



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

MEETING: Regular Meeting in May 2019

DATE: Tuesday, May 14, 2019, at 5:30 p.m.

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

Welcome to this meeting of the North Orange County Community College District Board of Trustees. If you wish to address the Board, please complete a yellow card entitled, "Request to Address Board of Trustees" and submit it to the Board's 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, according to the rules of the Board. Members of the public wishing to address matters not on the agenda will be invited to do so under "Comments: Members of the Audience" at the beginning of the meeting. The Board reserves the right to change the order of the agenda items as the need arises.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** Members of the public may address the Board regarding items on the Agenda as such items are taken up, subject to regulations of the Board. All Board meetings, excluding closed sessions, shall be electronically recorded.
- d. **Consider Non-Personnel block-vote items indicated by [] in Sections 3 & 4**
- e. **Consider Personnel block-vote items indicated by [] in Section 5**
Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion.

An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote. Members of the public completing a card entitled, "Request to Address Board of Trustees" on an item removed from block-vote consideration will be heard prior to the Board's vote on that item.

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 at the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. to 5:00 p.m.).

- f. **Reports:**
 Chancellor
 * **Merit System Presentation**
 - g. **Comments:**
 Resource Table Personnel
 Members of the Board of Trustees
2. a. **Approval of Minutes of the Regular Meeting of April 23, 2019.**
- 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 Government Code Section 54957.5: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: CHANCELLOR

Per California Education Code Section 72122: CONSIDERATION OF ACTION ON STUDENT EXPLULSION

3. FINANCE & FACILITIES

- [a] It is recommended that the Board ratify purchase orders and checks. **(The Purchase Orders and Checks are available for review in the District's Business Office.)**
- [b] Authorization is requested to use the estimated \$30,260,623 of Education Protection Account proceeds resulting from the passage of Proposition 55 to partially fund instructional salaries and benefits.
- c. It is recommended that the Board receive the Quarterly Investment and Irrevocable Retiree Benefits Trust Reports for the quarter ended March 31, 2019.
- d. It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended March 31, 2019, as required by §58310 of Title 5.
- [e] It is recommended that the Board adopt a resolution establishing separate bank, saving, clearing, and revolving accounts pursuant to the California Community College Budget and Accounting Manual as authorized by §84030 of the Education Code, and in accordance with Education Code §58311 of Title 5 of the California Code of Regulations. **(The Resolution is available for review in the District's Business Office.)**
- [f] Authorization is requested for the 2018-2019 General Fund transfers netting to the amount of \$676,908 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307. **(The Resolution is available for review in the District's Business Office.)**
- [g] Authorization is requested to accept new revenue and to make adjustments to the General Fund and Financial Aid Fund revenue and expenditure budgets in accordance with the revised and new fiscal year 2018-2019 allocations totaling \$290,728. It is further requested that resolutions be adopted to adjust budgets, to accept new revenue and authorize expenditures within the General Fund and Financial Aid Fund pursuant to the California Code of Regulations Title 5, §58308. **(The Resolution is available for review in the District's Business Office.)**
- [h] Authorization is requested to declare the attached list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items.

- [i] Authorization is requested for the disposal of Class 3 Disposable Records after July 1, 2019, from the District's Business Office, and the respective Bursar's Office of Cypress and Fullerton Colleges and North Orange Continuing Education, pursuant to Title 5, §59020 of the California Administrative Code.
- j. It is recommended that the Board adopt Resolution No.18/19-21, authorizing purchase of the real property located on East Chapman Avenue, Fullerton, CA, APN 033-211-04 in the amount of \$2,800,000 and finding the purchase of real property exempt from the California Environmental Quality Act. **(The Resolution is available for review in the District's Business Office.)**
- k. It is recommended that the Board approve the bid from Bushala Brothers in the amount of \$425,000.
- [l] It is recommended that the Board reject all bids for RFP #1819-01, Districtwide Network Refresh.
- m. Authorization is requested to enter into an annual agreement with Pathways of Hope in the amount of \$197,800 starting July 1, 2019 through June 30, 2020.
- [n] Authorization is requested to renew a one-year support agreement from CDW-G Technologies, Inc. for Cisco Systems, Inc. network hardware and software beginning July 1, 2019, through June 30, 2020, for a total cost of \$100,097.19 plus tax.
- [o] Authorization is requested to amend the agreement with Thunderbird Leadership Consulting, increase the agreement by \$6,500 from \$137,068 to \$143,568.
- [p] Authorization is requested to enter into an agreement with Concentric Sky for the development of CTE Program Finder Website in the amount of \$190,950 from May 19 – December 30, 2019. Any additional work for the website above the proposed amount will be charged based on an hourly rate of \$150 per hour.
- q. It is recommended that the Board receive the information to the addendum to the Cypress College Science Engineering Math Building Final Program Environmental Impact Report.

4. **INSTRUCTIONAL RESOURCES**

- [a] It is recommended that the Board approve the Cypress College, Fullerton College and NOCE local goals in alignment with the Vision for Success.
- b. It is recommended that the Board receive as information the Cypress College, Fullerton College, and NOCE guided pathways self-assessment progress reports.
- [c] It is recommended that the Board approve the summary of curriculum changes for Cypress College, to be effective Fall 2019.
- [d] It is recommended that the Board approve the summary of curriculum changes for the North Orange Continuing Education, to be effective Fall 2019.

5. HUMAN RESOURCES

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

Retirements
 Resignation
 New Personnel
 Additional Duty Days @ Per Diem
 Stipend for Additional Administrative Duties
 Payment for Independent Learning Contracts Spring 2019
 Leaves of Absence
 Temporary Academic Hourly
 New Management Job Description
 Correction to Board Agenda – Salary Placement

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

Retirement
 Resignation
 New Personnel
 Stipend for Additional Management Duties
 Leaves of Absence

[c] Request approval of Professional Experts.

[d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.

[e] Request approval of Volunteers.

6. GENERAL

- a. It is recommended that the Board adopt Resolution No. 18/19-19, declaring the week of May 6-10, 2019 as Teacher Appreciation Week.
- b. It is recommended that the Board adopt Resolution No. 18/19-20, declaring the week of May 20-26, 2019 as Classified School Employee Week.
- c. It is recommended that the Board adopt the revised Board Policies in Chapters 2.
- d. It is recommended that the Board re-adopt Board Policy 6320, Investments.
- e. It is recommended that the Board consider whether an increase to compensation for Board members is desirable at this time.
- f. It is recommended that the Board discuss any potential future agenda items.

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 14, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Ratification of Purchase Orders and Checks	Enclosure(s)	<u> X </u>

BACKGROUND: Pursuant to the Purchasing Policy for the North Orange County Community College District, a summary of purchase orders and checks shall be submitted to the Board of Trustees for ratification at the first meeting of the Board following the issuance or prior to issuance where required.

The purchase order numbers P0125293 - P0131544, check numbers C0049436 - C0049572; F0234674 - F0235134; Q0006382 - Q0006445; 88489662 - 88490921; V0031728 - V0031729; 70093440 - 70093718; disbursements E8793328 - E8797761; and amended purchase orders have been processed since the previous Board meeting. Checks beginning with "C" are from the Cypress College Bursar's office; checks beginning with "F" are Fullerton College Bursar; checks beginning with "Q" are NOCE Bursar; checks beginning with "88" are District checks through the County Department of Education; checks beginning with "V" are District revolving checks; checks beginning with "7" are Cypress College Bursar's Office Student Refund Checks; and disbursements beginning with "E" are financial aid payments made electronically via the Bank Mobile disbursement process. These purchase orders and checks can be reviewed in the District's Business Office. All purchase orders and checks have been processed in accordance with the Plan of Implementation as approved by the Board pursuant to the concept of fiscal accountability.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Actual costs will be charged to applicable funds as goods and/or services are received.

RECOMMENDATION: It is recommended that the Board ratify purchase order numbers P0125293 - P0131544 through April 12, 2019, totaling \$97,756,366.25, and check numbers C0049436 - C0049572, totaling \$330,891.15; check numbers F0234674 - F0235134, totaling \$192,297.06; check numbers Q0006382 - Q0006445, totaling \$12,379.01; check numbers 88489662 - 88490921, totaling \$7,376,631.57; check numbers V0031728 - V0031729, totaling \$0.12; check numbers 70093440 - 7009718, totaling \$53,057.89; and disbursements E8793328 - E8797761, totaling \$5,509,061.18, through April 30, 2019.

Fred Williams

3.a

Recommended by

Approved for Submittal

Item No.

BOARD RECAP
FOR THE PERIOD MARCH 14, 2019, THROUGH APRIL 12, 2019
BOARD MEETING 5/14/19

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0125293	Dr Hydraulics Inc	\$ 1,000.00		CC	Blanket Order for Hydraulic Lift Repairs
P0125645	Hutchins Mfg Company Inc	\$ 500.00		CC	Blanket Order for Equipment Repairs
P0126856	Prestige Elevator Interiors	\$ 23,832.00		AC	Elevator Repair Services
P0130593	Computerland of Silicon Valley	\$ 124.00		CC	Software License
P0130873	Mariam Abdelrehim	\$ 394.12		FC	Reimbursement for School Supplies
P0130874	Gorm Inc	\$ 21,440.42		CC	Floor Cleaning Equipment for Facilities Dept.
P0130876	Cynthia Guardado	\$ 1,601.05		FC	Reimbursement for Field Trip for Social Science Dept.
P0130879	Dentsply Preventive Care	\$ 8,845.20		CC	Dental Training Supplies
P0130880	Cumulux Technology Services LLC	\$ 112,500.00		AC	Consultant Services for District IS Dept. - BA: 03/12/19
P0130882	Katy Realista	\$ 588.00		CC	Reimbursement for Student Contact List Fees
P0130883	Andrew Finney	\$ 151.93		FC	Student Fees Reimbursement
P0130884	David Quintana	\$ 22.50		FC	Student Fees Reimbursement
P0130885	Toshiba Business Solutions	\$ 11,424.33		FC	Copier
P0130886	Toshiba Business Solutions	\$ 10,337.14		FC	Copier
P0130887	Elizabeth Mariscal	\$ 68.37		FC	Student Fees Reimbursement
P0130888	Tri-Star Gases LLC	\$ 90,510.00		FC	Tig Welder Units for Welding Technology Dept.
P0130890	Rodriguez Engineering Inc	\$ 19,500.00	Capital Outlay	AC	Structural Engr. Services-1300 Bldg. Main Tower @ FC
P0130892	Hobart	\$ 900.00		CC	Blanket Order for Onsite Equipment Repairs
P0130893	Skills USA Inc	\$ 1,000.00		FC	Blanket Order for Welding Supplies
P0130894	Aardvark Clay & Supplies Inc	\$ 2,000.00		CC	Blanket Order for Facilities Supplies
P0130895	Freestyle Camera	\$ 3,000.00		CC	Blanket Order for Photographic Supplies
P0130896	Musician's Friend	\$ 4,176.44		CC	Musical Equipment for Instruction
P0130912	Haas Factory Outlet	\$ 83,343.50		FC	Drill and Milling Machine
P0130913	Love and Logic Institute Inc	\$ 2,200.26		NOCE	Textbook
P0130914	California State University Fullerton	\$ 1,000.00		CC	Independent Contractor for Training Services
P0130916	Sodexo Inc and Affiliates	\$ 3,750.00		FC	CalWORKs Meal Cards
P0130917	Full Compass Systems Ltd	\$ 56,677.10		CC	Network Supplies
P0130920	Amazon Business	\$ 1,106.70		FC	Lab Supplies
P0130921	Digital Networks Group Inc	\$ 27,931.66		AC	Conference Room Multimedia Upgrade
P0130922	Lexington Inn San Luis Obispo	\$ 2,361.25		CC	Field Trip Hotel Fees
P0130923	Holiday Inn Express	\$ 2,893.67		CC	Field Trip Hotel Fees
P0130924	Sweetwater Sound Inc	\$ 70.04		FC	Bass Drum Pedal
P0130925	Wayfair LLC	\$ 1,314.51		FC	Facilities Supplies
P0130926	Glasby Maintenance Supply Co.	\$ 548.45		NOCE	Facilities Supplies
P0130927	County of Orange	\$ 71,026.37		AC	Presidential General Election Trustee Area 2 Fee
P0130928	American Association of Colleges for Teacher Education	\$ 1,000.00		FC	Institutional Membership
P0130929	Amazon Business	\$ 173.98		FC	Instructional Supplies
P0130930	Anaheim Glass Inc	\$ 2,988.82		FC	Glass Repair Services
P0130931	CDW Government Inc	\$ 4,347.93		FC	Computer Components

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0130932	Safari Books Online LLC	\$ 798.00		AC	Subscription Renewal
P0130934	Vintage King Audio Inc	\$ 3,335.78		FC	Audio Equipment
P0130935	B & H Photo Video Inc	\$ 4,465.53		FC	Video Equipment
P0130951	Scantron Corporation	\$ 300.00		NOCE	Software License Renewal
P0130968	MVP Promotions	\$ 991.30		CC	Promotional Materials
P0130969	Marriott Hotel	\$ 1,585.82		FC	Field Trip Hotel Fees
P0130970	Latina Leadership Network of the California Comm College	\$ 4,186.50		FC	Conference Registration Fees
P0130971	Sodexo Inc and Affiliates	\$ 184.68		FC	Catering for Black Students Forum 2019
P0130972	Sodexo Inc and Affiliates	\$ 4,969.97		FC	Catering for Spring 2019 Convocation
P0130973	Toshiba Business Solutions	\$ 92.77		FC	Copier Machine Staples
P0130974	Jostens	\$ 4,006.25		FC	Graduation Degree Supplies
P0130975	Buddy's All Stars, Inc.	\$ 1,754.45		FC	Athletic Supplies
P0130976	MetroMedia, Inc.	\$ 3,560.00		CC	Advertising Fees
P0130977	WASFAA	\$ 50.00		FC	Institutional Membership
P0130978	Scantron Corporation	\$ 278.95		CC	Scantron Forms
P0130979	Logo Sportswear Inc	\$ 1,489.52		FC	Custom Shirts
P0130980	Professional Turf Specialties, Inc.	\$ 21,875.00		CC	Pedestrian Walkway Installation
P0130981	Sodexo Inc and Affiliates	\$ 1,879.26		FC	Catering for the Humanities Division
P0130982	Digital Networks Group Inc	\$ 200,608.92		AC	Board Room Multimedia Upgrade Project using CMAS Contract
P0130983	McDowell Signal Processing LLC	\$ 875.00		FC	Site License Fees
P0130984	Chefs Toys - Accusharp	\$ 1,908.47		CC	Culinary Supplies
P0130985	GST	\$ 266.66		FC	Printer
P0130986	CDW Government Inc	\$ 1,375.53		FC	Computer
P0130987	GST	\$ 511.94		FC	Computer Monitor
P0130988	CDW Government Inc	\$ 3,119.62		FC	Printer
P0130990	ACCO Engineered Systems	\$ 7,851.00	Capital Outlay	AC	Cooling Tower Repairs @ FC
P0130991	Matco Tools	\$ 5,000.00		CC	Blanket Order for Supplies
P0130992	Myers Tire Supply	\$ 6,000.00		CC	Blanket Order for Instructional Supplies
P0130993	Metal Depot Inc	\$ 1,200.00		CC	Blanket Order for Instructional Supplies
P0130994	Grainger Inc	\$ 1,000.00		CC	Blanket Order for Instructional supplies
P0130995	Amazon Business	\$ 129.14		NOCE	Instructional Supplies
P0130996	Edgar Rothermich	\$ 395.58		FC	Reimbursement for Audio Equipment
P0130997	Howard Technology Solutions	\$ 269.38		FC	Computer Monitor
P0130998	Kevin Scully	\$ 175.00		FC	Guest Speaker for the FC Math Colloquium
P0130999	Sasco Electric	\$ 560.00		FC	Data Cable Installation
P0131000	GST	\$ 2,458.05		CC	Printer
P0131001	GST	\$ 501.04		CC	Printer
P0131002	Fisher Scientific Co LLC	\$ 1,874.70		CC	Lab Supplies
P0131003	California Women Lead	\$ 5,000.00		AC	Women's Conference Sponsorship by Chancellor
P0131004	Meyers Fozi & Dwork, LLP	\$ 1,322.90		AC	Legal Defense Cost: Adjunct United local vs NOCCCD
P0131020	CDW Government Inc	\$ 616.33		FC	Printer
P0131021	GST	\$ 996.17		CC	Document Scanner

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131022	CDW Government Inc	\$ 9,963.47		FC	(8) Computers with Warranties
P0131023	4imprint Inc	\$ 4,330.35		CC	Custom Shirts
P0131025	Totty Printing	\$ 2,500.00		AC	Blanket Order for Printing Services
P0131026	ACCO Engineered Systems	\$ 12,990.00	Capital Outlay	AC	Leak Repairs for Chiller Lot 3 Mini Plant @ FC
P0131027	Alonti Cafe & Catering	\$ 298.52		AC	Catering for Equity Symposium
P0131028	Rodriguez Engineering Inc	\$ 3,150.00		FC	Engineering Services
P0131029	Skills USA Inc	\$ 110.00		FC	Conference Fees
P0131030	FileMaker Inc	\$ 2,215.00		FC	Software Maintenance Agreement
P0131031	North Orange County ROP	\$ 671.59		FC	Chaperone Fees
P0131032	BenchDepot	\$ 2,183.64		FC	Workbench
P0131033	ACCO Engineered Systems	\$ 744,580.00	Capital Outlay	AC	Bid #1819-09,FC Bldg. 3000 HVAC Equip Replacement-BA:03/12/19
P0131034	Sodexo Inc and Affiliates	\$ 349.92		FC	Catering for the Orange Empire Basketball Meeting
P0131035	Quark Enterprises Inc	\$ 689.35		CC	Lab Supplies
P0131036	YBH Restaurants Inc	\$ 869.77		CC	Catering for Business & CIS Division Meeting
P0131037	Sodexo Inc and Affiliates	\$ 35.54		FC	Catering for Peer Networking Meeting
P0131038	Interior Office Solutions Inc	\$ 901.65		AC	Office Chair
P0131039	Fallen Leaf Films	\$ 8,300.00		CC	Independent Contractor for Video Services
P0131040	Amazon Business	\$ 160.83		FC	Office Supplies
P0131041	Fisher Scientific Co LLC	\$ 2,248.41		CC	Lab Supplies
P0131042	WMFY We Mail For You	\$ 3,184.01		AC	Annual Report Printing
P0131043	CDW Government Inc	\$ 182.01		NOCE	Software License
P0131044	B & H Photo Video Inc	\$ 2,642.39		FC	Audio Equipment
P0131045	Sidepath Inc	\$ 1,139.35		CC	Computer
P0131046	Digital Networks Group Inc	\$ 19,800.91		AC	Conference Room Multimedia Upgrade
P0131047	All In One Poster Company Inc	\$ 56.80		AC	Promotional Materials
P0131048	Cookies by Design Long Beach	\$ 300.00		CC	Catering for Pledge Scholar Event
P0131049	Rodrigo Garcia	\$ 10,617.68		FC	Reimbursement for Basketball Team Hotel Fees
P0131050	Four Points by Sheraton	\$ 3,816.87		FC	Field Trip Hotel Fees
P0131051	Holiday Inn Express	\$ 3,099.96		FC	Field Trip Hotel Fees
P0131052	Sundt Construction Inc	\$ 92,052,341.00	Bond	AC	CC VRC/SAC and SEM BA: 10/11/16
P0131053	NDS	\$ 402.85		AC	Courier Services
P0131054	Joseph Ovalle	\$ 103.95		FC	Student Fees Reimbursement
P0131055	Amazon Business	\$ 36.82		CC	Lab Supplies
P0131056	Amazon Business	\$ 91.82		CC	Instructional Supplies
P0131066	The Myers-Briggs Company	\$ 25,960.83		FC	Counselor Certification Training
P0131067	CDW Government Inc	\$ 28,808.99		AC	(14) Computers
P0131068	Ruth Gutierrez	\$ 1,935.00		AC	Reimbursement for Retraining Coursework
P0131069	Gregory Ryan	\$ 50.00		FC	Reimbursement for Membership Fee
P0131070	Jostens	\$ 90.70		FC	Graduation Supplies
P0131071	Turf Star Inc	\$ 82,122.50		CC	Landscaping Equipment for Facilities Dept.
P0131072	Jostens	\$ 6.96		FC	Graduation Supplies
P0131073	Amazon Business	\$ 1,863.36		CC	Computer Supplies

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131074	Jaimie Loy	\$ 220.91		FC	Reimbursement for Student Fees
P0131075	Eliza Arellano	\$ 164.85		FC	Reimbursement for Student Fees
P0131076	Certified Enterprises Inc	\$ 240.00		FC	Trash Disposal Services
P0131077	Melani Antunez Lagunas	\$ 172.39		FC	Reimbursement for Student Fees
P0131078	Nancy Prim	\$ 21.11		FC	Reimbursement for Student Fees
P0131079	Natasha Salvatierra	\$ 26.64		FC	Reimbursement for Student Fees
P0131080	Natasha Salvatierra	\$ 12.00		FC	Reimbursement for Student Fees
P0131081	Jaimie Loy	\$ 19.00		FC	Reimbursement for Student Fees
P0131082	Lorena Cuellar	\$ 174.48		FC	Reimbursement for Student Fees
P0131083	Bryana Chen	\$ 384.16		FC	Reimbursement for Student Fees
P0131084	CCC EOPS Region VIII	\$ 2,800.00		FC	Educational Opportunity Conference Fees
P0131085	Sodexo Inc and Affiliates	\$ 35.54		FC	Catering for Peer Network Meeting
P0131086	Get Safe	\$ 3,400.00		NOCE	Campus Safety Officer Trainings for CC, FC, and NOCE
P0131087	Mometrix Media LLC	\$ 784.08		NOCE	Test Supplies
P0131088	International E-Z Up Inc	\$ 1,673.81		CC	Promotional Materials
P0131089	GST	\$ 794.96		CC	Camera
P0131090	GST	\$ 1,471.61		FC	Printer
P0131091	CDW Government Inc	\$ 650.41		FC	Computer Accessories
P0131092	Vital Link Orange County	\$ 6,687.36		NOCE	Consultant Services for Career Fair
P0131094	Henry Schein Inc	\$ 1,491.03		CC	Lab Supplies
P0131095	Office Depot	\$ 3,000.00		NOCE	Blanket Order for Office Supplies
P0131097	Follett Higher Education Group	\$ 942.43		AC	Textbooks
P0131098	Apple Computer Inc	\$ 55,597.79		FC	(16) Laptops w/ Warranty
P0131099	iT1 Source LLC	\$ 146.41		NOCE	Computer Supplies
P0131100	Anaheim Union High School District	\$ 7,000.00		NOCE	CARE Childcare Reimbursement
P0131101	Diversified Business Services	\$ 402.13		CC	Marketing Materials
P0131102	The Oak Co	\$ 4,872.00		CC	Typesetting for Fall Class Schedules
P0131104	Cypress College Foundation	\$ 1,989.96		CC	Reimbursement for Foundation Computer Purchases
P0131105	LA Computer Company	\$ 209.35		FC	Computer Components
P0131106	Howard Technology Solutions	\$ 2,821.98		FC	Projector
P0131107	Li9 Inc	\$ 3,689.00		FC	Support Maintenance Renewal
P0131108	Digital Networks Group Inc	\$ 39,834.04		AC	Conference Room Multimedia Upgrade
P0131109	Kyle Larsen	\$ 1,070.21		CC	Reimbursement for Vehicle Damage
P0131110	ICWUSA.com Inc	\$ 587.24		CC	Computer Component
P0131111	L VH Entertainment Systems	\$ 43,014.65		FC	Theater Repair Services
P0131112	Memorial Health Services	\$ 1,750.00		AC	District Health Fair Screenings Services
P0131113	Apex Audio Inc	\$ 51,283.03		FC	Audio Equipment
P0131114	Pink Creations Inc	\$ 140.08		FC	Award Plaques
P0131115	Broadcast Music Inc	\$ 2,417.88		CC	Music License Fee
P0131116	Amazon Business	\$ 381.94		NOCE	Textbook
P0131117	Henry Schein Inc	\$ 1,098.13		CC	Lab Supplies
P0131119	The Oak Co	\$ 1,803.00		CC	Typesetting Fees for Class Schedules

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131120	Maimark Inc	\$ 1,429.58		NOCE	Instructional Equipment
P0131121	Orange County Department of Education	\$ 136,675.00		CC	K-12 Community College Crosswalk -BA: 03/12/19
P0131122	Amazon Business	\$ 1,381.91		FC	Classroom Supplies
P0131123	Karla Castillo	\$ 52.50		FC	Student Fee Reimbursement
P0131124	Talia Medina	\$ 61.00		FC	Student Fee Reimbursement
P0131125	Audrey Taplin	\$ 49.00		FC	Student Fee Reimbursement
P0131126	Paxen Publishing LLC	\$ 7,624.65		NOCE	Test Prep Materials
P0131127	Gisela Gonzalez	\$ 380.00		FC	CARE Auto Maintenance Reimbursement
P0131128	Brianda Rodriguez	\$ 640.00		FC	CARE Auto Maintenance Reimbursement
P0131129	Shawntel Palacios	\$ 662.50		FC	CARE Auto Maintenance Reimbursement
P0131130	Anita Montano	\$ 276.84		FC	CARE Auto Maintenance Reimbursement
P0131131	Tracy Carrillo	\$ 302.06		FC	CARE Auto Maintenance Reimbursement
P0131132	Jaylie Bumpurs	\$ 346.25		FC	CARE Auto Maintenance Reimbursement
P0131133	Jasmin Herrera	\$ 123.00		FC	CARE Auto Maintenance Reimbursement
P0131134	Roberto Lozano	\$ 19.00		FC	CARE Auto Maintenance Reimbursement
P0131135	Mariah Bent	\$ 75.00		FC	Student Fee Reimbursement
P0131136	April Riley	\$ 650.00		CC	Student Fee Reimbursement
P0131137	Pacwest Security Services	\$ 5,520.00		NOCE	Guest Speaker for Educator Credential Training
P0131138	Telos Educational Services	\$ 258.60		FC	Security Services
P0131139	Scantron Corporation	\$ 127.56		CC	Textbooks
P0131140	Sodexo Inc and Affiliates	\$ 279.93		FC	Instructional Supplies
P0131141	Digital Networks Group Inc	\$ 5,030.19		NOCE	Catering for Transfer Day
P0131142	Vintage King Audio Inc	\$ 33,213.28		FC	Assistive Listening System
P0131143	Office Depot	\$ 2,500.00		FC	Audio Equipment for the Music Department
P0131144	ACCO Engineered Systems	\$ 15,000.00		FC	Blanket Order for Office Supplies
P0131145	McWil Sports Surfaces Inc	\$ 7,475.00	Capital Outlay	AC	Blanket Order for HVAC Service/Repairs
P0131146	Apex Audio Inc	\$ 25,744.39		FC	Gym Floor Repair @ FC
P0131147	Amazon Business	\$ 101.11		FC	Audio Supplies for the Theatre Department
P0131148	Amazon Business	\$ 161.59		FC	Office Supplies
P0131149	MakeStickers	\$ 178.88		CC	Supplies
P0131150	Economic Alternatives Inc	\$ 12,046.83	Capital Outlay	AC	Promotional Materials
P0131151	ASSI Security	\$ 19,968.56		CC	Installed Cooling Tower Conductivity Controllers @ FC
P0131152	Stratasys Inc	\$ 91,553.99		FC	Phone System and Installation for Campus Safety
P0131153	CSI Fullmer	\$ 990.91		AC	Printer for Art Department
P0131154	Amazon Business	\$ 229.17		NOCE	Furniture Moving Services
P0131155	Gerald Blackburn	\$ 500.00		CC	Textbooks
P0131156	Pearson Education Inc	\$ 941.71		SCE	Speaker for Science Tech Program
P0131157	Integrity Electric	\$ 5,000.00	Capital Outlay	AC	Textbooks
P0131158	PaperClip Communications Inc	\$ 311.40		FC	Emergency LED Lighting Retrofit @ FC
P0131159	ASCAP	\$ 11.00		FC	Webinar for Faculty Training
P0131160	Cengage Learning Inc	\$ 636.40		FC	Annual License Fee
P0131161	Prestige Concepts: Promotions & Events	\$ 1,641.94		FC	Classroom Supplies
				FC	Promotional Supplies

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131162	Best Western Plus	\$ 7,001.21		FC	Field Trip Hotel Reservations
P0131163	Zaqua Aquatic Supplies LLC	\$ 3,508.59		FC	Athletic Supplies
P0131164	Faronics Technologies USA Inc	\$ 1,890.00		FC	Software Maintenance Renewal
P0131165	Cengage Learning Inc	\$ 4,368.24		NOCE	Textbooks
P0131166	Spray Enclosure Technologies Inc	\$ 4,523.80		CC	Painter Repair Services
P0131167	RefPay.com	\$ 4,003.64		FC	Sports Officials Fees
P0131168	Woodcliff Corporation	\$ 1,452,000.00	Capital Outlay	AC	Bid #1819-08,FC Underground Tunnel Structural RepairBA:03/12/19
P0131169	Jaywill Software Development Inc	\$ 704.00		NOCE	Software License
P0131170	Bakon USA Food Equipment	\$ 4,525.50		CC	Instructional Materials
P0131171	Amazon Business	\$ 207.94		FC	Textbook
P0131172	Amazon Business	\$ 3,265.12		CC	Instructional Supplies & Equipment
P0131173	Food Makers Bakery Equipment Inc	\$ 4,470.56		CC	Baking Equipment for Culinary Arts Dept.
P0131174	Johnson Controls Fire Protection LP	\$ 4,905.00		AC	Electrical Cabling Installation
P0131175	Charles Wall	\$ 49.00		FC	Student Fee Reimbursement
P0131176	King Van & Storage Inc	\$ 2,295.50		AC	Office Moving Services
P0131177	American System Integrators	\$ 190.00		NOCE	Security Camera Service
P0131178	California Women Lead	\$ 625.00		NOCE	Conference Table Fees
P0131179	ReGreen Inc	\$ 68,665.86		AC	Bid #1819-11, Bldgs. 400, 800 & 1400 Lighting @ FC
P0131180	Enplug Inc	\$ 3,024.60		FC	Maintenance Subscription Renewal
P0131181	Adaptive Corporation	\$ 6,190.13		FC	Printer
P0131182	Amazon Business	\$ 438.16		CC	Reference Materials
P0131183	Cambridge University Press	\$ 1,368.02		NOCE	Textbooks
P0131184	Amazon Business	\$ 124.30		NOCE	Security Supplies
P0131186	GST	\$ 3,835.90		CC	Document Camera
P0131187	CDW Government Inc	\$ 707.55		CC	Projector Screen
P0131188	iT1 Source LLC	\$ 1,932.29		NOCE	Computer Monitor and Components
P0131189	Pearson Education Inc	\$ 1,243.44		NOCE	Textbooks
P0131191	Amazon Business	\$ 515.07		NOCE	Textbooks
P0131192	Scantron Corporation	\$ 183.85		CC	Scantron Forms
P0131193	Nicole Relaz	\$ 64.50		FC	Student Fee Reimbursement
P0131194	Ana Suarez	\$ 131.32		FC	CARE Auto Maintenance Reimbursement
P0131195	Alberto Mayen Munguia	\$ 800.00		FC	CARE Auto Maintenance Reimbursement
P0131196	Linda Ochoa	\$ 241.35		FC	CARE Auto Maintenance Reimbursement
P0131197	Jeanne Herrera	\$ 42.79		FC	CARE Auto Maintenance Reimbursement
P0131198	Jessica Sandoval	\$ 845.22		FC	CARE Auto Maintenance Reimbursement
P0131199	Gisela Gonzalez	\$ 49.00		FC	Student Fee Reimbursement
P0131200	Kent Adhesive Products Co	\$ 1,386.84		FC	Library Supplies
P0131224	Sasco Electric	\$ 1,040.00	Capital Outlay	AC	Electrical Cabling Installation
P0131225	American Library Association	\$ 125.16		FC	Textbooks
P0131226	Office Depot	\$ 5,000.00		CC	Blanket Order for Office Supplies
P0131227	Big Nerd Software LLC	\$ 114.00		CC	Software License
P0131228	Alina Medina	\$ 721.21		FC	Student Fees Reimbursement

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131229	Cottonwood Church	\$ 9,750.00		NOCE	Facilities Rental for Commencement
P0131230	On Call Event Rentals	\$ 1,433.14		CC	Event Rental Equipment
P0131231	P2S Engineering Inc	\$ 5,000.00		AC	Engineering Services for Data Center Power Supply
P0131232	Vortex Industries Inc	\$ 3,486.41		AC	Window Repair Services
P0131233	CDW Government Inc	\$ 705.03		CC	Projector Board
P0131234	GST	\$ 501.04		CC	Printer
P0131235	Stored Value Marketing	\$ 2,500.00		CC	Gas Cards for Guardian Scholar Students
P0131236	Amazon Business	\$ 61.91		CC	Lab Supplies
P0131237	Amazon Business	\$ 53.89		NOCE	Lab Supplies
P0131238	Posit Science Corporation	\$ 2,160.00		NOCE	Software License
P0131239	Assist Design	\$ 1,920.22		CC	Graduation Sashes
P0131240	Ashley Berry	\$ 175.29		CC	Reimbursement for Catering for Advisory Meeting
P0131241	Xuan Do	\$ 3,643.30		CC	Reimbursement for Student Tournament Flight Fee
P0131242	Sodexo Inc and Affiliates	\$ 303.28		AC	Catering for Staff Development Event
P0131243	Amber Gonzalez	\$ 30.00		FC	Reimbursement Ethics Studies Field Trip
P0131245	Amazon Business	\$ 27.99		FC	Instructional Supplies
P0131246	CDW Government Inc	\$ 1,348.85		FC	Computer
P0131247	AAA Electric Motor Sales & Service Inc	\$ 722.92		FC	Facilities Supplies
P0131248	A Alvarado Painting	\$ 11,550.00		FC	Painting Services
P0131249	Fotronic Corporation	\$ 79.74		CC	Lab Supplies
P0131250	JM & J Contractors	\$ 2,200.00		AC	Ceiling Repair Services
P0131251	Apple Computer Inc	\$ 941.05		FC	Computer
P0131252	Apple Computer Inc	\$ 3,744.25		FC	Computer
P0131253	Sodexo Inc and Affiliates	\$ 419.96		FC	Catering Natural Science Meeting
P0131254	CDW Government Inc	\$ 2,216.48		AC	Computer
P0131255	Digital Networks Group Inc	\$ 130,390.20		AC	Classrooms Multimedia Upgrade Project using CMAS
P0131256	NMK Corporation	\$ 213.35		FC	Computer Components
P0131257	P2S Engineering Inc	\$ 14,500.00		AC	Engineering Services for Water System
P0131258	Morrow Meadows Corp	\$ 1,675.00		AC	Network Cabling Installation
P0131259	Economic Alternatives Inc	\$ 654.95		FC	Facilities Repair Services
P0131260	Umoja Community Education Foundation	\$ 40.00		FC	Field Trip Fees to the Umoja Regional Symposium
P0131261	City of Fullerton	\$ 66.00		FC	Permit Fee for Artist in Residence Banner
P0131262	Amazon Business	\$ 533.43		CC	Campus Safety Supplies
P0131263	The Original Taco Girls	\$ 1,140.00		AC	Catering for Leadership Academy Graduation
P0131264	Aarion Burks	\$ 103.95		FC	Educational Opportunity Program Student Reimbursement
P0131265	iT1 Source LLC	\$ 1,189.56		NOCE	Technology Supplies
P0131266	University of California Santa Cruz	\$ 328.86		CC	Field Trip Lunch Fees for Puente/Honors Program
P0131267	B & H Photo Video Inc	\$ 6,859.68		FC	Audio Equipment for the Theatre Department
P0131268	Sign Mart	\$ 433.00		FC	Marketing Materials
P0131269	Heart Smart Technology	\$ 1,746.65		FC	Defibrillator
P0131272	CSI Fullmer	\$ 905.11		FC	Chairs
P0131273	Lela Beck	\$ 117.45		CC	Reimbursement for Catering for Charger Friday Event

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131274	Mity-Lite Inc	\$ 2,829.51		FC	Chairs
P0131275	Pieology Pizzeria	\$ 443.07		CC	Reimbursement for Catering for Charger Friday Event
P0131276	Alix Plum	\$ 640.00		FC	Reimbursement for Membership Fees
P0131277	Hoist Service Inc	\$ 2,444.64		CC	Instructional Supplies
P0131278	Amazon Business	\$ 95.12		CC	Lab Supplies
P0131279	Anaheim Union High School District	\$ 18,040.18		NOCE	CARE Childcare Reimbursement
P0131280	Figure 53 LLC	\$ 4,024.00		FC	Software License
P0131281	Amazon Business	\$ 602.71		FC	Theater Supplies
P0131282	Stored Value Marketing	\$ 20,029.22		CC	Gas Cards for CalWORKs Students
P0131283	Sodexo Inc and Affiliates	\$ 258.92		FC	Catering for Sociology Program
P0131284	Computer Comforts Inc	\$ 1,277.06		FC	Furniture for the Art Department
P0131285	Mac Tools	\$ 9,876.09		CC	Instructional Supplies
P0131286	CDW Government Inc	\$ 705.03		CC	Instructional Supplies
P0131287	Demco Inc	\$ 870.23		FC	Library Supplies
P0131288	Apex Audio Inc	\$ 3,353.41		FC	Instructional Supplies
P0131289	Johnson Controls Inc	\$ 7,720.00		AC	Fire System Repair Services
P0131290	MyTy Inc	\$ 2,000.00		CC	Catering for Charger Friday Program
P0131293	OCLC Inc	\$ 5,000.00		CC	Subscription Renewal
P0131294	Division of the State Architect	\$ 500.00	Bond	AC	DSA Inspection Fees
P0131295	Amazon Business	\$ 210.89		CC	Lab Supplies
P0131296	Computer Comforts Inc	\$ 2,126.51		FC	Computer Workstation Components
P0131297	Kevin Fleming	\$ 9,000.00		FC	Guest Speaker for the General Counseling Dept.
P0131298	Vector Resources Inc	\$ 939.51		FC	Network Cabling Installation
P0131299	John Losey	\$ 2,000.00		FC	Guest Speaker for Information Tech Dept.
P0131300	Premier Lighting & Production Co	\$ 734.23		FC	Lighting Equipment for PE Department
P0131301	Interact Communications Inc	\$ 72,850.00		CC	Independent Contractor for Marketing and digital media Services
P0131302	Sodexo Inc and Affiliates	\$ 171.84		FC	Catering for ITransferred Alumni Panel
P0131305	General Air Compressors Inc	\$ 355.00		FC	Air Compressor Repairs for Machine Technology
P0131306	Sodexo Inc and Affiliates	\$ 540.56		AC	Catering for Leadership Luncheon
P0131307	Uline Inc	\$ 77.13		FC	Instructional Supplies
P0131308	Amber Gonzalez	\$ 1,430.48		FC	Field Trip Reimbursement
P0131309	Balloons Plus	\$ 559.10		AC	Decorations Veterans Center Groundbreaking Ceremony
P0131310	US Bank	\$ 968.00		AC	2013 GOB Series B Administration Fees
P0131311	Glasby Maintenance Supply Co.	\$ 126.04		NOCE	Facilities Supplies
P0131312	Amazon Business	\$ 969.69		FC	Audio System
P0131313	McLogan Supply Co Inc	\$ 191.64		FC	Instructional Supplies
P0131314	Apple Computer Inc	\$ 277.78		FC	Computer Components
P0131315	Home Depot	\$ 203.87		FC	Instructional Supplies
P0131316	B & H Photo Video Inc	\$ 2,679.21		CC	Instructional Supplies
P0131317	Chefs Toys - Accusharp	\$ 4,118.16		CC	Instructional Supplies
P0131319	American Society of Health System Pharmacists	\$ 2,700.00		NOCE	Accreditation Annual Fee
P0131320	American Dental Association	\$ 4,010.00		CC	Dental Accreditation Fees

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131321	GST	\$ 128.16		CC	Computer Accessories
P0131322	Goodheart-Wilcox Publisher	\$ 2,370.03		FC	Textbooks
P0131323	Cookies by Design Long Beach	\$ 1,050.00		CC	Catering for the Commit2Cypress Event
P0131324	B & H Photo Video Inc	\$ 343.40		CC	Instructional Supplies
P0131326	Buddy's All Stars, Inc.	\$ 2,110.33		FC	Athletic Uniforms
P0131327	Amazon Business	\$ 340.44		NOCE	Textbooks
P0131328	Sodexo Inc and Affiliates	\$ 335.86		FC	Catering for Natural Sciences Program
P0131329	Sodexo Inc and Affiliates	\$ 198.52		FC	Catering for the 2019 Women's Forum
P0131330	Verizon Wireless LA	\$ 152.00		NOCE	Blanket Order for Cellular Service
P0131331	Signature Party Rentals	\$ 11,081.96		FC	Table and Chair Rental PE Hall of Fame Banquet
P0131332	YBH Restaurants Inc	\$ 1,948.15		CC	Catering for Pledge Scholar Event
P0131333	Vital Link Orange County	\$ 600.00		CC	Advisory Board Participation Fees
P0131334	Ollivier Corporation	\$ 3,340.19	Capital Outlay	AC	Door Controls Installation @ FC
P0131335	CDW Government Inc	\$ 599.36		NOCE	Software License
P0131336	Pearson VUE	\$ 9,288.66		NOCE	Assessment Fees
P0131337	Community College Public Relations Org	\$ 280.00		AC	Awards Entry Fees
P0131338	YBH Restaurants Inc	\$ 3,602.09		CC	Catering for Student Success Celebration
P0131339	Fast Signs	\$ 1,007.25		CC	Promotional Materials
P0131340	A Alvarado Painting	\$ 11,650.00		FC	Painting and Wall Repairs
P0131341	B & H Photo Video Inc	\$ 4,676.14		CC	Photography Supplies for the Cinema Program
P0131342	CDW Government Inc	\$ 266.66		FC	Printer
P0131343	Diversified Business Services	\$ 4,406.98		FC	Marketing Materials
P0131344	Diversified Business Services	\$ 262.05		FC	Marketing Materials
P0131345	Amazon Business	\$ 236.81		NOCE	Office Supplies
P0131346	Amazon Business	\$ 1,589.70		FC	Instructional Supplies
P0131347	Jostens	\$ 6.96		FC	Graduation Supplies
P0131348	Jostens	\$ 20.88		FC	Graduation Supplies
P0131349	Sodexo Inc and Affiliates	\$ 645.85		FC	Catering for Veteran Orientation Lunch
P0131350	Sodexo Inc and Affiliates	\$ 198.10		FC	Catering for New Veteran Student Orientation
P0131351	Sodexo Inc and Affiliates	\$ 244.42		FC	Catering for Child Development Event
P0131352	Sodexo Inc and Affiliates	\$ 194.20		FC	Catering for Child Development Open House
P0131353	Diversified Business Services	\$ 3,277.99		FC	Marketing Materials
P0131354	Ran Graphics Inc	\$ 3,837.38		FC	Printing of Fullerton College Class Schedules
P0131355	The Oak Co	\$ 2,223.50		FC	Fullerton College Summer Class Schedules
P0131356	Instructure Inc	\$ 360,000.00		NOCE	Software Subscription Agreement - B/A: 03/26/19
P0131357	Office Depot	\$ 1,141.94		FC	Printing Paper
P0131358	Fullerton Joint Union HSD	\$ 396.90		FC	Transportation Fee for College Prep Event
P0131359	Jazz Z Beauty Product	\$ 3,038.14		FC	Classroom Supplies
P0131360	Ran Graphics Inc	\$ 2,128.07		CC	Summer 2019 Class Schedule Printing
P0131361	Sodexo Inc and Affiliates	\$ 489.94		FC	Catering for Sociology Program
P0131362	Sodexo Inc and Affiliates	\$ 210.04		FC	Catering for Black Students Forum
P0131363	IT1 Source LLC	\$ 3,352.11		NOCE	Computer Supplies

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131364	Diversified Business Services	\$ 2,674.11		FC	Office Supplies
P0131365	Pearson Education Inc	\$ 3,524.88		SCE	Instructional Materials
P0131366	MVP Promotions	\$ 5,000.00		AC	Blanket Order for Promotional Supplies
P0131367	Chefs Toys - Accusharp	\$ 11,568.04		CC	Smoker Oven for the Culinary Arts Department
P0131368	Schindler Elevator Corporation	\$ 16,020.00	Capital Outlay	AC	Elevator Repair Services
P0131369	Office Depot	\$ 500.00		CC	Blanket Order for Office Supplies
P0131370	Office Depot	\$ 500.00		CC	Blanket Order for Office Supplies
P0131371	Love and Logic Institute Inc	\$ 3,381.56		NOCE	Translation Services
P0131372	Office Depot	\$ 400.00		CC	Blanket Order for Office Supplies
P0131373	Pacwest Security Services	\$ 300.00		AC	Carpet Replacement Service
P0131374	Blick Art Materials LLC	\$ 1,735.95		FC	Instructional Supplies
P0131375	Certapro Painters of Huntington Beach	\$ 5,000.00		FC	Blanket Order for Printing Services
P0131376	Vector Resources Inc	\$ 3,105.96		FC	Network Cabling Installation
P0131377	One Diversified LLC	\$ 3,101.05		CC	Projector
P0131378	Crown Trophy	\$ 390.62		CC	Award Plaques
P0131379	Amazon Business	\$ 512.80		FC	Instructional Supplies
P0131380	GST	\$ 736.32		CC	Printer
P0131381	Diversified Business Services	\$ 466.78		FC	Promotional Materials
P0131382	Amazon Business	\$ 1,903.30		FC	Network Equipment and Supplies
P0131383	Sodexo Inc and Affiliates	\$ 367.46		FC	Catering for Pre-Health Professions Student Mixer
P0131384	Amazon Business	\$ 649.13		FC	Textbooks
P0131385	Amazon Business	\$ 3,819.75		FC	Theater Equipment
P0131386	American System Integrators	\$ 1,924.41		NOCE	Security Camera Repairs
P0131387	GST	\$ 1,223.97		FC	Computer
P0131388	CDW Government Inc	\$ 2,858.41		FC	(3) Computers
P0131389	Chefs Toys - Accusharp	\$ 1,464.65		CC	Culinary Supplies for the Culinary Arts Department
P0131390	GST	\$ 368.09		CC	Printer
P0131391	BorderLAN Security	\$ 7,770.00		CC	Maintenance Renewal
P0131392	Prepress Supply Inc	\$ 491.34		CC	Classroom Supplies
P0131393	Sodexo Inc and Affiliates	\$ 279.93		FC	Catering for the Math Hiring Committee
P0131394	Anaheim Union High School District	\$ 396.00		FC	Transportation Cost for College Prep Event
P0131395	Lacy Construction	\$ 12,757.00		FC	Anchorage Project
P0131396	Fullerton Joint Union HSD	\$ 414.40		FC	Transportation Fee for College Prep Event
P0131397	CEB	\$ 125.40		FC	Textbooks
P0131398	Transportation Charter Services Inc	\$ 5,580.00		CC	Transportation for Northern University Field Trip
P0131399	Community College League of California	\$ 960.00		FC	Field Trip Conference Fees
P0131400	Midwest Global Group, Inc	\$ 967.50		CC	Graduation Supplies
P0131401	Advanced Technologies Consultants	\$ 5,015.36		FC	Training Equipment for Technology Classes
P0131402	New Chef Fashion Inc	\$ 400.90		CC	Classroom Supplies
P0131408	Concentric Sky Inc	\$ 19,350.00		CC	Software Development for Career Technical Ed.
P0131410	CDW Government Inc	\$ 30,088.44		NOCE	(30) Computers with Charging Cart
P0131411	P2S Engineering Inc	\$ 58,000.00		AC	Engineering Services for Electrical Replacement

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131412	Amazon Business	\$ 4,194.33		FC	Instructional Equipment
P0131413	Tacos Chihuahua Inc	\$ 559.23		CC	Catering for Innovation Event
P0131414	Dermologica Inc	\$ 6,500.00		FC	Blanket Order for Cosmetology Supplies
P0131415	Jetline Systems Corporation	\$ 87,359.75		CC	Flight Simulation Cockpit for Aviation Courses
P0131416	GST	\$ 2,490.00		NOCE	Laptop Configuring & Specializing
P0131417	Controlled Key Systems	\$ 5,101.54		AC	Door System Installation
P0131418	Stored Value Marketing	\$ 10,019.39		CC	Gas Cards for the Educational Opportunity Dept.
P0131419	YBH Restaurants Inc	\$ 25,000.00		CC	CalWORKs Meal Vouchers for Charger Cafe
P0131420	Vital Link Orange County	\$ 453.00		CC	Career Leadership Exhibitor Fees
P0131421	B & H Photo Video Inc	\$ 2,766.99		FC	Instructional Supplies
P0131423	Freestyle Camera	\$ 988.25		CC	Photography Supplies
P0131424	Lowes Companies Inc	\$ 473.03		FC	Cabinet for the Art Department
P0131425	Print Technology Solutions	\$ 396.54		FC	Promotional Signage
P0131426	Jeanette Rodriguez	\$ 784.15		FC	Field Trip Fees Reimbursement
P0131427	Pilar Ellis	\$ 336.00		FC	Reimbursement for Survey Fees
P0131428	Ezclocks LLC	\$ 653.55		FC	Classroom Supplies
P0131429	Ashleigh Burns	\$ 80.00		FC	Student Fee Reimbursement
P0131430	Jessica Ramirez	\$ 358.85		FC	CARE Auto Maintenance Reimbursement
P0131431	Orlandi Statuary Co Inc	\$ 113.14		FC	Instructional Materials
P0131461	McCoy Mills Ford	\$ 80,415.04		CC	(2) Utility Vans for Facilities Department
P0131462	Janae Price	\$ 649.40		FC	CARE Auto Maintenance Reimbursement
P0131463	Von Hildebrandt	\$ 783.44		FC	CARE Auto Maintenance Reimbursement
P0131464	Alejandra Escobar	\$ 122.66		FC	CARE Auto Maintenance Reimbursement
P0131465	Angels Baseball LP	\$ 12,520.00		CC	CARE Auto Maintenance Reimbursement
P0131466	Vital Inspection Services Inc	\$ 5,168.00		FC	Baseball Tickets for the Cypress College Baseball Night
P0131467	Amazon Business	\$ 152.04		FC	Inspector Services for Machine Anchoring
P0131468	Ingardia Bros Produce Inc	\$ 3,000.00		CC	Instructional Supplies
P0131469	RDI Jet LLC	\$ 3,000.00		CC	Blanket Order for Culinary Supplies
P0131470	B & H Photo Video Inc	\$ 3,000.00		CC	Blanket Order for Culinary Supplies
P0131471	Computype Identification Concepts	\$ 3,000.00		FC	Blanket Order for Media Supplies
P0131472	AES	\$ 1,500.00		CC	Blanket Order for Library Supplies
P0131473	Snap-on Business Solutions	\$ 625.00		FC	Blanket Order for Automotive Supplies
P0131474	Geary Pacific Supply	\$ 600.00		FC	Blanket Order for Automotive Tools
P0131475	Create-A-Party Inc	\$ 4,200.00		CC	Blanket Order for HVAC Supplies
P0131476	Blick Art Materials LLC	\$ 2,065.00		FC	Umbrella Rentals for Career Fair Event
P0131477	Cynmar Corporation	\$ 1,117.19		FC	Instructional Supplies
P0131492	Boundless Assistive Technology	\$ 300.62		CC	Lab Supplies
P0131496	Oracle Corporation	\$ 231.67		NOCE	Lab Supplies
P0131497	Varsity Scoreboards	\$ 35,089.10		AC	Oracle Software License - BA: 05/08/2018
P0131498	SWB 256 LLC Tuning Forks	\$ 416.00		FC	Portable Scoreboard for the PE Department
P0131499	Transportation Charter Services Inc	\$ 156.24		CC	Lab Supplies
P0131500	YBH Restaurants Inc	\$ 757.00		FC	Field Trip Transportation Fees
		\$ 2,388.82		CC	Catering for Student Equity Symposium

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131501	Transportation Charter Services Inc	\$ 1,272.00	CC	CC	Transportation for Legacy Program Field Trip
P0131502	Fisher Scientific Co LLC	\$ 1,792.60	CC	CC	Lab Supplies
P0131503	General Air Compressors Inc	\$ 950.92	FC	FC	Air Compressor Repair Services
P0131504	Knott's Berry Farm	\$ 600.00	CC	CC	Catering for Science Tech Event
P0131505	Pearson Education Inc	\$ 11,289.94	NOCE	NOCE	Textbooks
P0131506	Motion Workshop	\$ 12,930.00	CC	CC	Motion Capture System for the Media Department
P0131507	Vernier Software & Technology	\$ 537.02	CC	CC	Lab Supplies
P0131508	Orange County Telescope	\$ 1,055.49	CC	CC	Instructional Supplies
P0131509	Fisher Scientific Co LLC	\$ 1,147.38	CC	CC	Lab Supplies
P0131510	Cal Pro Specialties	\$ 7,477.11	NOCE	NOCE	Promotional Materials
P0131511	Transportation Charter Services Inc	\$ 1,450.00	CC	CC	Transportation for Legacy Program Field Trip
P0131512	Transportation Charter Services Inc	\$ 645.00	CC	CC	Transportation for Legacy Program Field Trip
P0131513	The Gallup Organization	\$ 10,371.35	CC	CC	Textbooks
P0131514	Covoc Corp	\$ 622.10	CC	CC	Facilities Supplies
P0131515	Pharmedix	\$ 51.49	FC	FC	License Subscription
P0131516	Next Gen Web Solutions	\$ 4,500.00	CC	CC	Software for the Financial Aid Office
P0131517	GST	\$ 22,346.29	CC	CC	(25) Graphics Tablet with Graphics Pen
P0131518	The Original Taco Girls	\$ 435.00	NOCE	NOCE	Catering for Staff Meeting
P0131519	GST	\$ 410.79	CC	CC	Computer Camera
P0131520	CDW Government Inc	\$ 1,415.11	CC	CC	Projector Screen
P0131521	Audio Control Inc	\$ 2,954.24	FC	FC	Audio Equipment for the Music Department
P0131522	Orange County Land Management Services, LLC	\$ 612.93	CC	CC	Facilities Supplies
P0131523	Boman Forklift	\$ 210.29	FC	FC	Forklift Repair Services
P0131524	Bremer's Plumbing & Boiler Services Inc	\$ 2,540.00	AC	AC	Plumbing Services
P0131525	Diablo Valley College	\$ 300.00	CC	CC	Subscription Support Fee
P0131526	Office Depot	\$ 5,000.00	FC	FC	Blanket Order for Office Supplies
P0131527	Amazon Business	\$ 1,928.73	FC	FC	Theatre Equipment
P0131528	Nih Generation Computing Inc	\$ 13,984.00	AC	AC	Software Maintenance Renewal
P0131529	Richard Lozinsky	\$ 399.00	AC	AC	Sabbatical Reimbursement
P0131530	Creative Conners inc	\$ 70,026.94	FC	FC	Controls and Cabling for the Theatre Department
P0131531	Marx Bros Fire Extinguisher Co Inc	\$ 1,950.00	AC	AC	Fire Extinguisher Training
P0131533	Uline Inc	\$ 774.73	NOCE	NOCE	Electrical Trainee Certificate Program Equipment
P0131534	Scantron Corporation	\$ 3,088.18	NOCE	NOCE	Score Scanner Machine
P0131535	King Office Services	\$ 2,836.88	Bond	AC	Moving Services
P0131536	Weidemann Water Conditioners	\$ 11,526.34	Capital Outlay	FC	Installation of Water Softener System @ FC
P0131537	Howard Roofing Company Inc	\$ 23,227.00	Capital Outlay	FC	Roof Repairs Various Bldgs. @ FC
P0131538	Westberg + White Inc	\$ 7,100.00	Capital Outlay	FC	New Audio System for Dining Hall @ FC
P0131539	Brea/Orange County Plumbing	\$ 5,956.85	Capital Outlay	FC	Leak Repairs/Pipe Replacement @ FC
P0131540	Toshiba Business Solutions	\$ 7,900.36	NOCE	NOCE	Copier
P0131541	ACCO Engineered Systems	\$ 1,126.58	Capital Outlay	FC	Rebuild Cooling Tower Wilshire Bldg. @ FC
P0131542	Division of the State Architect	\$ 1,126.58	Bond	AC	2nd & 5th Floors Application
P0131543	VenTek International	\$ 295.90	FC	FC	Maintenance Agreement on Credit Card Machines

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0131544	Beacon Medaes	\$ 5,689.00	Capital Outlay	FC	Preventative Maintenance Agreement on Medical Air System @ FC

\$ 97,756,366.25

Approved by: _____
 Fred Williams, Vice Chancellor

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 14, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Education Protection Account Funding and Expenditures	Enclosure(s)	<u> X </u>

BACKGROUND: Proposition 30, The Schools and Local Public Safety Protection Act of 2012 passed in November 2012. This proposition temporarily raised the sales and use tax by .25 cents and raised the income tax rate for high income earners to fund an Education Protection Account (EPA) in order to provide continuing funding for local school districts and community colleges. While the sales tax portion phased out December 31, 2016, the income tax portion continued through the end of 2018. Proposition 55, Extension of the Proposition 30 Income Tax Increase, passed in 2016 and continues to apply additional income tax rates to income above certain levels (\$263,000 for single filers and \$526,000 for joint filers). This increased income tax rate on high income earners having been extended, will be in effect from January 1, 2019, through the end of 2030.

Proposition 55 also continues the requirements on the use and reporting of funds established in Proposition 30. Accordingly, a community college district has the sole authority to determine how the moneys received from the EPA are spent, provided that the governing board shall make these spending determinations in open session of a public meeting of the governing board and shall not use any of the funds from the EPA for administrative salaries and benefits or any other administrative costs. Furthermore, each community college district receiving funds shall annually publish on its internet web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law. Expenses incurred to comply with these additional audit requirements may be paid from the EPA.

The District received the State Apportionment report that provided an estimate of \$30,260,623 that the District may receive from EPA funds.

Since the District now has the information needed to make a spending determination, the District is submitting this agenda item to comply with the Proposition 55 provision requiring the governing board to make the spending determination in an open session of a public meeting of the governing board. The estimated EPA funds that the District will receive are \$30,260,623 and the entire amount will be spent on instructional salaries. The EPA funds are NOT additional funds but rather are components of the "computational revenue" calculation.

The attached form identifies this \$30,260,623 as estimated proceeds from the EPA and the District's intent to use these funds to partially fund instructional salaries. A final accounting of how much money was received from the Education Protection Account and how that

money was spent will be published on the District's internet web site to meet the website posting requirements and will also be audited as part of the District's annual financial and compliance audit.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: None. The EPA funds are NOT additional funds but rather are components of the "computational revenue" calculation.

RECOMMENDATION: Authorization is requested to use the estimated \$30,260,623 of Education Protection Account proceeds resulting from the passage of Proposition 55 to partially fund instructional salaries and benefits.

Fred Williams

Recommended by

Approved for Submittal

3.b.2

Item No.

**North Orange County Community College District
 Education Protection Account Proposed Spending Determination
 Budget Year 2018-19**

EPA Estimated Revenue	30,260,623
------------------------------	------------

Activity Classification	Activity Code	Salaries and Benefits	Operating Expenses	Capital Outlay	Unrestricted General Fund Total
		(Obj 1000-3000)	(Obj 4000-5000)	(Obj 6000)	
Instructional Activities	0100-5900	30,260,623	0	0	30,260,623
TOTAL		30,260,623	0	0	30,260,623

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	May 14, 2019	Information	X
		Enclosure(s)	X
SUBJECT:	Quarterly Investment Report and Irrevocable Retiree Benefits Trust Report as of March 31, 2019		

BACKGROUND: Information is being presented to the Board on the status of the District's investments as well as the status of the assets in the Irrevocable Retiree Benefits Trust.

Quarterly Investment Report

The Quarterly Investment Report for the quarter ended March 31, 2019, is submitted for the District's funds in accordance with Section 53646 (b) of the Government Code. During the quarter, there has been no change to Board Policy 6320, Investments.

1. **The Orange County Treasurer's Money Market Educational Investment Pool.** As of March 31, 2019, the District had **\$276,238,780.46** on deposit. The total of the Orange County Treasurer's Combined Educational Investment Pool, at net book value, was **\$4,875,368,957** and the market value was **\$4,879,285,187**. This represents an unrealized gain for accounting purposes of approximately 0.08%, which equates to **\$221,894** for the District. This paper gain is the result of a decrease in interest rates, which caused the values to increase. The average net interest rate for the quarter ended March 31, 2019, was 2.17%. Net interest earned for the quarter totaled **\$1,568,039.50**.
2. **Cypress College and Fullerton College Investments.** As of March 31, 2019, the colleges' investments total **\$2,051,019.13**. This amount was invested in certificates of deposit with the interest rates varying from **1.49%** to **2.45%**.

Investments in the Orange County Treasurer's Money Market Educational Investment Pool and the Cypress and Fullerton Colleges' investments meet the standards of Board Policy 6320, Investments.

Irrevocable Retiree Benefits Trust Report

Starting in fiscal year 2017, after approval of action by the Board, the District began moving funds to its Irrevocable Retiree Benefits Trust ("Trust"). Investments of the Trust are made within the investment policy approved by the Retirement Board established for the Trust.

For the quarter ended March 31, 2019, the portfolio value changed from **\$89,397,989.55** to **\$97,142,432.69**, a change in value of **\$7,744,443.14**. No contributions or withdrawals were made during this quarter. The time weighted return net of fees was **8.58%** quarter-to-date and **7.16%** inception-to-date. The portfolio has recovered 87% of the sharp decline in value it experienced in the previous quarter. This is consistent with the general recovery seen in markets. For example, in the first quarter of 2019, the S&P 500 Index rebounded from the

10% correction experienced in December of 2018, which, according to an analysis from CNBC Business, is largely attributable to a reversal by the Federal Reserve on monetary policy and new developments in the US-China trade talks.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6320, Investments.

FUNDING SOURCE AND FINANCIAL IMPACT: Interest earnings can be used for purposes specified within the funds where they are earned.

RECOMMENDATION: It is recommended that the Board receive the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended March 31, 2019.

Fred Williams

Recommended by

Approved for Submittal

3.c.2

Item No.

Cash in County Treasury
As of March 31, 2019

General Fund	\$ 94,619,436.31
Child Development Fund	21,216.93
FC Bursar Fund	3,210,167.96
CC Bursar Fund	1,065,145.20
Capital Outlay Fund	58,159,664.24
Self Insurance Fund	33,283,382.88
Retiree Benefit Fund	5,062.00
Student Financial Aid Fund	1,493,388.56
Bond Fund	<u>84,381,316.38</u>
Total	<u>\$ 276,238,780.46</u>

ORANGE COUNTY TREASURER-TAX COLLECTOR
INVESTMENT POOL STATISTICS
FOR THE MONTH AND QUARTER ENDED: March 31, 2019

INVESTMENT STATISTICS - By Investment Pool⁽¹⁾

DESCRIPTION	CURRENT BALANCES	Average Days to Maturity	Daily Yield as of 03/31/2019	MONTHLY Gross Yield	QUARTER Gross Yield	Current NAV ⁽⁴⁾
COMBINED POOL BALANCES (includes the Extended Fund)						
Orange County Investment Pool (OCIP)	MARKET Value \$ 4,625,822,303 COST (Capital) \$ 4,616,739,098 MONTHLY AVG Balance \$ 4,488,298,221 QUARTERLY AVG Balance \$ 4,434,545,444 BOOK Value \$ 4,622,198,029	283	2.29%	2.17%	2.19%	1.00
Orange County Educational Investment Pool (OCEIP)	MARKET Value \$ 4,879,285,187 COST (Capital) \$ 4,869,848,235 MONTHLY AVG Balance \$ 4,941,829,806 QUARTERLY AVG Balance \$ 5,107,038,144 BOOK Value \$ 4,875,368,957	323	2.28%	2.21%	2.24%	1.00

INVESTMENT STATISTICS - Non-Pooled Investments⁽²⁾

DESCRIPTION	CURRENT BALANCE	INVESTMENT BALANCES AT COST
Specific Investment		
Funds:	MARKET Value \$ 104,326,952	John Wayne Airport Investment Fund 48,266,786
283, FVSD, CCCD	COST (Capital) \$ 103,737,648	Fountain Valley School District Fund 40 34,723,562
	MONTHLY AVG Balance \$ 106,819,794	CCCD Series 2017E Bonds 20,747,300
	QUARTERLY AVG Balance \$ 106,861,636	
	BOOK Value \$ 103,734,080	
		\$ 103,737,648

MONTH END TOTALS

INVESTMENTS & CASH		INVESTMENTS & CASH	
COUNTY MONEY MARKET FUND (OCMMF)			
County Money Market Fund	\$ 1,195,574,680	OCIP	\$ 4,838,933,021
County Cash & Cash Equivalent ⁽⁴⁾	222,193,923	OCEIP	4,886,382,688
EXTENDED FUND	7,554,547,687	Specific Investment Funds	103,737,648
EDUCATIONAL MONEY MARKET FUND (OCEMMF)		Non-Pooled Cash & Cash Equivalent ⁽⁴⁾	21,071,053
Educational Money Market Fund	736,464,967		
Educational Cash & Cash Equivalent ⁽⁴⁾	16,534,452		
NON-POOLED INVESTMENTS			
Non-Pooled Investments @ Cost	103,737,648		
Non-Pooled Cash & Cash Equivalent ⁽⁴⁾	21,071,053		
	\$ 9,850,124,410		\$ 9,850,124,410

KEY POOL STATISTICS

INTEREST RATE YIELD		WEIGHTED AVERAGE MATURITY (WAM)	
OCMMF - MONTHLY GROSS YIELD	2.10%	OCMMF	24
OCEMMF - MONTHLY GROSS YIELD	2.36%	OCEMMF	38
JOHN WAYNE AIRPORT - MONTHLY GROSS YIELD	2.48%	JOHN WAYNE AIRPORT WAM	85
OCIP - YTD NET YIELD ⁽³⁾	1.89%	LGIP WAM (Standard & Poors)	38
OCEIP - YTD NET YIELD ⁽³⁾	1.92%		
90-DAY T-BILL YIELD - MONTHLY AVERAGE	2.43%		

ORANGE COUNTY TREASURER-TAX COLLECTOR
INVESTMENT POOL STATISTICS
FOR THE MONTH AND QUARTER ENDED: March 31, 2019

INVESTMENT STATISTICS - By Investment Fund

DESCRIPTION	CURRENT BALANCES	Average Days to Maturity	Daily Yield as of 03/31/2019	MONTHLY Gross Yield	QUARTER Gross Yield	Current NAV ⁽⁴⁾
<u>County Money Market Fund (OCMMF)</u>	MARKET Value \$ 1,198,047,208	24	2.42%	2.10%	2.03%	1.00
	COST (Capital) \$ 1,195,574,680					
	MONTHLY AVG Balance \$ 975,738,154					
	QUARTERLY AVG Balance \$ 870,187,162					
	BOOK Value \$ 1,197,184,063					
<u>Educational Money Market Fund (OCEMMF)</u>	MARKET Value \$ 737,915,029	38	2.42%	2.36%	2.34%	1.00
	COST (Capital) \$ 736,464,967					
	MONTHLY AVG Balance \$ 763,695,051					
	QUARTERLY AVG Balance \$ 888,797,962					
	BOOK Value \$ 737,334,742					
<u>Extended Fund</u>	MARKET Value \$ 7,569,145,253	373	2.26%	2.20%	2.22%	1.00
	COST (Capital) \$ 7,554,547,687					
	MONTHLY AVG Balance \$ 7,690,694,822					
	QUARTERLY AVG Balance \$ 7,782,598,463					
	BOOK Value \$ 7,563,048,181					

ALLOCATION OF EXTENDED FUND

<u>Extended Fund</u> <u>OCIP Share</u>	MARKET Value \$ 3,427,775,095	373	2.26%	2.20%	2.22%	1.00
	COST (Capital) \$ 3,421,164,418					
	MONTHLY AVG Balance \$ 3,512,560,068					
	QUARTERLY AVG Balance \$ 3,564,358,282					
	BOOK Value \$ 3,425,013,966					
<u>OCEIP Share</u>	MARKET Value \$ 4,141,370,158	373	2.26%	2.20%	2.22%	1.00
	COST (Capital) \$ 4,133,383,269					
	MONTHLY AVG Balance \$ 4,178,134,755					
	QUARTERLY AVG Balance \$ 4,218,240,182					
	BOOK Value \$ 4,138,034,215					
<u>Modified Duration</u>	1.00					

- (1) The Combined Pool Balances include the County and Educational Money Market Funds and their respective portions of the Extended Fund.
- (2) Specific non-pooled investments are reported in compliance with Government Code Section 53646 (b)(1). Detailed descriptions are included in the inventory listing in Section VII of this report.
- (3) The Net Yield differs from the Monthly Gross Yield as it includes the deduction of the Investment Administrative Fee.
- (4) Balances include investments matured on 3/31/2019 (Sunday), cash was not received until 4/1/2019 (Monday)

**Fullerton College
Investment Report
For Period Ended 3/31/19**

Fund	Investment Type	Issuer	Interest Rate	Maturity Date	Estimated Value
Assoc. Students	CD	Schools First Federal Credit Union	1.980	8/13/2019	215,557.32
Assoc. Students	CD	Schools First Federal Credit Union	2.230	8/2/2022	103,778.02
Bursar	CD	Schools First Federal Credit Union	2.130	9/14/2019	105,045.36
Assoc. Students	CD	Schools First Federal Credit Union	2.030	9/14/2019	32,296.42
					<u>\$ 456,677.12</u>

Note: \$3,000,000 invested with County Department of Education (with interest accrued)

CYPRESS COLLEGE INVESTMENTS
MONTH ENDING March 31, 2019

<i>FUND</i>	<i>TYPE</i>	<i>ISSUER</i>	<i>MATURITY DATE</i>	<i>DOLLAR VALUE</i>	<i>INTEREST RATE</i>
<i>Bursar's Office (6 mos - 2 years)</i>	CD # OBP-774145	Union Banc	9/27/2019	\$ 800,000.00	1.75%-2.45%
<i>(3 years)</i>	CD # 911593-41	Schools 1st FCU	1/22/2020	\$ 107,748.98	1.650%
<i>(3 years)</i>	CD # 0092620172-1000	East West Bank	9/25/2019	\$ 256,806.57	1.750%
<i>(3 years)</i>	CD # 920880751-293841	NuVision FCU	1/22/2020	\$ 268,497.28	1.492%
<i>Total Bursar Investments</i>				<u>\$ 1,433,052.83</u>	
<i>Associated Students</i>	CD # 911593-40 (3 Years CD)	Schools 1st FCU	10/8/2019	\$ 161,289.18	1.49%
<i>Total Associated Students</i>				<u>\$ 161,289.18</u>	
<i>Total Investments</i>				<u>\$ 1,594,342.01</u>	

Note: \$1,000,000 invested in OC Investment Pool through District.

Irrevocable Retiree Benefits Trust
Performance Report
Quarter Ended 3/31/19

	Quarter ended <u>3/31/19</u>
Portfolio Value as of 12/31/18	\$ 89,397,989.55
Contributions	-
Withdrawals	-
Change in Market Value	7,464,173.48
Income Received	366,441.71
Portfolio Fees	<u>(86,172.05)</u>
Portfolio Value on 3/31/19	<u>\$ 97,142,432.69</u>

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE:	May 14, 2019	Resolution	_____
SUBJECT:	Quarterly Financial Status Report Ended March 31, 2019	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND: Pursuant to §58310 of Title 5 of the California Code of Regulations, the Chief Executive Officer of each community college district shall submit a report showing the financial and budgetary conditions of the district, including outstanding obligations, to the governing board on a quarterly basis.

The Chief Executive Officer of each community college district shall also prepare a quarterly report based on measurements and standards as established by the Board of Governors of the California Community Colleges and certified on forms provided by the State Chancellor. It is further required that this report be reviewed by the district governing board and entered into the minutes of a regularly scheduled meeting.

Accordingly, attached is the California Community Colleges Quarterly Financial Status Report form CCFS-311Q for the quarter ended March 31, 2019.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6300, Fiscal Management.

FUNDING SOURCE AND FINANCIAL IMPACT: The State Chancellor's Office requires that the District file a quarterly financial status report known as the CCFS-311Q. This agenda item does not result in any financial impact to the District.

RECOMMENDATION: It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended March 31, 2019, as required by §58310 of Title 5.

Fred Williams

3.d.1

Recommended by

Approved for Submittal

Item No.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

**Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA**

CHANGE THE PERIOD ▼
Fiscal Year: 2018-2019
Quarter Ended: (Q3) Mar 31, 2019

District: (860) NORTH ORANGE

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-2019
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	222,624,900	221,215,270	230,355,433	224,322,005
A.2	Other Financing Sources (Object 8900)	36,363	61,734,006	1,081,156	1,057,988
A.3	Total Unrestricted Revenue (A.1 + A.2)	222,661,263	282,949,276	231,436,589	225,379,993
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	194,864,258	266,941,933	208,361,366	221,879,900
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	23,726,429	2,971,484	3,169,502	2,662,848
B.3	Total Unrestricted Expenditures (B.1 + B.2)	218,590,687	269,913,417	211,530,868	224,542,748
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	4,070,576	13,035,859	19,905,721	837,245
D.	Fund Balance, Beginning	42,057,784	46,128,360	59,164,219	81,004,989
D.1	Prior Year Adjustments + (-)	0	0	0	1,935,049
D.2	Adjusted Fund Balance, Beginning (D + D.1)	42,057,784	46,128,360	59,164,219	82,940,038
E.	Fund Balance, Ending (C. + D.2)	46,128,360	59,164,219	79,069,940	83,777,283
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	21.1%	21.9%	37.4%	37.3%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	35,686	36,941	32,484	33,160
-----	---	--------	--------	--------	--------

III. Total General Fund Cash Balance (Unrestricted and Restricted)

As of the specified quarter ended for each fiscal year					
		2015-16	2016-17	2017-18	2018-2019
H.1	Cash, excluding borrowed funds		63,806,781	86,180,980	94,619,436
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1 + H.2)	62,351,852	63,806,781	86,180,980	94,619,436

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	224,324,005	224,322,005	144,654,420	64.5%
I.2	Other Financing Sources (Object 8900)	1,057,988	1,057,988	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	225,381,993	225,379,993	144,654,420	64.2%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	221,921,500	221,879,900	148,301,773	66.8%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	2,571,848	2,662,848	1,572,045	59%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	224,493,348	224,542,748	149,873,818	66.7%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	888,645	837,245	-5,219,398	
L	Adjusted Fund Balance, Beginning	79,069,940	79,069,940	82,940,038	
L.1	Fund Balance, Ending (C. + L.2)	79,958,585	79,907,185	77,720,640	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	35.6%	35.6%		

V. Has the district settled any employee contracts during this quarter? **YES**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Permanent		Academic		Temporary		Classified	
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:										
Year 1: 2018-19									621,467	2%
Year 2: 2019-20									691,523	2%
Year 3:										
b. BENEFITS:										
Year 1: 2018-19									1,652,550	
Year 2:										
Year 3:										

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.
 Effective 8/1/2018, Classified group settled for 2% on-schedule increase for 2018-19 and a 2% off-schedule increase for 2019-20. Additionally, fringe benefits were increased by \$3,545.51 per person annually to provide \$7,380.00 in fringe benefits per person. These settled amounts will be funded from the general fund.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year? **NO**
 Next year? **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
		Resolution	<u>X</u>
DATE:	May 14, 2019	Information	<u> </u>
		Enclosure(s)	<u>X</u>
SUBJECT:	Separate Bank and Investment Accounts		

BACKGROUND: Pursuant to §84030 of the Education Code and in accordance with §58311 of Title 5 of the California Code of Regulations, it is the intent of the Legislature, Board of Governors, and the State Chancellor's Office to encourage sound fiscal management practices among community college districts. To that end, the Board of Governors has recognized district needs to maintain authorized bank accounts for certain types of district/college functions and activities. Accordingly, the governing board of any community college district may, for the purpose of expediting business service transactions and in accordance with sound business practices, establish separate bank accounts. All income derived from governing-board-approved activities or functions shall be deposited in these accounts for authorized expenditures in accordance with rules and regulations of the governing board.

In addition, the governing board of any community college district may establish clearing accounts for the deposit of any miscellaneous receipts (including receipts from the sale of property or materials pursuant to §81457 or §81458 of the Education Code) and provide for withdrawals from such accounts. All money in any such bank accounts shall be paid into the appropriate county treasury within a reasonable time period. However, cashier's checks, certified checks, and money placed in the custody of the community college district as security that a bidder will faithfully perform a contract may be deposited in a bank account, but shall not be paid into the county treasury unless forfeited or not claimed by the bidder for a period of 12 months. Also, the governing board of a community college district may establish a revolving cash fund account for the payment of services, material purchases, and supplemental salary payments when it has been determined that an error has been made in calculating or reporting employee payrolls.

This agenda item was submitted by Ivy Hwee, District Manager, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6150, Designation of Authorized Signatures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt a resolution establishing separate bank, saving, clearing, and revolving accounts pursuant to the California Community College Budget and Accounting Manual as authorized by §84030 of the Education Code, and in accordance with Education Code §58311 of Title 5 of the California Code of Regulations.

It is further requested that previous resolutions be rescinded and that any accounts not listed on this resolution and still open be closed immediately. It is further requested that in order to adequately safeguard and manage District assets, two authorized signatures be required on each check on every account. It is further requested that account signers, banks, and credit unions not be authorized to issue counter checks or cashier's checks on any of the accounts.

Fred Williams

Recommended by

Approved for Submittal

3.e.2

Item No.

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 separate bank, saving, clearing and revolving accounts and;

WHEREAS, pursuant to the California Community College Budget and Accounting Manual as authorized by **§84030 of the Education Code**, and in accordance with **§58311 of Title 5 of the California Code of Regulations**, the Board of Trustees is authorized to establish such accounts;

NOW, THEREFORE, BE IT RESOLVED that the accounts and custodians/account signers listed are duly authorized and approved.

EXISTING ACCOUNTS:

Bank of America

401 N. Harbor Blvd., Fullerton, CA 92832

Account Name: NOCCCD Clearing Fund

Account #: XXXXX-X2727

Type: Checking Account

Purpose: Clearing account for the deposit and withdrawal of miscellaneous receipts. This account is maintained at the County Department of Education's request. Due to the large volume of checks received by NOCCCD each month, those checks received which are under \$1,000 are deposited into this account which is cleared out every month with a single check sent to the County.

This account is also used to accept any monies via wire transfer that cannot be received as a check since some organizations only make payments via wire transfers. The County does not currently permit ongoing, regular receipt of wire transfers in lieu of checks for deposit. These payments are cleared out as they are received and sent to the County.

Authorized (two signatures required)

Signatures: Fred Williams, Jenney Ho, Irma Ramos, Julie Kossick, Cheryl Marshall, Kashmira Vyas

Account Name: NOCCCD Workers' Compensation Account

Account #: XXXXXXXX7030

Type: Checking Account

Purpose: This revolving cash account of \$50,000 is maintained for payment of Workers' Compensation claims.

Hazelrigg Claims Management Services Inc. (HCMS)

Authorized (two signatures required)

Signatures: (Checks greater than \$2,000 must also have a third signature.)

Fred Williams, Kashmira Vyas, Tami A. Oh, Arlene Hazelrigg, Dan Madrigal

East West Bank**9300 Flair Drive, Suite 106, El Monte, CA 91731**

Account Name: Cypress College Bursar's Office
Account #: XX-XXXX1940
Type: CD
Purpose: Investment/Interest Income
Authorized (two signatures required)
Signatures: Joanna Schilling, Alexander Porter, Dao Do

Local Agency Investment Fund (LAIF)**P. O. Box 942809, Sacramento, CA 94209-0001**

Account Name: LAIF
Account #: XX-X0-009
Type: Investment Account
Authorized Password required; transfers only to and from the District's Clearing
Signatures: Account or directly with the Orange County Treasurer's Office.
Fred Williams, Kashmira Vyas, Ivy Hwee, Cheryl Marshall

NuVision Federal Credit Union**7812 Edinger Ave, Huntington Beach, CA 92647**

Account Name: Cypress College Bursar's Office
Account #: XXXXXXXXXX-XX3841 (Numbers change with renewal)
Type: CD
Purpose: Investment/Interest Income
Authorized (two signatures required)
Signatures: Joanna Schilling, Alexander Porter, Dao Do

SchoolsFirst Federal Credit Union**P. O. Box 11547, Santa Ana, CA 92711-1547**

Account Name: Community College Foundation of North Orange County
Account #: XX0626
Type: Savings Account
Purpose: This is a holding account for revenue generated from contributions to special scholarship funds and general unrestricted foundation funds.
Authorized (two signatures required)
Signatures: Kai Stearns Moore, Terry Cox, Kashmira Vyas, Chelsea Salisbury

Account Name: Cypress College Bursar (ASB)
Account #: XXXX93-40
Type: CD
Purpose: CDs are rolled over usually on alternating three year terms to be used for A.S. approved expenditures if needed. These numbers change with renewal.

Authorized (two signatures required)
Signatures: Joanna Schilling, Alexander Porter, Dao Do

Account Name: Cypress College Bursar's Office
Account #: XXXX93-41 (Numbers change with renewal)
Type: CD
Purpose: Investment/Interest Income
Authorized (two signatures required)
Signatures: Joanna Schilling, Alexander Porter, Dao Do

SchoolsFirst Federal Credit Union (continued)
P. O. Box 11547, Santa Ana, CA 92711-1547

Account Name: Cypress College Foundation
Account #: XX4605
Type: CD
Purpose: Investment/Interest Income
Authorized: (two signatures required)
Signatures: Joanna Schilling, Alexander Porter, Dao Do, Howard Kummerman

Account Name: North Orange County Community College District - Fullerton College
Account #: XX2554
Type: CD
Purpose: CDs are rolled over usually on alternating three year terms to be used for A.S. approved expenditures if needed. Numbers change with renewal.
Authorized: (two signatures required)
Signatures: Cyndi Grein, Linh Quan, Catalina Olmedo

Union Bank
445 S. Figueroa Street, 8th floor, Los Angeles, CA 90071

Account Name: North Orange County CCD (NOCCCD) North Orange Continuing Education (NOCE) Clearing Account
Account #: XXXXX6063
Type: Checking Account
Purpose: All tuition and lab fees are deposited in this account.
Authorized: (two signatures required)
Signatures: Valentina Purtell, Martha Gutierrez, Terry Cox, Karen Bautista

Account Name: North Orange County CCD (NOCCCD) North Orange Continuing Education (NOCE) Savings Account
Account #: XXXXXX6071
Type: Savings Account
Purpose: Holding funds from previously issued student refund checks which have expired.
Authorized: (two signatures required)
Signatures: Valentina Purtell, Martha Gutierrez, Terry Cox, Karen Bautista

Union Bank
1980 Saturn Street, Monterey Park, CA 91755-7417

Account Name: NOCCCD Fullerton College
Account #: XXXXXX6098
Type: Checking Account
Purpose: This is the general checking account used for Bursar, Bookstore, Food Services, and Campus Services.
Authorized: (two signatures required)
Signatures: Cyndi Grein, Linh Quan, Rodrigo Garcia, Catalina Olmedo

Union Bank (continued)**1980 Saturn Street, Monterey Park, CA 91755-7417**

Account Name: Cypress College General
Account #: XXXXXX6101
Type: Checking Account
Purpose: General checking account used for Associated Students account, club accounts, Bookstore, Food Services, Bursar's Office, and Bursar holding accounts, CRPA, and Financial Aid Loan Fund.
Authorized Signatures: (two signatures required)
Joanna Schilling, Alexander Porter, Dao Do

Account Name: Cypress College Credit Card Depository
Account #: XXXXXX6128
Type: Checking Account
Purpose: Clearing account for all credit card activities
Authorized Signatures: (two signatures required)
Joanna Schilling, Alexander Porter, Dao Do

Account Name: Cypress College Bursar's Office
Account #: XXXXXX4668 (Numbers change with renewal)
Type: CD
Purpose: Investment/Interest Income
Authorized Signatures: (two signatures required)
Joanna Schilling, Alexander Porter, Dao Do

Account Name: Cypress College Foundation
Account #: XXXXXX6136
Type: Checking Account
Purpose: General checking account for the Foundation Office including scholarship funds and other Foundation holding accounts.
Authorized Signatures: (two signatures required)
Joanna Schilling, Alexander Porter, Dao Do, Howard Kummerman

Union Bank**445 S. Figueroa Street, 16th floor, Los Angeles, CA 90071**

Account Name: North Orange County CCD (NOCCCD) Revolving Fund
Account #: XXXXX7182
Type: Checking Account
Purpose: Revolving cash fund for securing or purchasing services, materials, and payment of supplemental salary due to payroll errors.
Authorized Signatures: (two signatures required)
Cheryl Marshall, Fred Williams, Jenney Ho, Kashmira Vyas
Irma Ramos, Julie Kossick

Wells Fargo Bank**1300 SW Fifth Avenue, Ste 2500, Portland, OR 97201**

Account Name: North Orange County Community College District, Corvel Corporation as Agent
Account #: XXXXXX5354
Type: Commercial Checking Account Public Funds
Purpose: This revolving cash account of \$25,000 is maintained for payment of self-insurance claims.
Authorized Signatures: (two signatures required) Checks over \$5,000 require District approval prior to issuance.
Fred Williams, Kashmira Vyas, Tami A. Oh, Fritz Heirich, Russell O'Donnell, Lynn Tuong, Jo Ann Sprague

Wells Fargo Bank, N.A. (through the Treasurer's Office)**3440 Flair Drive, 5th Floor, El Monte, CA 91731**

Account Name: County of Orange, Department of Education, Accounts Payable
Account #: XXXXXX8619
Internal Account Name: Cash in County Treasury
County Designation For District: 88
Type: Checking/Depository Account
Purpose: Checking account used for operations including disbursement to vendors, payroll and financial aid.
Authorized Signatures for Checks: (two signatures required)
Fred Williams, Chery Marshall
Authorized Signatures for Wire Transfers: (two signatures required)
Fred Williams, Jenney Ho, Irma Ramos, Julie Kossick, Cheryl Marshall, Kashmira Vyas

Account Name: County Superintendent of Schools
Account #: XXXXXX5122
Internal Account Name: Cash in County Treasury
County Designation For District: 88
Type: Investment/Depository Account
Purpose: Cash concentration account used for the Orange County Education Investment Pool, which earns interest on these funds.

Authorized Signatures: Transactions are managed by the Department of Education.

CLOSED ACCOUNTS:**CapitalOne 360****P.O. Box 160, St. Cloud, MN 56302**

Account Name: NOCCCD dba Fullerton College
Account #: XXXXX7133
Type: Savings Account
Purpose: Investment/Interest Income
Authorized Signatures: (two signatures required)
Cynthia Grein, Linh Quan

Wells Fargo Bank

2131 N. Harbor Blvd, Fullerton, CA 92835

Account Name: NOCCCD Revolving Fund

Account #: XXXX-XX2859

Type: Checking Account

Purpose: Revolving cash fund for securing or purchasing services, materials, and payment of supplemental salary due to payroll errors.

Authorized (two signatures required)

Signatures: Cheryl Marshall, Fred Williams, Jenney Ho, Kashmira Vyas
Irma Ramos, Julie Kossick

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF ORANGE)

I, Jeffrey P. Brown, President of the Board of Trustees of the North Orange County Community College District of Orange County, California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at a Regular Meeting thereof held on May 14, 2019, and passed by a _____ vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 14th day of May 2019

President of the Board of Trustees

3.e.8

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	May 14, 2019	Resolution	<u>X</u>
		Information	<u> </u>
SUBJECT:	2018-2019 Budget Transfers: General Fund	Enclosure(s)	<u>X</u>

BACKGROUND: While all areas attempt to project their expenditures accurately, situations occur which require transfers to be made. Many times an amount is budgeted for a project but the specific areas of expenditures are not determined until a later date. In this case, the funds are then transferred to the specific accounts.

The attached transfers have been requested and only represent those that affect a contingency account, exceed \$10,000 and/or establish new revenue and expense budgets. In each case, a brief explanation is stated. Additional information will be provided upon request. Pursuant to the California Code of Regulations Title 5, §58307, transfers of funds may be made from reserve for contingencies to any expenditure classification or between expenditure classifications at any time by written resolution of the Board of Trustees. In addition, a resolution providing for the transfer from reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board of Trustees.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6250, Budget Management.

FUNDING SOURCE AND FINANCIAL IMPACT: Budget transfers will be made to the various funds and accounts, as listed.

RECOMMENDATION: Authorization is requested for the 2018-2019 General Fund transfers netting to the amount of \$676,908 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Fred Williams

3.f.1

Recommended by

Approved for Submittal

Item No.

1. 17748: Student Equity Program - NOCE

Transfer to align budget with approved program plans.

From:	2100 Noninstructional Salaries	(69,057)
	3900 Benefits	(7,073)
To:	1400 Noninstructional Salaries	49,145
	2300 Noninstructional Salaries	26,985

2. 17749: Student Equity Program - NOCE

Transfer to align budget with approved program plans.

From:	1400 Noninstructional Salaries	(29,732)
	4000 Supplies & Materials	(396,657)
To:	1200 Noninstructional Salaries	3,794
	1300 Instructional Salaries	1,514
	2100 Noninstructional Salaries	34,815
	2300 Noninstructional Salaries	5,402
	3900 Benefits	15,951
	5000 Other Operating Expenses & Services	362,413
	6000 Capital Outlay	2,500

3. 17749: Student Equity Program - FC

Transfer to cover noninstructional supplies expenses for Student Diversity Success Initiative (SDSI) activities.

From:	2100 Noninstructional Salaries	(35,000)
To:	4000 Supplies & Materials	35,000

4. 15419: Perkins IV - AC/CC/FC

Transfer of administrative allowance budget from the District budget to Cypress and Fullerton Colleges for use in supporting the Perkins program.

From:	6000 Capital Outlay	(10,370)
To:	1200 Noninstructional Salaries	3,000
	2100 Noninstructional Salaries	5,490
	3900 Benefits	1,880

5. 17749: Student Equity Program - CC

Transfer to align budget with approved program plans.

From:	2100 Noninstructional Salaries	(81,078)
	3900 Benefits	(19,179)
To:	4000 Supplies & Materials	100,257

6. 11100: Prior Year Funds - AC

Transfer to provide funding for districtwide needs.

From:	5000 Other Operating Expenses & Services	(538,642)
To:	4000 Supplies & Materials	798
	6000 Capital Outlay	537,844

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 make the budget transfers between the expenditure classifications as listed below, within the General Fund (0101), pursuant to the California Code of Regulations Title 5, §58307;

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

FROM			TO		
Budget Classification	Amount		Budget Classification	Amount	
2100	\$	129,830	1200	\$	11,794
3900		3,520	1300		1,514
4000		246,706	1400		19,413
5000		175,294	2300		33,875
8619		121,558	6000		488,754
			8629		121,558
TOTAL	\$	676,908	TOTAL	\$	676,908

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 May 14, 2019, 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

3.f.3

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 14, 2019

SUBJECT: Budget Adjustments and New Grants

Action	X
Resolution	X
Information	
Enclosure(s)	X

BACKGROUND: Revised 2018-2019 fiscal year allocations and amendments have been received for various federal- and state-funded programs. Based on these revisions, adjustments are needed to various General Fund and Financial Aid Fund revenue and expenditure budgets that were previously approved by the Board.

The General Fund programs requiring an adjustment are:

- Board Financial Assistance Program (BFAP)
- Strong Workforce Program (SWP) – Regional Fund
- Title V Hispanic-Serving Institutions (HSI) Grant - Promise Career Pathways

The Financial Aid Fund programs requiring an adjustment are:

- Student Success Completion Grant (SSCG)

Revised Allocation Adjustments

SITE	PROGRAM NAME	TOTAL ADJUSTMENT	SOURCE OF ADJUSTMENT
GENERAL FUND			
CC	SWP - Regional Fund	27,000	Additional Funding
FC	BFAP	6,000	P-2 Allocation
	Title V HSI Grant - Promise Career Pathways	<u>3,228</u>	Updated Allocation
	TOTAL – GENERAL FUND	<u>36,228</u>	
FINANCIAL AID FUND			
CC	SSCG	200,000	P-2 Allocation
FC	SSCG	<u>80,000</u>	P-2 Allocation
	TOTAL – FINANCIAL AID FUND	<u>280,000</u>	
	GRAND TOTAL BUDGET ADJUSTMENTS	<u>316,228</u>	

In addition, funding for new grants have been received for the following programs.

- Foundation for California Community Colleges (CCC) Sponsorship in the amount of \$1,500 to support student mental health programs.
- GEAR UP Grant (Gaining Early Awareness and Readiness for Undergraduate Programs) in the amount of \$280,000 allocated over 7-year period (2018-2025) by the U.S. Department of Education, passed through CSU Fullerton, to support early

interventions and to provide scholarships to increase college attendance and success and raise the expectations of low-income students. Year one funding of \$40,000 is being allocated to be received in the current fiscal year.

New Grants

SITE	PROGRAM NAME	TOTAL FUNDING	SOURCE OF FUNDING
	GENERAL FUND		
AC	GEAR UP Grant	40,000	New Agreement
FC	Foundation for CCC Sponsorship	<u>1,500</u>	New Agreement
	GRAND TOTAL NEW GRANTS	<u>41,500</u>	

This agenda item was submitted by Ivy Hwee, District Manager, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities; and Direction #5: The District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 3280, Grants.

FUNDING SOURCE AND FINANCIAL IMPACT: Various programs have received revised 2018-2019 allocations and amendments since the adoption of the District Proposed Budget on September 11, 2018, or subsequent adoption of new agreements by the Board. Budget adjustments are being submitted to revise revenue and expenditure budgets totaling \$316,228 accordingly for the 2018-2019 fiscal year. Additionally, \$41,500 in funding has been received for new grants for use beginning in the current fiscal year.

RECOMMENDATION: Authorization is requested to accept new revenue and to make adjustments to the General Fund and Financial Aid Fund revenue and expenditure budgets in accordance with the revised and new fiscal year 2018-2019 allocations totaling \$357,728. It is further requested that resolutions be adopted to adjust budgets, to accept new revenue and authorize expenditures within the General Fund and Financial Aid Fund pursuant to the California Code of Regulations Title 5, Section 58308. Authorization is further 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.

**Budget Adjustments and New Grants (Board Date May 14, 2019)
July 1, 2018 - June 30, 2019**

** : This expenditure adjustment is being placed in one account. Separate budget transfers will be processed to reallocate the adjustment amount to align with program plans.

<u>Campus Fund</u>	<u>General Fund (0101)</u>	<u>Account Title</u>	<u>Fund</u>	<u>Orgn</u>	<u>Account</u>	<u>Program</u>	<u>Acty</u>	<u>Locn</u>	<u>Amount</u>
AC	GEAR UP Grant	Instructional Salaries	16601	1505	11100	6090			\$ 27,040.00
AC	GEAR UP Grant	Supplies & Materials	16601	1505	40000	6090			\$ 10,000.00
AC	GEAR UP Grant	Other Operating Expenses	16601	1505	59000	6090			\$ 2,960.00
AC	GEAR UP Grant	Federal Revenues	16601	1505	81900	6090			\$ 40,000.00
CC	SWP - Regional Fund **	Capital Outlay	17258	2545	60000	1200	7100		\$ 27,000.00
CC	SWP - Regional Fund	State Revenues	17258	2545	86255	1200	7100		\$ 27,000.00
FC	BFAP **	Other Operating Expenses	18529	6150	50000	6460			\$ 6,000.00
FC	BFAP	State Revenues	18529	6150	86278	6460			\$ 6,000.00
FC	Foundation for CCC Sponsorship	Supplies & Materials	19363	5965	44110	6310			\$ 100.00
FC	Foundation for CCC Sponsorship	Supplies & Materials	19363	5965	44400	6310			\$ 150.00
FC	Foundation for CCC Sponsorship	Other Operating Expenses	19363	5965	52650	6310			\$ 500.00
FC	Foundation for CCC Sponsorship	Other Student Aid	19363	5965	76100	6310			\$ 750.00
FC	Foundation for CCC Sponsorship	Local Revenues	19363	5965	88970	6310			\$ 1,500.00
FC	Title V HSI Grant - Promise Career Pathways **	Supplies & Materials	16640	5225	40000	6190			\$ 3,228.00
FC	Title V HSI Grant - Promise Career Pathways	Federal Revenues	16640	5225	81900	6190			\$ 3,228.00
<u>Financial Aid Fund (7474)</u>									
CC	SSCG	Student Financial Aid	37541	3410	75000	7320			\$ 200,000.00
CC	SSCG	State Revenues	37541	3410	86237	7320			\$ 200,000.00
FC	SSCG	Student Financial Aid	37542	6150	75000	7320			\$ 80,000.00
FC	SSCG	State Revenues	37542	6150	86237	7320			\$ 80,000.00

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 2018-2019, 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>
8199	Other Federal Revenues	\$ 43,228
8629	CalWORKs, TTIP, Other	33,000
8890	Other Local Revenue	1,500
	TOTALS	\$ <u>77,728</u>

<u>EXPENDITURES ACCOUNT</u>	<u>DESCRIPTION</u>	
1100	Instructional Salaries	\$ 27,040
4000	Supplies & Materials	13,478
5000	Other Operating Expenses	9,460
6000	Capital Outlay	27,000
7600	Other Student Aid	750
	TOTALS	\$ <u>77,728</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 May 14, 2019, 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

3.g.4

Item No.

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 Financial Aid Fund (7474), for fiscal year 2018-2019, 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>
8629	CalWORKs, TTIP, Other	\$ 280,000
	TOTALS	\$ <u>280,000</u>

<u>EXPENDITURES ACCOUNT</u>	<u>DESCRIPTION</u>	
7500	Student Financial Aid	\$ 280,000
	TOTALS	\$ <u>280,000</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 May 14, 2019, 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

3.g.5

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 14, 2019

SUBJECT: Surplus and Obsolete Supplies and Equipment

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

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

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

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6550, Disposal of District Personal Property.

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

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

Fred Williams

3.h.1

Recommended by

Approved for Submittal

Item No.

SURPLUS ITEMS

Qty.	Description	Location
1	Microwave	AC
2	DVD Player	AC
2	TV with Cart	AC
1	Cart	AC
4	Shelves	AC
8	Furniture Brackets	AC
1	Cabinet	AC
1	Desk Drawer	AC
6	Drawer	AC
2	Flatbed Carts	AC
9	Computer	AC
3	Laptop	AC
5	Printer	AC
14	Fire Extinguisher Boxes	AC
1	Laptop Cart	AC
1	Laminator	AC
1	Computer Monitor	AC
4	Projector	AC
74	Keyboard	AC
70	Computer Mouse	AC
3	Digital Camera	AC
6	CD Player	AC
1	Microphone Stand	AC
5	Digital Projection Unit	AC
2	Hard Drive	AC
8	Backpack	AC
6	Remote Controls	AC
4	Electrical Cords	AC
8	Speakers	AC
1	Amplifier	AC
2	Audio Receiver	AC
2	Speaker Stand	AC
7	Camera	FC
4	Camera Accessories	FC
36	Computer	FC
3	DVD Player	FC
3	Cassettes	FC
8	Network Switch	FC
2	Network Power Supply	FC
18	Printer	FC
13	Projector	FC
3	TV	FC

1	Video Switch	FC
1	Network Router	FC
29	Cabinet	FC
1	Air Compressor	FC
1	Bass Amplifier	FC
8	Demo Lighting	FC
3	Locker	FC
5	Table	FC
2	Copier	FC
1	Dish Washer	FC
1	Display Shelf	FC
10	Hair Dryer	FC
35	Football Helmets	FC
2	Stage Lighting	FC
2	Desk	FC
3	Audio Keyboard Amp	FC
1	Paper Cutter	FC
1	Scissor Lift	FC
14	Theater Light Reflector	FC
1	Theater Spot Light	FC
1	VHS Player	FC
5	Water Fountain	FC
2	Mini Trailer	FC
6	Soundboard	FC

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 14, 2019
SUBJECT: Destruction of Class 3 Disposable
Records

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

BACKGROUND: The District periodically destroys nonessential records such as quotations, bid recaps, etc., that are no longer of value or have no legal consequence as part of a routine records management procedure. The District has reviewed the classification of documents and in compliance with Title 5, §59020 of the California Administrative Code, has identified those documents that may now be destroyed. Board approval is required prior to the destruction of the records indicated on the attached inventory.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Actual costs will be charged to applicable funds as goods and/or services are received.

RECOMMENDATION: Authorization is requested for the disposal of Class 3 Disposable Records after July 1, 2019, from the District's Business Office, and the respective Bursar's Office of Cypress and Fullerton colleges and North Orange Continuing Education as listed on the attached inventory pursuant to Title 5, §59020 of the California Administrative Code.

Fred Williams

Recommended by

Approved for Submittal

3.i.1

Item No.

CLASS 3 DISPOSABLE RECORDS
DESTROY AFTER JULY 1, 2019

Anaheim Campus

Warrant Registers	2013-2014
Journal Entries and Bank Statements	2013-2014
Warrants	2013-2014
County Ledgers	2013-2014
Classified Timecards and Timesheets	2013-2014
Invoices	2013-2014
Miscellaneous	2013-2014
Cash Receipts	2013-2014
Certificated Timecards	2013-2014
Bid Recaps	2013-2014
Purchase Orders	2013-2014
Purchase Requisitions	2013-2014
Quotations	2013-2014
Warehouse Picking Tickets	2013-2014
Warehouse Stock Records	2013-2014

Campus Bursar Office

Bank Statements and Reconciliations with Checks	2013-2014
Journal Entries	2013-2014
Cash Receipts and Reconciliations	2013-2014
Purchase Orders and Requisitions	2013-2014
Cash Register Tapes and Reconciliations	2013-2014

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	May 14, 2019	Resolution	<u>X</u>
SUBJECT:	Approval of the Purchase of Real Property and Finding the Purchase of Real Property Exempt from the California Environmental Quality Act	Information	<u> </u>
		Enclosure(s)	<u> </u>

BACKGROUND: North Orange County Community College District (“District”) wishes to purchase real property located on East Chapman Avenue, Fullerton, CA, APN 033-211-04 (the “Property”) from its current owner, Hill Ranch Partnership in the amount of \$2,800,000. The property is approximately 44,865 square feet (1.03 acres). The District is currently leasing the property from Hill Ranch Partnership to help with parking shortfalls through the bond construction program.

California Government Code section 27281 requires governmental agencies, such as the District, to confirm its acquisition of any real property through a certificate or resolution.

Additionally, the purchase of the Property (the “Project”) by the District is subject to the requirements of the California Environmental Quality Act (“CEQA”), California Public Resources Code Sections 21000 et seq. CEQA requires that the significant environmental effects of the Project be considered and disclosed. An exemption may be applied for under CEQA guidelines where there is no possibility that the activity in question may have a significant effect on the environment. Since the District’s acquisition of the property consists solely of a change in ownership and involves negligible or no expansion of an existing use, the District has determined that this acquisition qualifies for an exemption from CEQA.

Adoption of the Resolution before the Board will authorize staff to execute the Purchase Agreement and any other document required to complete the purchase of the Property, and file of a Notice of Exemption from the California Environmental Quality Act.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6500, Property Management and Board Policy 6550, Disposal of District’s Property.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for the purchase will come from Capital Outlay Funds.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 18/19-21 authorizing purchase of the real property located on East Chapman Avenue, Fullerton, CA, APN 033-211-04 in the amount of \$2,800,000 and finding the purchase of real property exempt from the California Environmental Quality Act. Authorization is further requested for the Vice Chancellor, Finance & Facilities to execute the Purchase Agreement and any other document required to complete the purchase of the Property and file of a Notice of Exemption from the California Environmental Quality Act.

Fred Williams

Recommended by

Approved for Submittal

3.j.2

Item No.

**RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
APPROVING THE PURCHASE OF REAL PROPERTY,
FINDING THE PURCHASE OF REAL PROPERTY EXEMPT
FROM THE CALIFORNIA ENVIRONMENTAL QUALITY ACT AND
APPROVING THE FILING AND RECORDATION OF A NOTICE OF EXEMPTION**



RESOLUTION NO. 18/19-21

WHEREAS, the North Orange County Community College District (“District”) desires to acquire real property located on E. Chapman Avenue, Fullerton, CA, APN 033-211-04 (the “Property”)

WHEREAS, District staff negotiated the Purchase and Sale Agreement (the “Agreement”) with the owner of the Property, Hill Ranch Partnership, which details the terms and conditions of the sale of the Property to the District, the Sale Agreement will be available for review in the Finance and Facilities Department.

WHEREAS, pursuant to Government Code section 27281, deeds or grants conveying any interest in or easement upon real estate to a political corporation or governmental agency for public purposes cannot be accepted for recordation without the consent of the political corporation or governmental agency evidenced by its certificate or resolution of acceptance attached to or printed on the deed or grant;

WHEREAS, the purchase of the Property (the “Project”) is subject to the requirements of the California Environmental Quality Act (“CEQA,”) Public Resources Code section 21000 *et seq.*;

WHEREAS, categorical exemptions to CEQA are set forth in Article 19 of Title 14 of the California Code of Regulations (“CEQA Guidelines”);

WHEREAS, CEQA Guidelines Section 15061(b)(3) provides that an activity may be exempt from CEQA under the general rule that CEQA applies only to projects which have the potential for causing a significant effect on the environment;

WHEREAS, CEQA Guidelines Section 15061(b)(3) further provides that where it can be seen with certainty that there is no possibility that the activity in question may have a significant effect on the environment, the activity is exempt from CEQA;

WHEREAS, the District’s acquisition of the Property consists solely of a change in ownership and does not entail development of the Property;

WHEREAS, CEQA Guidelines Section 15301 sets forth an exemption from CEQA for improvements upon existing facilities where the project involves negligible or no expansion of use beyond that existing at the time of the lead agency’s determination;

WHEREAS, Section 15301 further provides that the key consideration in determining whether a project is exempt from CEQA under said exemption category is whether the project involves negligible or no expansion of an existing use;

WHEREAS, if the District decides to use the Property for any purpose in the future, it will comply with all CEQA regulations applicable to the new use;

WHEREAS, the District will not make major alterations during or after the purchase of the Property and therefore, the Property will not change significantly as a result of the Project;

WHEREAS, the District has considered whether the Project may have a significant effect on the environment; and

WHEREAS, the District has concluded, through its own independent review and analysis, that the Project will not have a significant impact on the environment.

NOW, THEREFORE, the Board of the District hereby finds, determines, declares, orders and resolves as follows:

Section 1. That all of the recitals set forth above are true and correct, and the Board so finds and determines.

Section 2. That the District's Chancellor, or a designee, is directed, at the close of escrow for the Property, to accept and consent to the conveying of the Property to the District pursuant to Section 27281 of the Government Code.

Section 3. That the District has made findings and will take all necessary action required pursuant to the California Environmental Quality Act ("CEQA") for the acquisition of the Property.

Section 4. That the District has considered whether the Project may have significant impacts on the environment.

Section 5. That the District has concluded, after reviewing the Project through its own independent review and analysis, that the Project will not have a significant impact on the environment.

Section 6. That the Project will not result in damage to scenic resources pursuant to Public Resources Codes Section 21084.

Section 7. That the Project will involve negligible or no expansion beyond the existing use of the Property.

Section 8. That the Project is subject to CEQA Guidelines Section 15301, and is therefore exempt from CEQA.

Section 9. That the Project is subject to CEQA Guidelines Section 15061(b)(3), and is therefore exempt from CEQA.

Section 10. That the District's Chancellor, or a designee, is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase of the Property pursuant to the Agreement, including making revisions to the Agreement deemed necessary and acceptable by District staff in consultation with District legal counsel, executing the Agreement with all incorporated changes which will be brought back to the Board for ratification, and recording a Notice of Exemption from the California Environmental Quality Act attached hereto as Exhibit "A" with any and all appropriate public agencies or entities, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Chancellor, or a designee, including entering into the Agreement, is hereby ratified by the Board.

Section 11. That this Resolution shall be effective as of the date of its adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 14th day of May 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

I, Jeffrey P. Brown, President of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

President of the Board of Trustees
North Orange County Community College District

I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 14th day of May, 2019, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 14th day of May, 2019.

(Clerk's signature)

(Date)

EXHIBIT "A"

NOTICE OF EXEMPTION

TO: : Office of Planning and Research
P.O. Box 3044, Room113
Sacramento, CA 95812

County Clerk-Recorder
County of Orange
12 Civic Center Plaza, Room 101
Santa Ana, CA 92701

FROM:

NORTH ORANGE COUNTY COMMUNITY
COLLEGE DISTRICT
1830 W. Romneya Drive
Anaheim, CA 92801

Project Title: ACQUISITION OF REAL PROPERTY

Project Location - Specific: E. Chapman Avenue, Fullerton, CA, APN 033-211-04 ("Property")

Project Location - City: Fullerton **Project Location - County:** Orange

Description of Project:

North Orange County Community College District proposes to purchase the Property.

Name of Public Agency Approving Project: NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Name of Person or Agency Carrying Out Project: NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Exempt Status: (check one)

- Ministerial (Sec. 21080(a)(1); 15268(b));
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State Type and section number:
(1) Operation and minor alteration of existing facilities [15301]
- Statutory Exemptions. State Code number:

Reasons why project is exempt:

North Orange County Community College District proposes to purchase the Property ("Project"). The Project will not involve any changes to the Property or the use of the Property. The Project will not cause a substantial adverse change in the significance of a historical resource. The Project will not involve the use of significant amounts of hazardous substances. The Property is not located in an area of statewide, regional, or area-wide concern identified in CEQA Guidelines Section 15206(b)(4). The Project is not subject to any of the exceptions to exemption set forth in CEQA Guidelines section 15300.2.

Lead Agency Contact Person: Fred Williams, Vice Chancellor, Finance & Facilities

Area Code/Telephone/Ext.: (714) 808-4746

If filed by applicant:

- 1. Attach certified document of exemption finding.
- 2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency

Date received for filing at OPR:

Signed by Applicant

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	May 14, 2019	Information	
		Enclosure(s)	
SUBJECT:	Bid Acceptance Sale of Property (Amerige Site)		

BACKGROUND: On November 14, 2017, the Board declared the Property located within the District on the south side of Wilshire Avenue between street addresses 406 and 412 Wilshire Avenue, Fullerton, CA 92832, APN: 033-083-32 and on the north side of Amerige Avenue, west of 411 East Amerige Avenue, Fullerton, CA 92832, APN: 033-083-33 (“Property”) surplus and authorized the District to sell the Property.

On May 8, 2018, the Board rejected the one bid in the amount of \$400,000, which was \$200,000 less than the minimum bid price of \$600,000 set by the District.

On May 22, 2018, the Board authorized the District to seek a waiver from the Board of Governors of the California Community Colleges. The waiver would grant the District the flexibility to negotiate directly a successful sale for the Property. The State Chancellor’s Office did not support the District’s request and directed the District to bid the Property a second time before seeking a waiver from the Board of Governors.

On December 11, 2018, the Board authorized the District to conduct a public sale of the Property a second time.

On January 8, 2019, the District conducted a public bid auction for the sale of the Property. The District received one bid from Reliance Resources in the amount of \$320,101.

On February 12, 2019, the Board rejected the one bid from Reliance Resources in the amount of \$320,101.

On February 26, 2019, the Board authorized the District to conduct a public bid auction for the third time. Contemporaneously, in the event that this third attempt was unsuccessful, the Board also authorized the District to start the process to seek a waiver from the Board of Governors of the California Community Colleges, having met their earlier requirement of a second public bid.

On April 22, 2019, the District conducted a public auction for the sale of the Property for the third time. The District received the following bids:

- Bushala Brothers \$425,000
- Peter A. Beard \$420,000

While both of these bids are below the adjusted minimum bid price of \$500,000 set by the District, they are also the highest bid amounts received of all three attempts. The District

does not feel that any additional public bid attempts will result in a more positive outcome. This agenda item was submitted by Fred Williams, Vice Chancellor, Finance & Facilities.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6500, Property Management and Board Policy 6550, Disposal of District Property.

FUNDING SOURCE AND FINANCIAL IMPACT: If the sale is approved, funds from the sale will be deposited in the Capital Outlay Fund.

RECOMMENDATION: It is recommended that the Board approve the bid from Bushala Brothers in the amount of \$425,000. Authorization is requested for the Vice Chancellor, Finance & Facilities, to execute the Purchase and Sale Agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.k.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 14, 2019 Resolution
SUBJECT: Rejection of All Proposals, RFP #1819-01, Information
Districtwide Network Refresh Enclosure(s)

BACKGROUND: On November 6, 2018, the Purchasing Department received six (6) proposals for RFP #1819-01, Districtwide Network Refresh. After reviewing all proposals, staff determined that it would be in the best interest of the District to reject all bids.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

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

FUNDING SOURCE AND FINANCIAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Trustees reject all bids for RFP #1819-01, Districtwide Network Refresh.

Fred Williams

Recommended by

Approved for Submittal

3.1

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	_____
DATE:	May 14, 2019	Information	_____
		Enclosure(s)	_____
SUBJECT:	Agreement with Pathways of Hope		

BACKGROUND: Pathways of Hope is a non-profit organization that provides access to food, shelter, and housing to individuals experiencing hunger and homelessness in Orange County. The District recommends a partnership with Pathways of Hope to serve the District’s most vulnerable students struggling with food insecurity.

Through the partnership, Pathways of Hope would operate existing food banks at Cypress College, Fullerton College and Anaheim Campus for NOCE. Currently, Fullerton College and Cypress College have food bank programs for food insecure students but face many challenges such as staffing, hours of operation, and reliable sources of nutritious food. The partnership with Pathways of Hope would increase staffing to cover expanded hours of operation, provide stable sources of both perishable and non-perishable food, and access to referral services and housing resources for homeless students.

According to the #RealCollege survey for California Community Colleges conducted by the Hope Center for College, Community, and Justice at Temple University, 50% of student system-wide experience food insecurity. By partnering with an established and reputable community based organization such as Pathways of Hope, the District would better address the needs for students who are challenged to meet the basic needs such as food and shelter.

This Board agenda item is being submitted by the Campus Chief Executive Officers.

How does this relate to the five District Strategic Directions? This items responds to Direction #1, #2, and #5. District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. District Strategic Direction #2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups. District Strategic Direction #5: The District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This item is in compliance with Board Policy 6340: Bids and Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this District-wide partnership would come from one-time funds.

RECOMMENDATION: Authorization is requested to enter into an annual agreement with Pathways of Hope in the amount of \$197,800 starting July 1, 2019 through June 30, 2020.

Authorization is further requested for the Vice Chancellor, Finance and Facilities or District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

3.m.2

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: May 14, 2019 Information _____
Enclosure(s) _____
SUBJECT: One-year Renewal of Support Agreement
with CDW-G Technologies, Inc. for Cisco
Systems, Inc. Network Hardware and
Software Support

BACKGROUND: On June 12, 2018, the Board approved the renewal of a one-year agreement with CDW-G Technologies, Inc. for Cisco Systems, Inc. network hardware and software support. The agreement included replacement parts for failed hardware, software upgrades and patches, and 24-hour direct access to Cisco Technical Support for services. CDW-G is a Cisco approved dealer and is able to provide the District with continued Cisco maintenance coverage on the hardware and software. The current contract is due to expire on June 30, 2019. The campus Academic Computing Technology and the District Information Services Departments are requesting to renew a one-year contract with CDW-G to provide the District with continued Cisco maintenance coverage on the hardware and software support beginning July 1, 2019, through June 30, 2020 in the amount of \$100,097.19 plus tax.

This agenda item was submitted by Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology, in consultation with the campus Academic Computing Managers.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

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

FUNDING SOURCE AND FINANCIAL IMPACT: District and campus general fund.

RECOMMENDATION: Authorization is requested to renew a one-year support agreement from CDW-G Technologies, Inc. for Cisco Systems, Inc. network hardware and software beginning July 1, 2019, through June 30, 2020, for a total cost of \$100,097.19 plus tax. Authorization is further requested for the Vice Chancellor, Finance & Facilities or District Director, Purchasing, to execute the agreements on behalf of the District.

Fred Williams

3.n

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 14, 2019 Resolution
SUBJECT: Consulting Services Agreements with Information
Thunderbird Leadership Consulting- Enclosure(s)
amendment

BACKGROUND: On March 26, 2019, the Board approved a consulting services agreement with Thunderbird Leadership Consulting in the amount of \$137,068 to assist the District in an overall assessment of District-wide IT operations and governance. Specifically, the following activities will be performed by Thunderbird Leadership Consulting in collaboration with District-wide Stakeholders:

- IT Operations Assessment
- IT Project Management / Resource Alignment
- IT Service Delivery Model

In conversations with District-wide stakeholders, the Vice Chancellor of Educational Services and Technology received a recommendation to hold a town hall meeting with all District-wide stakeholders, particularly District-wide IT employees who will be most directly and substantively impacted by this work to further vet the project and clarify goals and objectives. Therefore, the District is recommending an amendment to the approved Agreement with Thunderbird Leadership Consulting in the amount of \$6,500 to:

- Plan, Design, and Facilitate the Town Hall Meeting
- Provide comprehensive documentation of Feedback
- Provide a Summary Report of the Town Hall Meeting
- Integrate the Feedback into Next Steps of previously approved IT Governance & Operations work

This agenda item is being submitted by Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is in accordance with Board Policy 6340, Bids and Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: The amended fee of \$6,500 shall be paid from the general fund.

RECOMMENDATION: Authorization is requested to amend the agreement with Thunderbird Leadership Consulting, increase the agreement by \$6,500 from \$137,068 to \$143,568. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the amendment agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.o.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 14, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Agreement with Concentric Sky for Career Technical Education (CTE) Program Finder Full-scale Website Development	Enclosure(s)	<u> </u>

BACKGROUND: Cypress College is the fiscal agent for the development of Program Finder through Strong Workforce Program funding allocated by the Orange County Regional Consortium. Program Finder will provide K-12 educators, students, and parents throughout Orange County with quick access to community college career education programs that match K-12 career education pathways. Program Finder will also enable college educators in CTE programs to find related programs in K-12 schools for the purposes of outreach and pathway connections.

As the fiscal agent, Cypress College together with the co-lead, the Orange County Department of Education, selected Concentric Sky for the development of a full-scale website for CTE Program Finder in the amount of \$190,950. Any additional work to the website above the proposed amount will be based on an hourly rate of \$150 per hour. Concentric Sky was selected based on the Program Mapper development for the California Community Colleges.

This item is being submitted by Kathleen Reiland, CTE Dean, Cypress College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Strategic Direction: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. It also responds to Strategic Direction #5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses. This project supports Strategic Direct #5, in that it will educate all constituents about the many excellent career opportunities offered at our institutions.

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

FUNDING SOURCE AND FINANCIAL IMPACT: The contract fee of \$190,950 will be reimbursed through the Orange County Regional Consortium Strong Workforce allocation.

RECOMMENDATION: Authorization is requested to enter into an agreement with Concentric Sky for the development of CTE Program Finder Website in the amount of \$190,950. Any additional work for the website above the proposed amount will be charged based on an hourly rate of \$150 per hour. The contract will begin on May 19, 2019 through December 30, 2019. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute any agreement on behalf of the District.

Fred Williams

3.p

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 14, 2019

SUBJECT: Addendum to the Cypress College
Facilities Master Plan Program
Environmental Impact Report for the
Cypress College Science Engineering
Math Building Project

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

BACKGROUND: Information is being presented to the Board on the status of the Cypress College Facilities Master Plan Program Environmental Impact Report (EIR) for the Cypress College Science Engineering Math Building Project.

During the design process, it was determined that a “deep foundation” system would be needed due to the unstable soils conditions at Cypress College. The foundation system chosen can have significant noise and vibration impacts to the point that the construction team pursued a special study to ensure that we would be building within acceptable limits. Dudek reviewed the proposed noise mitigation efforts against the criteria in the EIR and determined that the team was within acceptable and established limits. Evaluation of the environmental impacts also found that the proposed foundation system was acceptable with no substantial changes from the previous analysis and will not have any significant effect on the environment.

An addendum to the original Cypress College Facilities Master Plan has been filed with Dudek to incorporate the new foundation system. No additional action is needed at this time. A copy of the addendum will be posted on the District website.

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

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

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

FUNDING SOURCE AND FINANCIAL IMPACT: No financial impact would be charged to the Measure J Bond funds.

RECOMMENDATION: It is recommended that the Board receive the information to the addendum to the Cypress College Science Engineering Math Building Final Program Environmental Impact Report.

Fred Williams

3.q

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	May 14, 2019	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	Vision for Success (VFS) Local Goal Setting		

BACKGROUND: State law requires all California Community Colleges to adopt local goals aligned with the *Vision for Success*, to produce several plans, to guide how the colleges will use state resources consistent with the Guided Pathways framework, and to adopt budgets each year to support these activities.

In July 2017, the state Chancellor's Office released the *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach these goals. State legislation after the release of the VFS mandates stronger linkages between financial planning and educational planning, with a new focus on alignment of these plans with college performance goals. The state Chancellor's Office is using the legislative mandate to encourage the colleges to use planning as the institutional strategy to improve student outcomes and advance student equity. With the analysis of data available via the Student Success Metrics dashboard, the colleges are also encouraged to pay attention to persistent and ongoing challenges in student success and equity. Through a process of collegial consultation, the local planning and goal setting are meant to create a shared commitment to a path forward.

Cypress and Fullerton Colleges have done precisely that by using local collegial consultation processes to arrive at a set of local goals that are aligned with the goals in the VFS. The Board conducted a first reading of these local goals at its April 23, 2019 meeting. Today, these same local goals are now being submitted to the Board for approval prior to the colleges submitting them to the state Chancellor's Office by May 31, 2019.

NOCE does not fall under the state mandate to have their local goal setting approved by the Board. However, in their strategic planning process, they have aligned their strategic goals with the VFS goals. The summary of NOCE's local goals was submitted on April 23, 2019 for information. It is requested that the Board approve NOCE's local goal alignment with those of the VFS as well.

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

How does this relate to the five District Strategic Directions? This item meets District Strategic Direction 4 by supporting strategic and comprehensive planning activities at the campus and District levels.

How does this relate to Board Policy: This item responds to BP 3250: Institutional Planning.

FUNDING SOURCE AND FINANCIAL IMPACT: State general funding and special funding such as Guided Pathways funding.

RECOMMENDATION: It is recommended that the Board approve Cypress College, Fullerton College and North Orange Continuing Education local goals in alignment with the *Vision for Success*.

Cherry Li-Bugg
Recommended by

Approved for Submittal

4.a.2
Item No.

Vision for Success: Local Goal Setting Updated April 2019

Goal 1 – Completion

- System-wide 20% increase in the number of CCC students annually meeting the vision completion goal
- Cypress College chose Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)
 - baseline – 1,058 in 2016-17
 - goal – 1,270 in 2021-22, 20% increase
- Disproportionate impact
 - Black or African American students (increase by 69% from 36 to 61)
 - LGBT students (increase by 111% from 18 to 38)

Goal 2 – Transfer

- System-wide 35% increase in the number of CCC students annually transferring to UC or CSU.
- Cypress College chose Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer
 - baseline – 472 in 2016-17
 - goal – 638 in 2021-22, 35% increase
- Disproportionate impact
 - Black or African American students (increase 88% from 16 to 30)
 - LGBT students (increase 90% from 10 to 19)
 - Students from some other race (increase 75% from 12 to 21)

Goal 3 – Unit Accumulation

- System-wide decrease average from 87 to 79 for CCC students earning associate degrees
- Cypress College chose Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners
 - baseline – 95 in 2016-17
 - goal – 82 in 2021-22, 14% decrease
- Disproportionate impact analysis not required for this goal

Goal 4 – Workforce

- System-wide increase from 60% to 69% of exiting CTE students employed in field of study
- Cypress College chose Goal 4A: Increase Median Annual Earnings of All Students
 - baseline – \$25,524 in 2016-17
 - goal - \$30,629 in 2021-22, 20% increase
- Disproportionate impact analysis not required for this goal

Goal 5 – Equity

- System-wide reduce equity gaps for the above measures by 40% within 5 years

- Cypress College will increase numbers relate to AA+ADT and ADT earners:
 - Increasing the number of Black or African American students earning associate degrees and ADTs
 - Increasing the number of LGBT students earning associate degrees and ADTs
 - Increasing the number of students from other races earning ADTs

Goal 6 – Achievement Gap

- System-wide reduce achievement gaps for the above measures fully within 10 years
- Colleges are not required to set specific goals for this area because it is not easily accomplished by individual colleges and instead remains a statewide goal



Fullerton College

Vision for Success: Local Vision Goals

(Approved by P.A.C. May 8, 2019)

Goal 1 – Completion

System-wide Goal – increase by 20% the number of CCC students annually meeting the vision completion goal

Fullerton College Goals:

- Goal 1A – Increase All Students Who Earned an Associate Degree (ADTs included)
 - Baseline: 1,761 students in 2016-2017
 - Goal: 2,012 students by 2021-2022, 14% increase
- Goal 1B – Increase All Students Who Earned a Chancellor’s Office Approved Certificate
 - Baseline: 252 students in 2016-2017
 - Goal : 288 students by 2021-2022, 14% increase
- Goal 1C – Increase All Students Who Attained the Vision Goal Completion Definition
 - Baseline: 1,840 students in 2016-2017
 - Goal: 2,102 students by 2021-2022, 14% increase

Goal 2 – Transfer

System-wide Goal – increase by 35% the number of students transferring annually to CSU or UC

Fullerton College Goals:

- Goal 2A – Increase All Students Who Earned an Associate Degree for Transfer
 - Baseline: 771 students in 2016-2017
 - Goal: 900 students by 2021-2022, 17% increase
- Goal 2B – Increase All Students Who Transferred to a CSU or UC Institution
 - Baseline: 2,080 students in 2016-2017
 - Goal: 2,385 students by 2021-2022, 15% increase

Goal 3 – Unit Accumulation

System-wide Goal – decrease by 9%, from 87 units to 79 units, the average number of units accumulated by CCC students earning associate degrees

Fullerton College Goal:

- Goal 3A – Decrease Average Number of Units Accumulated by All Associate Degree Earners
 - Baseline: 84 units in 2016-2017
 - Goal: 79 units by 2021-2022, 6% decrease

Goal 4 – Workforce

System-wide Goal – Increase by 9%, from 69% to 76%, the percent of exiting students who report being employed in their field of study

Fullerton College Goals:

- Goal 4A – Increase Median Annual Earnings of All Students
 - Baseline: \$24,476 in 2016-2017
 - Goal: \$33,890 by 2021-2022, 38% increase

- Goal 4B – Increase All Students Who Attained the Living Wage
 - Baseline: 28% of students in 2016-2017
 - Goal: 32% of students by 2021-2022, 14% increase
- Goal 4C – Increase All Students with a Job Closely Related to Their Field of Study
 - Baseline: 64% of students in 2016-2017
 - Goal: 80% of students by 2021-2022, 25% increase

Goal 5 – Equity

System-wide Goal – 40% reduction in the above measures within 5 years and fully closed equity gaps within 10 years

Fullerton College Goals (from FC Student Equity Plan):

- Goal 1 A – Increase All Students Who Earned an Associate Degree (Including ADTs) by 2021-2022
 - African American/Black 50% increase
 - Two or More Races 18% increase
 - LGBT 206% increase
- Goal 1B – Increase All Students Who Earned a Chancellor’s Office Approved Certificate
 - Asian 50% increase
- Goal 1C – Increase All Students Who Attained the Vision Goal Completion Definition
 - African American/Black 40% increase
 - Two or More Races 4% increase
 - Asian 2% increase
- Goal 2A – Increase All Students who Earned an Associate Degree for Transfer
 - African American/Black 173% increase
 - Two or More Races 25% increase
 - Unknown Race 47% increase
- Goal 2B – Increase All Students Who Transferred to a CSU or UC Institution
 - African American/Black 173% increase
 - DSS 22% increase
 - LGBT 105% increase
- Goal 3A – Decrease Average Number of Units Accumulated by All Associate Degree Earners
 - Unknown Race 6% decrease
 - DSS 6% decrease
 - LGBT 6% decrease
 - Veterans 6% decrease
- Goal 4B – Increase All Students Who Attained the Living Wage
 - African American 27% increase
 - Hispanic/Latinx 33% increase
 - Two or More Races 17% increase
 - DSS 49% increase
 - Economically Disadvantaged 80% increase
- Goal 4C - Increase All Students with a Job Closely Related to Their Field of Study
 - Hispanic/Latinx 10% increase
 - Economically Disadvantaged 13% increase

North Orange Continuing Education
Vision for Success

NOCE held its school-wide strategic planning retreat on June 22, 2018. The retreat was attended by 71 participants who worked on the following institutional planning aspects: nature and purpose of strategic planning, implications of the existing Mission, Vision, and Core Values in light of a visioning activity, implications of institutional effectiveness evidence, and priorities of the existing strategic plan steps. The retreat sessions reflected sound planning practice, in that institutional mission should drive strategic planning, and strategic planning should rest on a foundation of evidence. Participants reviewed the Institutional Effectiveness Report and recorded any strategic planning implications based on the evidence presented in that report and then selected the top implications. The five most common themes across all the implications are: research/data, pathways/transitions, student services, student success, student deeds. Eight themes were below the top tier but still above the main frequency: onboarding, professional development, curriculum, equity, access, enrollment management, outreach, marketing. Since that event, staff have been actively engaged in planning activities, including revising the current NOCE Strategic Plan and aligning it with the California Community College Vision for Success Goals.

In October 2018, NOCE convened a representative strategic planning ad hoc workgroup. Based on the findings of the Strategic Planning Retreat, the goal of the workgroup was to develop a revised NOCE Strategic Plan by identifying institutional strategic goals, consolidating existing action steps, and designing measurable objectives for each of the strategic goals. The workgroup members used the Vision for Success Local Goal-Setting Guidance as a resource for aligning NOCE goals with the System’s strategic goals. The chart below illustrates the alignment of the NOCE Revised Strategic Plan Goals with the Vision for Success Goals.

Vision for Success Goals	NOCE Revised Strategic Plan Goals
GOAL 1: Completion Systemwide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.	GOAL 2: Guided Pathways Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit programs, and beyond.
GOAL 2: Transfer Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.	
GOAL 4: Workforce Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.	
GOAL 5: Equity Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.	GOAL 4: Equity Engage in targeted efforts toward eliminating the gap of the disproportionately impacted groups of students identified in the NOCE Student Equity Plan.
	GOAL 1: Institutional Effectiveness Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.
	GOAL 3: Capacity Using relevant data, develop evidence-based strategies to align NOCE’s institutional capacity with the needs of the community within the District’s service area.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	May 14, 2019	Information	X
		Enclosure(s)	X
SUBJECT:	Guided Pathways Essential Practices: Scale of Adoption Self-Assessment		

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

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

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

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

How does this relate to the five District Strategic Directions? This item responds to all five District Strategic Directions from student completion to reducing the achievement gap to student success in pathways to planning best practices to community partnerships.

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

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

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

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

Institution Name: Cypress College

Date: April 4, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

Page intentionally left blank

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@ccc.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Cypress College is one of the ten Program Mapper pilot colleges and this has organized our Career Education majors, with 71 mapped to date. The CTE programs were included in Interact’s Strong Workforce marketing campaign for Orange County and are clearly organized and built around career clusters and sharing of career-based information to assist students’ decision-making. These efforts will be shared using the college’s newly redesigned website which will be organized using the meta-major structure to highlight Program Mapper content. The college’s Meta Major GP Work group met over the past 16 months and reviewed existing organization of academic communities, ultimately settling on division structure as the most appropriate grouping for meta-majors. Programs were marketed to over 500 current and future students during the inaugural Connect2Cypress event that highlighted career counseling and pathway selection.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Fall 2018 for Career Education programs</p>	<p><i>Next steps:</i></p> <p>Cypress College is using Program Mapper to complete mapping of our ADT’s for inclusion on the revised college website, also being built by Interact. Using a similar layout that has proven effective will continue to reduce confusion and overlap when exploring degrees and majors. The website template has been selected using a broad survey instrument and expects to be in place by late summer 2019. Nineteen of twenty-seven ADT’s have been mapped, and counseling expects to conclude the remaining maps by the end of May 2019. The college’s Outreach team has built on the Connect2Cypress with an annual Commit2Cypress event, to be held May 2019, to replace the annual Senior night and combine successful pathway elements from Connect2Cypress with initial outreach activities aimed at high school seniors and their families.</p> <p><i>Timeline for implementing next steps:</i></p> <p>The revised website, utilizing academic programs, complete with faculty and support staff around each ‘meta-major’, should be complete by Fall 2019.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Cypress College's divisions have begun with the end in mind to provide students with quick reference certificate, degree and transfer checklists. All divisions participated in the inaugural Connect2Cypress event, held in Fall 2018, a Counseling and Career Center-driven opportunity for current and future students to explore their strengths and interests and the associated degree pathways. CTE programs utilize community advisory committees to effectively partner with local service area businesses. These same relationships provide an opportunity, through internships and service learning, to prepare Cypress College students to join the workforce or explore additional education and certificate options. As a non-CTE option, Anthropology faculty hold an annual event with students interested in the field to explain and highlight careers and pathways available to those interested in Anthropology.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> Meta-Major Workgroup continues to meet and finalize academic mapping and put the pathway maps into Program Mapper so they are visible on the college's website. Curriculum teams are also reviewing existing degrees and programs to ensure articulation with partner institutions. To increase access and equity, Cypress College plans to embed text-to-speech technology in the website and Canvas to ensure accessibility to this information for all students. Academic departments have expressed a desire to expand upon the successful Anthropology event as a means to introduce interested students to careers and advanced educational paths in their respective fields.</p> <p><i>Timeline for implementing next steps:</i> While these processes are always under review, the intensive effort should be concluded by Spring 2020.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Cypress College is one of the ten Program Mapper pilot colleges and this has organized our Career Education programs, with employment information easily accessible to current and prospective students. Currently, remaining ADTs are being mapped by Counseling and Instructional Faculty, to be included in the next phase of the revised college website.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> Continue mapping ADT's to be posted on the college's website.</p> <p><i>Timeline for implementing next steps:</i> Through Fall 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Faculty are building support programs around difficult courses and counseling faculty are advising students not to take these courses during a heavy courseload semester. The Academic Senate President illustrated this work for fellow faculty by building out their department's academic map, complete with highlighting difficult courses and appropriate student support services, in collaboration with the division counselor; and has shown this work repeatedly during GP faculty discussions. The course taking patterns, including difficult gateway courses and significant milestones, will be combined with Program Mapper and illustrated within each 'meta-major' or mapped ADT for students to review on the college's website.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> Utilizing Program Mapper, with an overlay of significant student milestones along the academic journey, the College expects to display an integrated student journey from application to graduation, transfer, or career.</p> <p><i>Timeline for implementing next steps:</i> After course sequences are built and vetted, and milestone timelines identified, Cypress College expects to have this information available for all ADTs on its website by the end of Spring 2020.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> AB705 has allowed Math faculty to focus on student preparation and continual support; creating co-requisite math classes and support activities (eDLA's) that cross disciplines and can be used by all faculty in their respective courses. Math faculty have also identified and shared with counselors the appropriate transfer-level math for each Meta-major. This information is shared with all incoming first-year and returning students who need to take a transfer-level math.</p> <p><i>Term, if at scale or scaling:</i> Fall 2019</p>	<p><i>Next steps:</i> Finish building the remaining eDLA's, increase faculty awareness across campus, assess effectiveness during first semester of AB705 implementation, address changes as needed.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Cypress College has expanded its Dual Enrollment programs and extended its reach into new districts to share its award-winning programs such as Cyber-Security, Robotics and STEM2. Career counselors and college outreach teams ensure students matriculating into Cypress College have a full Ed Plan by the end of the first year. Cypress’s first year student outreach is the Charger Experience, which happens during a student’s senior year in high school. This several-hour event includes exploration and initial selection of a program of study. Cypress College has combined its Majors2Careers with the successful Connect2Cypress event; encouraging students to explore their career interests and related academic programs during the college-wide event. This event, as mentioned previously, served over 500 current and future Cypress College students.</p> <p><i>Term, if at scale or scaling:</i> Charger Experience started Spring 2018</p>	<p><i>Next steps:</i> Cypress College has expanded its Promise program and hopes to scale up the Charger Experience to welcome additional first-time students. Tracking will be made easier with the full deployment of Banner 9 Self Service and DegreeWorks, so students can see their current plan, request adjustments, and also view their future semester enrollment options.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020 for Self Service and DegreeWorks full implementation.</p>
<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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Cypress College has extensive student support programs but has not identified or widely shared, if known, the ‘gateway’ courses for the college’s major program areas. Division and program deans and faculty, working in tandem with Institutional Research, identify these gateway courses as they build program pathways. The Math and Writing</p>	<p><i>Next steps:</i> Within the District’s 2020 Strategic Plan is the selection and implementation of a comprehensive Early Alert system. In the meantime, faculty will utilize existing technology to direct students towards appropriate academic support programs. Cypress is beginning wide use of Tableau to identify students making progress but still at-risk.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Centers in the Library and Learning Resource Center have expanded their tutoring to both group and one-on-one formats, depending on format. Additional support structures are built into the first year Pledge experience with high-touch support services. Term, if <i>at scale</i> or <i>scaling</i> :	Counseling faculty within each Meta Major will be integral in connecting students with support programs. <i>Timeline for implementing next steps:</i> Wide implementation of early alert, goal of Spring 2020
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> AB705 mandated changes in Math placement have allowed Math faculty to build co-requisite math support courses for those students who would otherwise register in below-transfer level math. Now students will be placed in the pathway-specific transfer level math with a corequisite, plus additional online support services in the form of eDLA’s. Term, if <i>at scale</i> or <i>scaling</i> : Started the work Spring 2019, implementing Fall 2019	<i>Next steps:</i> The Math faculty are finishing building online student math resources that can be accessed without current enrollment in a Math course. In May 2019, the college’s AB705 Implementation team will host a comprehensive AB705 Math/English/ESL Counseling and Faculty Collaborative working session to identify and build out additional support structures starting Fall 2019 <i>Timeline for implementing next steps:</i> Summer and Fall 2019
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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> English faculty have restructured ENGL100, transfer-level ENGL to include a linked 12 week ENGL10, corequisite course to be taught by the same ENGL100 instructor, for students identified to be struggling after the first few weeks of class. Staffing and operational hours for the English Success Center (ESC) in the Library, Learning Resource Center have been expanded to accommodate the changes for Fall 2019. Unique Student Visits and Total Student Hours increased by 57% and 56% respectively, from Fall 2017 to Fall 2018. Term, if <i>at scale</i> or <i>scaling</i> : Started the work Spring 2019, implementing Fall 2019	<i>Next steps:</i> Exploring the idea of offering ENGL60 in Dual Enrollment high school districts off campus with Cypress College instructors. Looking to expand a Summer Boost program that would offer a one unit course over two weeks and give incoming first-time students an opportunity to experience community college class format and pace. ENGL100 is also exploring embedding tutors within the courses as a way to expand student access to tutors, in addition to continued use of the ESC. <i>Timeline for implementing next steps:</i> Summer and Fall 2019

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>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Embedded counselors within each division provide highly specialized, discipline-specific assistance, while connecting students to additional resources. Current learning communities for traditionally under-prepared students, e.g. Legacy, Puente, EOPS, Veterans, Student-Athletes; provide high-touch support services that future discipline-specific communities will seek to scale up and mirror. Disproportionately impacted populations were identified in the Student Equity and Achievement (SEA) Plan; from which revised goals for completion (# of AA) and transfer (# of ADT's) were developed. Staff in place to support AB705 implementation and faculty in disciplines besides Math and English will hold an all-faculty summit in May 2019 to address universal design principles in the classroom and to highlight other high impact practices that can provide additional support to poorly prepared students.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> Cypress College is moving towards scaling up learning communities around each Meta-Major, and including Academic Coaching, Student Support Coaches to connect students to resources, and Data Coaches to help faculty identify at-risk students before they fail courses. In concert with Institutional Research, these teams will seek to address equity considerations for the African-American and LGBTQ students who lag behind their peers in completion and transfer outcomes.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Dual Enrollment programs have been expanded across several additional districts with additional courses taught. High-demand fields, such as Cyber-Security and Robotics, are expanding their reach in feeder districts by partnering with 7-8th grade classes. The NOCCCD Pledge program, which was initiated with the Anaheim Union High School District, has been expanded to include all eligible CA high school graduates via the Promise Program; utilizing the Charger Experience as their transition and first-year student program.</p> <p><i>Term, if at scale or scaling:</i> Started Fall 2018, expanding for Fall 2019</p>	<p><i>Next steps:</i> Enhance Disability Support Services First Steps Program by increasing the number of high schools with which it collaborates to provide a comprehensive summer pre-college experience for high-school seniors with disabilities. Dual enrollment outreach will continue to expand, with a focus on preparing graduating seniors for transfer-level math activities available as eDLA's on the Math department's website and Youtube.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Embedded and cohort-based counselors monitor students within their division or program population, however is not consistent across campus, nor is technology widely used to ensure this is occurring. Cypress College has invested in Tableau to teach deans and faculty how to read completion dashboards specific to their student population; and Civitas to assist in identifying at-risk student populations, despite course-level success. These tools will allow deans and faculty to drill down further to course levels while also building engagement campaigns to keep students on the Path. Training has begun for both of these tools, but implementation is not yet college-wide.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <p>Continue training on Tableau and Civitas for end-user ease of use and familiarity with the data. Counselors need to ensure that SEP's are up to date and accurate, which will require students viewing their most recent SEP's in Banner Self Service, and confirming or 'accepting' to ensure students are advised on the correct path. Faculty and counselors will layer student service milestones with gateway courses, on a student's journey map and share this with students.</p> <p><i>Timeline for implementing next steps:</i></p> <p>By the end of Spring 2020</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Cypress College does not currently utilize a technology solution to provide students with a visible roadmap. Discussion is occurring at the District level to utilize DegreeWorks and Banner SelfService as tools for both counselors and students to visualize progress on the pathway. Cypress College's mobile app will be deep linked into Banner in the next phase of utilization and that may allow for students to see their progress. Current utilization of Program Mapper, when completely implemented, will show students the journey maps specific to each semester or year.</p>	<p><i>Next steps:</i></p> <p>Banner 9 Self Service, tied in with DegreeWorks, will allow students to see where they are in their path, to conduct 'what if' scenarios, and register for courses by clicking on what their Counselor has designated and put in their 'cart', or classes on the future semester grid. Additional student-focused solutions include utilizing the mobile app, which will be linked into Banner Self Service and can be built to show this information in a mobile responsive format.</p> <p><i>Timeline for implementing next steps:</i></p>

		Term, if <i>at scale</i> or <i>scaling</i> :	Summer 2020
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.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Cypress College faculty have adopted Canvas as their Learning Management System, yet gradebook components may not be widely utilized. Students included in learning communities benefit from grade-checks and increased communication with faculty and counselors, and Cypress College seeks to scale up the high-touch, high-impact practices; particularly around the gateway or milestone classes that impact student progress.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> Cypress College aims to build out completion teams around each division to provide wrap-around services that intervene to keep the students on their path. Inherent in this is technology used widely to identify the students who are at risk, to reach out to the students, and track whether they have utilized additional support services. The next steps involve campus-wide usage of the gradebook in Canvas, adopting and using an Early Alert system and building ongoing training sessions for FT and PT faculty to ensure staff and students are alerted prior to a student falling off their track or pathway. Co-required Math and English transfer-level courses will be required, starting Fall 2019, for students who either fall behind in the first few weeks or would otherwise require remediation in these subjects.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020</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	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Counselors embedded within high demand career and educational programs work with faculty to identify alternative paths to desired student outcomes.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> As academic maps and pathways continue to be built and incorporated in Program Mapper, Cypress College faculty and counselors will use these resource to increase students' awareness of other pathways to careers.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> The College is engaging in this dialogue across the institution, and moving towards block scheduling or guaranteed one year schedules. The timing of this effort coincides with the building of efficient academic pathways that can be achieved in 2-3 years.</p>	<p><i>Next steps:</i> Building block schedules or guaranteed schedules for incoming students as part of the Promise Program is a goal for Cypress College leadership. Faculty and counselors will work with leadership over the next year to explore if this is feasible for Cypress, what steps are necessary and what systems are required to support this effort, ie</p>

		Term, if <i>at scale</i> or <i>scaling</i> :	Classroom utilization, course-taking patterns, curriculum software, etc. <i>Timeline for implementing next steps:</i> AY 2019-2020
--	--	--	--

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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The Student Service Team is currently aligning their Student Service Student Learning Outcomes (SS-SLO's) to the institutional SLO's (ISLO's) in order to better match the Culture of Assessment. The Student Services Program Review and SS-SLO themes are aligned and focused on student equity, including transfer and employment metrics highlighted in the Vision for Success goals. While instructional units continue the mapping process, a survey was conducted of recent graduates to determine the effectiveness of the linkages throughout.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> The Student Services Program Review committee will gather SS-SLO's during summer 2019, will ensure alignment with ISLO's, and the Vision for Success goals. Instructional units will utilize opportunities at flex day for departments to work on learning outcomes and making sure course assignments lead to better success for all of our students.</p> <p><i>Timeline for implementing next steps:</i> Summer and Fall 2019</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Instructional programs with expanded student services assistance like Legacy and Puente programs allow students to apply critical thinking and problem solving across academic programs. Counseling 139 and 151 address these facets through coursework and class activities, and these courses are required for all incoming Pledge students and encouraged for all first-time Promise students. Additionally courses, such as ANTH101, that combine a lecture and lab component encourage students to participate in active and applied learning.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> The North Orange Promise, the district's free first-year tuition program for qualifying students, will encourage applied learning, critical thinking and effective communication through Counseling 151 courses. Programs like Puente and Legacy will undergo an enhanced program review process under instruction with emphasis on the student services aspects that both contain.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>c. 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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Currently, the college's Honors program students participate in multiple service learning opportunities. Field work occurs frequently in Human Services courses and programs; including nonprofit agencies, local and county health offices, etc. Forensic Anthropology students participate in excavation field work created by faculty. Students in the Arts programs have the opportunity to work in the college's Art Gallery museum and and share their pieces in gallery's work. Geography students travel outside their classroom and use drones to do mapping via GIS in the community. Psychology majors also have the opportunity to present their research projects via Senior Table Clinic Presentations, held annually. Social Science courses report projects, internships and experiential learning activities are structurally embedded in their curriculum. Additionally, other programs with programs that qualify include: Mortuary science autotech, auto collision, Culinary Arts, HVAC, among others.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> The college will continue to support these efforts, while increasing the opportunity to engage the broader campus community in sharing the students' work. As Portfolium (see below) comes online, Career and Transfer counselors will assist students in capturing these activities as part of their college experience.</p> <p><i>Timeline for implementing next steps:</i> Continue to build and document these opportunities through AY 2019-2020</p>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Cypress College has recently implemented the College Outcomes Assessment Plan (COA); requiring that faculty assess at least one Course Student Learning Objective (CSLO) for each section they are teaching.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> As the COA Plan becomes more widely practiced, in combination with Tableau, faculty will have training to ensure effective use of data to assess whether their students are meeting the course learning outcomes across each program with an equity lens to make certain no disproportionate impact is occurring amongst groups and no gaps have been inadvertently created or maintained.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Instructional Program Review recently completed their assessment cycle and brought the overall themes and ideas to Academic Senate for discussion and review. The goal is to align all programs and departments so all areas of the institution are in a cycle for ongoing improvement while being mapped to the ISLO's.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> To coordinate the assessment work, the Institutional Program Review team, the Student Services Program Review team and the Administrative Program Review team will form an overarching committee, who will then coordinate with a 'Chair of Chairs' committee to integrate assessment plans with ongoing college planning in a more seamless fashion.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Classes that utilize the Career Center are given options to create online portfolios for their students to use.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> The NOCCCD Governing Board recently approved a multi-year, districtwide contract to use Portfolium to build and develop eportfolios for students and to begin sharing students' work with employers and universities. The Career Center will be expanding its reach in each Meta Major by assigning adjunct career counselors that will provide training in the New World of Work (NWoW) professional badging.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-2020</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><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Cypress College's Institutional Research office utilizes the Noel-Levitz Student Satisfaction Survey and reports the findings to the President and her leadership team, Academic Senate and the Student Services team. Additionally, Institutional Research shares survey outcomes with individual departments where areas of opportunity are identified. Lastly, the Noel-Levitz results are included in the Institutional Effectiveness report and shared with the Board of Trustees on a regular basis.</p>	<p><i>Next steps:</i> Institutional Research is now exploring both the CCSSE and SENSE to better assess the effectiveness of our practices at Cypress. That information can then be shared campuswide for improved pedagogical improvements and learning opportunities for our students.</p> <p><i>Timeline for implementing next steps:</i> AY 2019--2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> :	

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

Revised February 2019

Institution Name: Fullerton College

Date: April 30, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

Page intentionally left blank

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to creating new meta-majors. Sorting activities began with students, staff, faculty, and managers in Spring 2019.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Our Steering Committee Workgroup is evaluating the top three options from other schools AND preparing the preliminary results of our own campus sorting activities for presentation to entire Steering Committee in our 2019 Summer Symposium. Design of new meta-majors will begin in Fall 2019.</p> <p><i>Timeline for implementing next steps:</i> Programs should be organized in new meta-majors by the start of Spring 2020.</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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to designing programs to prepare students to enter employment and further education. We are creating a Tableau Dashboard that will assist programs in providing a data driven assessment of themselves.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The new Tableau Dashboard will be presented to the campus during Fall 2019 Flex Activities. Programs will begin using the dashboard to conduct self-assessment during Fall 2019 Flex Activities. Program assessment will continue through Fall 2019.</p> <p><i>Timeline for implementing next steps:</i> All current programs will be assessed by the end of Fall 2019.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to providing detailed information on our website regarding employment and further education opportunities targeted by each program. Several of our career technical education programs have this information displayed at https://cte.fullcoll.edu. A Steering Committee workgroup is currently researching models for Fullerton College to emulate.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Steering Committee Workgroup will present the best three to five examples of college websites and their supporting software packages where appropriate to the entire Steering Committee at our 2019 Summer Symposium.</p> <p><i>Timeline for implementing next steps:</i> Steering Committee will have recommended options for website development and possible software procurement by the start of Fall 2019.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to providing clearly mapped programs for students. We plan to begin program mapping in Fall 2019.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> After programs have completed their data driven assessment they will be asked to begin mapping their programs.</p> <p><i>Timeline for implementing next steps:</i> All programs should be mapped by the end of Summer 2020.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to aligning required Math courses with a student’s field of study. We have already begun the process of aligning required Math courses and has produced a chart that guides students to select the best Math course for their area of study. The Steering Committee Workgroup is evaluating this chart and considering ways we could improve our guide.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the results of their evaluation during the 2019 Summer Symposium. And recommend changes.</p> <p><i>Timeline for implementing next steps:</i> At the end of Summer 2019 the Steering Committee should be able to make recommendations for improving the guide.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to helping every student explore, choose, and develop a full-program plan as soon as possible. The Steering Committee is investigating the best practices for this process at other colleges. In addition the Steering Committee is examining the Pledge and Promise programs where we have been experimenting with parts of what might become a comprehensive onboarding process.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the best three to five examples of comprehensive onboarding found at other colleges at our 2019 Summer Symposium. The Steering Committee Workgroup will also present a summary of our Pledge and Promise program experiences with onboarding students.</p> <p><i>Timeline for implementing next steps:</i> Fullerton College will begin to design an onboarding process starting in Fall 2019. We hope to complete the design by the end of Spring 2020.</p>
<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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to providing support to academically underprepared students. The Steering Committee is currently investigating the best practices for this support offered at other colleges. In addition, the Steering Committee is investigating our own internal programs (Embedded Tutors, Supplemental Instruction, etc.) for best practices on our campus.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the three to five best models of support found at other colleges at our 2019 Summer Symposium. The Workgroup will also present a summary of best practices found at Fullerton College.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to begin designing a system of support beginning in Fall 2019. We hope to complete the design by the end of Spring 2020.</p>
<p>c. Special supports are provided to help academically underprepared students</p>	<p><input type="checkbox"/> Not occurring</p>	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Fullerton College is committed to providing support to academically underprepared students to succeed Math. The Steering Committee is currently investigating the best practices for this support offered at other colleges. In addition, the Steering Committee is investigating our own internal programs (Embedded Tutors, Supplemental Instructions, Tandem Courses, FC Miles, etc.) for best practices on our campus.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>The Steering Committee Workgroup will present the three to five best models of support found at other colleges at our 2019 Summer Symposium. The Workgroup will also present a summary of best practices found at Fullerton College.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to begin designing a system of support beginning in Fall 2019. We hope to complete the design by the end of Spring 2020.</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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to providing support to academically underprepared students to succeed in English. Our English department has developed and implemented an enhanced instruction model (ENGL 101-F) which includes an additional instructional contact hour with the students and an embedded tutor. The Steering Committee is currently investigating the best practices for support offered at other colleges. In addition, the Steering Committee is investigating our own internal programs (Embedded Tutors, Supplemental Instruction, Enhanced Instruction, etc.) for best practices on our campus.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the three to five best models of support found at other colleges at our 2019 Summer Symposium. The Workgroups will also present a summary of best practices found at Fullerton College.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to begin designing a system of support beginning in Fall 2019. We hope to complete the design by the end of Spring 2020.</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to providing support to very poorly prepared students to succeed in college. The Steering Committee is currently investigating best practices for this support found at other colleges. In addition, the Steering Committee is investigating our own internal programs for best practices.</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the three to five best models of support found at other colleges at our 2019 Summer Symposium. The Workgroup will also present a summary of best practices found at Fullerton College.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to begin designing a system of support beginning Fall 2019. We hope to complete the design by the end of Spring 2020.</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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to working with high schools and other feeders to motivate and prepare students to enter college level coursework when they enroll in college. The Steering Committee is currently investigating best practices for high school engagement at their colleges. The Steering Committee is also investigating Fullerton College Programs including Dual Enrollment, The Pledge, and the North Orange Promise for best practices.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the three to five best models of high school engagement. The Workgroup will also present the best practices learned from Fullerton College programs designed to motivate and prepare high school students.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to begin to recommend an approach to high school engagement that builds on previous programs beginning in Fall 2019.</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <p>Fullerton College is committed to a system of advising that monitors student success in their program of choice. The Steering Committee is currently investigating best practices for advising at other colleges. The Steering Is also examining our campus Advising programs for best practices. The Steering Committee Workgroup is also investigating software packages that might facilitate and improve advising.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <p>The Steering Committee Workgroup will present the three to five best models for advising to the 2019 Summer Symposium. The Workgroup will also present a finding of best practices found in our campus advising programs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>The Steering Committee should be ready to recommend an advising model for Guided Pathways in Fall 2019. We hope to complete the design by the end of Spring 2020.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <p>Fullerton College is committed to improving the students ability to easily see how far they have come and what they need to do to complete their program. The Steering Committee is currently investigating best practices and/or software packages for facilitating student access to program completion data found at other colleges. The Steering Is also examining our campus programs for best practices.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <p>The Steering Committee Workgroup will present the three to five best models/software packages for facilitating students access to their program data to the 2019 Summer Symposium. The Workgroup will also present a finding of best practices found in our campus advising programs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>The Steering Committee should be ready to recommend a model/software package for facilitating student access to program completion data in Fall 2019. We hope to complete the design by the end of Spring 2020.</p>

<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to creating a system that alerts advisors and students who are at risk of falling off their program plans. We are also committed to having a system of supports in place to intervene in ways that helps students get back on track. The Steering Committee is currently investigating best practices and software packages for monitoring academic progress at other colleges. The Steering Committee is also investigating best practices for intervention and support found at other colleges. The Steering is also examining our campus programs for best practices.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the three to five best models and/or software packages for monitoring academic success for our students to the 2019 Summer Symposium. The Workgroup will also present a finding of best practices found in our campus programs.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to recommend an advising model/software package for Guided Pathways in Fall 2019. We hope to complete the design by the end of Spring 2020.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to helping all students unlikely to be accepted into limited-access programs find another more viable path to credentials and a career. The Steering Committee is currently investigating best practices for this process at other colleges.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the three to five best models for redirecting students unlikely to be accepted into limited-access programs at the 2019 Summer Symposium.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee will begin designing a system to redirect students from limited-access programs in Fall 2019. We hope to have this completed by Spring 2020.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Fullerton College is committed to scheduling courses to facilitate student success. The Steering Committee is currently evaluating the process by which programs at Fullerton College decide on scheduling.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the findings of our internal audit on the process of scheduling during the 2019 Summer Symposium.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee will be ready to make recommendations for the scheduling process during Fall 2019.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to aligning our program learning outcomes with the requirements for success in the further education and employment outcomes. The Steering Committee is currently investigating how program learning outcomes are created throughout Fullerton College.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the findings of our internal review of program learning outcomes at the 2019 Summer Symposium.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to make recommendations regarding program learning outcomes beginning Fall 2019. We hope to have all program learning outcomes aligned by the end of Spring 2020.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Fullerton College is committed to insuring that instruction across programs engages students in active and applied learning. The Steering Committee is currently investigating best practices for insuring good teaching practices found at other colleges. The Steering Committee is also investigating best practices found in our own program for Professional Development.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present the results of their investigation at the 2019 Summer Symposium.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee should be ready to make recommendations beginning Fall 2019. We hope to have an system that insures active and applied learning as a central component of instruction by Fall 2022.</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic </p>	<p><i>Progress to date:</i> Fullerton College is committed to providing students the opportunity to deepend knowledge and skills through projects, internships, etc., that occur outside</p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present their findings at the 2019 Summer Symposium.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>the classroom but that are intentionally ebeded in the class by faculty. The Steering Committee is currently investigating best practices for these types of assignments and learning opportunities found at other colleges. The Steeering Committee is also investigating the best examples of these opportunities currently found at Fullerton College.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Timeline for implementing next steps:</i> The Steering Committee will begin to make recommendations for improving the opportunity for learning outside the classroom in the Fall 2019. We hope to have a complete system in place by Fall 2022.</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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Fullerton College is committed to program assessment. Currently all courses at Fullerton College are assessed on a regular three year cycle for student learning outcomes. Program Review also includes an assessment of program learning outcomes. The Steering Committee is investigating how the program learning outcomes were constructd and how they are evaluated on our campus. The Steering Committee is also investigaging the best practices on other college campuses.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> The Steering Committee Workgroup will present their findings at the 2019 Summer Symposium.</p> <p><i>Timeline for implementing next steps:</i> The Steering Committee will begin to make recommendations for improving assessment in Fall 2019.</p>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> Fullerton College is committed to improving teaching to enhance learning. The campus has started it's second three year cycle of SLO data collection and evaluation. Programs are required to report SLO data in program review. Programs are also asked to reflct on SLO data and to make adjustments and changes where warranted. SLO data is also used to inform choices made by Professional Development for ongoing traning.</p>	<p><i>Next steps:</i> Continue what we are already doing.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : We have been at scale since Fall 2016	
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Fullerton College is committed to helping students document their learning with means beyond a transcript. The Steering Committee is currently looking at other colleges for examples of best practices. We are also doing an inventory of our current programs to determine in what ways we currently document success beyond the transcript. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> The Steering Committee Workgroup will present their findings at the 2019 Summer Symposium. <i>Timeline for implementing next steps:</i> The Steering Committee will be ready to make recommendations for ways to improve the documentation of student learning beyond the transcript beginning in Fall 2019.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Fullerton college is committed to data driven educational practices. The Steering Committee is investigating CCSSE, SENSE, and others for their fit for our college. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> The Steering Committee Workgroup will present their findings at the 2019 Summer Symposium <i>Timeline for implementing next steps:</i> The Steering Committee will be able to make recommendations for which program best fits our campus by Fall 2019.

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

Institution Name: North Orange Continuing Education

Date: April 29, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

Page intentionally left blank

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>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> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> NOCRC Marketing Plan organized by program area, Regional Strong Workforce Project for Work-Based Learning is intended to map current CTE offerings to further education and employment. Additionally, Career Interest Workgroup identified program clusters (meta-majors). DSS Transition Night showcases various educational and career opportunities for students completing DSS offerings. Adult College and Career Transition (ACCT) activities aim to help students visualize their future in college and provide assistance with employment search. Second Career training for older adults provided by LEAP includes individual goal setting and technology skills for re-careering adults. NOCE Guided Pathways Program Maps will be used as templates for the new Course Leaf online catalog and the NOCE website. The list of currently required textbooks is being compiled. Once finished, it will be posted on the NOCE website with the links for OER and Amazon.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Finalize career interest clusters and communicate NOCE CTE offerings to students accordingly. Use program mapping to organize the permanent NOCE website.</p> <p><i>Timeline for implementing next steps:</i> June 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Every NOCE CTE certificate has been developed based on the Labor Market Information findings. CTE is in the process of developing pathways to credit bearing programs in the same discipline, e.g., Funeral Assistant and Early Childhood Education. Additional pathways have been determined at Building Connections 2.0. To meet AB 705 requirements, the Basic Skills Program began offering lecture-based math courses at Cypress College with the plan to offer similar courses at Fullerton College starting Fall 2019. A noncredit equivalent of Cypress College English 57/58 courses is being developed and is planned to be offered in Fall 2019. To meet current workplace requirements, Business Information Worker Certificate was developed and is now being offered in place of Admin Assistant Certificate. Integrated Education and Training (IET) Program for Medical Assistant, Pharmacy Technician, ECE and Management paths was piloted for ESL students. DSS College to Career and Workability III initiatives provide comprehensive services to students wishing to take credit classes and enter employment. These include job search and interview skills, academic assistance, and job coaching.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps:</i> Expand noncredit pre-collegiate basic skills offerings, develop new CTE certificates to meet current labor market demands and create additional IET programs to match current NOCE CTE offerings.</p> <p><i>Timeline for implementing next steps:</i> Ongoing for CTE certificates, June 2019 for additional IET programs.</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> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> 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 OC plus NOCE. Additionally, careers.noce.edu website was created. It includes program requirements and job prospects, including salary, for every NOCE CTE certificate.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Continue to refine communication about NOCE offerings to students, including mapping to colleges. Participate in and implement Noncredit CCCApply, including My Path application mapping NOCE program offerings.</p> <p><i>Timeline for implementing next steps:</i> June 2019 for CCCApply pilot</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Sequences of courses for NOCE certificates and HSDP are published in the NOCE catalog. Counselors use Degree Works to advise students. Current NOCE website does not include sequence of courses for such programs as ESL and HSDP.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Develop a visual for each program including course sequence and articulation if applicable and make the visuals available in the new NOCE permanent website.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> CTE, DSS, & HSDP math courses are properly aligned and contextualized with the requirements of the field. Additionally, students wishing to upgrade their basic skills can access customized Math modules through Math direct instruction and NOCE Learning Centers.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</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. Exploring additional Math opportunities along their pathway. Program areas for suggestions in each program.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Programs offering certificates of completion, like ESL, HSDP, DSS and CTE require at least an orientation and in most cases educational planning. Plans are underway to include exploratory features in the new NOCE website.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore the use of a mobile app to enhance exploratory options for NOCE students.</p> <p><i>Timeline for implementing next steps:</i> June 2020</p>
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Educational coaches for DSS students, tutoring in NOCE Learning Centers, I-BEST options for selected CTE gateway courses, embedded counseling services at offsite HS Labs, IET for intermediate/advanced level ESL students.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> Expand I-BEST offerings and IET pathways to cover all CTE certificates. As NOCE launches online classes, develop ways to offer students support services online.</p> <p><i>Timeline for implementing next steps:</i> June 2020</p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> In addition to repeatability of noncredit courses, Math direct instruction, Learning Center with embedded tutoring, and self-paced studies in HS labs help students meet math requirements. Cohorts of students enrolled at offsite HS labs have access to embedded counseling which includes career and educational planning.</p>	<p><i>Next steps:</i> Develop additional noncredit lecture-based math courses to be offered on credit campuses. Launch GED prep program including direct instruction in math.</p> <p><i>Timeline for implementing next steps:</i> June 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> In addition to repeatability of noncredit courses, English direct instruction at the Anaheim HS Lab, Learning Center with embedded tutoring and self-paced studies in HS labs supports help academically underprepared students meet reading and writing requirements. ESL lab and learning center. ESL Academic Success Program focuses on academic reading and writing for noncredit students wishing to transition to credit bearing courses .</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps:</i> Develop additional noncredit lecture-based English courses to be offered on credit campuses. Launch GED prep program including direct instruction in English.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> See the notes above on Math direct instruction. Helping poorly prepared students to succeed in college-level courses is a major part of the mission of noncredit education. NOCE Learning Centers are utilized by NOCE and college students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps:</i> Embed weekly online segments on 10 steps to success and achievement.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</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 K12 districts. Flyers for community service offerings, including college prep for high school students, are delivered to all feeder K12 districts.</p>	<p><i>Next steps:</i> Develop and pilot the North Orange Promise pipeline for NOCE students and students from feeder HS districts wanting to enroll at NOCE.</p> <p><i>Timeline for implementing next steps:</i> June 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Advisory services are available for a limited number of programs, such as ESL, CTE, DSS and HSDP and must be initiated by students. DSS is the only program requiring educational (student success) plans for every student. NOCE does not have the capacity, including counselors, facilities, and technology, to expand advisory services to every student.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Implement a degree audit system accessible to students.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Note about ESL. HSDP students can check their progress anytime when studying in the HS lab. Progress information for other programs is available by appointment only. Discussion of the NOCE Momentum Points as mapped on the student journey is included in each committee. When applicable, committees design supports that are a step-ahead of student obstacles. As part of a required orientation, ESL Program presents students with a flowchart sequencing courses and transitional points for ESL certificates.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Explore easy and accessible ways for students to check their progress anytime and anywhere. Provide enough counseling support to verify students' progress.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>c. Advisors and students are alerted when students are at risk of falling off</p>	<input checked="" type="checkbox"/> Not occurring	<p><i>Progress to date:</i> Currently, NOCE does not have an early alert system.</p>	<p><i>Next steps:</i></p>

<p>their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>Explore and identify an early alert model fitting the needs of NOCE students and faculty.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> NA – noncredit programs are open access. Wait-listed classes are accommodated through community based sites.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> NOCE courses are offered year-round. Most programs offer courses in the morning and at night. Additionally, multiple community-based sites promote accessibility of NOCE offerings. NOCE is working on developing distance education courses to capture working adults and other students who are unable to attend in-person.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Pilot distance education courses and expand the use of Canvas for all offerings so that students can easily access learning content.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> The recency 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.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> To enable faculty to address learning gaps, acquire or develop a technological solution to minimize manual labor in tracking PLO assessment results and to make PLO assessment results more accessible to faculty.</p> <p><i>Timeline for implementing next steps:</i> June 2020</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> When reviewing new and revised courses, NOCE Curriculum Committee ensures that course SLOs include critical thinking and applied learning. It is required that each course SLO is aligned with at least one institutional SLO. Institutional SLOs include communication skills. New World of Work 21st Century Skills workshops offered at Career Resource Center include problem solving and communication skills.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Faculty are working on incorporating college and career readiness skills into course curricula. Specifically, ESL faculty are planning on including New World of Work skills in new and revised ESL courses.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic</p>	<p><i>Progress to date:</i> Noncredit programs do not qualify for many opportunities for applied learning listed in section C. However, our Pharmacy Tech and Medical Assistant</p>	<p><i>Next steps:</i> Unfortunately, current state policies prevent noncredit from fully participating in the applied learning options. However, the regional SWP</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>programs offer externships. Additionally, NOCE took a lead in coordinating the regional SWP Work-Based Learning strategy. The DSS Program provides job placement services and hold annual Community Conversations event promoting employment of individuals with disabilities.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p>Work-Based Learning project will help with the exposure of noncredit students to experiential learning.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> NOCE is almost 100% compliant with course SLO assessments every term. However, more work needs to be done in assessing program-level learning and transferring skills across programs.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</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 not been finalized yet.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Finalize and implement a Program SLO Action Plan template for faculty to identify and address learning gaps through curriculum modification, updated instructional models, and professional development.</p> <p><i>Timeline for implementing next steps:</i> July 2020</p>
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> NOCE is in the pilot stage of issuing digital badges for mastering career readiness skills through New World of Work. The digital badges are accessible to students and employees. The plans are underway to expand digital learning through a LinkedIn Learning partnership.</p>	<p><i>Next steps:</i> Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning.</p> <p><i>Timeline for implementing next steps:</i> July 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> NOCE's Professional Development (PD) offerings are based on the results of the employee PD needs survey. Topics include classroom technology, equity, instructional support, and workplace management. In 2018/19, equity gained the highest number of responses. Additionally, NOCE provides two days of mandatory flex activities covering the following topics: improvement of teaching, technical knowledge skills, program efficacy, and upward mobility.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Increase the number of respondents to the PD needs survey, especially adjunct faculty. Use different methods, including remote methods, to provide professional development. Increase participation of adjunct faculty in professional development.</p> <p><i>Timeline for implementing next steps:</i> September 2019</p>

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 14, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Cypress College Curriculum Matters	Enclosure(s)	<u> X </u>

BACKGROUND: The divisions and the Curriculum Committee at Cypress College and the District Curriculum Coordinating Committee have approved the attached summary of new curriculum and curriculum revisions.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; (6) to provide greater consistency between Cypress and Fullerton courses; and (7) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review and approval prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Silvie Grote, Chair of the Cypress College Curriculum Committee.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

How does this relate to Board Policy: This item is in compliance with Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Campus General Fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Cypress College, to be effective Fall 2019. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

CYPRESS COLLEGE CURRICULUM
Board Agenda
May 14, 2019

(DCCC approved April 5, 2019)

ENGL 221 C - add back in DE/Hybrid to current revision for fall 2019 that was originally Board approved 12-11-18 and included DE/Hybrid removal

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 221 C American Literature to 1865 Units: 3 Lecture: 3 Laboratory: 0	* Add Distance Education/Hybrid	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2019 Fall	Add DE/Hybrid

REVISED COURSES – Previously Board approved 1-22-19			
NEW COURSE ID	Corequisites changed to Prerequisites	EFF DATE	Justification
ENGT 115 C Electric Motors and Controls	ENGT 103 C and ENGT 107 C	2019 Fall	Co-requisites were changed to pre-requisites to clarify the sequence of courses and guide students to completion.
ENGT 120 C Mechanical Systems	ENGT 103 C and ENGT 105 C		
ENGT 125 C Hydraulic and Pneumatic Systems	ENGT 103 C and ENGT 105 C		
ENGT 150 C Digital Fundamentals and PLC Programming	ENGT 103 C and ENGT 107 C		
ENGT 160 C Industrial Data Network and HMI	ENGT 103 C and ENGT 150 C		
ENGT 210 C Principles of Robotics System	ENGT 103 C		

<u>NEW COURSE ID</u>	<u>Corequisites changed to Prerequisites</u>	<u>EFF DATE</u>	<u>JUSTIFICATION</u>
ENGT 225 C Robot and Automation Programming	ENGT 150 C and ENGT 160 C and ENGT 210 C	2019 Fall	Co-requisites were changed to pre-requisites to clarify the sequence of courses and guide students to completion.
ENGT 240 C Advanced Robotics	ENGT 109 C and ENGT 225 C		
ENGT 250 C Industrial Maintenance and Safety	ENGT 115 C and ENGT 120 C and ENGT 125 C		
ENGT 255 C Integrated Automation Systems	ENGT 160 C		
ENGT 265 C Manufacturing Operation Management	ENGT 109 C		
ENGT 290 C Industry 4.0, IIoT, Digitalization	ENGT 255 C and ENGT 265 C		

REVISED COURSES			
SEMINAR COURSE ID	Removing Repeatability	EFF DATE	JUSTIFICATION
CHIN 098 C Chinese Seminar COMM 098 C Communication Seminar CTRP 098 C Court Reporting Seminar ENGL 098 C Language Art Seminar FREN 098 C French Seminar HS 098 C Health Science Seminar JAPN 098 C Japanese Seminar SPAN 098 C Spanish Seminar	Removing Repeatability	2019 Fall	Bring curriculum in alignment with Title 5, Article 4: Course Repetition and Academic Renewal Repeatability not allowed on Seminars

<u>SEMINAR COURSE ID</u>	<u>Removing Repeatability</u>	<u>EFF DATE</u>	<u>JUSTIFICATION</u>
AC/R 298 C Air Conditioning and Refrigeration Seminar	Removing Repeatability	2019 Fall	Bring curriculum in alignment with Title 5, Article 4: Course Repetition and Academic Renewal Repeatability not allowed on Seminars
ANTH 298 C Anthropology Seminar			
ART 298 C Art Seminar			
ACR 298 C Automotive Collision Repair Seminar			
AT 298 C Automotive Service Seminar			
ATC 298 C Aviation/Travel Seminar			
CHIN 298 C Chinese Seminar			
CIS 298 C Computer Information Systems Seminar			
COMM 298 C Communication Studies Seminar			
COUN 298 C Counseling and Guidance Seminar			
DANC 298 C Dance Seminar			
ECON 298 C Economics Seminar			
ENGL 298 C Language Arts Seminar			
ETHS 298 C Ethnic Studies Seminar			
FREN 298 C French Seminar			
GEOG 298 C Geography Seminar			
HIST 298 C History Seminar			
HRC 298 C Hospitality Seminar			
HUSR 298 C Human Services Seminar			
JAPN 298 C Japanese Seminar			
<u>SEMINAR COURSE ID</u>	<u>Removing Repeatability</u>	<u>EFF</u>	<u>JUSTIFICATION</u>

JOUR 298 C Communication/Journalism Seminar	Removing Repeatability	<u>DATE</u>	Bring curriculum in alignment with Title 5, Article 4: Course Repetition and Academic Renewal Repeatability not allowed on Seminars
MAD 298 C MAD Seminar		2019	
MUS 298 C Music Seminar		Fall	
PHIL 298 C Philosophy Seminar			
PHOT 298 C Photography Seminar			
POSC 298 C Political Science Seminar			
PSY 298 C Psychology Seminar			
REC 298 C Recreation Seminar			
SOSC 298 C Social Sciences Seminar			
SOC 298 C Sociology Seminar			
SPAN 298 C Spanish Seminar			
THEA 298 C Theater Arts Seminar			

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 14, 2018
SUBJECT: North Orange Continuing Education Curriculum Matters

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

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

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; and (5) to restructure programmatic curricula.

All curriculum is submitted to the Provost's Office for review prior to submission to the District Curriculum Coordinating Committee. This agenda item is being submitted by Candace Lynch, Chair of the North Orange Continuing Education Curriculum Committee and Dr. Karen Bautista, Dean of Instruction and Student Service, Cypress Center.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

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

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

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for the North Orange Continuing Education, to be effective Fall 2019. The curricula have been signed by the Campus Curriculum Committee Chairperson and the Provost, and it has been approved by the District Curriculum Coordinating Committee.

North Orange Continuing Education 2019-2020

Approved by District Curriculum Coordinating Committee on March 8, 2019
Approved by North Orange Continuing Education Curriculum Committee on February 12, 2019

~~ New Courses for new CDCP Program ~~

Basic Skills				
Crs Id	Title	Hours	Justification	Effective Term
ABED 115	College Prep, Pre-Algebra	50 - 150	As a result of AB 705, to support students with their developmental Math skills, NOCE will be offer this remedial course on the non-credit side.	Fall 2019
ABED 116	College Prep, Elementary Algebra	50 - 150	As a result of AB 705, to support students with their developmental Math skills, NOCE will be offer this remedial course on the non-credit side.	Fall 2019
ABED 117	College Prep, Pre and Elementary Algebra (Accelerated)	50 - 150	As a result of AB 705, to support students with their developmental Math skills, NOCE will be offer this remedial course on the non-credit side.	Fall 2019
ABED 120	College Prep, Basic Math & Pre-Algebra (Accelerated)	50 - 150	As a result of AB 705, to support students with their developmental Math skills, NOCE will be offer this remedial course on the non-credit side.	Fall 2019
ABED 124	College Prep, Pre-Statistics	50 - 150	As a result of AB 705, to support students with their developmental Math skills, NOCE will be offer this remedial course on the non-credit side.	Fall 2019
ABED 150	College Prep, English Reading and Writing	50 - 150	As a result of AB 705, to support students with their developmental English skills, NOCE will be offer this remedial course on the non-credit side.	Fall 2019

~~ New CDCP Programs with New Courses~~

Basic Skills						
Program	Program Description	Effect Term	Justification			
College Preparation, Math Skills 1	<p>This certificate program will prepare students to improve their foundational level mathematical skills in order to ensure a successful transition to credit bearing math courses.</p> <p>The program has three required courses: College Prep Basic Math, College Prep Pre-Algebra, and College Prep Elementary Algebra. The noncredit Basic Math course will provide students with a review of the basic arithmetic skills and the foundational level mathematical skills necessary to solve math equations. Pre-Algebra is aimed at introducing students to the basic principles of algebra and provides students with the learning skills necessary to solve algebraic expressions, polynomials, ratio and fractions. The Elementary Algebra course provides students with the mathematical skills needed to perform operations on polynomials, rational expressions and radical expression, factor polynomials at a proficient level. All course contents reinforce the learning objectives covered in the required courses and ensure students have the skills to be successful in a credit bearing math course.</p>		Fall 2019	<p>In light of AB 705 and in collaboration with credit colleges, the main goal of this program is to support students by providing access to remedial math coursework in order to help students gain the math skills required to be placed into transfer-level math coursework upon transition. The program will provide the structural opportunity for students to complete remedial courses via the alternative path of non-credit and have the opportunity to take and compete transfer-level credit math courses within the allotted time upon completing the College Preparation Math Skills 1 program. The program is a great resource for adult students who intend to build their developmental math skills and is open to all members of the community.</p>		
	ABED 110	College Prep, Basic Math				72
	ABED 115	College Prep, Pre-Algebra				72
	ABED 116	College Prep, Elementary Algebra				72
	Total Program Hours					216

North Orange Continuing Education 2019-2020

<p>College Preparation, Math Skills 2</p>	<p>This certificate program will prepare students to improve their foundational level mathematical skills in order to ensure a successful transition to credit bearing math courses.</p> <p>The program offers an accelerated course ABED 120 College Prep, Basic Math & Pre-Algebra which combines fundamental elements of Basic Math and Pre-Algebra to reinforce the learning objectives such as performing all general math, algebraic and geometric operations at a proficient level. In addition, the program introduces students to the Elementary Algebra concepts and provides students with strong knowledge of linear equations and inequalities, quadratic equations, rational equations, and application problems at a proficient level to ensure student readiness for credit bearing courses.</p> <table border="1" data-bbox="277 659 992 846"> <tbody> <tr> <td>ABED 120</td> <td>College Prep, Basic Math & Pre-Algebra (Accelerated)</td> <td>72</td> </tr> <tr> <td>ABED 116</td> <td>College Prep, Elementary Algebra</td> <td>72</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total Program Hours</td> <td>144</td> </tr> </tbody> </table>	ABED 120	College Prep, Basic Math & Pre-Algebra (Accelerated)	72	ABED 116	College Prep, Elementary Algebra	72	Total Program Hours		144	<p>Fall 2019</p>	<p>In light of AB 705 and in collaboration with credit colleges, the main goal of this program is to support students by providing access to remedial math coursework in order to help students gain the math skills required to be placed into transfer-level math coursework upon transition. The program will provide the structural opportunity for students to complete remedial courses via the alternative path of non-credit and have the opportunity to take and compete transfer-level credit math courses within the allotted time upon completing the College Preparation Math Skills 2 program. The program is a great resource for adult students who intend to build their developmental math skills and is open to all members of the community.</p>
ABED 120	College Prep, Basic Math & Pre-Algebra (Accelerated)	72										
ABED 116	College Prep, Elementary Algebra	72										
Total Program Hours		144										
<p>College Preparation, Math Skills 3</p>	<p>This certificate program will prepare students to improve their foundational level mathematical skills in order to ensure a successful transition to credit bearing math courses.</p> <p>This program is intended for students who seek to build their developmental math skills and continue to advance in math by taking the accelerated ABED 117 Pre-Algebra and Elementary Algebra course. The Basic Skills Math course will provide students with the learning ability to apply mathematical processes to solve application problems. The accelerated course will enable students to gain the skills and the proficiency needed to perform all operations of Pre-Algebra and Elementary Algebra and reinforces the learning objectives of the course. Students completing this program will have the mathematical skills to be successful in a credit bearing math course.</p> <table border="1" data-bbox="277 1457 992 1644"> <tbody> <tr> <td>ABED 110</td> <td>College Prep, Basic Math</td> <td>72</td> </tr> <tr> <td>ABED 117</td> <td>College Prep, Pre and Elementary Algebra (Accelerated)</td> <td>72</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total Program Hours</td> <td>144</td> </tr> </tbody> </table>	ABED 110	College Prep, Basic Math	72	ABED 117	College Prep, Pre and Elementary Algebra (Accelerated)	72	Total Program Hours		144	<p>Fall 2019</p>	<p>In light of AB 705 and in collaboration with credit colleges, the main goal of this program is to support students by providing access to remedial math coursework in order to help students gain the math skills required to be placed into transfer-level math coursework upon transition. The program will provide the structural opportunity for students to complete remedial courses via the alternative path of non-credit and have the opportunity to take and compete transfer-level credit math courses within the allotted time upon completing the College Preparation Math Skills 3 program. The program is a great resource for adult students who intend to build their developmental math skills and is open to all members of the community.</p>
ABED 110	College Prep, Basic Math	72										
ABED 117	College Prep, Pre and Elementary Algebra (Accelerated)	72										
Total Program Hours		144										

North Orange Continuing Education 2019-2020

~~ Revised Courses ~~

Basic Skills

Crs Id	Title	Hours	Justification	Effective Term
ABED 100	Improving Individual Skills Lab	14 - 150	Subject code re-alignment.	Fall 2019

Parenting

Crs Id	Title	Hours	Justification	Effective Term
PARN 101	Joyful Parenting - Creative Art/Music/Movement	18 - 24	After careful evaluation of the course content, it has been decided that more hours are needed in this course to effectively deliver on course objectives.	Fall 2019
PARN 200	Joyful Parenting Art, Music and Movement (Ages 2.5 - 4.5 years)	18 - 24	After careful evaluation of the course content, it has been decided that more hours are needed in this course to effectively deliver on course objectives.	Fall 2019
PARN 260	Developmental Movement (Ages 1 - 2)	12 - 18	Curriculum content for this course has been enhanced specifically for ages 1 and 2. Hours have been updated to meet curriculum changes.	Fall 2019
PARN 261	Developmental Movement (Ages 2 - 3)	12 - 18	Curriculum content for this course has been enhanced specifically for ages 2 and 3. Course changing from 1 hour for 10 weeks to 1.5 hours for 12 weeks. Addition of SLO.	Fall 2019
PARN 262	Developmental Movement (Ages 3 - 4.5)	12 - 18	Curriculum content for this course has been enhanced specifically for ages 3 - 4.5. Course changing from 1 hour for 10 weeks to 1.5 hours for 12 weeks. Addition of SLO.	Fall 2019

Approved by District Curriculum Coordinating Committee on April 5, 2019
Approved by North Orange Continuing Education Curriculum Committee on March 12, 2019

~~ New Courses for new CDCP Program ~~

English as a Second Language

Crs Id	Title	Hours	Justification	Effective Term
ESLA 159	ESL Fundamentals, Beginning Literacy	168	The ESL program went through a program-wide revision last year, altering our core classes in terms of hours and structure. The ESL literacy level classes are the last of this revision process. This class will have a companion course, ESL and Civics Preparation, Beginning Literacy.	Fall 2019
ESLA 160	ESL and Civics Preparation, Beginning Literacy	84	The ESL program has been adding a separate civics component to the core ESL program in which students apply learned language skills to those specific community-based topics.	Fall 2019

North Orange Continuing Education 2019-2020

~~ New CDCP program with New Courses ~~					
Program	Program Description			Effect Term	Justification
ESL Beginning Literacy	This is an integrated language program. The program has three required courses: ESL Fundamentals, Beginning Literacy; ESL and Civics Education, Beginning Literacy; and ESL Learning Center The Fundamentals course is designed to give students the practice to develop skills in speaking, listening, reading and writing based on topics relevant to their lives, experiences and goals. The Civics Education applies language skills within the context of civics-related topics with the goals of helping students learn about community resources and identify the tools needed to become active community participants. The elective course, ESL Learning Center, provides students with individualized skill building activities to reinforce the learning objectives covered in the required courses.			Fall 2019	The main goal of the ESL Beginning Literacy certificate program is to assist ESL students at the Beginning Literacy level of ESL in developing basic language skills in order to communicate their immediate needs in everyday situations. The fundamental ESL class aims at building all four language skills: reading, writing, listening, and speaking. The topics are based on adult learners' needs in navigating through a classroom setting in preparation for future success in subsequent ESL levels. Basic grammar, vocabulary, and pronunciation are covered within the context of those topics. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. The ESL Beginning Literacy courses are designed to help students begin to bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to develop their skills through a variety of skill building activities.
	ESLA 159	ESL Fundamentals, Beginning Literacy	168		
	ESLA 160	ESL and Civics Preparation, Beginning Literacy	84		
	ESLA 001	ESL Learning Center	12		
	Total Program Hours		264		

~~ Revised Courses ~~				
English as a Second Language				
Crs Id	Title	Hours	Justification	Effective Term
ESLA 001	ESL Learning Center	12-120	We are updating courses to better align with program goals and student needs. The hours, SLOs and textbooks/resources needed to be updated.	Fall 2019
ESLA 110	ESL Multilevel	36-144	Update textbooks and course content.	Fall 2019
ESLA 120	ESL Family Literacy	36 - 72	This course is offered off site at locations like schools to provide English language and literacy development to adult students in the surrounding area.	Fall 2019

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 14, 2019 Resolution _____
Information _____
SUBJECT: Academic Personnel Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

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

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
May 14, 2019

RETIREMENTS

Armani, Behnoosh FC Counselor
Eff. 07/01/2019
PN FCF991

RESIGNATION

Gyurindak, Katalin NOCE Interim Director, ESL/Citizenship
Eff. 04/30/2019
PN SIM997

NEW PERSONNEL

Anderson-McGill, Taylor CC Biology Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/22/2019
PN CCF716

Bayz, Kalthoum CC Biology Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/22/2019
PN CCF855

Cutrona, Piero CC Kinesiology Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/22/2019
PN CCF712

DeMartino, Sarah CC Mathematics Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/22/2019
PN CCF702

Farol, Ronald FC English Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/22/2019
PN FCF588

Academic Personnel
 May 14, 2019

Ji, Seung	FC	Physics/Astronomy Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF631
Nagel, Anastasia	FC	Biology Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF791
Trevino, Joseph	CC	Mathematics Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN CCF696
Zaragoza, Juan	FC	Mathematics Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/22/2019 PN FCF580

ADDITIONAL DUTY DAYS @ PER DIEM

Afra, Maha	CC	Director of Dance Prod. Performance	8 days
Coronado, Michael	CC	Campus Student Newspaper Advisor	6 days
Gopar, Gary	CC	Director of Jazz Band	11 days
		Director of Concert Band, Vocal Jazz Ensemble, And Chamber Singers	5 days
		Director of Master Chorale and Jazz Ensemble	2 days
Hurdle, Terra	CC	Director of Master Chorale and Jazz Ensemble	4 days

Academic Personnel
May 14, 2019

Jackson, Donald	CC	Theater Technical Director and Managing Director of Theater Programming	15 days
		Resident Designer	13 days
		Artistic Director-Resident Theater Company	11 days
McMillan, Marcus	CC	Director of Concert Band, Vocal Jazz Ensemble, And Chamber Singers	3 days

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Abab, Marjaneh	NOCE	Director, Basic Skills 6% Stipend (Dean, Instruction) Eff. 05/01/2019-06/30/2019 and Eff. 07/01/2019-12/31/2019
----------------	------	--

PAYMENT FOR INDEPENDENT LEARNING CONTRACTS SPRING 2019

Assef, Celia	FC	\$10.00
Aviles, Greg	FC	\$20.00
Balma, Jodi	FC	\$20.00
Chiaromonte, Thomas	FC	\$10.00
Cuatt, Benjamin	FC	\$20.00
Daniel, William	FC	\$20.00
Gonzalez, Amber	FC	\$50.00
Guardado, Cynthia	FC	\$10.00
Kirby, Brendon	FC	\$50.00
LaMontia, Melody	FC	\$10.00
Lewin, Pamela	FC	\$10.00
Menton, Allen	FC	\$10.00
Robertson, Kelly	FC	\$10.00
Seidel, Jay	FC	\$60.00
Young, Renee	FC	\$80.00

LEAVE OF ABSENCE

Combs, Jennifer	FC	Student Development Instructor Family Medical Leave (FMLA/CFRA) (33.33%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 03/18/2019-05/25/2019
-----------------	----	---

Academic Personnel
May 14, 2019

Parikh, Jalpa	FC	Anthropology Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/13/2019-05/24/2019
Shafer, Julie	CC	Photography Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 04/15/2019-05/05/2019

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2019 FALL SEMESTER,
TRIMESTER

Botello, Rochelle	CC	Column 1, Step 1
Kanal, Naveen	FC	Column 2, Step 1
Lessing, Angela	CC	Column 1, Step 1
Ramirez, Alfonso	FC	Column 1, Step 1
Tu, Kim Ngan	CC	Column 3, Step 1

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2019 SPRING SEMESTER,
WINTER/SPRING TRIMESTER

Caridad, Adriana	CC	Column 1, Step 1
Iizuka, Fumie	FC	Column 3, Step 1

TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

Caridad, Adriana	CC	Column 1, Step 1
------------------	----	------------------

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Abraham, George	CC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Aisawa, Robert	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Alofaituli, Kimberly	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Alvarez, Jose	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Arellano, Peggy	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Armstrong, Holly	CC	Dual Enrollment Faculty Professional Development Workshop Stipend not to exceed \$110.00 Eff. 02/22/2019
Arroyo, Stephanie	FC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Baesler, Linda	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Beyer, Lavaun	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Branch, Debra	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Butterworth, Guerin	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Choi, Jean	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Conti, Joseph	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Croteau, Ronald	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Crum, Brianna	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Daugherty, Sarah	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
De Magalhaes, Nzuji	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Delgado, Emanuel	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Desmond, Daniel	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Earle, Gwendolyn	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Flores, Stephanie	CC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Frianeza, Michael	CC	Director of Radiology Class F, Step 18 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2019-06/30/2019
French, James	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Garza, Catalina	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Gilmore, Dawn	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Glicker, Eric	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Goldstein, David	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Gordula, Michelle	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Grewall, Manjit	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Halford, Dennis	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Henan, Miriam	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Heredia, Erik	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Hester, Becky	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Howie, Herri	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Johnson, Lisa	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Kahlon, Harinder	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Kane, Raenie	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Kassman, Steven	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Kepler, Marc	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Khssassi, Zineb	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Kim, Robin	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Lacuesta, George	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Lakeman, Christina	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Lim, Emmie	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Lim, Geu Rim	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Linen, Nikki	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Loredo, Jacqueline	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Ly, Jennifer	FC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Martin, Kimberly	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Martinez, Karina	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Matikinyidze, Rufaro	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Matthews, Craig	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Maynard, Lauren	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Mclaren, Erin	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Mitts, Teri Lynn	CC	Director of Sonography Class D, Step 33 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2019-06/30/2019
Moreno Aguilar, J Jesus	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Moreno De Bui, Ana	CC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Moreno-Herrera, Enrique	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Olivos Munoz, Tamara	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Ovesen, Elizabeth	CC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Pabla, Hardeep	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Pacheco, Elizabeth	CC	Director of Dental Assisting Class D, Step 20 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2019-06/30/2019
Patrick, Elizabeth	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Pedersen, Blake	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Peluso, Stephen	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Perez, Laurel	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Pope, Catherine	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Ramos, Jaime	CC	Director of Psychiatric Technology Class E, Step 19 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2019-06/30/2019
Rangel, Rosemary	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Rezai, Maryam	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Rodriguez, Jasmine	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Sahakian, Souzan	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Sanchez-Silva, Olivia	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Sellens, Deena	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Spitler, Patricia	CC	Director of Health Information Technology Class B, Step 11 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2019-06/30/2019
Tharani, Deepa	CC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Torres, Angel	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Touyanou, Rosemary	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Tseng, Anh	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Ura, Masako	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Velasco, Kendra	CC	Director of Dental Hygiene Class E, Step 15 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 06/01/2019-06/30/2019

Academic Personnel
May 14, 2019

Villa, Beatriz	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Villarreal, Maria	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Walker, Lynn	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Walsh, Constance	FC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Walton, Jasmine	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Weil, Alex	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Wiley, Edward	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Willett, Jacqueline	CC	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule (Schedule B) Not to exceed 4 hours Eff. 04/16/2019
Witt, Sharon	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

Academic Personnel
May 14, 2019

Woo, ZunHin	FC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Yore, Jason	NOCE	Adjunct Faculty Training Hourly Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019
Zamora, Jose	CC	Adjunct Faculty Training Lab Rate, Adjunct Faculty Salary Schedule Not to exceed 4 hours Eff. 04/16/2019

NEW ACADEMIC MANAGEMENT JOB DESCRIPTION

Associate Dean, [Division]
Range 29
Management Salary Schedule

CORRECTION TO BOARD AGENDA OF APRIL 23, 2019
TEMPORARY REASSIGNMENT AND EXTENSION OF TEMPORARY MANAGEMENT
CONTRACT

Huerta Aguilera, Flor	CC	Interim Dean, Counseling and Student Development From: Range 32, Column G To: Range 32, Column G + Doctorate Eff. 04/24/2019-06/30/2019 and Eff. 07/01/2019-06/30/2020
-----------------------	----	---

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

Job Title:	Associate Dean, [Division]	Range: 29 (AC)	Management Schedule
Date Revised:		Date Approved:	

PRIMARY PURPOSE

Under the direction of the Dean, [Division], and the Vice President of Instruction, this position will assist with the development, oversight, and operations of the assigned division and its academic programs. The Associate Dean will perform a variety of administrative and supervisory duties related to the functions and activities of a major multi-disciplinary instructional area (division) within the college. The Associate Dean will provide leadership in division-wide efforts to develop and implement programs and services that foster students' academic success.

ESSENTIAL FUNCTIONS

Examples of essential functions are interpreted as being descriptive and not restrictive in nature.

1.	Provide leadership in the administration of a major multi-disciplinary instructional area of a community college, including resource development, grant administration, personnel management, evaluation of full-time faculty and other assigned staff, course scheduling, curriculum, grievance administration, and student complaints in accordance with laws, regulations, District policy and collective bargaining agreements.
2.	Responsible for design, development, and implementation of long and short-range goals, strategic plans, and program review for staffing, facilities, construction, budget, curriculum, and the educational master plan; assure consistency of plans with other college and District plans.
3.	Work directly with the faculty and staff to support the efforts of the division in the development, maintenance, program review of academic programs, curriculum, schedules, and course offerings.
4.	Address student petitions, complaints, grade appeals, and requests in accordance with the District policies. Responsible for determining course equivalencies, substitutions, and prerequisite challenges. Respond to student issues relating to student conduct, behavioral intervention, and Title IX.
5.	Support the faculty, division, and Dean in the planning, development, review, and addition and deletion of new and existing courses, including online courses; ensure the accuracy and availability of current course outlines, as well as catalog and schedule information.
6.	Direct the development and preparation of class schedules, room and instructor assignments and class sections to be offered in day, evening, extended day, weekends and intersessions; coordinate course additions or the cancellation process.
7.	Responsible for the development and preparation of the annual preliminary instructional division budgets; monitor and control budget expenditures; prepare and maintain detailed and comprehensive reports, records and files regarding personnel, facilities, programs, operations and activities.
8.	Responsible for determining appropriate equipment and supplies for the instructional division in accordance with established policies; facilitate textbook ordering in collaboration with the faculty and submit requests for supplementary materials, technology resources and other instructional resources; monitor and control inventories.

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION**

9.	Contribute to the overall quality of the division's service by developing, reviewing, and implementing policies and procedures to meet legal requirements and District needs; continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; request and evaluate data to identify opportunities for improvement; direct and implement change.
10.	Direct outreach activities and serve as a liaison with local high schools and community agencies to promote dual enrollment, program enrollment, and effective recruitment and retention strategies.
11.	Collaborate with the Dean, the Vice President of Instruction, and other appropriate groups to set metrics and collect, analyze, recommend, and disseminate institutional qualitative and quantitative data to measure the progress of student equity and student learning-focused efforts.
12.	Direct department programs, services, and communications between administrators, faculty, and staff, other departments and divisions, external agencies, students, and the public; establish and maintain partnerships in support of instructional division activities.
13.	Responsible for training, mentoring, supervising, and evaluating personnel; determine staffing structure and participate in the selection and hiring of faculty and staff; responsible for the tenure review process and tenure review committee; direct the adjunct faculty evaluation process.
14.	Work cooperatively with faculty, staff, and other divisions to coordinate programs and services to meet student needs and to resolve conflicts and issues within the division.
15.	Perform program management responsibilities and support appropriate staff development activities for faculty and staff; support the Dean in providing orientation for new employees.
16.	Responsible for enrollment management, dual enrollment, accreditation and certification requirements; support the student learning outcomes assessment process for continuous improvement in evaluating quality of instruction and instructional programs.
17.	Foster an instructional culture that relies on data-driven decision-making in the development and ongoing improvement of student success measures.
18.	Act in the absence of the Dean to provide administrative oversight of division projects or programs, as assigned; represent the Dean in division, administrative, and staff meetings as required; serve on district-wide committees as assigned, such as equivalency, job measurement, and negotiations.
19.	Maintain current knowledge of instructional methods and new technologies pertinent to assigned division programs; support student success initiatives to improve rates achievement of certificates, degrees, and transfer; learn and apply emerging technologies and advances (e.g., computer software applications) as necessary to perform duties in an efficient, organized, and timely manner.
20.	Demonstrate sensitivity to and understanding of the disabilities and diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
21.	Engage in collaboration to foster a culture of inclusiveness and equity-mindedness in support of the District's strategic plan to achieve student success; initiate programs, training sessions, and discussions to create an awareness of and commitment to institutional equity and diversity goals among students, faculty, and staff.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

22. Perform related duties as assigned.

OTHER FUNCTIONS

In addition to the essential functions, the Associate Dean, [DivisionTitle] may support the Dean in the development and administration of projects supported by external funding sources from grants, corporate sponsorships, the college foundation, and other contributions to the college.

WORKING RELATIONSHIPS

The Associate Dean, [DivisionTitle] maintains frequent contact with college and District administrators, faculty, staff, and students.

EDUCATION AND EXPERIENCE

Minimum Qualifications

Master's degree from a regionally accredited institution and at least one year of formal training, internship or leadership experience reasonably related to the assignment.

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff.

Desirable Qualifications

Possession of Master's degree in [discipline] from a regionally accredited institution.

Teaching experience in [instructional area] in an accredited post-secondary institution.

Experience in the management, coordination or leadership of an academic program or service.

Experience in shared governance in an educational setting.

High level of critical thinking, problem solving and analytical skills.

High professional standards and strong interpersonal skills.

Effective oral and written communication skills.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of District organization, operations, policies and objectives

Knowledge of a shared governance model in an educational setting

Knowledge of California education code and requirements, including Title 5

Knowledge of federal and state laws and regulations, collective bargaining agreements, and grievance processes

Knowledge of research project policies, procedures and practices, including data collection and analysis

Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary

Knowledge of educational pedagogy and student success strategies applicable for the diverse community

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION**

college student body

Knowledge of record keeping procedures

Knowledge of budget preparation and maintenance

Knowledge of appropriate software and databases

Ability to interpret, apply and explain laws, regulations, policies and procedures

Ability to administer complex budgets in a cost effective manner

Ability to conduct research projects, evaluate alternatives, and make sound recommendations

Ability to analyze situations accurately and adopt an effective course of action

Ability to plan, organize and prioritize work

Ability to meet schedules and time lines

Ability to work independently with little direction

Ability to understand and follow oral and written directions

Ability to communicate efficiently both orally and in writing

Ability to supervise, train and provide work direction to others

Ability to establish and maintain effective working relationships with others

SPECIAL REQUIREMENTS

A valid California Driver's License

WORKING CONDITIONS

Office environment; subject to constant interruptions and frequent interaction with others; sitting or standing for long periods at a time (up to 2-3 hours); requires some off-site duties and activities.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 14, 2019 Resolution _____
SUBJECT: Classified Personnel Information _____
Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

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

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
May 14, 2019

RETIREMENT

Dykstra, Philip	CC	Director, Institutional Research and Planning 12-month position (100%) Eff. 01/06/2020 PN CCM963
-----------------	----	---

RESIGNATION

Arauz, Kimberly	FC	Student Services Technician, Edu. Partnership 12-month position (45%) Eff. 06/01/2019 PN FCC593
-----------------	----	--

Cienfuegos, Eunice	CC	Administrative Assistant II 11-month position (100%) Eff. 04/24/2019 PN CCC793
--------------------	----	---

Del Real, Ramon	CC	Campus Safety Officer 12-month position (100%) Eff. 05/04/2019 PN CCC827
-----------------	----	---

Demian, Ashraf	AC	District Manager, Internal Audit 12-month position (100%) Eff. 06/03/2019 PN DEM980
----------------	----	--

Guzman, Ines	CC	Campus Safety Officer 12-month position (100%) Eff. 05/11/2019 PN CCC876
--------------	----	---

Petkova, Ivelina	NOCE	Administrative Assistant III 12-month position (100%) Eff. 05/02/2019 PN SCC843
------------------	------	--

Classified Personnel
May 14, 2019

NEW PERSONNEL

Barriga, Sarah	CC	Learning Center Coordinator 12-month (100%) Range 40, Step E Classified Salary Schedule Eff. 05/20/2019 PN CCC958
Flores, Stephanie	CC	Special Project Manager, Dual Enrollment Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 05/15/2019 – 06/30/2019 PN CCT725
Hampton, Bradley	CC	Piano Accompanist 10-month (100%) Range 44, Step E Classified Salary Schedule Eff. 05/27/2019 PN CCC798
Navarro, Oscar	FC	Instructional Assistant 10-month position (100%) Range 36, Step C Classified Salary Schedule Eff. 05/28/2019 PN FCC831
Wilson, Brandi	FC	Administrative Assistant II 12-month position (100%) Range 36, Step E Classified Salary Schedule Eff. 05/15/2019 PN FCC925

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Aponte, Lance	AC	Data Quality Analyst (100%) 6% Stipend Eff. 05/15/2019 – 06/30/2019
---------------	----	---

Classified Personnel
May 14, 2019

Schoepf, Julie AC Executive Assistant III (100%)
6% Stipend
Eff. 04/01/2019 – 06/30/2019
Eff. 07/01/2019 – 06/30/2020

LEAVES OF ABSENCE

De La Cruz, Melissa NOCE Admissions and Records Technician (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Family Illness and Personal
Necessity Leave Until Exhausted; Unpaid Thereafter
Eff. 04/10/2019 – 11/14/2019 (Intermittent Leave)

Giang, Vivian NOCE IT Services Coordinator I (100%)
Family Medical Leave (FMLA/CFRA/PDL)
Paid Leave Using Regular and Supplemental Sick
Leave Until Exhausted; Unpaid Thereafter
Eff. 12/14/2018 – 05/01/2019 (Consecutive Leave)

Gutierrez, David FC Facilities Custodian I (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Regular and Supplemental Sick
Leave Until Exhausted; Unpaid Thereafter
Eff. 04/22/2019 – 10/22/2019 (Intermittent Leave)

Malacara, Karla FC Facilities Custodian I (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Regular and Supplemental Sick
Leave Until Exhausted; Unpaid Thereafter
Eff. 04/22/2019 – 06/28/2019 (Consecutive Leave)

Rodriguez, Cassandra CC Special Project Manager, Health Science (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Regular Sick Leave and Vacation
Until Exhausted; Unpaid Thereafter
Eff. 04/17/2019 – 05/27/2019 (Consecutive Leave)

Stretch, Dixie FC Administrative Assistant I (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Regular and Supplemental Sick
Leave Until Exhausted; Unpaid Thereafter
Eff. 04/29/2019 – 05/19/2019 (Consecutive Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 14, 2019 Resolution _____
SUBJECT: Professional Experts Information _____
Enclosure(s) X

BACKGROUND: Professional Experts within budget.

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

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
May 14, 2019

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Ascencio, Diana	FC	Project Coordinator	FC Miles Program Coordinator	26	06/17/2019	06/21/2019
Benavidez, Zachary	NOCE	Project Expert	ARISE Lab Project Expert	26	04/22/2019	06/27/2019
Carlisle, Teresa	NOCE	Project Expert	Career Pathways Specialist	26	04/22/2019	06/14/2019
Clarke, Bret	CC	Technical Expert II	Regional Data Science Development Project	5	04/24/2019	06/30/2019
Costello, Jeanne	FC	Project Coordinator	BSSOT/PTI Community of Practice for Embedded Support in Enhanced College Writing	25	04/22/2019	06/14/2019
Eisner, Doug	FC	Project Coordinator	BSSOT/PTI Community of Practice for Embedded Support in Enhanced College Writing	25	04/22/2019	06/14/2019
Feaster, Jeffery	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	20	04/04/2019	06/30/2019
Gregorio, Aline	FC	Technical Expert II	Sustainability Planning	5	01/28/2019	05/24/2019
Gulmesoff, Monika	AC	Project Coordinator	Mobility Coordinator	26	04/30/2019	05/23/2019
Hock, Richard	CC	Technical Expert II	Perkins Air Conditioning and Refrigeration	40	06/03/2019	06/14/2019
Johnstone, Deborah	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	26	05/15/2019	05/31/2019
Kominek, Bridget	FC	Project Coordinator	BSSOT/PTI Community of Practice for Embedded Support in Enhanced College Writing	25	04/22/2019	06/14/2019
Lee, Eunju	CC	Technical Expert I	Math Side Kick Project	40	04/15/2019	06/30/2019
Mangan, Michael	FC	Project Coordinator	Project Coordinator for Study Abroad	40	06/01/2019	06/30/2019
Molnar, Peter	CC	Technical Expert II	Regional Data Science Development Project	5	04/24/2019	06/30/2019
Moto-Mireles	NOCE	Project Coordinator	Job Development Employer-Student Network Coordinator	26	04/22/2019	05/08/2019
Pacheco, Mayasell	AC	Technical Expert II	District Services-2019 Health and Wellness Fair	5	04/04/2019	04/04/2019
Padilla, Debra	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	15	05/15/2019	05/24/2019
Sabau, Bianca	FC	Project Coordinator	BSSOT/PTI Community of Practice for Embedded Support in Enhanced College Writing	25	04/22/2019	06/14/2019
Taylor, Vincent	CC	Technical Expert II	Preparer of the Human Sex Trafficking Awareness Seminar	27	05/27/2019	06/07/2019

Professional Experts
May 14, 2019

Trevino, Joseph	CC	Technical Expert I	OER Math Department	26	05/28/2019	06/08/2019
Urquidi, Carlos	CC	Technical Expert II	Perkins Air Conditioning and Refrigeration	40	06/03/2019	06/14/2019
Valdez, Edilberto	CC	Technical Expert II	Perkins Tourism	40	05/27/2019	06/10/2019
Vandervort, Kimberly	FC	Project Coordinator	BSSOT/PTI Community of Practice for Embedded Support in Enhanced College Writing	25	04/22/2019	06/14/2019
Vazquez, Rosa	NOCE	Project Expert	Job Coach	26	04/22/2019	06/30/2019
Ward, Sherry	CC	Technical Expert II	Preparer of the Human Sex Trafficking Awareness Seminar	26	05/27/2019	06/07/2019
Williams, Courtney	NOCE	Project Expert	ARISE Lab Project Expert	26	04/22/2019	06/30/2019
Willis, Marc	FC	Technical Expert II	Yearly Boot Camps, Open Houses, STEM/Science events	20	04/04/2019	06/30/2019
Wu, Jo	FC	Technical Expert II	NSF-ATE Orange County Biotechnology Partnership	10	03/16/2019	06/30/2019

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 14, 2019
SUBJECT: Hourly Personnel

Action X
Resolution _____
Information _____
Enclosure(s) X

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

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

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

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
May 14, 2019

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Agredano, Magaly	FC	Clerical/Secreterial - Assist in Cadena Cultural & Transfer Center	05/15/19	06/30/19	TE A 1
Castillo, Gabriel	CC	Tech/Paraprof - Assist in Campus Communications with photography	05/15/19	06/30/19	TE A 1
Corrigan, Erin	FC	Clerical/Secretarial - Assist campus Bookstore	06/12/19	06/30/19	TE A 1
Costescu, Diana	CC	Clerical/Secretarial - Assist in the Transfer Center	06/17/19	06/30/19	TE A 1
Davisson, Marissa	FC	Clerical/Secretarial - Aassist at EOPS Front Desk	06/03/19	06/30/19	TE A 1
Duarte, George	FC	Service/Maint - Assist Campus Safety Dept with various duties	05/15/19	06/30/19	TE B 3
Foster, Alexus	CC	Clerical/Secretarial - Assist in Counseling Center	06/17/19	06/28/19	TE A 1
Frances, Chandre Lynn	FC	Clerical/Secretarial - Assist campus Bookstore	06/12/19	06/30/19	TE A 1
Guan, Cindy	CC	Clerical/Secretarial - Assist in Counseling Center	06/17/19	06/28/19	TE A 1
Isabel Manu	FC	Clerical/Secreterial - Dual Enrollment Partnership	05/15/19	06/30/19	TE A 2
Lara, Jonathan	CC	Clerical/Secretarial - Assist in Campus Safety office	01/28/19	06/30/19	TE A 4
Minero Jimenez, Hector	FC	Clerical/Secretarial - Assist in Counseling Center	05/15/19	06/30/19	TE A 2
Mojica, Zimmo	CC	Tech/Paraprof - Assist in Campus Communications with graphic design	06/10/19	06/30/19	TE B 3
Montgomery, Sawyer	NOCE	Non-Direct Instr Support - Assist with Kids College program	06/01/19	06/30/19	TE A 3
Moreno, Destinee	FC	Clerical/Secretarial - Assist the CalWORKs Office	05/15/19	06/30/19	TE B 4
Mueller, Eric	FC	Service/Maint - Provide technical services for Associated Students	02/25/19	05/25/19	TE A 4
Ngo, Tyler	CC	Clerical/Secretarial - Assist in Counseling Center	06/17/19	06/28/19	TE A 1
Nguyen, Hannah	FC	Clerical/Secretarial - Assist in Counseling Department	05/15/19	06/30/19	TE B 4
Perales, Carlos	CC	Clerical/Secretarial - Assist in Bursar Fee station	06/10/19	06/30/19	TE A 2
Poloa, Vanessa	CC	Clerical/Secretarial - Assist in Counseling Center	06/17/19	06/28/19	TE A 1
Price, Anabelle	FC	Clerical/Secretarial - Assist in Counseling Center	06/03/19	06/30/19	TE A 3
Ray, Kerry	FC	Non-Direct Instr Support - Model for Life Drawing art classes	05/15/19	06/30/19	TE F 3
Rivera, Brenda	FC	Clerical/Secretarial - Assist in Counseling Center	05/15/19	06/30/19	TE A 1
Rodarte, Corina	NOCE	Instr Research Assistant - Assist with Camp Counseling	06/05/19	06/03/19	TE B 1
Roman, Ysabella	CC	Clerical/Secretarial - Assist in Counseling Center	06/17/19	06/28/19	TE A 1
Ruvalcaba, Marian	CC	Clerical/Secretarial - Assist in Counseling Center	06/17/19	06/28/19	TE A 1

Hourly Personnel
May 14, 2019

Shellenberger, Tristan	CC	Clerical/Secretarial - Assist in the Transfer Center	06/17/19	06/30/19	TE A 1
Talbot, Jesse	NOCE	Clerical/Secretarial - Assist in DSS	06/17/19	06/28/19	TE A 1
Torres, Diana	CC	Clerical/Secretarial - Assist in the Admissions and Records Office	05/15/19	06/30/19	TE A 1
Veith, Maria	FC	Clerical/Secretarial - Assist in Admissions and Records	06/14/19	06/30/19	TE A 2
Weed, Gricelda	CC	Clerical/Secretarial - Assist in Counseling Center	05/15/19	05/31/19	TE A 1
Zhao, Chen	FC	Non-Direct Instr Support - Assist in the ACT computer labs	05/15/19	05/25/19	TE A 1

Professional Medical Employees

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Noriega, Dezirae	FC	Medical - Health Services Specialist (RN) for campus Health Center	05/15/19	06/30/19	ME B 1

Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Cho, Eric	FC	Technical/Paraprof - Sub. for vacant Student Svcs. Spec. PN FCC599	04/24/19	06/30/19	TE B 4
Maciag, Andrea	FC	Technical/Paraprof - Sub. for vacant Student Svcs. Spec. PN FCC599	04/26/19	06/30/19	TE B 4
Meza, Miguel	CC	Non Direct Instr Support - Sub for Classified employee on leave	05/29/19	06/30/19	TE B 4
Nava, Cassandra	FC	Service/Maint - Sub. for vacant Facilities Custodian I PN FCC609	04/16/19	06/30/19	TE B 2
Perez Mendez, F.	FC	Service/Maint - Sub. for vacant Facilities Custodian II PN FCC665	03/28/19	06/28/19	TE B 2

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Andino, Ashley	FC	Work Study Student - Assist in the Food Bank	05/15/19	06/30/19	TE A 2
Gomez, Rafael	FC	Full-time Student - Assist Campus Safety with various duties	05/15/19	06/30/19	TE B 1
Han, Dongil	FC	Full-time Student - Tutor students in the campus Math Lab	05/15/19	06/30/19	TE A 2
Llacsca, Christian	FC	Full-time Student - Assist in Admissions and Records	05/15/19	06/30/19	TE A 2
Mora, Marisol	FC	Work Study Student - Assist in Financial Aid	04/24/19	06/30/19	TE A 2

Hourly Personnel
May 14, 2019

Ramirez, Ana K.	FC	Clerical/Secreterial - Assist in Admissions and Records	05/15/19	06/30/19	TE A 2
Ramirez, Ana Kary	FC	Full-time Student - Assist in Admissions and Records	06/14/19	06/30/19	TE A 2
Tran, Lynh	FC	Work Study Student - Assist in the Math Lab	05/15/19	06/30/19	TE A 2

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 14, 2019 Resolution _____
Information _____
SUBJECT: Volunteers 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? Not applicable.

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
May 14, 2018

Name	Site	Program	Begin	End
Dapremont, Gina	FC	Full College Center - Cosmetology Tutor	04/24/2019	06/30/2019
Elliot, Emily	FC	Fine Arts Division - Gallery Exhibition	04/22/2019	05/24/2019
Kim, Matt	FC	Full College Center - Cosmetology Tutor	01/22/2019	06/30/2019
Macias, Margarita	FC	Internship - Counseling & Student Dev	06/10/2019	08/18/2019
Session, Andrea	FC	Full College Center - Cosmetology Tutor	04/30/2019	06/30/2019
Vargas, Benjamin	FC	Physical Education - Athletic Training	04/24/2019	05/25/2019
Yep, Breanna	FC	Physical Education - Athletic Training	05/14/2019	05/25/2019

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 14, 2019
SUBJECT: Resolution
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 IV: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

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. 18/19-19, declaring the week of May 6-10, 2019, as Teacher Appreciation Week.

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



Resolution No. 18/19-19, 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 6-10, 2019, be observed as Teacher Appreciation Week and urges all members of our community to acknowledge the important work of our teachers.

Dated: May 14, 2019

Jeffrey P. Brown, President

Molly McClanahan, Member

Ryan Bent, Vice President

Jacqueline Rodarte, Member

Dr. Barbara Dunsheath, Secretary

Pascual Castillo, Student Member

Stephen T. Blount, Member

Ester Plavdjian, Student Member

Ed Lopez, Member

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 14, 2019

SUBJECT: Resolution
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 IV: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

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. 18/19-20, declaring the week of May 20-26, 2019, as Classified School Employee Week.

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



Resolution No. 18/19-20, 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 20-26, 2019, be observed as Classified School Employee Week.

Dated: May 14, 2019

Jeffrey P. Brown, President

Molly McClanahan, Member

Ryan Bent, Vice President

Jacqueline Rodarte, Member

Dr. Barbara Dunsheath, Secretary

Pascual Castillo, Student Member

Stephen T. Blount, Member

Ester Plavdjian, Student Member

Ed Lopez, Member

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	May 14, 2019	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 Jane Wright, CCLC Consultant.

The District Consultation Council reviewed, discussed, and reached consensus on the following revised Board Policies on March 25, 2019:

Chapter 2, Board of Trustees

BP 2350, Speakers: This policy was reviewed as part of the 6-year review cycle, and revised to include minor edits throughout and to cite the corresponding board policies.

BP 2355, Decorum: This policy was reviewed as part of the 6-year review cycle, and revised to include minor edits and to cite the corresponding board policies.

BP 2360, Minutes: This policy was reviewed as part of the 6-year review cycle, and revised to include minor edits to Section 1.0 and to cite the corresponding board policies and administrative procedures.

BP 2365, Recording: This policy was reviewed as part of the 6-year review cycle, and revised to correct the "Reference" section, minor edits throughout, and to cite the corresponding board policies and administrative procedures.

BP 2430, Delegation of Authority to [the](#) Chancellor: This policy was reviewed as part of the 6-year review cycle, and revised to correct the title, correct the "Reference" section, and minor edits throughout.

BP 2431, Chancellor Selection: This policy was reviewed as part of the 6-year review cycle, and revised to correct the "Reference" section and minor edits to Section 1.0.

BP 2432, Chancellor Succession: This policy was reviewed as part of the 6-year review cycle, and revised to correct the "Reference" section and minor edits to throughout.

BP 2435, Evaluation of Chancellor: This policy was reviewed as part of the 6-year review cycle, and revised to correct the "Reference" section and minor edits throughout.

BP 2510, Participation in Local Decision-making: This policy was reviewed as part of the 6-year review cycle, and revised to correct the "Reference" section and minor edits throughout.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #4: The District will implement best practices related to planning, including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

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 following proposed, revised Board Policies:

- **BP 2350, Speakers**
- **BP 2355, Decorum**
- **BP 2360, Minutes**
- **BP 2365, Recording**
- **BP 2430, Delegation of Authority to [the](#) Chancellor**
- **BP 2431, Chancellor Selection**
- **BP 2432, Chancellor Selection**
- **BP 2435, Evaluation of Chancellor**
- **BP 2510, Participation in Local Decision-making**

Once adopted by the Board of Trustees, the revised policies will be placed on the District's website, where they will be readily accessible by students, employees, and the general public.

BP 2350 Speakers

Reference:

Education Code Section 72121.5;
Government Code Sections 54950 et seq.

- 1.0 Persons may speak to the Board [of Trustees](#) either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.
- 2.0 Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before the Board [of Trustees](#) begins its discussion of the item and before a vote is called on the item.
- 3.0 Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comments.
- 4.0 Those wishing to speak to the Board [of Trustees](#) are subject to the following:
 - 4.1 The President of the Board [of Trustees](#) may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.
 - 4.2 Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
 - 4.3 Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board [of Trustees](#) under this policy, but [they](#) may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
 - 4.4 A written request to address the Board [of Trustees](#) is to be submitted to the Recording Secretary at the beginning of the meeting at which they wish to speak.
 - 4.5 The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed.
 - 4.6 No member of the public may speak without being recognized by the President of the Board [of Trustees](#).
 - 4.7 Each speaker will be allowed a maximum of three **(3)** minutes per topic. Twenty **(20)** minutes shall be the maximum time allotment for public speakers on any one subject, regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Board [of Trustees](#), these time limits may be extended.

North Orange County Community College District
BOARD POLICY
Chapter 2
Board of Trustees

BP 2350 Speakers

- 4.7.1 A speaker who utilizes a translator will be allowed a maximum of six minutes to address the Board [of Trustees](#).
- 4.8 Each speaker coming before the Board [of Trustees](#) is limited to one presentation per specific agenda item before the Board, and to one presentation per meeting on non-agenda matters.

See Administrative Procedures 2350, [Speakers; Board Policy 2345, Public Participation at Board Meetings; and Board Policy 2355, Decorum](#)

Date of Adoption: June 24, 2003

Date of Last Revision: November 28, 2017

BP 2355 Decorum

Reference:

Education Code Section 72121.5;
Government Code Section 54954.3 (b)

- 1.0 The following will be ruled out of order by the presiding officer:
 - 1.1 Remarks or discussion in public meetings on charges or complaints that the Board [of Trustees](#) as scheduled to consider in closed session.
 - 1.2 Profanity, obscenity, and other offensive language.
 - 1.3 Physical violence and/or threats of physical violence directed toward any person or property.
- 2.0 In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be removed from the meeting room.
 - 2.1 Speakers who engage in such conduct may be removed from the podium and denied the opportunity to speak to the Board [of Trustees](#) for the duration of the meeting.
 - 2.2 Before removal, a warning and a request that the person(s) curtail the disruptive activity will be made by the President of the Board. If the behavior continues, the person(s) may be removed by a vote of the Board [of Trustees](#), based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting.
 - 2.3 If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, the Board [of Trustees](#) may order the meeting room cleared and may continue in session. The Board shall only consider matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

[See Board Policy 2345, Public Participation at Board Meetings and Board Policy 2350, Speakers](#)

Date of Adoption: June 24, 2003

North Orange County Community College District
BOARD POLICY
Chapter 2
Board of Trustees

BP 2360 Minutes

Reference:

**Education Code Section 72121(a);
Government Code Section 54957.5**

- 1.0 The Chancellor shall cause minutes to be taken of all public meetings of the Board of Trustees. The minutes shall record all actions taken by the Board of Trustees. The adopted minutes shall be public records and shall be available to the public and the news media in accordance with the California Public Records Act, Government Code Section 6250. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.
- 2.0 The minutes shall also record names of those present, all motions, names of those making and seconding motions, votes, major discussion points, and direction given to the Chancellor.
- 3.0 The written minutes of Board meetings, signed by the Secretary of the Board, are the official records of such meetings and constitute the only legal record of the public meeting.

[See Board Policy 2310, Regular Meetings of the Board; Board Policy and Administrative Procedure 2320, Special and Emergency Meetings; Board Policy and Administrative Procedure 2340, Agendas; Board Policy and Administrative Procedure 2345, Public Participation at Board Meetings; Board Policy and Administrative Procedure 2350, Speakers; Administrative Procedure 2360, Minutes; Board Policy and Administrative Procedure 2365, Recording; and Board Policy and Administrative Procedure 3300, Public Records](#)

Date of Adoption: June 24, 2003

Date of Last Revision: November 22, 2005

BP 2365 Recording

Reference:

**Education Code Section 72121(a);
Government Code Sections 54953.5, [and](#) 54953.6**

- 1.0 Any audio or video recording of an open and public Board meeting made by or at the direction of the Board [of Trustees](#) shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250, et seq. The Chancellor is directed to enact administrative procedures to ensure that any such recordings are maintained for at least [thirty \(30\)](#) days following the audio or video recording.
- 2.0 Persons attending an open and public meeting of the Board [of Trustees](#) may, at their own expense, record the proceedings with an audio or video recording or a still or motion picture camera or may broadcast the proceedings. However, if the Board [of Trustees](#) finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Board [of Trustees](#) to stop the recording.

See [Board Policy 2310, Regular Meetings of the Board; Board Policy and Administrative Procedure 2320, Special and Emergency Meetings; Board Policy and Administrative Procedure 2340, Agendas; Board Policy and Administrative Procedure 2345, Public Participation at Board Meetings; Board Policy and Administrative Procedure 2350, Speakers; Board Policy and Administrative Procedure 2360, Minutes; Administrative Procedure 2365, Recording; and Board Policy and Administrative Procedure 3300, Public Records](#)

Date of Adoption: June 24, 2003

Date of Last Revision: February 26, 2013

BP 2430 Delegation of Authority to the Chancellor

Reference:

Education Code Sections 70902(d), 72400;

~~**Title 5, Section 533021(b)(2)**~~

ACCJC Accreditation Standards IV.B.5, IV.C.12, and IV.D.1

WASC/ACS Criterion 2, Indicator 2.1

- 1.0 The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.
 - 1.1 The Chancellor may delegate any powers and duties entrusted to him/ ~~or~~ her by the Board of Trustees, including the administration of colleges and centers, but will be specifically responsible to the Board of Trustees for the execution of such delegated powers and duties.
 - 1.2 The Board of Trustees delegates authority to the Chancellor to appoint an acting chancellor to serve in his/ ~~or~~ her absence for short periods of time, not to exceed thirty (30) calendar days at a time.

The Board of Trustees shall appoint an acting or interim chancellor for periods exceeding thirty (30) calendar days.

In the case of death, resignation, or retirement of the Chancellor, the Board of Trustees shall establish a Chancellor search process. The Board of Trustees may appoint an interim Chancellor for up to one year.
- 2.0 The Chancellor is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of Trustees of such action and to recommend written board policy if one is required.
- 3.0 The Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Chancellor.
- 4.0 The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.
- 5.0 The Chancellor shall make available any information or give any report requested by the Board of Trustees as a whole. Individual trustee requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be provided to all trustees.
- 6.0 The Chancellor shall act as the professional advisor to the Board of Trustees in policy formation.

BP 2430 Delegation of Authority to the Chancellor

See Administrative Procedure 2430, [Delegation of Authority to the Chancellor](#)

Date of Adoption: June 24, 2003

Date of Last Revision: September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff

BP 2431 Chancellor Selection

Reference:

Title 5, Sections 53000 et seq.;
ACCJC Accreditation Standards IV.B and IV.C.3;
WASC/ACS Criterion 2, Indicator 2.4

1.0 In case of a Chancellor vacancy, the **Board of Trustees** shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.

Date of Adoption: June 24, 2003

Date of Last Revision: September 14, 2016 Chancellor's Staff
November 26, 2014

BP 2432 Chancellor Succession

Reference:

**Education Code Sections 70902(d) and 72400;
Title 5 Section 53021(b)**

- 1.0 The Board of Trustees delegates authority to the Chancellor to appoint an acting Chancellor to serve in his/~~er~~ her absence for short periods of time, not to exceed thirty (30) days at a time.
- 2.0 In the absence of the Chancellor and when an acting Chancellor has not been named, administrative responsibility shall reside with (in order):
 - 2.1 Vice Chancellor, Finance & Facilities
 - 2.2 Vice Chancellor, Human Resources
 - 2.3 Vice Chancellor, Educational Services & Technology
- 3.0 The Board of Trustees shall appoint an acting Chancellor for periods exceeding thirty (30) days.

Date of Adoption: June 24, 2003

Date of Last Revision: October 25, 2016

BP 2435 Evaluation of the Chancellor

Reference:

ACCJC Accreditation Standard IV.C.3;
WASC/ACS Criterion 2, Indicators 2.1 and 2.3

- 1.0 The Board [of Trustees](#) shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.
- 2.0 The Board [of Trustees](#) shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board [of Trustees](#) and the Chancellor.
- 3.0 The criteria for evaluation shall be based on ~~B~~[b](#)oard policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430, Delegation of Authority to Chancellor.

See Administrative Procedure 2435, [Evaluation of the Chancellor](#).

Date of Adoption: June 24, 2003

Date of Revision: September 14, 2016 Chancellor's Staff
April 14, 2015
June 14, 2011

BP 2510 Participation in Local Decision-making

Reference:

**Education Code Section 70902(b)(7);
Title 5~~7~~ Sections 53200 et seq.~~7~~ (Academic Senate), 51023.5 (Staff), [and 51023.7 \(Students\)](#);
ACCJC Accreditation Standards [IV.A](#) and [IV.D.7](#);
WASC/ACS Criterion 2, Indicator 2.2**

- 1.0 The Board [of Trustees](#) is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board [of Trustees](#) is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action, and administrative procedures for Chancellor action, under which the District is governed and administered.
- 2.0 Each of the following shall participate as required by law in the decision-making processes of the District:
 - 2.1 Academic Senate(s): (Title 5~~7~~ Sections 53200-53206~~7~~) The Board [of Trustees](#) or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
 - 2.2 Staff: (Title 5~~7~~ Section 51023.5~~7~~) Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified School Employees Association, Chapter 167, and the Confidential Personnel group, will be given every reasonable consideration.
 - 2.3 Students: (Title 5~~7~~ Section 51023.7~~7~~) The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.
- 3.0 Except for unforeseeable emergency situations, the Board [of Trustees](#) shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.
- 4.0 Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

See Administrative Procedure 2510, [Participation in Local Decision-making](#)

Date of Adoption: June 24, 2003

Date of Last Revision: September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 14, 2019	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Chapter 6, Business and Fiscal Affairs Revised Board Policy 6320, Investments	Enclosure(s)	<u> X </u>

BACKGROUND: Section 3.2 of Board Policy 6320, Investments, delegates investment authority to the Vice Chancellor, Finance and Facilities, for a one-year term, subject to review and renewal. Board Policy 6320 was originally adopted on February 12, 2002 and last revised on May 9, 2017. Section 3.2 of the policy states:

The Board of Trustees delegates investment authority to the Vice Chancellor, Finance and Facilities, for a one-year term. Subject to review, this delegation may be renewed pursuant to this section each year. The Chancellor is ultimately responsible for compliance with this policy. The District may employ the services of a Registered Investment Advisor (“Advisor”) for implementing the policy. This policy will be reviewed and approved at least annually by the Board.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #4: The District will implement best practices related to planning, including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is in accordance with Board Policy 2410, Board Policies and Administrative Procedures, and Board Policy 6320, Investments.

FUNDING SOURCE AND FINANCIAL IMPACT: This item is to re-adopt the revised Investment Policy which would govern all District investments, with the exception of the OPEB Irrevocable Trust.

RECOMMENDATION: It is recommended that the Board re-adopt Board Policy 6320, Investments.

Cheryl Marshall
Recommended by

Approved for Submittal

6.d.1
Item No.

BP 6320 Investments

Reference:

Government Code Section 53600 et seq.

- 1.0 **Investment Philosophy:** It is the policy of the North Orange County Community College District ("District") to invest surplus monies not required for immediate necessities in a manner which will provide the maximum security of principal invested with secondary emphasis on achieving the highest yield while meeting the daily cash flow needs of the District and conforming to all applicable State and County statutes governing the investment of public funds.
- 1.1 All District funds adhere to this policy, with the exception of the Other Post Employment Benefit Irrevocable Trust, that was established to fund retiree health benefits, and that is governed by a separate Investment Policy Statement which is available on the District website.
- 2.0 **Objectives:** The primary objectives, in priority order, of the District's investment activities shall be:
- 2.1 Safety of Principal: Safety of principal is the foremost objective of the District. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio.
- 2.2 Liquidity: Liquidity is the second most important objective of the District. The District's investments will be sufficiently liquid to enable it to meet all operating requirements that might be reasonably anticipated. "Liquidity" refers to the ability to sell at any given moment with a minimal chance of losing some portion of principal or interest.
- 2.3 Yield: Yield is the third most important objective of the District. The District's investments shall be designed to attain a short-term current market rate of return throughout budgetary and economic cycles.
- 3.0 **Delegation of Authority:**
- 3.1 The Board of Trustees of the North Orange County Community College District ("the Board") is responsible for establishing the investment policy and ensuring investments are made in compliance with this policy. The Investment Committee is charged with the responsibility of renewing the investment policy and recommending modifications to the Board.
- 3.2 The Board of Trustees delegates investment authority to the Vice Chancellor Finance and Facilities for a one-year term. Subject to review, this delegation may be renewed pursuant to this section each year. The Chancellor is ultimately responsible for compliance with this policy. The District may employ the services of a Registered Investment Advisor ("Advisor") for implementing the policy. This policy will be reviewed and approved at least annually by the Board.

BP 6320 Investments

4.0 Prudence:

4.1 The standard of prudence to be used in the investment function shall be the “prudent investor” standard and shall be applied in the context of managing the overall portfolio. This standard states “investment shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as the expected income to be derived.”

4.2 The Chancellor, Vice Chancellor Finance & Facilities, or the Advisor, acting in accordance with written procedure and this policy, shall not be held personally liable for a specific security’s credit risk or market price change, provided that any unexpected deviations are reported in a timely manner and that appropriate action is taken to control adverse developments.

5.0 **Ethics and Conflicts of Interest:** Trustees, employees and investment officials involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Trustees, employees and investment officials shall disclose any material financial interests in financial institutions that conduct business within this jurisdiction, and they shall further disclose any large personal financial/investment position that could be related to the performance of the District’s portfolio.

6.0 **Authorized Investments:** To the extent not inconsistent with the objectives stated above and Investment Restrictions outlined below, all monies shall be invested according to the following guidelines:

6.1 Fund Segmentation: Given the various natures of the Fund’s obligations, a certain portion of the Fund should be allocated to a short duration/maturity fixed income portfolio while the remainder should be invested with an objective of higher, longer-term returns. The Fund’s allocation to the short duration/maturity fixed income portfolio should be conservatively based on an actuarial assessment of the Fund’s expected cash needs for withdrawals and benefits. The Chancellor, Vice Chancellor Finance and Facilities and the Board should review this allocation at least annually. Guidelines and restrictions for each approved investment portion are described below.

6.2 Maximum Maturity. Restrictions of the maximum maturity will vary on the different styles employed:

6.2.1 Short Duration/Maturity Fixed Income: Investments in the short duration/maturity portfolio are subject to a maximum stated term of three years. Term or tenure shall mean the remaining time to maturity when purchased.

BP 6320 Investments

6.2.2 Core Fixed Income: Investments in the core fixed income style are restricted to five year terms to maturity. Term or tenure shall mean the remaining time to maturity when purchased.

6.3 Permitted Investments:

6.3.1 State of California Local Agency Investment Fund (LAIF): LAIF is a pooled fund managed by the State Treasurer whose permitted investments are identified in the Government Code Section 16429.2.

6.3.2 Orange County Investment Pool (OCIP): Orange County Treasury Investment Pool is managed by the Orange County Treasurer whose permitted investments are identified in Government Code 53600, et.seq.

6.3.3 U.S. Treasuries: United States Treasury notes, bonds, bills, or certificates of indebtedness, for which the full faith and credit of the United States are pledged for the payment of principal and interest.

6.3.4 Federal Agencies: Obligations, participations, or other instruments, including those issued by or guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.

6.3.5 Corporate Notes: Corporate and depository institution debt securities issued by corporations organized and operating within the United States or depository institutions licensed by the United States or any state and operating within the United States. Notes eligible for investment under this subdivision shall be rated "A" or better. The maximum remaining maturity shall be five years or less and shall not exceed 30% of the District's investments. Furthermore, no more than 10% is to be invested in any one company.

6.3.6 Asset-Backed Securities: Any mortgage pass-through security, collateralized mortgage obligation, or other pay through bond, equipment lease-backed certificate, or consumer receivable pass-through certificate, consumer receivable back bond. Securities eligible for investment under this subdivision shall be issued by an issuer having an "A" or higher rating for the issuer's debt as provided for by a nationally recognized rating service. For maturity purposes the average life of the securities return of principal will be used as the implied maturity and will not exceed five years. The investments shall not exceed 20% of the District's investments.

6.3.7 Commercial Paper: Commercial paper of "prime" quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions: (1) Is organized and operating in the United States as a general corporation, (2) has total assets in excess of five hundred million dollars

BP 6320 Investments

(\$500,000,000), and (3) has debt other than commercial paper, if any, that is rated "A" or higher by a nationally recognized statistical-rating organization; or (1) Is organized within the United States as a special purpose corporation, trust, or limited liability company, (2) has program-wide credit enhancements including, but not limited to, over-collateralization, letters of credit, or surety bond, and (3) has commercial paper that is rated "A-1" or higher, or the equivalent, by a nationally recognized statistical-rating organization (NRSRO). Eligible paper shall have a maximum maturity of 270 days or less. The District shall not invest more than 25% of their money in eligible commercial paper. Furthermore, the District shall not purchase more than 10% of the outstanding commercial paper of any single issuer.

- 6.3.8 Negotiable Certificates of Deposit: Negotiable certificates of deposit issued by a nationally or state-chartered bank or state or federal association with total assets of at least one billion dollars or by a state-licensed branch of a foreign bank, provided such foreign bank is one of the 75 largest foreign banks in terms of total assets. The investments shall not exceed 30% of the District's investments.
- 6.3.9 Repurchase Agreements: Investments in repurchase agreements (pursuant to section 53601(i) "repurchase agreement") means a purchase of securities pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the District by book entry, physical delivery, or by third party custodial agreement. The term of repurchase agreements shall be for one year or less. The term "securities" for the purposes of repurchase agreements shall mean securities issued or guaranteed by the U.S. Government and its agencies or instrumentalities. The Investment Restrictions enumerated below shall further limit such securities. With respect to any repurchase agreement the District will require the seller to maintain the market value of such securities that underlie the repurchase agreement at 102% of the repurchase price (including accrued interest). Furthermore, the investments provided should have certain standards of qualifications (i.e. the highest short-term rating or AA rating).
- 6.3.10 Bankers Acceptances: Known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers acceptances may not exceed 180 days maturity or 40 percent of the District's money that may be invested pursuant to this section. However, no more than 10 percent of the District's money may be invested in the bankers acceptances of any one commercial bank pursuant to this section.
- 6.3.11 Money Market Fund: Shares of beneficial interest issued by diversified management companies that are money market funds registered with the

BP 6320 Investments

Securities and Exchange Commission under the Investment Company Act of 1940.

6.3.12 If additional types of securities are approved for investment by public funds by State Statute, they will not be eligible for investment by the District until this policy is amended and the amendment is passed by the Board. (Calif. Govt. Code Sect 53600, et.seq.)

6.4 Investment Restrictions And Prohibited Transactions. The following types of transactions are restricted or prohibited:

6.4.1 Borrowing for investment purposes (“Leverage”) is prohibited.

6.4.2 Reverse Repurchase Agreements, as defined by California Government Code Sections 53601(i) and 53636(i) or otherwise are prohibited.

6.4.3 The District shall not invest in instruments known as Structured Notes (e.g. inverse floaters, range notes, mortgage-derived, interest-only strips, leveraged floaters, structured certificate, or deposit, equity-linked securities) or any security that could result in zero interest accrual if held to maturity. Investment in any instrument which is commonly considered a “derivative” instrument (e.g. options, futures, swaps, caps, floors, collars) is prohibited.

6.4.4 No more than 10% of total assets may be invested in securities of any one issuer with the exception of LAIF, the OCIP or obligations of the U.S. Government and its agencies or instrumentalities.

6.4.5 All investments will be U.S. dollar denominated.

6.4.6 Securities that are downgraded below the minimum acceptable rating levels should be reviewed for possible sale within a reasonable amount of time following a downgrade.

7.0 **Diversification:** It is the policy of the District to diversify its investment portfolio. Within each investment style, invested funds shall be diversified to minimize the risk of loss resulting from over concentration of assets in a specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

7.1	State of California Local Agency Investment Fund (LAIF)	100%
7.2	Orange County Investment Pool	100%
7.3	U.S. Treasuries and securities having principal and interest guaranteed by the U.S. Government	100%

North Orange County Community College District
BOARD POLICY
Chapter 6
Business and Fiscal Affairs

BP 6320 Investments

7.4	U.S. Government agencies, instrumentalities and government sponsored enterprises	no more than 50%
7.5	Corporate notes	no more than 30%
7.6	Asset-backed securities	no more than 20%
7.7	Commercial Paper	no more than 25%
7.8	Fully insured or collateralized CD's	no more than 30%
7.9	Negotiable Certificates of Deposit	no more than 30%
7.10	Repurchase Agreements	no more than 50%
7.11	Bankers Acceptances	no more than 40%
7.12	Money Market Fund	no more than 10%
7.13	The Chancellor, Vice Chancellor Finance and Facilities, or the designated investment advisor shall also be required to diversify maturities, and to the extent possible, will attempt to match investments with anticipated cash flow requirements. Matching maturities with cash flow dates will reduce the need to sell securities prior to maturity, thus reducing market risk.	

8.0 Authorized Financial Dealers And Institutions:

- 8.1 The Chancellor, Vice Chancellor Finance and Facilities, or Investment Advisor may place orders for the execution of transactions with or through such brokers, dealers, banks and repurchase agreement counterparties as may be selected from an approved list of broker/dealers.
- 8.2 The District or the Advisor shall maintain a list of broker/dealers that are authorized to provide investment services to the District. Institutions shall provide their most recent "Consolidated Report of Condition" (call report) at the request of the District. At a minimum, the District or the Advisor shall conduct an annual evaluation of each institution's creditworthiness to determine whether it should be on the "Qualified Institution" listing.

9.0 Performance Evaluation:

- 9.1 The investment portfolio shall be designed with the objective of obtaining a rate of return throughout budgetary and economic cycles commensurate with the investment risk constraints and the cash flow needs of the District.
- 9.2 The District shall maintain an active investment strategy. Given this strategy, the basis used by the Vice Chancellor Finance and Facilities to determine whether

North Orange County Community College District
BOARD POLICY
Chapter 6
Business and Fiscal Affairs

BP 6320 Investments

market yields are being achieved shall be to identify a comparable benchmark upon establishing the structure of the portfolio.

10.0 Reporting:

10.1 The Chancellor, Vice Chancellor Finance and Facilities, and the Advisor shall submit a monthly list of transactions to the Board of Trustees and quarterly reports to the Investment Committee and the Board of Trustees. The quarterly report shall state compliance of the portfolio to the statement of investment policy or the manner in which the portfolio is not in compliance.

10.2 The monthly reports shall include the type of investment, issuer, date of maturity, par and dollar amount invested on all securities, market value as of the date of the report, and shall include the source of this same valuation.

11.0 Safekeeping and Custody: All funds managed by an investment advisor shall be held by a third party custodian. All security transactions, including collateral for repurchase agreements, entered into by the District shall be conducted on a delivery-versus-payment (DVP) basis. All securities will be held by a third-party custodian except for LAIF, OCIP and money market fund because these securities are not deliverable. The Treasurer shall maintain evidence of delivery. Securities shall be held by a third party custodian designated by and approved by the Investment Committee. The third party custodian shall be required to issue a safekeeping statement to the District listing the specific instrument, rate, maturity and other pertinent information.

12.0 Collateralization: In order to anticipate market changes and provide a level of additional security for all funds, collateralization shall be required on the following types of investments:

12.1 Repurchase Agreements: For repurchase agreements, the minimum collateralization level shall be 102% of the market value of principal and accrued interest.

13.0 Bond Proceeds: The investment of bond proceeds shall be governed by the bond documents relevant to each specific bond issuance and the County Investment Policy Statement. If the bond documents are silent as to permitted investments, then this policy shall govern the investment of bond proceeds. In such case, Guaranteed Investment Contracts (GICs) shall be deemed permitted investments, solely for the purpose of bond proceeds and shall be limited in the following manner (1) investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "AA-" and "Aa3" by S&P and Moody's, respectively or (2) collateralized investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "A-" and "A3" by S&P and Moody's, respectively.

Date of Adoption: May 8, 2018 Re-adopted

BP 6320 Investments

May 9, 2017 Re-adopted
May 13, 2014 Re-adopted
May 14, 2013 Re-adopted
May 8, 2012 Re-adopted
April 26, 2011 Re-adopted
February 12, 2002

Date of Last Revision: May 10, 2016
June 14, 2005

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 14, 2019

SUBJECT: Board Member Compensation

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

BACKGROUND: The Board of Trustees adopted revised Board Policy 2725, Board Member Compensation, at its July 22, 2003 meeting. Only once, in June 13, 2006, has the Board ever granted itself a five percent raise. The Student Trustees were last granted a raise in June 26, 2007. In accordance with Education Code Sections 1090, 35120, and 72425, Section 3.0 of Board Policy 2725 states:

The Board may, on an annual basis, increase the compensation of Board Members by up to five percent. However, any increase is subject to rejection in a referendum by a majority of the voters in the District.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #4: The District will implement best practices related to planning, including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is in accordance with Board Policy 2725, Board Member Compensation.

FUNDING SOURCE AND FINANCIAL IMPACT: This would be funded through the General Fund.

RECOMMENDATION: It is recommended that the Board consider whether an increase to compensation for Board members is desirable at this time.

Cheryl Marshall
Recommended by

Approved for Submittal

6.e
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 14, 2019

SUBJECT: Future Board Agenda Items

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

BACKGROUND: During the June annual 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? This item responds to District Strategic Direction #4: The District will implement best practices related to planning, including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

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

Cheryl Marshall

Recommended by

Approved for Submittal

6.f

Item No.