

**Additional Information  
October 10, 2017 Board Meeting**

The following additional information was provided regarding the October 10 Board meeting agenda:

**Item 3.a, Purchase Order Listing:**

1. PO119722: What is Southern 30/EEDEC? **Southern 30/EEDEC stands for Southern California Equal Employment, Diversity & Equity Consortium.**
2. PO120089: Was the title of this organization cut off? Is it supposed to end with "Services Administrative Association?" Do most institutional memberships require that the college itself apply. I notice that Fullerton and Cypress are both participating in this organization. **The title of this organization is California Community Colleges Chief Student Services Administrators Association (CCCCSSAA). Yes, most institutional memberships require that each college apply to the organization.**

**Item 3.b, 2016-17 Travel Expense Report:**

1. I don't know if this is too much of a task, but is there a way to distinguish within the employees category those who are classified, faculty, adjunct, and managers?

<b>Employee Travel by Classification FY 2016-17</b>		
<b>Classification</b>	<b>Amount</b>	<b>%</b>
<b>Managers</b>	<b>\$296,652.98</b>	<b>36.3%</b>
<b>Faculty</b>	<b>263,270.38</b>	<b>32.2%</b>
<b>Classified Employees</b>	<b>165,698.27</b>	<b>20.2%</b>
<b>Adjunct Faculty</b>	<b>64,302.60</b>	<b>7.9%</b>
<b>Hourly Employees</b>	<b>19,352.78</b>	<b>2.4%</b>
<b>Confidential Employees</b>	<b>9,020.39</b>	<b>1.1%</b>
	<b>\$818,297.40</b>	<b>100.0%</b>

**Item 3.c, Resolution to Approve the Design-Build Contract Method for the Fullerton College Instructional Building:**

1. Since the proposed use is for swing space for the renovation of buildings 300 and 500, is this intended as a temporary or permanent building? If permanent, what is the long-term use of this instructional building? **The proposed Instructional Building at Fullerton College is intended to be a permanent building to house the Humanities Division (offices and classrooms). Currently, the Humanities Division is distributed in ten (10) buildings across campus. Once the new Instructional Building is constructed, the vacated classrooms and offices across campus left by the Humanities Division will be utilized as swing space for other programs and departments during the renovation of the 300 and 500 buildings.**

**Additional Information  
October 10, 2017 Board Meeting**

**Item 3.f, Network Refresh Project Award of Design to Shandam Consulting:**

1. Should the date in the Recommendation end May 31, 2018, not 2017? **Yes, thank you for catching typographical error. The end date should be May 31, 2018.**

**Item 3.g, Agreement with Civitas Learning for Illume Insight Platform for Predictive Analytics at Cypress College:**

1. Will this include revisiting the requirement that students have an Education Plan, and also a follow-up within a certain time frame for revisions of same, change of goals, etc. **No, these requirements would be a process change, not a data change, but we are hopeful Civitas data will help us make those kinds of decisions. Civitas is a data analysis agreement that will be providing us analytic data that will help us analyze how best to create interventions that will reduce the number of units students take, as well as the behaviors that drive success. The above requirements would be a process change, not a data change, but we are hopeful Civitas data will help us make those kinds of decisions.**

2. Please define the value of the annual subscription fee of \$136,735. What is the time frame (length) for this annual fee? Does it have an end date? **Civitas is a data analysis agreement that will be providing us analytic data that will help us analyze how best to create interventions that will reduce the number of units students take, as well as the behaviors that drive success. We currently do not have this capability but hope to learn from this data analysis so we can develop an analytics tool ourselves. Analytics is used by retail vendors, for example -- Amazon knows that you regularly buy certain products and therefore recommends other products to you based on your buying preferences.**

**This contract also includes an early alert system from Civitas for a one year pilot with all basic skills faculty, as a prelude to evaluating how best to use/implement an early alert system across the campus. Early alert is an early intervention process when students are struggling in their coursework. The data provided us by Civitas will help us engage faculty to reach out at key momentum points to assist our students before they fail.**

**This is a one-year contract.**

**Item 3.h, Organizational Structure Review Services Agreement with CBT:**

1. Will this include three separate sets of recommendations (for the two colleges and the District administration)? **We will receive recommendations for Cypress College, Fullerton College, North Orange Continuing Education, District Services, and the District as a whole.**
2. What other community college districts have used this firm? **CBT has worked with community colleges throughout the US ([www.collaborativebraintrust.com/impact/](http://www.collaborativebraintrust.com/impact/)). Locally, they have worked with LACCD, San Bernardino Community College District, and El Camino.**
3. Please share the overarching principles, assuming they are standard principles. **The intent is to design a streamlined and effective organizational structure for achieving our**

**Additional Information**  
**October 10, 2017 Board Meeting**

strategic goals. The principles will include appropriate span of control and staffing ratios, reducing duplication of effort, and retaining employees, to name a few.

**Item 4.a, Cypress College Curriculum:**

1. Page 4.a.3, Anthropology/Astronomy: Class size listed at 20. What is the allowance for drops and/or wait lists? **The class sizes for those listed as “HC” are Honors courses. The regular class size is 45, but for Honors classes, we have an agreed-upon class size of 20 for all Honors sections. The wait lists are the same as for other classes, but students must qualify for our Honors program to add the class. We do not have a cap on drops, but if the drops occur prior to the census date and the class falls below the accepted number of students, we discuss whether or not to run the class on a case by case basis.**
2. Same question as above for the maximum class size of 20 on pages 10, 13, 15, 16 and 17. **Same answer as above for p.13. This is an Honors class. For 10, 15,16,17, these are all performance classes that require one on one instruction with students due to the specialized nature of these courses ) ie. stagecraft, stage makeup, swing ensemble, theatre design). These courses have been at this class size for years.**
3. Page 4.a.6: What does "advisories revalidated" mean? How often does this happen? **Faculty revalidate any course with a pre-requisite or an advisory in order to ensure we are not putting unnecessary barriers in the way of students. The revalidation looks at whether or not this advisory or pre-req is still needed to ensure students will succeed in the course. “Revalidated” means it was determined that the advisory is still in effect.**

**Item 4.b, Out-of-Country Conference Travel:**

1. Is there any plan to share the results of this conference with archeology faculty at Fullerton College? **If the FC faculty members would like an update, our faculty member will be happy to share information.**

**Item 5.g, Institutional Commitment to Diversity Report:**

1. While there is no interpretive narrative that accompanies the 7-year report, the last 2 years in the trend information shows greater diversity in employee hiring. Is there a correlation with changes made, e.g. hiring committee composition, more focused training of hiring committees, outreach recruitment areas expanded, etc.? That is, can we relate the data to different approaches to our methods? **The continued District-wide commitment to diversity, and the continued focus on our efforts (noted in the slides listing activities at each site and the developing and maintaining our commitment to diversity). It is a compliment of several things been done, including a higher focus on the diversity skillset as a minimum qualification, focus in training as to how to assess this skillset, and the development of recent training of EEO reps for hiring committees.**
2. Also, is there any correlation to external factors, e.g. regional/area unemployment, strong vs. weak economy? **The diversity of applicant pools has remained steady. There doesn't appear to be a correlation to external factors.**

**Additional Information  
October 10, 2017 Board Meeting**

3. Just a suggestion: Some of the charts at the back were hard to read. It seems they could have been enlarged given the extra space on those pages. **Noted.**

**Item 6.a, Resolution In Support of Preserving the DACA Program:**

1. How many DACA Students are enrolled at Fullerton College, Cypress College, and NOCE for this semester? (Can you break those numbers out by school) **We do not collect immigration status. Students have an option of declining to disclose their “citizenship status”, so our estimates are based on the number of students who chose to decline to disclose their status. We estimate approximately 1,000 at Fullerton College, 700 at Cypress College, and 4,800 in 2015-2016 and 3,100 in 2016-2017 at NOCE.**

2. What are the FTE numbers of DACA students are for each campus for this semester? **This would take time to collect and would not be 100% accurate because not all undocumented students are coded as such in our system.**

3. How many undocumented immigrant students do we have on each campus this year who are not a part of the DACA program and how many is that in FTE figures. **Since we do not collect immigration status, we do not have an answer to this question.**

4. How much is the FTE funding per pupil this year at the colleges and then at the non-credit NOCE?

**Credit and Noncredit CDCP FTES = \$5,151.23  
Regular Noncredit = \$3,097.58**

5. How many total students and how many total FTEs do we have this semester at each campus? **As of today, the estimates are 8,445 FTES at Fullerton College, 5,094 FTES for Cypress College, and 1,500 at NOCE**

6. Have any American citizens or legal immigrants been negatively impacted by the DACA program on any of our campuses? Have any graduations been delayed because a student couldn't get into a class as a direct result, if any? Have any desired class schedules not been able to be secured because classes had undocumented immigrant or DACA students enrolled? **Due to the fact that most classes have seats at this time, students are likely to have access to the classes they need. We are unaware of any significant impact.**

7. Have there been any campus-wide student surveys which indicate if any American citizen or legal immigrant students have been negatively impacted by the DACA program or undocumented students? **No.**

8. What is the ratio of campus activities and programs in terms of DACA and undocumented immigrant support specific programs verses programs for all students since September 1<sup>st</sup> in terms of college communications, analysis, events, rallies, and resources? Is there a way to quantify these activities in dollars? **A broad range of campus activities continue at each campus and have not decreased. For example, activities and events related to career choice or major, student life, athletics, fine arts, clubs, and student government have all maintained high profiles. The Public Information Officers and Communication Professionals send emails each week about upcoming events. As needed, Presidents**

**Additional Information**  
**October 10, 2017 Board Meeting**

send communications on important topics that have an effect on students and the campus, particularly in regards to concerns about psychological or physical safety. Recent examples have included the shootings in Las Vegas, the fire in Anaheim Hills, and a missing student. As far as a ratio and/or quantifying these activities, we do not have that information.

9. Have any community college districts passed a similar resolution, which was specific to supporting their specific district's students instead of expressing blanket support for students nationally or statewide in their resolution? **Yes. They include San Diego CCD, Santa Monica College, Hancock College, Mt. SAC, Rancho Santiago CCD, Foothill-DeAnza, LACCD, San Bernardino CCD, Ventura County CC, College of the Canyons, Peralta CCD, Coast CCD, Santa Barbara CCD, San-Jose Evergreen CCD, Glendale Community College, Contra Costa CCD, Solano Community College, Los Rios CCD, State Center CCD, Long Beach CCD, Yuba CCD, and the Academic Senate for California Community Colleges.**

10. Was DACA considered a temporary program by Obama when it was executively ordered by President Obama? **The program was established by executive order and through a policy memo from the Secretary of Homeland Security (<https://www.dhs.gov/news/2017/09/05/memorandum-rescission-daca>). Presidents use executive orders to “achieve policy goals, set uniform standards for managing the executive branch, or outline a policy view intended to influence the behavior of private citizens.” These orders can be challenged in the courts, in congress, or can be revoked by subsequent presidents. (*Executive Orders: Issuance and Revocation*, Congressional Research Service, 2010, [http://www.intelligencelaw.com/files/pdf/law\\_library/crs/RS20846\\_3-25-2010.pdf](http://www.intelligencelaw.com/files/pdf/law_library/crs/RS20846_3-25-2010.pdf)) Every president with the exception of William Harrison issued executive orders (The American Presidency Project, <http://www.presidency.ucsb.edu/data/orders.php>)**

**The news stories written at the time of President Obama's 2012 Executive Order stated that it was done with the intent of being replaced by future legislation.**

11. Is DACA still a temporary program and is the name of the program expected to stay the same should federal legislation be passed? **The nature of the program and its future will be determined by the legislature.**