between the high school diploma program and NOCE’s transition counselor.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1) Spring 2022 2) Ongoing 3) Fall 2022 4) Spring 2022
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		<p>work between noncredit and credit ESL faculty to align credit and noncredit classes, ensure a smooth transition, and allow students to transition without taking a placement exam. The Grads to Be program provides support for education and employment options for undocumented students.</p> <p>5) DSS programs are designed to guide and prepare students for employment and transitioning to other educational goals (noncredit CTE, credit instruction) including: DSS classes, Workability III, College to Career, Mobility, ARISE Lab, CAEP Job Development and Workforce, Equity Coaching, Transition Training, etc.</p> <p>6) Career training for older adults provided through the Emeritus Program by LEAP includes individual goal setting and technology skills for re-careering adults.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Regional SWP marketing project included NOCE CTE in the Future Built campaign consisting of a publication View Book and a website mapping CTE offerings of all community colleges in</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to refine communication about NOCE offerings to students, including mapping to colleges. Career Skills and Resource Lab and Counseling and Student Services</p>

	At scale	<p>OC plus NOCE. The revised NOCE website includes pages for career resources, including Career Coach, and transition to college. Information for each CTE certificate includes salary and projected job growth on the website and the program guide.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>department workshops are available to students throughout the semester and are currently offered virtually and in-person. Continue making workshops accessible and available on the website. The online CTE Mapping project will create online maps for pathways and programs. These maps will include links to services and resources as well as short videos to better connect students and create awareness about processes.</p> <p><i>Timeline for implementing next steps:</i> 1) Spring 2022</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 1) Sequences of courses for NOCE certificates and HSDP are published in the NOCE catalog. In fall 2019, a new fully online format of the catalog became available on the website. The new catalog features interactive links with certificate requirements, certificate plan of study, and a list of courses for each certificate.</p> <p>2) Counselors use DegreeWorks when developing educational plans to advise students. During fall 2020, work was done to input courses and certificates so that students and counselors can</p>	<p><i>Next steps: (1,000 character)</i> 1) CTE Program Maps are being developed to provide a visual aid for students to see the courses needed to complete a certificate. ESL and High School Diploma Program also include visuals in the schedule of classes to show students the courses or number of credits needed for a certificate or program completion. Workshops are offered to provide students with program information, for example, CTE Welcome Workshops and ESL Career Pathways Information sessions. These workshops provide an overview of courses needed and student services</p>

		<p>accurately see what classes need to be completed using DegreeWorks.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>at NOCE. The CTE Welcome Workshops include live workshops as well as information for instructors to add to their Canvas page. ESL orientations and in-class presentations provide students guidance on course offerings and certificates.</p> <p>2) Previous catalog year program information will be input into DegreeWorks. Internal organizational structure and maintenance still needs to be discussed and formalized. The district-wide roll-out of the updated DegreeWorks platform was delayed and is now scheduled to be released in spring 2022. Districtwide training and a student marketing campaign will take place to encourage students to access DegreeWorks during spring 2022.</p> <p><i>Timeline for implementing next steps:</i> 1) TBD 2) Spring 2022</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</p>	<p><i>Progress to date: (2,500 character)</i> CTE, DSS, & HSDP math courses are properly aligned and contextualized with the requirements of the field. Additionally, students wishing to upgrade their basic math skills can access customized Math modules through Math direct instruction (when</p>	<p><i>Next steps: (1,000 character)</i> Further work needs to be done in developing a fitting instructional model to assist NOCE CTE students with the mastery of Math skills required for their programs of study. There is exploration of additional Math opportunities along the CTE pathway.</p>

	At scale	in-person instruction is available), NOCE Learning Centers, and the College Prep Basic Math curriculum. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019 College Prep Math Courses Fall 2015 Direct Instruction-Math workshops	<i>Timeline for implementing next steps:</i> <i>TBD</i>
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
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Equity Considerations in Area 2:

- 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>1) Programs offering certificates of completion, like ESL, HSDP, DSS and CTE require at least an orientation and in most cases, educational planning. The HSDP requires new students to complete an educational plan at the start of their program and many CTE programs have created an assignment or course requirement for students to meet with a counselor. ESL students are also</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Direct outreach to new or prospective students is taking place through newsletters, email or phone contact, and workshops. Before completing the CCCApply application, students complete a short interest form. After completing this form, students receive an email welcoming them and guiding them on the next steps to expect. Additional outreach is focused on students who complete the</p>
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		<p>encouraged to meet with a counselor early in their program. DSS Counselors meet with each new student to conduct an intake interview that includes orientation, disability verification, identification of needed accommodations, development of educational and vocational goals. They collaborate closely with general counselors.</p> <p>2) All NOCE students have access to the Career Skills and Resource Lab and the ACCT program. The Career Skills and Resource Lab offers a variety of career exploration workshops and resources, including Career Coach which allows students to take a career assessment, browse careers, and see programs available at NOCE and the two credit colleges in our district. The ACCT Program provides opportunities for college and career transition exploration through workshops and college tours. Any students can also be referred to the Career Skills and Resource Lab for additional, targeted support.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>application but don't enroll to ensure students have the information they need to register, encourage students to complete an educational plan, and more fully explain programs of study and career opportunities. Beginning spring 2022, Starfish will be piloted to "flag" students who get stuck at any point in the onboarding process to get them connected with registration or counseling assistance.</p> <p>NOCE will continue comprehensive marketing and outreach campaign to create greater awareness about NOCE programs within the community as well as conduct process audits to increase efficiency and response time to prospective students.</p> <p>2) Expand access to career exploration through workshops and classes. Career Skills and Resource Lab and ACCT workshops are available in-person and virtually to increase accessibility to students. Explore revising and offering courses focused on career exploration and/or career exploration software.</p> <p><i>Timeline for implementing next steps:</i> 1) Spring 2022 2) Spring 2022</p>
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<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</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>1) Students with disabilities who enrolled in CTE courses receive tutoring and additional support from educational coaches. Education coaching varies based on student and their individual needs. DSS identifies and provides accommodations for students based on their area of disability and educational limitation.</p> <p>2) All students are encouraged to use the ESL and Basic Skills Learning Centers. During fall 2021, the Business Computer Skills Lab and Career Resource Center were combined to offer an instructional lab where students can work on improving computer skills, soft skills, and/or employability skills.</p> <p>3) Additional support for students includes I-BEST options for selected CTE gateway courses and IET for intermediate/advanced level ESL students. During fall 2021, an additional I-BEST/Career Pathways Program was added for Business Information Worker I.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Institutionalize support programs such educational coaches. Explore creating a first-year experience support program to improve retention for students identified in the student equity plan.</p> <p>2) With classes available both online and in-person, NOCE will continue offering students support services online and in-person. ESL modules have been developed to support students with online learning. The 2022-2024 Distance Education Plan includes an objective related to a DE Student orientation and support strategies for students to be successful in online classes.</p> <p>3) Expand I-BEST offerings and IET pathways to cover all CTE certificates. Increase targeted outreach and marketing so ESL students are aware of the I-BEST offerings and support specifically for ELLs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Fall 2022</p> <p>2) Spring 2022</p> <p>3) Ongoing</p>
<p>c. Special supports are provided to help academically underprepared students to</p>	<p><i>Place an X next to one:</i></p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

<p>succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p>In addition to repeatability of noncredit courses, Math direct instruction, academic support in the Learning Centers, and self-paced studies in HS labs help students meet math requirements. Students have access to one-on-one or group math tutoring and embedded counseling which includes career and educational planning. The College Prep Math program enables students to improve their math skills through offering Basic Math, Pre-Algebra, and Elementary Algebra courses. Students in this program may receive additional academic support and free tutoring service through the Basic Skills Learning Centers. The Basic Skills GED/HiSet Prep program’s Math/Science lecture style classes provide the math readiness skills needed for students to succeed academically.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>Offer additional sections of noncredit lecture-based math courses on credit campuses. NOCE is currently working with EASE Learning to develop online high school diploma program courses, including a math course, ABED 115.</p> <p><i>Timeline for implementing next steps:</i> Fall 2022</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> Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i> In addition to repeatability of noncredit courses, English direct instruction at the Anaheim HS Lab, Learning Centers with embedded tutoring and self-paced studies in HS labs supports help academically underprepared students meet the language arts, reading and</p>	<p><i>Next steps: (1,000 character)</i> Offer additional noncredit lecture-based English courses on credit campuses.</p> <p><i>Timeline for implementing next steps:</i> TBD</p>

	At scale	<p>writing requirements. ESL Academic Success Program focuses on academic reading, writing, listening, and speaking for noncredit students, as well as embedding technology skill-building into the curriculum. These courses are designed for students wishing to transition to credit-bearing courses. Students can receive additional support through the ESL lab and learning center. The College Prep English program provides the reading and writing skills needed for students to succeed academically. Students in this program may receive additional academic support and free tutoring service through the Basic Skills Learning Centers.</p> <p>The Basic Skills GED/HiSet Prep program's English/Social Science lecture-style classes enable students to gain the literacy, reading, and writing skills needed to succeed in their coursework.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2015 Direct Instruction--English Workshops Fall 2019 College Prep English Program</p>	
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<i>Place an X next to one:</i> Not occurring	<i>Progress to date: (2,500 character)</i> Helping poorly prepared students to succeed in college-level courses is a major part of the mission of noncredit	<i>Next steps: (1,000 character)</i> 1) Increase awareness of Learning Centers and promote them to all NOCE students. Basic Skills is currently

	<p>Not systematic Planning to scale Scaling in progress At scale</p>	<p>education. In addition to the direct instruction courses, students can utilize Learning Centers for math, English, and ESL. Students can also use the computer skills lab for computer-related assistance.</p> <p>Tutors, Instructional Assistants, and faculty are available to assist students in the Learning Centers with their academic needs on a one-on-one basis or in groups at no cost to students. Students with disabilities who enrolled in CTE courses received tutoring and additional support from educational coaches. During the pandemic, Learning Centers for ESL and Basic Skills were able to offer online options.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>piloting ConexEd for appointment scheduling for the in-person Learning Center and ESL continues to offer Zoom options as well as in-person. Access to tutoring and other student support services for DE students is also part of the DE Plan for 2022-2024. The Career Skills and Resource Lab is also available in-person and online to support career skills development.</p> <p><i>Timeline for implementing next steps:</i> 1) Ongoing</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> NOCE has been involved in long-term and extensive partnerships with all feeder HS districts in the following ways: offsite HS labs, ESL and parenting classes offered at K12 sites, transitional DSS counseling located at local high schools, NOCE Career Day for AUHSD students, DSS Life After High School events, and Anaheim Pledge night. CTE Career Day event is attended by HS students of the feeder</p>	<p><i>Next steps: (1,000 character)</i> 1) Continue with the development and promotion of the North Orange Promise pipeline for NOCE students and students from feeder HS districts wanting to enroll at NOCE. 2) Map a potential student pathway from the time students apply to the first week of class to identify students are not completing registration or enrollment steps.</p>

		<p>K12 districts. Flyers for community service offerings, including college prep for high school students, are delivered to all feeder K12 districts.</p> <p>During fall 2020, a new full-time Transition counselor was hired to support the transition into NOCE, within NOCE, and credit institutions.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>Conduct outreach to provide support as well as work to improve the process.</p> <p>3) Develop a process for supporting students who concurrently enroll in NOCE High School and GED-Prep programs, and credit classes based on SB554 legislation.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Ongoing 2) Spring 2022 3) Spring 2022</p>
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GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
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<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? 			
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<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 Not systematic Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1). OIRP tracks the number and percentage of students in ESL, CTE, and HSDP who have completed an SEP. DSS and HSDP are the only programs</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Additional data collection and follow up needs to be completed to learn more about the students from each program who have not completed an SEP and increase in-reach to</p>
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	<p>Scaling in progress At scale</p>	<p>requiring educational (student success) plans for every student.</p> <p>2) Students are required to complete a graduation check with a counselor to confirm completion of CDCP certificate programs. Instructors encourage students to meet with a counselor as they are nearing program completion. Students who are missing program requirements are advised on steps to completion. CTE counselors work with faculty to complete Grad Checks during class time and have expanded this offering to include the ESL Career Pathways Program classes in spring 2021 and fall 2021.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>students about completing an SEP through visits to classes, labs, and Learning Centers.</p> <p>2) Explore and implement the degree audit feature of DegreeWorks. The DegreeWorks update planned for spring 2021 was delayed. As the update is implemented, work will be done to identify students from different programs. Identify ways for cohorts of students to complete graduation check forms during class time with a counselor or explore automating the process.</p> <p><i>Timeline for implementing next steps:</i> 1) Fall 2022 2) Spring 2022</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Students have access to printed materials, such as CTE program guides with completion steps and the ESL flowchart with a sequence of classes and transitional points.</p> <p>2) HSDP students can check their progress anytime when studying in the HS lab.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Use CTE Program Guides as a model for other CDCP certificate program. Create awareness about program guides and the completion steps among NOCE faculty, staff, and students to be able to promote these to students.</p> <p>2) Explore easy and accessible ways for students to check their progress</p>

		<p>3) Students who have created an educational plan have access to their plan through DegreeWorks, which is available to all students in their student portal. Instructions are being made more widely available to guide students in accessing their plan.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>anytime and anywhere. In addition to promoting counseling appointments, provide training for support staff and faculty to support students in accessing their educational plan through DegreeWorks. Once the DegreeWorks update takes place, a marketing campaign for students to learn about DegreeWorks and encourage its use will be launched. Ensure that certificate information is updated in DegreeWorks to accurately create student educational plans.</p> <p>3) Create opportunities for students to meet with a counselor to update their ed plan at various times throughout their programs.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1) Spring 2022 2) Spring 2022 3) Ongoing
<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> <ol style="list-style-type: none"> 1) During fall 2021, the NOCE CARE Team, a Behavioral Intervention Team, was formed with representatives from Counseling and Student Services, DSS, Campus Safety, and the Vice President of Student Services. Team members were trained on the NABITA 	<p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> 1) The CARE Team will be trained on using the Maxient reporting system and develop an Incident Reporting form. The process for reporting incidents of concern will be formalized and publicized.

		<p>behavior intervention and threat assessment strategies and will begin to develop the structure for responding to students in crisis.</p> <p>2) During summer 2021, a contract with Starfish Connect and Engage platform was finalized and an implementation team was created. This will serve as an early alert tool, beginning with a small pilot to create a success network of instructional faculty and counselors.</p> <p>3) With the pandemic, a number of supports have been put in place to help students stay enrolled including emergency aid programs, drive-through food distribution, a laptop loan program, drive-up Wi-Fi access, and a book award program.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>2) Starfish implementation team will complete training and build the foundation for a small pilot of Starfish Early Alert to begin spring 2022.</p> <p>3) Pilot a program to provide hotspot licenses for students who do not have reliable internet access in order to help them stay enrolled and connected to their classes. Continue to refine and identify on-going funding for Emergency Aid and Book Award programs.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1) Spring 2022 2) Spring 2022 3) Spring 2022
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<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> NA – noncredit programs are open access. Learning Centers faculty and staff assist students in all programs and direct them to available resources based on students’ interests. Wait-listed classes are accommodated through community-based sites.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</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>1) Between spring 2020 and the end of fall 2021, over 180 faculty were certified to teach distance education courses. During the pandemic, almost 100% of classes were offered online so students could stay enrolled and on track to finish their program of study.</p> <p>2) CTE creates annual plans for each CDCP to provide information to counselors and students to ensure the courses are offered for students to stay on track. Continue utilizing student feedback through CTE course request forms and ESL Career Pathways Interest Survey to inform scheduling decisions.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) The Distance Education Advisory Committee will continue their work in the ongoing support and advancement of Distance Education at NOCE. The 2022-2024 plan is being developed to provide a strategic approach to increasing distance education instructional and support services.</p> <p>2) In fall 2020, NOCCCD purchased College Scheduler. Once implemented, this software will allow students the ability to align personal schedules with course offerings, improving administrator ability to adjust seat counts or sections based on demand,</p>

		<p>3) Students who take DSS classes meet with their counselors at least one time per year to map out their next year of courses (including pre-registration) and to review their long-term plan for graduation from the DSS classes. Students who take inclusive classes (noncredit CTE, credit) meet with their DSS counselor every term to identify accommodations and to help make sure the student understands and can follow their educational plan.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>and make it easier for students to navigate the registration process.</p> <p>3) For highly specialized areas (e.g. Medical Assisting-Back Office, Pharmacy Technician-Lab, Electrical Technology) expand adjunct faculty pool to be able assign additional sections or fill in as substitutes when needed.</p> <p>4) Pilot CTE cohorts to move students through programs more quickly. Spring 2021 was the pilot cohort of students in the Personal Care Aide program. Students will complete all certificate requirements in one semester. During fall 2021, Business Information Worker 1 was also added as an option as part of the ESL Career Pathways Program.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1) Spring 2022 2) Fall 2022 3) Ongoing 4) Ongoing
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<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> The recentness of designing NOCE program learning outcomes (within the last two years) is one of the indicators that current PLOs are aligned with the requirements of success for each program. According to the design of the NOCE SLO assessment cycle, each program selects at least one PLO to be assessed every term. In August of 2019, NOCE contracted with eLumen to utilize the SLO portion of their software. The system provides information to support faculty and departments as they evaluate their classes and complete program review as well as allow the research department to utilize the information needed to analyze institutional effectiveness.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Next steps: (1,000 character)</i> Follow up with departments to make sure faculty and departments are receiving the information needed to address the learning gaps and to complete program review.</p> <p><i>Timeline for implementing next steps:</i> Summer 2022</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. (Note: This practice was added to the SOAA in February 2019)</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>When reviewing new and revised courses, NOCE Curriculum Committee ensures that course SLOs include critical thinking and applied learning. Using our new system, eLumen, the Course Learning Outcomes have been aligned with one or more program outcomes and then the program outcomes are aligned with the institutional outcomes.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Faculty are working on incorporating college and career readiness skills into course curricula. A workshop is being developed by the faculty who have completed the World of Work 21st Center Employability Skills.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</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>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>1) NOCE faces barriers to being able to provide a similar work-based learning experience for our students due to systemic barriers in Title 5 that do not allow noncredit institutions to offer Internship and Job Shadowing courses for our students. CTE has worked to pursue other ways to help students create better links to industry. A few of the opportunities we have created include: offering Career Launch Academy, Workedwith Network Kinnections to learn how to support students looking for these types of opportunities as well as learn how to work with employers to find those who offer paid internships; CTE has found and worked with several employers</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Unfortunately, current state policies prevent noncredit from fully participating in the applied learning options. However, the regional SWP Work-Based Learning project will help with the exposure of noncredit students to experiential learning.</p> <p>2) Expand capacity to provide work-based learning opportunities for students. Increase participation in Launch Your Career Academy to assist students with preparing and obtaining internships. Expand I-BEST offerings and targeted outreach/marketing to ELLs.</p> <p><i>Timeline for implementing next steps:</i></p>

	<p>including the County of Orange to identify any paid internship opportunities that our students would qualify so we can share with the students; CTE has partnered with the CEO Leadership Alliance and Alteryx to help students gain a career exploration experience at a top OC company with potential for future internships or employment while earning industry-valued certification in how to use data analytic.</p> <p>2) The DSS Program provides job placement services and hold annual Community Conversations event promoting the employment of individuals with disabilities.</p> <p>3) ESL students can deepen knowledge through workforce training with concurrent language development in context, through the ESL/CTE partnership in our I-BEST program. All NOCE students are encouraged to participate in Launch Your Career Academy, which began in fall 2020 and provides support and tool to increase self-confidence in networking, use career search resources, and interview skills.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>1) Ongoing 2) Ongoing</p>
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<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>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> More work needs to be done in assessing program-level learning and transferring skills across programs. In winter 2020, a Program Review Taskforce was formed. This workgroup, a subgroup of the Institutional Effectiveness Committee, developed a program review template, timeline of completion, and review process for program review. The Program Review Taskforce provided the Program Review templates, timelines, handbook, and training in fall 2021 with a pilot Program Review and Planning during the fall 2021 semester (one instructional program, one student services department, and one administrative service department).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Next steps: (1,000 character)</i> At the end of the Pilot Review Process an evaluation will be conducted to determine the effectiveness of the timeline, the templates, the data received, and participant involvement. Examine the departments that are not assessing students on a consistent or regular basis to determine steps to rectify the situation.</p> <ul style="list-style-type: none"> • ESL-lack of regular assessments • HS-because students are not enrolled until completion of program they cannot be assessed properly • LEAP-lack of regular assessments. Review if another system will be used and if so, provide justification. <p><i>Timeline for implementing next steps:</i> Summer 2022/Fall 2022</p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i> NOCE implemented a program-level SLO assessment process and is working on full participation by all programs. A Program SLO Action Plan template has</p>	<p><i>Next steps: (1,000 character)</i> Re-evaluate the template to determine that it is providing the information needed and for ease of use.</p> <p><i>Timeline for implementing next steps:</i> Summer 2022/Fall 2022</p>

	At scale	<p>been finalized and will be utilized during the spring 2022 semester.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2022</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> CTE Career Skills and Resource Lab created and continues to offer New World of Work employability skills training. We have not continued digital badging at this time, due to a lack of student interest in gaining the badge as well as low employer understanding of the badges. CTE will continue to explore bringing them back in the future. NOCE was originally only offering LinkedIn Learning to our Career Resource Center students. However, we have expanded and included it in our Virtual Career Skills and Resource Lab curriculum. Additionally, our Career Center Coordinator continues to work with faculty on ways they can use and incorporate the various LinkedIn Learning lessons in their classrooms. The Career Resource Center staff is also actively working on expanding student use of Portfolium (an eportfolio system) and providing workshops for students and</p>	<p><i>Next steps: (1,000 character)</i> Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning. Expand and promote Portfolium throughout NOCE.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

		<p>faculty to build out their LinkedIn profiles and create a mini eportfolio there as well.</p> <p>Term, if <i>at scale</i> or <i>scaling</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>1) Due to the pandemic and remote environment, professional development shifted entirely online. Professional development sessions were offered in a variety of formats including structured workshops; sharing of resources through recorded tutorials, resource guides, and handouts; and ProD Round Table for weekly opportunities to connect, share ideas and resources, and discuss the transition to a virtual environment. Information about webinars and other training opportunities are shared through a weekly NOCE meeting update email. Stipends for adjunct faculty attendance at Flex activities has increased faculty participation threefold. More than half of the presenters for 2020- 2021 Flex events and First Friday events were adjunct faculty. ProD will continue to promote events to adjunct faculty as well as recruit ProD presenters from among the adjunct faculty pool.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to offer different methods of participation, including remote methods, to provide professional development. The ProD committee will continue to send out the Needs Assessment survey to gather feedback about what training is needed. In addition, the ProD chair and OIRP are designing and planning a Data Literacy professional development series.</p> <p>2) Continue administering the campus climate survey and broadly sharing the results throughout NOCE.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Ongoing, fall 2022</p> <p>2) Ongoing</p>

		<p>2) The Office of Institutional Research and Planning coordinates the administration of the campus climate survey, which allows students to share their experience in instructional and student service areas as well as the physical environment/safety. The Student Campus Survey and Employee Campus Survey were administered during fall 2020.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	
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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>Student survey(s)</p> <p><input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s)</p> <p><input type="checkbox"/> Student focus groups</p> <p>Other:</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>The NOCE Student Leadership Program is designed to develop student leadership skills, promote greater student engagement, and empower students to have an active role in the decision-making</p>

	<p>and planning process of our institution. Student leaders are assigned to various committees and work groups, including: President’s Cabinet, Budget Committee, Institutional Effectiveness Committee, Student Equity and Achievement Program Workgroup, Community Relations Team/Marketing, Technology Committee, Accessibility Workgroup, and the newly formed Diversity, Equity, Inclusion, and Antiracism workgroup. In addition, NOCE student leaders are invited to participate in Districtwide advisory groups. Each student leader is coached and guided by a mentor from the NOCE administrative team and participates in NOCE and District-sponsored conferences, events, and meetings throughout the year.</p>
<p>COURSE ALIGNMENT</p>	<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>We do not currently have systems in place to align course offerings with student educational plans. A degree audit component of DegreeWorks is being explored but has not been implemented. We will also be working to create a systematic method of communicating between the Counseling department and the CTE department to more accurately track student course requests.</p>

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 26, 2022 Resolution _____
SUBJECT: Academic Personnel Information _____
Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

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

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

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

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

Irma Ramos

Recommended by


Approved for Submittal

5.a.1

Item No.

Academic Personnel
April 26, 2022

RETIREMENTS

Felender, Julie	FC	Psychology Instructor Eff. 6/30/2022 PN FCF915
Fernandez, Gabriella	FC	Computer Information System Instructor Eff. 06/30/2022 PN FCF701

CHANGE IN RETIREMENT DATE

Siegel, Barry	CC	Radiological Technology Instructor From: 07/31/2022 To: 08/12/2022 PN CCF731
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NEW PERSONNEL

Perez, Francisco	CC	Biology Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/18/2022 PN CCF855
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EXTENSION OF TEMPORARY MANAGEMENT CONTRACT

Dedmon, Nicola	FC	Interim Dean, Fine Arts Range 32, Column B (100%) Management Salary schedule Eff. 07/01/2022-12/31/2022
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ADDITIONAL DUTY DAYS @ PER DIEM

House, Joshua	CC	Forensics Coach	11 days
Page, Jennifer	CC	Forensics Coach	11 days

PAYMENT FOR INDEPENDENT LEARNING CONTRACT FALL 2021

Aguet, Jacqueline	CC	\$75.00
McMillan, Marcus	CC	\$20.00
Mohr, Margaret	CC	\$10.00
Mosqueda-Ponce, Therese	CC	\$70.00
Schulps, Molly	CC	\$10.00

Academic Personnel
April 26, 2022

PAYMENT FOR INDEPENDENT LEARNING CONTRACT SPRING 2022

Afra, Maha	CC	\$ 5.00
Aguet, Jacqueline	CC	\$90.00
Bladh, Eric	CC	\$10.00
Giardina, Edward	CC	\$15.00
House, Joshua	CC	\$10.00
Maher, Anthony	CC	\$20.00
McMillan, Marcus	CC	\$10.00
Mohr, Margaret	CC	\$40.00
Mosqueda-Ponce, Therese	CC	\$10.00

LEAVE OF ABSENCE

@01673995	CC	Faculty Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/17/2022-05/27/2022
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TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2022 SPRING SEMESTER

Kimaara, Annalinda	CC	Column 1, Step 1
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TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

Alarcon, Leslie	FC	Column 1, Step 1
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TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

Arias, Ana	NOCE	Column 2, Step 1
Henel, Sylvia	NOCE	Column 3, Step 1
Kinder, Tina	NOCE	Column 2, Step 1
Nunez, Vincent	NOCE	Column 2, Step 1
Rouhi, Samaneh	NOCE	Column 2, Step 1
Williams, Courtney	NOCE	Column 2, Step 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 26, 2022

SUBJECT: Classified Personnel

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

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
April 26, 2022

RESIGNATION

Gomber, Brian	CC	Skilled Maintenance Assistant 12-month position (100%) Eff. 04/22/2022 PN CCC909
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NEW PERSONNEL

Houston, Dewayne	FC	Facilities Custodian I 12-month position (100%) Range 27, Step E + 10% Shift Classified Salary Schedule Eff. 05/02/2022 PN FCC558
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Sams, Michael	FC	Facilities Custodian I 12-month position (100%) Range 27, Step E + 10% Shift Classified Salary Schedule Eff. 05/02/2022 PN FCC560
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VOLUNTARY CHANGES IN ASSIGNMENT

Campos, Amparo	FC	Facilities Custodian I 11-month position (45%) PN FCC874
		Permanent Change in Assignment To: FC Facilities Custodian I 12-month position (50%) Eff. 07/01/2022 PN FCC763

Coggi, Anita	FC	Administrative Assistant II (100%)
		Permanent Increase in Months Employed From: 11-months To: 12-months Eff. 07/01/2022 PN FCC738

Classified Personnel
April 26, 2022

Hagmaier, Maite	FC	Clerical Assistant II (100%) Permanent Increase in Months Employed From: 11-months To 12-months Eff. 07/01/2022 PN FCC706
Myles, Zanthines Renee	NOCE	Account Clerk II 12-month position (100%) PN SCC988 Permanent Change in Assignment To: NOCE Account Clerk II, Administrative Services 12-month position (100%) Range 33, Step E + 15% Longevity Classified Salary Schedule Eff. 04/15/2022 PN SCC988
Orozco, Vivianna	FC	Laboratory Technician (100%) Permanent Increase in Months Employed From: 11-months To: 12-months Eff. 07/01/2022 PN FCC788
Plescher, Sarah	FC	Admissions and Records Specialist 12-month position (100%) PN FCC999 Permanent Change in Assignment To: FC Evaluator 12-month position (100%) Range 36, Step E + 5% Longevity Classified Salary Schedule Eff. 04/27/2022 PN FCC999

Classified Personnel
April 26, 2022

Sanchez Cuevas, Feliciano	FC	Facilities Custodian I 12-month position (100%) PN FCC769 Permanent Change in Assignment To: AC Facilities Custodian I 12-month position (100%) Range 27, Step E +10% Shift + 5% Longevity Classified Salary Schedule Eff. 05/15/2022 PN DEC955
Toth, Cheryl	FC	PE Athletic Equipment Coordinator (50%) Facilities Custodian (50%) Permanent Change in Assignment To: FC PE Athletic Equipment Coordinator 12-month position (100%) Range 34 CG, Step E + 30% Longevity Classified Salary Schedule Eff. 07/01/2022 PN FCC762

LEAVES OF ABSENCE

@01541035	NOCE	Instructional Assistant (55%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/28/2022 – 05/23/2022 (Consecutive Leave)
@01764968	FC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 04/25/2022 – 05/06/2022 (Consecutive Leave)
@01167039	FC	Facilities Custodian II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/05/2022 – 01/15/2022 (68 hours)
@00219782	FC	Student Services Specialist, Student Activities (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 – 01/14/2022 (80 hours)

Classified Personnel
April 26, 2022

@01536143	AC	Manager, Custodian Services (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/04/2022 – 02/18/2022 (Consecutive Leave)
@00299876	AC	Facilities Custodian Coordinator II (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/06/2022 – 01/13/2022 (48 hours)
@01173571	FC	Administrative Assistant III, ISS (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/04/2022 – 01/05/2022 (18 hours)
@01592856	CC	Senior Research & Planning Analyst (100%) Family Medical Leave (FMLA/CFRA/CAPDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/24/2022 – 06/05/2022 (Consecutive Leave)
@01949216	FC	Facilities Custodian I (100%) Unpaid Leave of Absence Eff. 08/25/2022 – 08/26/2022 & 08/29/2022
@00006402	FC	EOPS Program Coordinator (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/03/2022 – 01/11/2022 (56 hours)
@00383516	AC	Human Resources 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. 05/02/2022 – 05/13/2022 (Consecutive Leave)
@01046126	CC	Financial Aid Technician (100%) SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/09/2022 – 02/24/2022 (80 hours)

Classified Personnel
April 26, 2022

@00005844

CC

Personnel Specialist (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Regular and Supplemental Sick
Leave Until Exhausted; Unpaid Thereafter
Eff. 04/28/2022 – 05/12/2022 (Consecutive Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 26, 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
 April 26, 2022

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Aguirre, Crystal	FC	Technical Expert II	Guided Pathways Instructional Success Team (IST)	5	04/07/2022	06/30/2022
Apuntar, Janelle	NOCE	Project Expert	Covid-19 Vaccination Mandate Support	26	04/02/2022	05/27/2022
Beamer, Joy	NOCE	Project Expert	Mobility Trainer	26	04/11/2022	06/08/2022
Cagley, Janet	NOCE	Technical Expert II	DE Projects	40	03/21/2022	03/27/2022
Floerke, Brandon	FC	Project Manager	Hornets Tutoring Faculty Coordinator	40	05/23/2022	06/30/2022
Gulmesoff, Monika	NOCE	Project Coordinator	Mobility Coordinator	26	05/09/2022	06/08/2022
Ignatovski, Stefan	FC	Technical Expert II	Guided Pathways Instructional Success Team (IST)	5	04/07/2022	06/30/2022
Johnson, Bryan	FC	Technical Expert II	Artist in Residence	26	03/26/2022	05/15/2022
Laguna Morales, Andrea	CC	Project Expert	College Program Leader	26	04/01/2022	04/16/2022
Lamm, David	FC	Project Expert	Drone Pilot	20	04/12/2022	06/30/2022
Lopez Del Rio, Daniel	FC	Project Expert	Drone Pilot	20	04/12/2022	06/30/2022
Rodriguez, Jeanette	FC	Technical Expert II	Humanities Division Professional Learning Day – May 2022	6	05/23/2022	05/26/2022
Salcedo, Joel	FC	Technical Expert II	Humanities Division Professional Learning Day – May 2022	6	05/23/2022	05/26/2022
Simoes, Nora	CC	Technical Expert I	Ascend Community of Practice “Day of Reflection”	8	05/23/2022	06/30/2022
Tomicic, Filip	FC	Assistant Coach 3	Assistant Coach – Volleyball	26	04/04/2022	05/20/2022
Wang, Yao	FC	Technical Expert II	Concert Cello	11	05/05/2022	05/06/2022
White, Conrad	FC	Assistant Coach 3	Assistant Coach – Football	26	03/28/2022	05/20/2022

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: April 26, 2022 Resolution _____
SUBJECT: Hourly Personnel 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
 April 26, 2022

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Alvarez, Desiree	CC	Technical - Assist in Campus Safety	04/18/22	06/30/22	TE B 4
Carey, Diana	CC	Non-Direct Instr Support - Model for Life Drawing art classes	04/18/22	05/27/22	TE G 4
Franco, Alyssa	CC	Non-Direct Instr Support - Model for Life Drawing art classes	04/18/22	05/27/22	TE G 4
Hempen, Teresa	CC	Direct Instr Support - Assist with mentoring activities for students	04/18/22	06/30/22	TE A 1
Hubeny, Katherine	CC	Direct Instr Support - Assist with mentoring activities for students	04/18/22	06/30/22	TE A 1
Magidewar, Sanjana	CC	Direct Instr Support - Assist with mentoring activities for students	04/18/22	06/30/22	TE A 1
Padilla, Samantha	FC	Technical - Assist in Admissions and Records remotely	05/09/22	06/30/22	TE A 4
Palacios, Shawntel	FC	Technical - Assist in the EOPS/CARE Office	06/09/22	06/30/22	TE A 3
Romo, Emmanuel	FC	Technical - Assist Horticulture and the Plant Nursery	04/27/22	06/30/22	TE A 3
Turner, Tracey	CC	Non-Direct Instr Support - Model for Life Drawing art classes	04/18/22	05/27/22	TE G 4

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: April 26, 2022
SUBJECT: Volunteers

Action X
Resolution _____
Information _____
Enclosure(s) X

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

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

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

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

Irma Ramos

Recommended by


Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
April 26, 2022

Name	Site	Program	Begin	End
Romero, Daniel	FC	Physical Education – Women’s Volleyball	03/28/2022	06/30/2022

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: April 26, 2022
SUBJECT: Resolution No. 21/22-23,
Teacher Appreciation Week

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

BACKGROUND: The first full week of May is designated as Teacher Appreciation Week, established in 1985 by action of the National Education Association and the National Parent Teacher Association.


How does this relate to the District's Five Strategic Directions? This item responds to District Strategic Direction 2) Employee Experience – NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing 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 Board honor the contributions made by faculty members of the North Orange County Community College District to their students, their colleges, and their learning centers, and that the Board adopt Resolution No. 21/22-23, declaring the week of May 2-6, 2022, as Teacher Appreciation Week.

Byron D. Clift Breland
Recommended by


Approved for Submittal

6.a.1
Item No.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



Resolution No. 21/22-23, Teacher Appreciation Week

WHEREAS, an accessible, effective system of public education is essential to our democratic system of government; and

WHEREAS, the quality of public education is dependent upon the skill, dedication, and commitment of the people who teach; and

WHEREAS, the people of the state of California receive many direct benefits from their system of public higher education, particularly the community colleges; and

WHEREAS, the North Orange County Community College District is known for offering high quality education, focused on student learning and success; and

WHEREAS, faculty of Cypress College, Fullerton College, and North Orange Continuing Education make a significant impact on the experience of students attending these institutions; and

WHEREAS, it is important that the contributions of faculty members to their students, their colleges and learning centers, and to the people in the community who benefit from their endeavors be acknowledged; now,

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the North Orange County Community College District does hereby declare the week of May 2-6, 2022, be observed as Teacher Appreciation Week and urges all members of our community to acknowledge the important work of our teachers.

Dated: April 26, 2022

Jacqueline Rodarte, President

Jeffrey P. Brown, Member

Ed Lopez, Vice President

Dr. Barbara Dunsheath, Member

Evangelina Rosales, Secretary

Erin Lacorte, Student Member

Ryan Bent, Member

Meena Pandian, Student Member

Stephen T. Blount, Member

6.a.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: April 26, 2022

SUBJECT: Resolution No. 21/22-24
Classified School Employee Week

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

BACKGROUND: The third full week of May was designated as Classified School Employee Week in California by action of the State Legislature in 1986.


How does this relate to the District's Five Strategic Directions? This item responds to District Strategic Direction 2) Employee Experience – NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing 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 Board honor the contributions made by classified employees of the North Orange County Community College District to the educational community and that the Board adopt Resolution No. 21/22-24, declaring the week of May 15-21, 2022, as Classified School Employee Week.

Byron D. Clift Breland
Recommended by


Approved for Submittal

6.b.1
Item No.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



Resolution No. 21/22-24, Classified School Employee Week

WHEREAS, classified school employees provide valuable services to the district and students of the North Orange County Community College District; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of the North Orange County Community College District's students; and

WHEREAS, classified school employees employed by the North Orange County Community College District strive for excellence in all areas relative to the educational community;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the North Orange County Community College District hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the state of California and in the North Orange County Community College District and declares the week of May 15-21, 2022, be observed as Classified School Employee Week.

Dated: April 26, 2022

Jacqueline Rodarte, President

Jeffrey P. Brown, Member

Ed Lopez, Vice President

Dr. Barbara Dunsheath, Member

Evangelina Rosales, Secretary

Erin Lacorte, Student Member

Ryan Bent, Member

Meena Pandian, Student Member

Stephen T. Blount, Member

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	April 26, 2022	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Revised Board Policies	Enclosure(s)	<u>X</u>

BACKGROUND: The Board Policies included in this agenda item were reviewed and revised to reflect content revisions recommended by CCLC as part of the 6-year review cycle.

The District Consultation Council reviewed, discussed, and reached consensus on the following revised Board Policies on March 28, 2022. The Board had a first reading of the policies on April 12, 2022.

Chapter 4, Academic Affairs

BP 4231, Grade Changes: Revised to update the “Reference” section, make grammar corrections, and update the corresponding Board Policies and Administrative Procedures.

BP 4232, Pass/No Pass Grading Option: Revised to update the “Reference” section and the corresponding Board Policies and Administrative Procedures.

BP 4240, Academic Renewal: Revised to update the “Reference” section, make grammar corrections, and update the corresponding Administrative Procedure.

BP 4250, Probation, Dismissal, & Readmission: Revised to update the “Reference” section, make grammar corrections, and update the corresponding Administrative Procedure.

BP 4260, Prerequisites, & Corequisites, & Advisories: Revised to update the title and the “Reference” section, make grammar corrections, and update the corresponding Administrative Procedure.

BP 4300, Field Trips & Excursions: Revised to update Sections 5.0 and 7.0 to reflect legally required language and to update the corresponding Administrative Procedure.

BP 4400, Community Services Programs: Revised to update the corresponding Administrative Procedure.

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 2410, Board Policies and Administrative Procedures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt the proposed, revised Board Policies in Chapter 4.

Byron D. Clift Breland
Recommended by


Approved for Submittal

6.c.2
Item No.

BP 4231 Grade Changes

Reference:

Education Code Sections 76224(a) and 76232;
Title 5 Section 55025

- 1.0 The Chancellor, in consultation with the faculty, as stated in BP/AP 2510, **Participation in Local Decision-Making**, shall establish procedures to provide opportunity for students to resolve grades they feel are unfair.
- 2.0 Any change in a grade given by an instructor shall be subject to the Education Code Section 76224(a):

When grades are given for any course taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final.

See Administrative Procedure AP 4231, **Grade Changes; Board Policy 5040, Student Records, Directory Information, and Privacy; and Administrative Procedure 5040, Student Records, Directory Information, and Privacy.**

Date of Adoption: June 22, 2004

BP 4232 Pass/No Pass Grading Option

Reference:

Title 5 Section ~~55752~~ [55022](#)

- 1.0 College credit courses may be offered in either or both of the following categories:
 - 1.1 Courses in which all students are evaluated on a “pass/no pass” basis.
 - 1.2 Courses in which each student when registering, or within time limits established by the colleges, elects to take the course on a “pass/no pass” basis.
- 2.0 Specific procedures regarding “pass/no pass” grading procedures shall be included in the college catalogs.

See [Board Policy 4231, Grade Changes; Administrative Procedure 4231, Grade Changes; and Administrative Procedure AP 4232, Pass/No Pass Grading Option;](#) .

Date of Adoption: June 22, 2004

Date of Last Revision: January 27, 2009

BP 4240 Academic Renewal

Reference:

Title 5 Section ~~55044 and 55046~~ [55046](#)

- 1.0 Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability.
- 2.0 The Chancellor, in consultation with the faculty, as stated in BP/AP2510, [Participation in Local Decision-Making](#), shall establish procedures that provide for academic renewal.

See Administrative Procedure AP 4240, [Academic Renewal](#).

Date of Adoption: June 22, 2004

Date of Last Revision: May 6, 2009 Chancellor's Staff
August 20, 2008 Chancellor's Staff

BP 4250 Probation, Dismissal, and Readmission

Reference:

Education Code Section 70902 [subdivision \(b\)\(3\)](#);
Title 5 Sections ~~55030~~ [55031](#) through 55034

1.0 Credit Program Students

1.1 Probation and Dismissal

- 1.1.1 Application of Provisions: This policy shall apply to all registered students equally, regardless of previous degrees earned or the number of units in which a student is enrolled, except that grades earned elsewhere prior to admission in a college within the North Orange County Community College District shall not be considered in determining probationary status.
- 1.1.2 For the purpose of this policy, semesters shall be considered consecutive based on the student's enrollment pattern, excluding the summer session.
- 1.1.3 Standards of Scholastic Probation:
- 1.1.3.1 Academic Probation: A student who has attempted at least 12 semester units shall be placed on academic probation if the student has earned a cumulative grade point average below 2.0.
- 1.1.3.2 Progress Probation: A student who has enrolled in a total of at least 12 semester units shall be placed on progress probation when the percentage of all units in which the student has enrolled and for which entries of "W" (Withdrawal), "I" (Incomplete), "NC" (No Credit), and "NP" (No Pass) were recorded reaches or exceeds fifty percent (50%).
- 1.1.4 Notification, Recording, and Appeal of Scholastic Probationary Status:
- 1.1.4.1 Each college will make a reasonable effort to notify students when they are placed on scholastic probation.
- 1.1.4.2 Students on scholastic probation shall be automatically considered "conditional" registrants with their programs subject to limitations, conditions and/or adjustments as determined by the colleges.
- 1.1.4.3 A student who is placed on scholastic probation may submit an appeal in accordance with administrative procedure.
- 1.1.5 Removal from Scholastic Probation: A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I,"

BP 4250 Probation, Dismissal, and Readmission

“NC,” and “NP” drops below fifty percent [\(50%\)](#).

1.1.6 Standards for Scholastic Dismissal:

1.1.6.1 A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of two (2) consecutive semesters excluding summer sessions.

1.1.6.2 A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of “W,” “I,” “NC,” and “NP” are recorded in at least two (2) consecutive semesters reaches or exceeds fifty percent excluding summer sessions.

1.1.6.3 A student whose academic performance warrants Scholastic Dismissal but in the third consecutive semester achieves a grade point average of 2.0 or higher, or receives grades of “W,” “NC,” “I,” and “NP” for less than [fifty percent \(50%\)](#) of the current semester units enrolled, will not be dismissed, and notation of dismissal will not appear on the student’s transcripts.

1.1.7 Notification, Recording, and Appeal of Scholastic Dismissal Status:

1.1.7.1 Each college shall make a reasonable effort to notify a student who is subject to academic and/or progress dismissal no later than the beginning of the fall semester each academic year.

1.1.7.2 Scholastic dismissal will be permanently noted on the student’s transcript.

1.1.7.3 A student who is dismissed may submit a written appeal in compliance with administrative procedure.

1.1.8 Readmission: A dismissed student will be considered for readmission by filing a written petition of appeal/readmission. If readmitted, the student shall continue on academic probation until a cumulative grade point average of 2.0 or higher has been achieved, and/or progress probation until the percentage completed is greater than fifty percent (50%) of the units, which the student has attempted. Appeals/Readmission may be granted, denied, or postponed according to criteria established by administrative procedure.

2.0 **Non-Credit Program Students**

2.1 **Probation and Dismissal**

2.1.1 Non-credit terms shall be considered consecutive based on the student’s

BP 4250 Probation, Dismissal, and Readmission

enrollment pattern commencing with the student's initial enrollment.

- 2.1.2 Standards of Scholastic Probation: A student who has enrolled at North Orange Continuing Education (NOCE) shall be placed on program probation when the requirements for academic progress as defined by the department are not met. An NOCE student will not be placed on program probation in their initial term of enrollment.
- 2.1.3 Notification, Recording, and Appeal of Scholastic Probationary Status: NOCE will make a reasonable effort to notify students when they are placed on scholastic probation.
- 2.1.4 Removal from Scholastic Probation: An NOCE student placed on program probation shall be removed from probation when the academic progress requirements as set forth by the department are met.
- 2.1.5 Standards for Scholastic Dismissal:
 - 2.1.5.1 An NOCE student on program probation shall be subject to dismissal if the academic progress requirements are not met for two consecutive terms, or equivalent thereof, in which the student was enrolled.
 - 2.1.5.2 An NOCE student whose academic performance warrants Scholastic Dismissal but is in the third consecutive term or the equivalent thereof meets the academic progress requirements will not be dismissed and notion of dismissal will not appear on the student's transcripts.
- 2.1.6 Notification, Recording, and Appeal of Scholastic Dismissal Status: NOCE shall make a reasonable effort to notify a student who is subject to progress dismissal no later than the beginning of the term in which the standards of the progress dismissal are met.
- 2.1.7 Readmission: A dismissed student will be considered for readmission by filing a written petition of appeal/readmission. If readmitted, the NOCE student shall continue on program probation until the academic progress requirements as set forth by the department are met. Appeals/Readmission may be granted, denied, or postponed according to criteria established by administrative procedure.

See Administrative Procedure 4250, [Probation, Dismissal, and Readmission](#).

Date of Adoption: June 14, 2005

Date of Last Revision: November 28, 2017
June 28, 2016
February 24, 2009

North Orange County Community College District
BOARD POLICY
Chapter 4
Academic Affairs

BP 4260 Prerequisites, ~~and~~ Corequisites, and Advisories

Reference:

Title 5 Sections 55000 and 55003

- 1.0 The Chancellor, in consultation with the faculty as stated in BP/AP2510, [Participation in Local Decision-Making](#), is authorized to establish prerequisites, co-requisites, and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a process in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites, and advisories shall be identified in District publications available to students.

See Administrative Procedure AP 4260, [Prerequisites, Co-requisites, and Advisories](#).

Date of Adoption: June 22, 2004

Date of Last Revision: August 20, 2008 Chancellor's Staff

BP 4300 Field Trips and Excursions

Reference:

Title 5 Section 55220

- 1.0 The District may conduct field trips or excursions in connection with courses of instruction or instructionally-related social, educational, cultural, athletic, or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for enrolled students.
- 2.0 Expenses of students participating in a field trip or excursion may not be paid with District funds unless the expenditure is authorized pursuant to Section 1.0 of this policy.
- 3.0 The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the statutory, regulatory, or contractual conditions applicable to the expenditure of such funds.
- 4.0 The expense of instructors, chaperones, and other personnel participating in an authorized field trip or excursion may be paid from District funds. The District or campuses may pay from District funds all incidental expenses for the use of District equipment during an authorized field trip or excursion.
- 5.0 Students participating in field trips or excursions shall at all times adhere to the standards of conduct as stated in Board Policy 5500, Standards of Student Conduct and Discipline, and to other District policies and procedures regulating student conduct. **Students and staff shall, at all times, adhere to the standards of conduct applicable to conduct on campus.**
- 6.0 All participants in field trips or excursions must be authorized staff, enrolled students, or Board-approved volunteers.
- 7.0 The Chancellor shall establish procedures that regulate the use of District funds for **student** travel and attendance **at conferences and other activities that are performed as a class assignment or co-curricular activity** in conjunction with field trips and excursions authorized pursuant to this policy.

See Administrative Procedure AP 4300, **Field Trips and Excursions**.

Date of Adoption: June 22, 2004

Date of Last Revision: November 22, 2011
April 14, 2009

BP 4400 Community Services Programs

Reference:

**Education Code Section 78300;
Title 5 Sections 55002(d) and 55160**

- 1.0 The District may establish and maintain a community services program to offer varied and diverse cultural, recreational, and educational courses and activities designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled.
- 2.0 Students enrolled in community services offerings shall be charged a fee not to exceed the cost of maintaining the offerings. Community services offerings may also be provided for remuneration by contract or with contributions or donations of individuals or groups.
- 3.0 No General Fund monies may be expended to establish or maintain community services offerings. Community services offerings may not be claimed for apportionment purposes and shall not be referred to as noncredit courses.

See Administrative Procedure AP 4400, [Community Services Programs](#).

Date of Adoption: June 22, 2004

Date of Last Revision: March 24, 2009

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



Resolution 21/22-25, Trustee Absence

WHEREAS, Education Code Section 72425(c) states:

(c) A member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. This compensation shall be a charge against the funds of the district.

NOW, THEREFORE, BE IT RESOLVED that the Trustee named below was absent from the Regular Board meeting of April 12, 2022, due to hardship, and therefore, eligible to receive compensation for the meeting held on that date.

TRUSTEE

Barbara Dunsheath

AYES:

NOES:

ABSENT:

ABSTAINING:

DATE ADOPTED: April 26, 2022

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: April 26, 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.e
Item No.

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

April 7, 2022

The Board of Trustees of the North Orange County Community College District met for its Special Meeting on Thursday, April 7, 2022, at 8:50 a.m. in the Fullerton College, College Center Rooms 224-228.

Board President Jacqueline Rodarte called the meeting to order at 8:54 a.m. and led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL: Present: Jeffrey P. Brown, Barbara Dunsheath, Jacqueline Rodarte, Evangelina Rosales, and Student Trustee Erin Lacorte. Absent: Ryan Bent, Stephen T. Blount, and Ed Lopez and Student Trustee Meena Pandian.

RESOURCE PERSONNEL PRESENT: Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; JoAnna Schilling, Cypress College President; Valentina Purtell, North Orange Continuing Education President; Kai Stearns, District Director, Public & Governmental Affairs; Christie Diep, representing United Faculty; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Gonzalo Arenas Jr. and Jeremy Peters from Cypress College; Mohammad Abdel Haq, Albert Abutin, Alejandra Alvarado, Cristina Arellano, Cecilia Arraiza, Greg Aviles, Carlos Ayon, Jodi Balma, German Baron, Sandra Batres, Danuel Berumen, Gina Bevec, M. Leonor Cadena, Kyari Cail, Garrett Campbell, Kenneth Castellanos, Elisa Cirrito, Alicia Contreras, Jeanne Costello, Les-Sie Crockrom, Nichole Crockrom, Brian Crooks, Nicola Dedman, Sonia Duran, Deniz Fierro, Hugo Flores, Jessica Flores, Marcia Foster, Graciela Galaviz, Jorge Gamboa, Rod Garcia, Michael Gieck, Scott Giles, JP Gonzalez, Mark Greenhalgh, Celina Gutierrez, Heather Halverson, Megan Harris, Randy Harris, Nicole Howard, David Jacobson, Naveen Kanal, Nick Karvia, Jennifer LaBounty, Elisa Latourelle, Elaine Lipiz Gonzalez, Leslie Livelo, Andrea Maciag, Khaoi Mady, Summer Marquardt, Lorena Marquez, Rena Martinez-Stluka, Lisa McPheron, Melisa McLellan, Jennifer Merchant, Amy Moreno, Jose Ramon Nuñez, Christi O'Daniel, Kim Orlijan, Ryan Osborn, Joseph Pavlen, Elsa Perez, Lili Perez, Juan Ramos, Beatriz Resendiz, Julio Reyes Cabezas, Stephanie Rodriguez, Alejandra Rosales, Rachel Roschel, Greg Ryan, Amanda Sadek, Oscar Saghieh, Rolando Sanabria, Annika Steve Selby, Shellenbarger, Ken Starkman, Dixie Stretch, Andre Strong, Matt Taylor, Phil Thurman, Dana Timmermans, Cheryl Toth, Gilberto Valencia, Perry Webster, Brandi Wilson, and Marcus Wilson from Fullerton College; Karen Bautista from North Orange Continuing Education; and Simone Brown Thunder, Danielle Davy, Geoff Hurst, Lisa King, Tami Oh, Chelsea Salisbury, Amita Suhrid, and Kashu Vyas from the District Office.

VISITORS: Diego Anaya, Alex Anido, Jose Bermejo, Luis Chavez, Dan Chlebowski, Cooper Clark, Joseph Espinoza, Brian Head, Sergio Ibarra, Jeff Mahlstede, Connie Moreno Yamashiro, Gerald Padilla, Mark Pavlovich, Aldo Ramirez, Sal Roblodo, Ben

Rogers, Jose Ruelas, Sergio Santoyo, Eulalia Saucedo, Parnell Sullivan, Ben Vega, Rosemary Vilchis, Rich Williams, Victor Williams, Lance Winger, and Jacey Zarah.

OPEN FORUM: Beginning at 9:00 a.m., the following three finalists for the position of Fullerton College President took 45 minutes each to conduct a question and answer session: Dr. Tammy Robinson, Dr. Gilbert Contreras, and Dr. Anthony Culpepper.

ADJOURNMENT: At 11:48 a.m., it was moved by Trustee Barbara Dunsheath and seconded by Trustee Evangelina Rosales to adjourn the meeting. **Motion carried with Trustees Brown, Dunsheath, Rodarte, and Rosales voting yes.**

Prepared By Recording Secretary for
Evangelina Rosales, Secretary, Board of Trustees

UNAPPROVED

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UNAPPROVED
MINUTES OF THE SPECIAL CLOSED SESSION MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

April 9, 2022

The Board of Trustees of the North Orange County Community College District met for its Special Closed Session Meeting on Saturday, April 9, 2022, at 8:30 a.m. in Room 105 at the Anaheim Campus.

Board President Jacqueline Rodarte called the meeting to order at 8:40 a.m. and led the Pledge of Allegiance to the Flag.

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

RESOURCE PERSONNEL PRESENT: Byron D. Clift Breland, Chancellor.

VISITORS: Sharon Ormond and Joan Smith.

PUBLIC COMMENTS: There were no comments from members of the audience.

CLOSED SESSION: At 8:42 a.m., Board President Jacqueline Rodarte adjourned the meeting to closed session per the following sections of the Government Code: **Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Fullerton College President**

RECONVENE MEETING: At 2:46 p.m., Board President Jacqueline Rodarte reconvened the meeting in open session.

ADJOURNMENT: At 2:46 p.m., it was moved by Trustee Stephen T. Blount and seconded by Trustee Barbara Dunsheath to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

Prepared By Recording Secretary for
Evangelina Rosales, Secretary, Board of Trustees

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

April 12, 2022

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, April 12, 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 5:34 p.m. and led the Pledge of Allegiance.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustees Erin Lacorte and Meena Pandian. Absent: Barbara Dunsheath.

RESOURCE PERSONNEL PRESENT: Byron D. Clift Breland, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Elaine Lipiz Gonzalez, Vice President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Raine Hambly, representing the District Management Association; Damon De La Cruz, representing the Cypress College Academic Senate; Christie Diep, representing United Faculty; Pamela Spence, representing CSEA; Dash Johnson, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Paul de Dios, Taylor Garrett, Alex Porter, Marc Posner, and Kathleen Reiland from Cypress College; Josue Abarca, Nick Arman, Rod Garcia, Jose Ramon Nuñez, and Nicole Rossi from Fullerton College; Darrlene Alquizza, Jen Carey, Dulce Delgadillo, Adam Gottdank, Martha Gutierrez, Raquel Murillo, and Jennifer Perez from North Orange Continuing Education; and Simone Brown Thunder, Danielle Davy, Geoff Hurst, Chelsea Salisbury, Amita Suhrid, and Kashu Vyas from the District Office.

VISITORS: Gaby Garcia. 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 Evangelina Rosales 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
Instructional Resources: 4.a, 4.b, 4.c, 4.d, 4.e

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

CHANCELLOR'S REPORT: Chancellor **Byron D. Clift Breland** reported on his attendance at the Asian Pacific Americans in Higher Education (APAHE) Conference where he joined professionals across all three sectors of higher education to discuss best practices and strategies. He congratulated **President JoAnna Schilling**, her team, and the Cypress College Foundation on a successful Americana Awards event; thanked members of the District Black Faculty and Staff Association and the Los Amigos Education Committee for meeting with him and welcoming him to the District; and noted that he looked forward to attending the upcoming CCLC Annual Trustees Conference with members of the Board.

As part of the Chancellor's Report, Dr. Breland introduced **Valentina Purtell**, North Orange Continuing Education President, to present the "State of the NOCE" with a theme of *Get Re-Connected*. The presentation highlights included outreach, onboarding, instruction, student services, institutional and student success, enrollment, and student experience.

President Purtell touched on the NOCE Mission and Vision Statements; the NOCE Core Institutional Values of accountability, diversity, equity, excellence, innovation, integrity, and learning; enrollment recovery plans; updated student services; and shared video testimonials of employees sharing their "Why NOCE?" statements.

Dulce Delgadillo, NOCE Director of Institutional Research and Planning, provided the institutional effectiveness indicators for 20-21 that included data on student demographics, programs, services, enrollment, and student success. She highlighted the intentional gathering of student voices in order to delve into the external factors that impact students to address needs which also provide breadth and depth to the figures.

President Purtell concluded the presentation by thanking all of the members of the NOCE team for their service to NOCE students and transforming the community and a special thank you to **Jennifer Perez** and the NOCE communications team for developing the presentation materials.

Trustees thanked the NOCE team for their dedication to providing excellent service to the community, commended the research team for their surveying of students, and praised NOCE for their on-going efforts to target those in the community who feel like education might not be easily achieved.

(See Supplemental Minutes #1295 for copies of the presentation materials.)

MINUTES: It was moved by Trustee Stephen T. Blount and seconded by Trustee Ryan Bent to approve the Minutes of the Regular Meeting of March 22, 2022. **Motion carried with Trustees Bent, Blount, Brown, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Lacorte and Meena Pandian's advisory votes.**

FINANCE & FACILITIES

Item 3.a: By block vote, authorization was granted to ratify purchase order numbers P0149705 - P0150209 through April 12, 2022, totaling \$2,570,131.63, and check numbers C0053526 – C0053645, totaling \$173,717.48; check numbers F0283315 – F0284693, totaling \$375,950.70; check numbers Q0007474 – Q0007474, totaling \$77.00; check numbers 88520779 – 88521851, totaling \$6,465,240.55; check numbers V0031865 – V0031865, totaling \$2,660.00; check numbers 70120994 – 70121344, totaling \$85,951.52; and disbursements E9018268 – E9034122, totaling \$18,056,631.07, through March 31, 2022.

Item 3.b: By block vote, authorization was granted to adopt Resolution No. 21/22-18, Contract for Lease of Modular Portable Buildings Manufactured by Mobile Kitchens U.S.A., Inc.

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

Item 3.c: By block vote, authorization was granted to amend the Project Management consultant agreement with MAAS Companies for added program support on the Music/Drama Complex and increase the contract from \$185,000 to \$380,000 until project completion.

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

Item 3.d: By block vote, authorization was granted to award Bid #2122-21, Fullerton College Sherbeck Field Improvement Project to Woodcliff Corporation as the lowest overall responsive and responsible bidder in the amount of \$3,550,000 plus \$20,000 allowance.

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

Item 3.e: By block vote, authorization was granted to approve Resolution No. 21/22-19 to award Informal Bid #2122-17, Fullerton College Building 1200 – Domestic Water Heater Replacement Project to Pro-Craft Construction, Inc. in the amount of \$212,500 including \$20,000 allowance.

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

Item 3.f: By block vote, authorization was granted to amend the contract with Amazon Web Services to increase the amount by \$100,000 from \$100,000 to \$200,000.

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

Item 3.g: By block vote, authorization was granted or the District to accept 200 sneeze guards/protective shields from Thinking Cap Central.

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted to approve the amendment of the 2021-24 NOCCCD and Anaheim Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

Item 4.b: By block vote, authorization was granted to approve the summary of curriculum changes for Cypress College, to be effective Spring 2022 and Fall 2022. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Item 4.c: By block vote, authorization was granted to approve the summary of curriculum changes for Fullerton College, to be effective Fall 2022 and Fall 2023. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Item 4.d: By block vote, authorization was granted to approve the summary of curriculum changes for the North Orange Continuing Education, to be effective Summer 2022 and Fall 2022. The curricula have been signed by the Campus Curriculum Committee Chairperson and the President, and have been approved by the District Curriculum Coordinating Committee.

Item 4.e: By block vote, authorization was granted for Fullerton College to enter into an agreement with the California Community Colleges Chancellor's Office to accept the total California Apprenticeship Initiative funds in the amount of \$499,994 to be used by September 30, 2025, for creation and implementation of the Drone Pilot Apprenticeship Program.

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

HUMAN RESOURCES

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

CHANGE IN SALARY CLASSIFICATION

Jahan, Reza	CC	Biological Sciences Instructor (ADJ)
		From: Column 1, Step 1
		To: Column 3, Step 1
		Eff. 01/24/2022

ADDITIONAL DUTY DAYS @ PER DIEM

Alhadeff, Andrew	CC	Head Coach, Men's Basketball	15 days
Canner, Mark	CC	Head Coach, Men's Water Polo	13 days
Canner, Mark	CC	Head Coach, Women's Water Polo	13 days
Hutting, Anthony	CC	Head Coach, Baseball	15 days
Mohr, Margaret	CC	Head Coach, Women's Basketball	15 days
Welliver, Nancy	CC	Head Coach, Beach Volleyball	13 days
Welliver, Nancy	CC	Head Coach, Women's Volleyball	13 days

PAYMENT FOR INDEPENDENT LEARNING CONTRACT

Campbell, Garrett	FC	\$40.00
Daniel, William	FC	\$30.00
Klippenstein, Stephen	FC	\$20.00
Langlois, Jessica	FC	\$20.00
Markley, Karen	FC	\$10.00
Young, Renee	FC	\$60.00

LEAVE OF ABSENCE

@00001406	CC	Faculty Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/18/2022-05/21/2022
@01762145	FC	Director SB 114 (SPSL) Paid Leave using Supplemental Paid Sick Leave Eff. 01/03/2022-01/04/2022 (16 hours)
@01832436	CC	Faculty AB 2393 Parental Leave (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/01/2022-05/13/2022

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2022 SPRING SEMESTER

Okazaki, Melanie

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

Amirehteshami, Marina	NOCE	Column 2, Step 1
McCormick, Chonhee	FC	Column 2, Step 1
Phamle, Skyler	NOCE	Column 2, Step 1

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Alani, Mayada	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Alvarez, Cristina	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Amend, Rex	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022

Arambula, Michael	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Berry, Melissa	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Biganeh, Maryam	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Blumer, Collette	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Curtin, Brian	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Echolds, Nora	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Famolaro, Phil Felix	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Gamble, Malcolm	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Harless, Heather	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Harry, Honour	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Heimes, Peter	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Hyatt Solomina, Yelena	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Jun, Christine	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022

Keissieh, Claude	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Khong, San	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Kim, Hannah	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Lasater, John	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Lelesi, Peggy	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Lim, Emmie	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Magrann, Tracey	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Olvey, Kathy	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Ortega, Valerie	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Passman, Alan	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Pineda, Edward	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Rafferty, Jennifer	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Shields, Julie	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022

Toth, Amanda	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Tran, Lisa	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Tseng, Anh	NOCE	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Vo, Criss	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
White, Zachary	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022
Whitehall, Brianna	FC	Humanities Division Professional Learning Day Stipend not to exceed \$100.00 Eff. 05/26/2022
Winn, Savauna	CC	Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 03/10/2022

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

RESIGNATION

Burton, Bronwen	FC	Laboratory Clerk, Costume Shop 10-month position Eff. 06/01/2022 PN FCC621
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PROBATIONARY RELEASE

@01914768	AC	District Director, Information Technology Infrastructure and Operations 12-month position (100%) Eff. 03/30/2022 PN ISM995
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NEW PERSONNEL

Ahn, Jihoon	AC	Business Analyst II, Educational Services and Technology 12-month position (100%)
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Range 58, Step C
Classified Salary Schedule
Eff. 05/01/2022
PN DEC917

Aponte, Jocelyn	NOCE	Administrative Assistant II 12-month position (100%) Range 36, Step C Classified Salary Schedule Eff. 04/15/2022 PN SCC889
Jimenez, Victor	CC	Special Project Coordinator, Foundation Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 04/15/2022 – 06/30/2022 PN CCT999
Laguna Morales, Andrea	CC	Special Project Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 04/15/2022 – 06/30/2022 PN CCT716
Perez, Marvin	FC	Financial Aid Technician 12-month position (100%) Range 36, Step E Classified Salary Schedule Eff. 04/15/2022 PN FCC675
Resendiz, Dario	CC	Special Project Coordinator, Charger Experience Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 04/15/2022 – 06/30/2022 PN CCT999
Sanchez, Joshua	FC	Financial Aid Technician 12-month position (100%) Range 36, Step E Classified Salary Schedule Eff. 05/02/2022 PN FCC969

REVISION OF CONTRACT

Rocha, Sandra	CC	From: Special Project Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule PN CCT716
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To: Special Project Manager, Dual Enrollment
 Temporary Management Position (100%)
 Range 2, Special Project Admin Daily Rate Schedule
 Eff. 04/15/2022 – 06/30/2022
 PN CCT725

VOLUNTARY CHANGES IN ASSIGNMENT

Orozco Victoria, Laura FC Facilities Custodian I
 12-month position (55%)
 PN FCC990

Permanent Change in Assignment
 To: Facilities Custodian I
 12-month position (100%)
 Range 27, Step + 10% Shift
 Classified Salary Schedule
 Eff. 05/02/2022
 PN FCC559

PROFESSIONAL GROWTH & DEVELOPMENT

Qader, Amanda FC Instructional Assistant, Math (100%)
 1st Increment (\$400)
 Eff. 07/01/2022

STIPEND FOR ADDITIONAL AMINISTRATIVE DUTIES

Myles, Zanthine Renee NOCE Account Clerk II (100%)
 6% Stipend
 Eff. 04/15/2022 – 06/30/2022

Resendiz, Beatriz FC Student Services Technician (100%)
 6% Stipend
 Eff. 04/05/2022 – 05/31/2022

STIPEND FOR ADDITIONAL MANAGEMENT DUTIES

Hanifa, Roselyne AC Risk Management Technician (100%)
 10% Stipend
 Eff. 02/01/2022 – 06/30/2022

Hurst, Geoff AC District Director, Enterprise IT Applications
 Support and Development (100%)
 10% Stipend
 Eff. 04/01/2022 – 06/30/2022
 Eff. 07/01/2022 – 06/30/2023

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 #1295 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 #1295 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 #1295 for a copy of the volunteer listing.)

Item 5.f: By the block vote, authorization was granted to approve the Tentative Agreement with respect to negotiations for the 2021-2022, 2022-2023 and 2023-2024 fiscal years, inclusive of all terms and conditions specified in the written Agreement between United Faculty CTA/CCA/NEA and the District, as follows:

ADJUSTMENTS FOR THE 2021-2022 FISCAL YEAR

The Regular and Contract Faculty Summer Intersession Teaching Salary Schedule will first be increased by five-point zero seven percent (5.07% funded COLA) and then increased by five percent (5.0%) across the schedule, effective Summer 2022.

Unit members will be provided a one-time off-schedule salary payment in the amount of five thousand dollars (\$5,000.00) within sixty (60) days after ratification and Board approval.

ADJUSTMENTS FOR THE 2022-2023 FISCAL YEAR

The Regular and Contract Faculty Salary Schedules will first be increased by five-point zero seven percent (5.07% funded COLA) for 2021-2022 and then increased by the funded COLA for 2022-2023, across the schedule, effective Fall 2022.

The Regular and Contract Faculty Overload Teaching Schedule will first be increased first by five-point zero seven percent (5.07% funded COLA) for 2021-2022 and then increased by funded COLA for 2022-2023, across the schedule, effective Fall 2022.

The Regular and Contract Faculty Overload Nonteaching Schedule will first be increased by five-point zero seven percent (5.07% funded COLA) for 2021-2022 and then increased by funded COLA for 2022-2023, across the schedule, effective Fall 2022.

The Regular and Contract Faculty Summer Intersession Teaching Salary Schedule will be increased by funded COLA for 2022-2023, across the schedule, effective Summer 2023.

Two-thousand dollars (\$2,000.00) of the current fringe benefit allowance (\$4,646.10) will be moved to the salary schedules, effective Fall 2022. The remaining balance of \$2,646.10 shall remain as fringe benefit allowance.

SALARY ADJUSTMENT FOR THE 2023-2024 FISCAL YEAR

The Regular and Contract Faculty Salary Schedules will be increased by funded COLA, across the schedule, effective Fall 2023.

The Regular and Contract Faculty Overload Teaching Schedule will be increased by funded COLA, across the schedule, effective Fall 2023.

The Regular and Contract Faculty Overload Nonteaching Schedule will be increased by funded COLA, across the schedule, effective Fall 2023.

The Regular and Contract Faculty Summer Intersession Teaching Salary Schedule will be increased by funded COLA, across the schedule, effective Summer 2024.

AMENDMENT TO THE COLLECTIVE BARGAINING AGREEMENT

The Agreement also provides for modifications to Articles 1, 5, 11, 16, 18, 20, 21, 27 and new Articles 28 and 29.

(See Supplemental Minutes #1295 for a copy of the Agreement.)

It is further recommended that the attached Faculty Summer Intersession Teaching Salary Schedule, effective Summer 2022, be approved.

(See Supplemental Minutes #1295 for a copy of the Salary Schedule.)

GENERAL

Item 6.a: It was moved by Trustee Ryan Bent and seconded by Trustee Jeffrey P. Brown that the Board mark its ballot for the California Community College Board of Trustees Board of Directors for the following four individuals: Kenneth Brown, Mary Strobridge, Tamara Silver, and Danny Kelley. **Motion carried with Trustees Bent, Blount, Brown, Lopez, and Rodarte voting yes, including Student Trustees Lacorte and Pandian's advisory votes, and Trustee Rosales voting no.**

Item 6.b: The Board received the following proposed, revised Board Policies as a first reading and directed that they be placed on a future Board meeting for action:

- BP 4231, Grade Changes:
- BP 42322, Pass/No Pass Grading Option:
- BP 4240, Academic Renewal:
- BP 4250, Probation, Dismissal, & Readmission:
- BP 4260, Prerequisites, Corequisites, & Advisories:
- BP 4300, Field Trips & Excursions:
- BP 4400, Community Services Programs:

Item 6.c: The Board received the following revised Administrative Procedures as information:

- AP 4231, Grade Changes
- AP 42322, Pass/No Pass Grading Option:
- AP 4240, Academic Renewal:
- AP 4250, Probation, Dismissal, & Readmission:
- AP 4260, Prerequisites, Corequisites, & Advisories:
- AP 4300, Field Trips & Excursions:
- AP 4500, Student News Media:
- AP 4610, Instructional Service Agreements:

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.d: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Evangelina Rosales that the Board adopt Resolution No. 21/22-20, Trustee Absence verifying that Trustee Bent was absent on April 7, 2022 due to hardship and, therefore, eligible to receive compensation for the Special Board meeting held on that date. **Motion carried with Trustees Blount, Brown, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Lacorte and Pandian's advisory votes, and Trustee Bent abstaining.**

It was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales that the Board adopt Resolution No. 21/22-21, Trustee Absence verifying that Trustee Blount was absent on April 7, 2022 due to hardship and, therefore, eligible to receive compensation for the Special Board meeting held on that date. **Motion carried with Trustees Bent, Brown, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Lacorte and Pandian's advisory votes, and Trustee Blount abstaining.**

It was moved by Trustee Evangelina Rosales and seconded by Trustee Ryan Bent that the Board adopt Resolution No. 21/22-22, Trustee Absence verifying that Trustee Lopez was absent on April 7, 2022 due to hardship and, therefore, eligible to receive compensation for the Special Board meeting held on that date. **Motion carried with Trustees Bent, Blount, Brown, Rodarte, and Rosales voting yes, including Student Trustees Lacorte and Pandian's advisory votes, and Trustee Lopez abstaining.**

Signed affidavits from Trustees Bent, Blount, and Lopez verifying their absences due to hardship will be on file in the Chancellor's Office.

Item 6.e: The Board discussed the proposed legislation surrounding modification to the Brown Act to determine if Board-signed position letters or resolutions on any of the bills were warranted.

During the discussion, trustees expressed support for SB 1100 which would clarify the rules around when individuals can be removed for willfully interrupting a meeting.

Trustees were divided on AB 1944 which would allow public officials to attend Brown Act meetings remotely without being required to publish their address or open their remote location when the meeting is accessible to the public via live video stream and the public can provide public comments remotely by phone or audio-visual means. Ultimately it was agreed that the Board would take no position on AB 1944.

Trustees opposed AB 2449 which would allow local officials to attend meetings remotely with at least a quorum attending in person and others remotely by both audio and visual technology, and also require remote public comments and a procedure for resolving requests for reasonable accommodation for individuals with disabilities. Trustees felt some of the bill provisions were problematic and stated concerns with the requirement of both audio and visual participation by trustees, with being forced to stop the meeting if the broadcast is interrupted, and the significant burden on staff if remote public comments are required. The student trustees disagreed and urged the Board to vote to support AB 2449.

Trustees expressed support for AB 2647 which would give local agencies more flexibility to make documents provided to trustees available to the public online when they are distributed outside of standard business hours.

Subsequent to the discussion, it was moved by Trustee Stephen T. Blount and seconded by Trustee Jeffrey P. Brown that advocacy letters in support of SB 1100 and AB 2647, and in opposition to AB 2449 be submitted on behalf of the Board, with no position being taken on AB 1944. **Motion carried with Trustees Bent, Blount, Brown, Lopez, Rodarte, and Rosales voting yes and Student Trustees Lacorte and Pandian abstaining.**

Item 6.e: Board President Jacqueline Rodarte asked if there were any requests for potential future Board agenda items and there were none.

CHANCELLOR'S STAFF COMMENTS

Valentina Purtell invited students district-wide to attend the free, five-part Career Readiness Program offered by the Career Technical Education Program and reported that the NOCE Parenting Program will host its annual Building Trauma-Informed Communities Conference from May 2-10 via Zoom. President Purtell reported on on-going efforts to reconnect with K-12 partners including participation at the Garden Grove Unified School District's Summer Resources Fair on April 4.

Elaine Lipiz Gonzalez provided a report on behalf of **Interim President Gil Contreras** that highlighted Fullerton College's attendance at the Fullerton State of the City event at California State University, Fullerton and the Friends of Fullerton Foundation hosting their first strategic planning retreat. Dr. Lipiz-Gonzalez also recognized **Greg Ryan**, Fullerton College Financial Aid Director, for receiving the CCC Student Financial Aid Administrators Association Hall of Fame Award.

JoAnna Schilling reported on her plans to attend the Orange County Teachers of the Year Banquet on April 25 to celebrate **Amanda Gargano** and **Tony Sanchez-Duran** and shared copies of a Cypress College brochure that will be mailed to over 140,000 homes within the District as part of an enrollment campaign. She acknowledged **Meena Pandian** and Associated Students President **Sydney Pike** for facilitating the Student Symposium on April 7, announced that Cypress College is celebrating Earth Day with a week of activities that include a screening of "*The Biggest Little Farm*" on April 21, and is also participating in Black Student Success Week from April 25-29. Dr. Schilling concluded her report by inviting everyone to attend the Yom HaShoah Day of Remembrance event on April 20.

Irma Ramos invited everyone to attend the PIE Series presentation "Critical Race Theory: What it is, What it isn't" *via Zoom on April 15.*

RESOURCE TABLE PERSONNEL COMMENTS

Damon De La Cruz reported on activities from the last Cypress College Academic Senate meeting that included an introduction by **Chancellor Breland**, review of proposed bylaw revisions, the idea of a DEIA ombudsman, Institutional Program Review, and the proposed revisions to Board Policy/Administrative Procedure 7600.

As part of his report, Dr. De La Cruz read a report on behalf of **Jennifer Combs**, Fullerton College Faculty Senate President, that praised the work of the campus Guided Pathways

Steering Committee and their plans which have been endorsed by the Senate, noted that the Senate is in the process of selecting a faculty team for a Belonging and Student Voice Focus Group project, established a Baccalaureate Degree Application Workgroup, and thanked **Chancellor Breland** for his recent visit to the Senate.

Christie Diep announced that the Tentative Agreement with the District was ratified by United Faculty membership with a 95% vote. She deemed the agreement a success for the District and thanked the Board, the Vice Chancellors, **Dr. Breland**, and her colleagues for their contributions towards the agreement. She also read a statement from the Racial Justice and Equity Committee (RJEC) represented by districtwide faculty noting the historic moment that the agreement represents and that racial justice and equity require an on-going commitment to providing people with the resources and systems that they need to succeed and thrive, as well as a commitment for just and equitable negotiations.

Pamela Spence reported on a CSEA membership survey prompting negotiations to focus on hours and overtime, announced a town hall meeting for classified staff on April 21, and planned meetings with members who work in the evenings to answer questions that will include meals hosted by the campus Presidents. She also congratulated United Faculty on their successful negotiations with the District.

Dash Johnson congratulated United Faculty on their Tentative Agreement with the District and reported that Adjunct Faculty United is starting negotiations for office hours because students deserve to have them and part-time faculty deserve to be compensated for them.

MEMBERS OF THE BOARD OF TRUSTEES COMMENTS

Student Trustee Erin Lacorte reported on campus events, including the Cypress College Americana Awards, Career Fair, and the Programs and Services Carnival at Fullerton College as well as upcoming campus events, such as Black Student Success Week, the SEES student panel, and Fullerton College Night at Angel Stadium.

Student Trustee Meena Pandian reported that the Cypress College Associated Students attended the Student General Assembly in Sacramento where a resolution to implement wellness facilities passed. She also shared several upcoming events including World Fest on April 13, Sex Day on April 18, and a screening of the "Biggest Little Farm" on April 21.

Trustee Ryan Bent reported on his attendance at the Americana Awards and commended Cypress College for hosting yet another outstanding event.

Trustee Jeffrey P. Brown praised the approved Fullerton College curriculum on the agenda that included a full four semester sequence of American Sign Language courses.

Trustee Evangelina Rosales reported on her attendance at the Fullerton Collaborative meeting that included discussion with potential partnerships with local businesses, and praised the Cypress College Foundation for their successful Americana Awards.

Trustee Stephen T. Blount also reported on his attendance at the Americana Awards and commended Fullerton College for their RAD (Reach out, Ask for help, Do something) campaign to serve the mental health needs of students.

Board President Jacqueline Rodarte thanked those who provided feedback on the Fullerton College President finalists. She announced that the annual Board assessment would be distributed soon and noted that the Board looks at the feedback provided to identify areas that they can improve upon.

NON-AGENDA PUBLIC COMMENTS:

Nicole Rossi, Fullerton College Faculty, addressed the Board to share that she was deeply troubled by their vote to extend the COVID-19 vaccine mandate and require a booster despite the State relaxing its requirements and urged them to end the requirement. She cited concerns regarding declining enrollment, the negative impact on testing proctoring affected by the requirement, and the loss of students and impact on employees

Darlene Alquiza, NOCE Adjunct Faculty, stated that she loves her job and what NOCE does for the community but reported that students in her classes tell her that people are not enrolling specifically because of the vaccine mandate. She asked the Board to consider the impact on those students who are not allowed to register and noted that experts do not recommend a vaccine mandate because it is not necessary.

Taylor Garrett, Cypress College Staff, shared her extreme disappointment and frustration regarding the vaccine mandate and urged the Board to repeal it. She stated that choice should be respected, cited a medical study that highlighted the side effects and risks of the vaccine, and asked the Board to stop forcing employees to choose between their personal health and a paycheck.

CLOSED SESSION: At 7:44 p.m., Board President Jacqueline Rodarte adjourned the meeting to closed session per the following sections of the Government Code and stated there would not be a read out:

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.

Per Section 54956.8: CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Property: 1245 E. Wilshire Avenue, Fullerton, CA 92831 (APN 033-211-04)
Negotiation Party: Fred Williams, Vice Chancellor, Finance & Facilities
Under Negotiations: Terms and Conditions of Purchase

RECONVENE MEETING: At 8:50 p.m., Board President Jacqueline Rodarte reconvened the meeting in open session.

ADJOURNMENT: At 8:50 p.m., it was moved by Trustee Ryan Bent and seconded by Trustee Stephen T. Blount to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Lopez, Rodarte, and Rosales voting yes.**

Prepared By Recording Secretary for
Evangalina Rosales, Secretary, Board of Trustees

UNAPPROVED