



District Consultation Council Meeting

January 25, 2016

2:00 p.m.

Anaheim Campus Room 105

**Videoconferencing of the meeting will be available at Cypress College Room 301 and
the Fullerton College President's Conference Room A**

AGENDA

SUMMARY:

1. November 23, 2015, Summary F. Williams

PLANNING ITEMS

1. Budget Update B. Fahnestock
2. Instructional Technology Standards for Classroom Multimedia Systems D. Ludford
3. Social Media Guidelines D. Ludford
4. Network Design Concept White Paper D. Ludford

POLICY ITEMS

1. Chapter 3, General Institution F. Williams
Revised AP3515, Reporting of Crimes

OTHER ITEMS

- 1.

DISTRICT CONSULTATION COUNCIL
November 23, 2015

SUMMARY

MEMBERS PRESENT: Brenda Carpio, Dana Clahane, Cathy Dunne, Brian Fahnestock, Richard Fee, Cassandra Flores, Sam Foster, Adam Gottdank, Jolena Grande, Tina Johannsen, Sharon Kelly, Cherry Li-Bugg, Deborah Ludford, Rod Lusch, Valentina Purtell, Irma Ramos, Greg Schulz, Bryan Seiling, Bob Simpson, Pete Snyder, and Fred Williams.

VISITORS: Rod Garcia and Melissa Utsuki.

SUMMARY: The summary of the October 26, 2015, meeting was approved as submitted.

PLANNING ITEMS:

Budget Update: Rodrigo Garcia, District Director of Fiscal Affairs provided a budget update which included the following highlights:

- The State Chancellor's Office released the SSSP and Equity funding allocations with the District receiving \$7,948,078 for credit and non-credit SSSP which reflects an increase of \$2.2 million. The District also received \$3,655,520 for credit and non-credit Equity funding, which is an increase of \$1.8 million.
- While it was previously reported that the District might be able to capture 2014-15 unfunded FTES, that is not the case.
- It is anticipated that the 2016-17 budget will be fairly stable, but more information will be available with the Governor's January budget revise.
- The Legislative Analyst Office fiscal outlook anticipates a fairly good year, with COLA estimated at 1.99% and access dollars available.
- With Proposition 30 set to expire in 2016, there are two ballot initiatives including a CTA-backed proposed income tax extension that would run through 2030.
- The District is in the process of selecting a financial advisor to facilitate the selection of an underwriter and the issuance of bonds. It is expected that the District will proceed with the issuance of \$100 million in bonds in early 2016.
- The District's 2014-15 audit has been finalized with no adjustments. There was a single finding at the campuses related to the early implementation of the Veterans' Choice, Access, and Accountability Act (VACA). The error has since been corrected in the District's attendance reporting and no further action is required.

Proposal for Dissemination of District Committee Meeting Materials: As part of the discussion related to Dr. Dana Clahane's proposal for dissemination of District committee meeting materials, Interim Chancellor Williams conducted a short demonstration of the new District website. Features of the new website include a "District Governance" page which will contain information related to all Brown Act meetings, including an archive of meeting dates, agendas, and minutes. After the demonstration, discussion centered on several different notification emails that could be implemented in an attempt to relay meeting materials District-wide. Options noted included: 1) a District-wide email distribution of meeting agenda materials for each meeting; 2) an email distributed at the beginning of the month to all staff listing all meetings with meeting materials included; 3) meeting materials provided electronically to

committee meeting membership only and have them be responsible for distributing the materials to their respective constituencies; and 4) an email distributed by each campus CEO office listing the monthly meeting information and directing individuals to the District website for additional meeting information. Concern was expressed over the deluge of emails and fatigue and indifference that could result if individual emails were distributed for each meeting. It was further noted that an obligation exists requiring the District to make information readily available to the public, and not make them go out and hunt the information down.

Interim Chancellor Williams concluded the discussion by stating that the agenda meeting materials would continue to be distributed electronically to committee members only. Once the new District website is fully functioning, the District would also adopt the practice of sending a District-wide monthly, informational email containing all Brown Act meetings dates and a link to the District governance website page where further information may be found. The email will be distributed via the respective campus CEO office.

Fullerton College Carebank: Kassandra Flores, representing the Fullerton College Associated Students, shared with the DCC that the Fullerton College Carebank would stay afloat due to funding provided by the Associated Students, and next semester would find efficient methods to share information in order to solicit donations. While the District cannot fund the Carebank due to gift of public fund concerns, there might be potential to work through SSSP and equity funds at the State level. Other suggestions offered included making textbooks available at the library for students use and exploring a bus pass program with the Orange County Transportation Authority (OCTA) to make bus passes available to all students.

Instructional Technology Standards for Classroom Multimedia Standards: Deborah Ludford, District Director of Information Services, presented the “NOCCCD Instructional Technology Standards for Classroom Multimedia Systems” for approval. The document was approved by the Technology Coordinating Council, during its annual review, with the following changes: inclusion of a control mechanism to allow tablet/laptop connection; a noted preference for white board mounted projection equipment; inclusion of projection equipment with wireless connectivity; updates to reflect newer technologies by replacing “DVD/VCR” with “digital media”; and adding the requirement for 508 compliance in the use of digital media. It was noted that these minimum standards would be incorporated as classrooms are renovated. Slight concern was expressed over screen types, sound systems, and computers. This item will return for a second reading at the January 2016 meeting.

Computer Related Equipment Replacement Plan: Deborah Ludford also presented the “Computer Related Equipment Replacement Plan at the North Orange County Community College District” for approval by the DCC. After noting that that the Technology Coordinating Council conducted its annual review of the document, and approved it with no changes, the Computer Related Equipment Replacement Plan was approved.

Mid-term Educational Master Plan Review and Update: Cherry Li-Bugg, Vice Chancellor of Educational Services and Technology, led a review and discussion on the mid-term educational master plan review and update process. The process of the review is designed to better inform budgeting and facilities planning, as well as provide a starting point for the comprehensive review and update of the Comprehensive Master Plan (CMP) in 2018. The campuses will continue to engage in a review of the CMP by reviewing enrollment and student achievement data for every discipline; project growth and changes for every discipline between 2015-2020; and incorporate changes in pedagogical practices and high impact educational practices. Vice Chancellor Bugg

noted that while the majority of the qualitative information related to these items can be found in the program review of the instructional and student support areas, the need for quantitative data is also needed in order to supplement the campuses' efforts in both the mid-term review and educational master plan update. In response to that need, the District has contracted with Cambridge West to conduct an assessment and provide assistance with the research component that is required, but currently unavailable at the district-level. Cambridge West will be able to provide different scenarios related to workforce, student, and demographic data which will ultimately be internally analyzed by stakeholders.

Extended Day Funding Model: Vice Chancellor Li-Bugg also presented for review and discussion the "North Orange County Community College District Extended Day Funding Model." The working document was originally drafted by a workgroup of the Council on Budget and Facilities (CBF), and later revised to incorporate further feedback and input from CBF, the Vice President's Council, and Chancellor's Staff. The version of the Extended Day Funding Model presented was approved by CBF, and seeks to address factors raised by various groups including costs for substitutes, program based funding based on FTES, and differentiated pay rates for adjunct faculty and overload. In the ensuing discussion concern was expressed over the significant negative impact on funding for Cypress College should the model be made retroactive; dissatisfaction with a model that incorporates a deficit; salaries; class size; and implementation dates for the model. It was noted that while the model is flawed and far from perfect, it is a model that the District can live with for now, and discussion will continue in the future in order to continue to improve upon it. Subsequent to the discussion, Interim Chancellor stated that the Extended Day Funding Model would be implemented in the 2016-17 academic year with update figures. (See Addendum for a copy of the Extended Day Funding Model.)

POLICY ITEMS:

Chapter 3: General Institution:

- **Revised AP3515, Reporting of Crimes:** AP3515 was originally presented at the August meeting with revisions to address violent crime, sexual assault, and hate crime reporting requirements for districts that participate in the Cal Grant Program pursuant to Ed. Code and updates to the "Reference" section. This item returned for a fourth reading with the addition of new Section 5.0. Upon discussion on the new language, the body agreed to also include "unless otherwise required by law" to Section 5.2. **This item will return at the January 2016 meeting for further review and consideration.**
- **Revised AP3720, Computer and Electronic Communication Systems:** AP3720 was presented for a first reading with revisions recommended by the District Technology Coordinating Council that include additional language to Section 1.0 and Section 3.1 related to District-operated social media sites and District computers and electronic systems being subject to device location tracking. **There was consensus to approve revised AP3720 and it will now be posted on the District's website.**

OTHER ITEMS:

December 2015 DCC Meeting: The DCC agreed that there was no need for a December meeting. The next meeting of the DCC will take place on January 25, 2016.

ADJOURNMENT: The meeting adjourned at 4:36 p.m.

*****North Orange County Community College District ***
Extended Day Funding Model (FY2015-2016)**

FY 2015/16 FTES Targets

	FC	CC	SCE	Total	
2015-16 FTES Targets	18,976.93	11,660.22	6,047.99	36,685.14	FC 5.16%; CC 2.5%; SCE 1% growth target for a District wide target of 3.6%
FTES Generated by FTF					
Total FTF	316.00	213.00	26.00	555.00	100%
Less: Counselors	(32.00)	(20.00)	(8.00)	(60.00)	-31%
Less: Librarians	(6.00)	(4.00)	-	(10.00)	0%
Add: Teaching Counselors & Librarians	1.98	1.46	-	3.44	
Teaching FTF	279.98	190.46	18.00	488.44	89%
Less: Reassigned Faculty	(15.80)	(10.65)	(1.30)	(27.75)	-5.0%
FTF Generating FTES	264.18	179.81	16.70	460.69	84%
FTES Generated by FTF					
Annual Instructional Hours / FTF					
Credit (30 LHE x 17.5 Hrs/LHE)	525.00	525.00		1,050.00	
Noncredit (173 contract days x 5 hr daily load)			865.00	865.00	
5 Year Avg Class Size	31.90	32.30	25.26		
Class Size Standard - FTF	32.00	32.00	27.00		Class size - colleges: 32.00, SCE: 27.00
FTES Generated per FTF	32.00	32.00	44.49		
FTES Generated by FTF	8,454	5,754	743		
FTES Generated by Adjunct Faculty					
Hours / FTES	525	525	525		
Hours Generated by Adjunct	5,524,664.25	3,100,807.50	2,785,166.25		
Class Size Standard - Adjunct	32.00	32.00	27.00		
Total Adjunct Hours	172,645.76	96,900.23	103,154.31		
Average Adjunct Hourly Rate (Column II, Step 3)	\$ 60.27	\$ 60.27	\$ 50.81		Average of Column II, Step 3 lecture/lab rates divided by 17.5; non-credit rate as posted; overload rate is average of Column III lecture/lab rates. 6%
Adjunct ED	\$ 7,804,020	\$ 4,380,133	\$ 4,979,207		
Average Overload Rate	\$ 62.71	\$ 62.71	\$ 62.71		
Overload ED	\$ 2,706,654	\$ 1,519,153	\$ 323,440		
Total ED (before program based funding)	\$ 10,510,674	\$ 5,899,286	\$ 5,302,647	\$ 21,712,607	Credit colleges: 75/25 between adjunct and overload; SCE: 95% adjunct, 5% overload
	48%	27%	24%		
FTES Rate	\$ 998.81	\$ 998.81	\$ 999.54		

Program Based Funding

Retention rate	83.96	83.40			Proportionate allocation based on FTES for 2015-2016
Completion rate	68.41	67.5			
	52%	32%	16%		
Funding	\$ 1,300,000	\$ 800,000	\$ 400,000	\$ 2,500,000	
Prior year substitute actual	64,973	119,696	73,041		
Net ED - New Model	11,875,646.92	6,818,982.27	5,775,688.08	24,470,317.26	

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 7, 2016
 From: Deborah Ludford
 Re: Agenda Item for District Consultation Council Meeting of January 25, 2016

1. AGENDA ITEM NAME

NOCCCD Instructional Technology Standards for Classroom Multimedia Systems

2. AGENDA ITEM ACTION (Please check one and fill in date, if appropriate.)

Information Only		Second Reading	X
Review/Discussion	X	Action	X
First Reading		Required Decision Date	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: 10 Minutes

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM

The Technology Coordinating Council conducted a review of the document entitled “*NOCCCD Instructional Technology Standards for Classroom Multimedia Systems*” as required annually at the request of the District Consultation Council at its meeting of October 20, 2015. The document was discussed and approved with the following changes:

- Include control mechanisms which allow tablet/laptop connection;
- Note the preference for white board mounted projection equipment;
- Include projection equipment with wireless connectivity;
- Update DVD/VCR to Digital Media to incorporate newer technologies; and
- Add requirement for 508 Compliance in the use of Digital Media.

It was presented to the District Consultation Council at the meeting on November 23, 2015 and the committee requested that this return for a second reading. It is presented today for approval.

5. RECOMMENDATION

The Technology Coordinating Council recommends approval of the document entitled “*Computer Related Equipment Replacement Plan at the North Orange County Community College District*” by the District Consultation Council.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM

Technology Coordinating Council
 District Consultation Council

NOCCCD Instructional Technology Standards for Classroom Multimedia Systems

PURPOSE

The purpose of this standard is to similarly equip classrooms across the district. The reason to do this is to make the systems easy to use and familiar so that faculty can use a variety of classrooms and produce the same quality of experience for the student wherever they instruct. In addition, the maintenance of these systems becomes easier on support staff and less costly to maintain. In this environment, staff and students know what to expect when they enter a classroom.

CLASSROOMS WITH EXISTING MULTIMEDIA SYSTEMS

Classrooms that are already equipped should be upgraded to the most current minimum standards for that piece of equipment as it is replaced.

CLASSROOMS WITHOUT MULTIMEDIA SYSTEMS OR NEW CLASSROOMS

Classrooms that are new or have no multimedia capabilities should be equipped with the most current minimum standards equipment.

MINIMUM STANDARDS

The minimum configuration that should be used for any new systems and the standard to be pursued for any upgrade is as follows:

Control mechanisms (one of the following or both):

- Push button touch screen interface that is clearly labeled as to the function for each button.
- Media switcher that allows for the switching of both video and audio. This device may or may not utilize an integrated amplifier.
- Laptop/~~tablet/mobile~~ connection including network connectivity

Projection equipment:

- ~~White board mounted~~ (preferred) or Ceiling mounted ~~or white board mounted~~ units.
- 3000+ Lumens quality
- 2000:1+ Contrast
- Digital Keystone
- 720p, 1080i, 1080p/60, 576i, 576p
- HDMI 1.3
- 16:9 or 16:10 native resolution
- Remote management
- ~~Wireless connectivity (hardware or software solution)~~

NOCCCD Instructional Technology Standards for Classroom Multimedia Systems

Computer:

- Dual core processor
- 4gb ram
- 512 mb video card capable of 16:9 or/and 16:10 resolution
- DVD and/or Blue Ray player
- Sound card

Digital Media: ~~DVD/VCR~~:

- Encourage the migration from video tape/DVD media to internet enabled delivery where possible.
- Closed caption capabilities are required.
- **508 Compliance**

Document Camera:

- 3 MP sensor
- USB and VGA connectivity
- Serial control
- Remote management

Screen:

- 16:9
- 16:10
- 8' diagonal minimum

Sound System:

- Mounted in ceiling with sound can to reduce in ceiling noise.
- Wall mounted if ceiling option is not possible.

Storage:

- Depending on environment a locking cabinet that permits rear access to devices and has a built in rack for securing equipment.

Management:

- Centralized management capable of tracking lamp and filter hours.
- Notification if a device is powered off or removed from the system,
- Give Media services the ability to remotely power on or off the equipment in the classroom.

REVIEW OF STANDARDS

The Technology Coordinating Council will annually review these standards.

NOCCCD Instructional Technology Standards for Classroom Multimedia Systems

Adopted by Technology Coordinating Council June 19, 2012

Approved by District Consultation Council September 24, 2012

Adopted by Technology Coordinating Council June 18, 2013 with no changes

Approved by District Consultation Council August 26, 2013

Adopted by Technology Coordinating Council June 17, 2014 with no changes

Approved by District Consultation Council September 22, 2014 with no changes

Adopted by Technology Coordinating Council October 20, 2015 with changes

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 7, 2016

From: Deborah Ludford

Re: Agenda Item for District Consultation Council Meeting of January 25, 2016

1. AGENDA ITEM NAME

Social Media Guidelines

2. AGENDA ITEM ACTION (Please check one and fill in date, if appropriate.)

Information Only		Second Reading	
Review/Discussion	X	Action	X
First Reading	X	Required Decision Date	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM

The *Social Media Guidelines* were last approved at the District Consultation Council on November 23, 2014. District Consultation Council has asked the Technology Coordinating Council to review all guidelines and standards documents that are created by the Technology Coordinating Council on a regular basis for currency and appropriateness. The Technology Coordinating Council reviewed the *Social Media Guidelines* at its meeting of December 15, 2015 and reaffirmed the guidelines with no changes.

5. RECOMMENDATION

The Technology Coordinating Council recommends reaffirmation of the Social Media Guidelines as presented.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM

Technology Coordinating Council



North Orange County Community College District (NOCCCD) Social Media Guidelines

PURPOSE

Social Media is a communication tool allowing for interaction between the District/colleges and the greater community, including, but not limited to: prospective and current students, district residents, college alumni, faculty, staff, and administrators. It is also a method of branding the District/colleges and educating students, potential students, staff and the community about who we are. The use of social media is used to promote the mission of the District and the colleges.

GUIDELINES

The NOCCCD supports and encourages the use of social media by the campus community. Users should remember that all information posted on a social media site belonging to an organization sanctioned by NOCCCD (department, program, club, etc.) must be in compliance with the *NOCCCD Social Media Guidelines*, District Board Policy & Administrative Procedures, and federal and state regulations. Faculty and staff are encouraged to determine what social media and blogging are appropriate for their courses in relation to the curriculum. However the District assumes no liability for use of social media sites and blogging with students other than through NOCCCD sanctioned sites (department, program, club, etc.).

The District/colleges reserve the right to determine if content posted to sanctioned social media sites conforms with District/college guidelines. Social media sites incorporated and used in conjunction with regular instructional activities are not subject to these guidelines. Every effort will be made to delete user-posted content deemed inappropriate, including:

- Posts in violation of Federal, State or local laws
- Posts in violation of the NOCCCD Board Policies and/or Administrative Procedures
- Libelous, slanderous, or defamatory comments
- Vulgar, racist, sexist, or ethnic slurs
- Comments pertaining to violence
- Sexual harassment
- Personal attacks
- Obscenities
- Plagiarized material
- Private information published without consent
- Commercials, soliciting for personal gain or profit, or spam
- Comments that suggest or encourage illegal activity
- Posts that infringe on copyrights or trademarks
- Incorrect information
- Photographs or videos with sexual content

Content must also adhere to any proprietary “code of conduct” or “terms of use” stated by the hosting social media platform.

RESPONSIBILITY

The Public Relations/Governmental Affairs Office at the NOCCCD and the Office of Campus Communications at Cypress College, Fullerton College and the School of Continuing Education are responsible for creating, managing and removing content from any of the social media sites. These offices are also responsible for monitoring postings, and taking appropriate action when necessary.

NOCCCD employees are encouraged, but not obligated, to participate in institutional social media forums. If an employee notices a post that he/she deems incorrect or inappropriate (as outlined by the *Social Media Guidelines*), contact the Public Affairs Office at the District or the appropriate Public Information Office at the campus for appropriate action.

MONITORING

The online presences may be checked by the Public Affairs and/or Public Information Offices for inappropriate content, misuse, questions, concerns, abuse of the page, or spamming. NOCCCD cannot guarantee that inappropriate content will not be posted but will attempt to remove it once discovered and/or reported.

Each social presence shall list a way for users to contact the administrator of each page.

CONDUCT

Acceptable online participant conduct is similar to that of the conduct expected in the classroom or on the campus. Therefore, the following is expected of the online community that belongs to each of NOCCCD's online presences:

- Respectful behavior: treating everyone with civility, courtesy, tolerance and acceptance, and recognizing the worth, dignity, and unique characteristics of each individual.
- Accountability: Taking personal responsibility for one's own online actions and decisions. Fair and just actions utilizing equitable processes in decision making.
- Compassion: caring for others, both within and apart from the online NOCCCD community. Providing services to others in a manner that reflects our commitment to them and to their well-being.

CONTENT

Social media is meant to provide the followers with information regarding the District/college, engage the users in conversation and serve as a place where followers can communicate among each other and with the District/college informally.

The administrators of the media are to create a persona that will serve as the voice of the institution. This voice is to be consistent, subjective, understanding and personable.

Approved by Technical Advisory Committee, May 17, 2011

Reviewed by Chancellor's Staff, June 7, 2011

Approved by Chancellor's Cabinet/District Planning Council, September 26, 2011

Approved by Technology Coordinating Council, August 20, 2013

Approved by District Consultation Council, September 23, 2013

Approved by Technology Coordinating Council, October 28, 2014

Approved by District Consultation Council, November 24, 2014

Approved by Technology Coordinating Council, December 15, 2015

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 7, 2016

From: Deborah Ludford

Re: Agenda Item for District Consultation Council Meeting of January 25, 2016

1. AGENDA ITEM NAME

Network Design Concept White Paper

2. AGENDA ITEM ACTION (Please check one and fill in date, if appropriate.)

Information Only	X	Second Reading	
Review/Discussion	X	Action	
First Reading		Required Decision Date	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 Minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM

Our current network was put in place in 1999. The equipment used to run our network is currently at end-of-life and will need to be replaced by 2017. The network has become a necessary utility to provide services for instruction, learning, and the business functions of the District. Technology over the last 15+ years has also changed tremendously. At this time, when the network will need to be upgraded and there are many new types of network technologies available it is appropriate to investigate all possible options to refresh the network.

Attached is a white paper designed to frame the investigation of network refresh alternatives. This paper was prepared by Information Services staff, reviewed by Chancellor's staff and unanimously approved by the Technology Coordinating Council as a framework to move forward. This item is presented to the District Consultation Council as information.

5. RECOMMENDATION

The Technology Coordinating Council presents for information the document entitled "*Network Design Concept*" which will serve as the framework for the investigation of alternatives for a refresh of the NOCCCD network.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM

District Technology Roundtable
Chancellor's Staff
Technology Coordinating Council

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

Network Design Concept

Prepared by Tom Wallace and Boaz Carmi September 2015

Reviewed by Chancellor's Staff November 2015

Approved by Technology Coordinating Council December 15, 2015

Background and Purpose

It was 1998 when the District stood at a crossroad of technology, contemplating whether to upgrade the legacy system in order to maintain our then current Enterprise Resource Planning system (ERP) or to move to a new technology and a new ERP. Choosing to leave the old system behind, the District discovered that the implementation of Banner, along with the required technology to support it, opened a new world of services to students, faculty, and staff. Today these technologies, including access to the internet, server farms, wireless networks, and online registration are services we take for granted. The crossroad we now face is whether to upgrade our legacy network equipment and maintain our older environment or to redesign the network to meet current and future needs including cloud and mobile computing. It is time to once again to leave the legacy behind and move ahead toward a new world.

In 1998 the District embarked on the journey to develop an implementation plan for a completely redesigned district-wide network. The primary objective of this network was to provide access for students, faculty, and staff to timely and accurate information using state-of-the-art information systems. As the new network project was in progress, the Banner ERP system was also being implemented. There were two major phases to the project: 1) install a Telecommunication Infrastructure consisting of inter- and intra-building cabling at each campus and Wide-Area Network links for inter-campus communication and 2) implement a Logical Network consisting of network equipment and network configurations which provide the communication flow for data, voice, and video. It was the objective of the project to create three separate campus networks—one for Cypress College, one for Fullerton College, and one for the District offices—that would perform as one network when needed. For purposes of being concise in this document, this will be called the “three-as-one” design. As the Logical Design was developed, there were six goals set for the new network: Reliability, Supportability, Open Architecture, Upgradeability, Security, and Configuration Management. The new network infrastructure was fully implemented in 2001. These six goals remain relevant in our current environment and, therefore, will serve as the basis for this concept paper.

Since that time, the network has become a necessary utility to provide services for instruction, learning, and the business functions of the district. Students and staff take network connectivity for granted just as they do with electricity and running water. When the network stops working, so does the mission critical work of our institutions. In his EDUCAUSE Review article on IT infrastructure projects, Jerrold Grochow (2015) states that “critical infrastructure refers to those infrastructure assets critical to the functioning of society. While this traditionally has referred to infrastructure dealing with necessities such as the water supply, electricity, transportation, and food supply, the federal government now includes information technology in critical infrastructure, both in terms of the organizations that supply IT and the organizations that use IT” (p. 2). The utility of the network has now moved beyond an *expectation* to an *assumption*.

Although the network has performed well and met the original objectives, it is time to reassess its functionality for the future. There are several factors that are driving this reassessment and it is the purpose of this concept paper to present these factors and to recommend a framework for developing a new network design. It is not the intent of this paper to advocate for immediate implementation of all the functionality

described, but to design a network environment that can be adapted as these future functionalities become necessities.

Factors Driving a New Design

There are three primary motivators for reassessing and redesigning our current network:

1. *Replacing core switches.* The network core switches at each of the campuses will reach end-of-support in December 2017. These switches have been upgraded several times over the past 15 years and there is no longer an upgrade path; these switches must be replaced in order to continue vendor maintenance support and to receive critical software updates.
2. *Providing a more responsive support structure.* Currently each campus network is managed separately and when multi-campus network issues have occurred, there is often two different approaches and no central coordination to resolving the issue which have resulted in delays to finding a solution.
3. *Preparing for cloud computing.* Over the past few years, there has been an increasing prevalence of cloud computing solutions. A network redesign can take advantage of cloud technologies that we have already implemented and apply them to a district-wide private-cloud design. Additionally, public-cloud computing offers many options for us and the network redesign will optimize the network to take advantage of these offerings.

Another factor influencing the concept of a network redesign is the District Technology Roundtable's (DTR) and Technology Coordinating Council (TCC) discussion of technology projects that could be funded by the bond issue Measure J. In concept, it

"The most effective IT architecture is one that works for the whole enterprise, rather than being a glove-fit for several individual areas" (Grajek, 2015, p. 36).

was agreed that major network projects such as upgrading the wireless network, expanding the use of Voice over IP (VoIP), and replacing the network core switches should be joint projects with central coordination from Information Services.

It is the contention of this paper that in order to provide a network that serves as a utility throughout the whole district, there is a need to move beyond just replacing old equipment. The purpose of this paper is to present a framework for redesigning our network based on assessing current technologies in light of our original six goals.

Goal 1: Reliability now requires Redundancy

The *Reliability* goal states, "The design is to include redundant paths for major routes, service contracts for equipment or services that the district cannot provide ourselves and high quality components. The District will need to provide 7 day by 24 hour reliability." This remains a high priority goal for the new network. However, without *redundant* systems it is impossible to provide this 7x24 reliability for 365 days a year. There are two areas where redundancy can provide benefit for our district: *System Maintenance* and *Disaster Preparedness*.

System maintenance: There is a need to perform system maintenance and without full redundancy, systems must be taken off line. For example, Information Services performs major server maintenance twice a year which requires us to shut down essential services including Banner, Degreeworks, and myGateway. Although downtime can never be totally eliminated, this major server maintenance could be accomplished without interruption to services if full redundancy between campuses is provided.

Disaster Preparedness: A catastrophic event at one of our campus data centers, such as a long-term power outage, flood, or earthquake, could shut down access to critical systems. By providing redundancy between campuses for critical servers, these systems could continue to function from another campus. Although this doesn't address all disaster preparedness issues, it can be an effective solution for disasters local to a campus.

The new network design should allow for virtual servers to move between data centers at two different campuses. The current limiting factors that prevent this from happening today include the three-as-one network design, some unimplemented features of the VMware software, and the readiness of some applications. A major limiting factor is that Banner currently runs in an HP-UX environment and cannot be run in VMware. However, work has begun to move Banner to a new operating system environment which will allow it to run on VMware. By working together, the three campuses can provide the redundancy needed.

We also need to consider *Software Defined Networking (SDN)* in our network design. "Gartner defines SDN as a new approach to designing, building and operating networks that support business agility" (Lerner, 2014, p. 7). There are few standards for SDN and vendors are producing their own implementations of it. As the network design is in process, it is important that we question network equipment vendors about their SDN solutions, consider what it can do for us, where it can be implemented, and assure that our design takes SDN into consideration for future implementation.

Goal 2: Supportability now requires Responsive Support

The *Supportability* goal states, "The design is to provide functionality for failure isolation, rapid repair, hot swappable components, and automated paging for failures." Although this remains as an important goal, there is a need to elevate this goal from its reactive posture to a proactive one. Responsive support means that when there is a network problem, the support team takes a unified approach to resolving the issue. The network redesign should address this issue through the selection of new *Network Core Switches* and a reassessment of our *Network Support Structure*.

Network Core Switches: At the headend of the network at each campus, connecting the campus backbone to the wide area network, is a high capacity switch called the core switch. These devices have been upgraded several times over the past 15 years and now need to be replaced since they will reach end-of-support in December 2017. Since replacement of these switches is a major investment and undertaking, this is a good time to reassess the core of our network design and develop a configuration that will allow us to grow our network for the future.

Network Support Structure: The utility of the network requires not only that the network is supportable, but that the support team is responsive. Susan Grajek (2015), in her article *Top 10 IT Issues 2015 - Inflection Point*, states that "centralizing and standardizing further simplifies the ability to respond quickly to changes." The current network was implemented with each campus core switch configuration invisible to the other campuses. The purpose of this design was to allow each campus to maintain their own network to meet site-specific needs. However, it was also the intention of the three-as-one design that the separate campus support groups work together when issues spanned campuses. One problem that has resulted from this segmented design is the different devices, configurations, and methodologies that have been implemented without regard to how these changes affect the other campuses. The new network design should allow visibility to all network staff from all campuses. A new cooperative network support structure would need to be established; support staff from all campuses would work as a single team to support the network and coordination could be centrally coordinated by Information Services. In this way, when network issues occur,

there would be a single and coordinated approach to resolving the problem, improving the responsiveness of the team.

Goal 3: Open Architecture now requires embracing Mobile Computing

The *Open Architecture* goal states, “To avoid the constraints and problems of proprietary components, the design is to be an open architecture. The district wants to be able to provide logically independent services, provide standardized functionality to all locations in the District, and provide any service from any location if properly authorized.” Mobile computing has taken open architecture to a new level. Students and staff now bring their own devices—of various makes and operating systems—and use them for personal, instructional, and business purposes. Where once network design was based on meeting the business needs of the organization, now the consumers are defining the parameters for our network. In his EDUCAUSE Review article, Confalonieri (2015) states, “now a core part of our lives, technology blurs the previously well-defined borders between different aspects of our days and shifts power from organizations to individuals” (p. 1). The new network needs to address the mobile needs of our students, faculty, and staff by providing uniform access across campuses, in all classrooms, conference rooms, and offices. Having a unified, single sign on process for those who traverse campuses is essential to providing the open access that is assumed to be readily available.

Goal 4: Upgradeability now requires Increased Bandwidth

The *Upgradeability* goal states, “The design is to be scalable. As technology changes and as the use of technology increases, the district needs the availability of easy upgrade paths. The Infrastructure design must provide the ability to upgrade both technology and performance without significant network outages.” Upgradeability can take new forms in today’s computing environment. In addition to procuring more

“Mobile devices and cloud computing as well as video viewing may drive network requirements to new and unseen levels” (Delcroix, 2013, p. 3)

powerful servers and storage devices, which require increased bandwidth in order to fully utilize their power, upgradeability can be achieved by sharing resources between servers, even between the campus data center and cloud provider. As mobile device users and cloud computing demand increased services, there is a corresponding demand for increased bandwidth. A significant step in this direction was taken when the CENIC fiber ring was implemented by Information Services for our three

campuses. Bandwidth was increased to gigabit speeds for our internet and internal networks. The new network design must provide for the increasing bandwidth needs in order for the network to continue to be upgradeable.

Goal 5: Security must now address Cloud Computing

The *Security* goal states: “Security is a critical component of the Infrastructure. Over the same logical and physical network, the district will have Student, Faculty and Staff accessing academic resources, student services, administrative information, and electronic communication internal and external to the network. The district needs the ability to authorize and provide any service from any location, security levels must be appropriate for the service or function being accessed, and information exchange between services provided over the Infrastructure must be secure.” Security is a critical and essential part of the new network design and must address the new challenges, threats, and regulations facing us today.

Cloud Computing: Cloud computing is now becoming part of the daily activity of our technology groups and is changing how security is addressed in a network environment. New requests for external cloud applications such as the Applicant Tracking System, SmartThinking, and Comevo require high levels of scrutiny to assure the security of the stored data. Users of external cloud services require authorization from within the district network; securing access to this authorization is crucial. Gartner states that “increasingly, enterprises are seeking to optimize the placement of IT services across public cloud and on-premises private clouds” (Scott, 2015, p. 1). The district’s approach to incorporating cloud computing into our enterprise system must be intentional and guided. Vendors are going directly to end-users with their cloud solutions, so there is a great need for Information Services to provide guidance for the security of our data and for integration with Banner. Internal private cloud services providing the redundancy detailed in Goal 1 above require new approaches to network security; the new network design needs to accommodate the security requirements of cloud computing.

Other challenges: In addition, there needs to be a fresh look at how network security is provided. Regulations such as the Payment Card Industry Data Security Standards (PCI DSS), Family Educational Rights and Privacy Act (FERPA), and various confidential information regulations are moving targets and require security staff to be involved in the network redesign project. Some of the old security methodologies, such as firewalls and DMZs, are no longer effective in their traditional forms. Although not a single solution for all security risks, a next-generation firewall should be considered in the new design.

Goal 6: Configuration Management now requires Cooperative Support

The *Configuration Management* goal states: “The design is to include the necessary components to properly manage the Infrastructure. The district must be able to isolate traffic to appropriate domains. Real-time information on network components must be available. Automated network performance measurement and reporting must be available. In addition, network management procedures must be uniform across network components.” This is still an important goal, but we must add another component to it: cooperative support. The new network design approach needs to move us from a “three-as-one” network to a “one-as-three” network, one network across three campuses that will meet the needs of the individual campuses. This requires a significant change in how our network support works presently; it is necessary in order to move us to a cooperative support model. A key component of this design is to put together the team which will support the network. It requires someone to centrally coordinate the team for issues that cross campus boundaries. It requires maintaining a change log so that all changes can be tracked. It requires resourcing the network support team by providing new management tools and providing training where necessary. Most of all, it requires all network support staff to work together as a team, keeping in mind that ultimately we exist to support our students all across our district.

A large-scale example of this is the district’s internet service provider, CENIC (Corporation for Education Network Initiatives in California). CENIC provides a centrally coordinated state-wide network that serves the needs of diverse institutions including the California K-12 system, California Community Colleges, the California State University system, California’s Public Libraries, the University of California system, Stanford, Caltech, and USC. Each of these institutions is represented on a technical advisory committee in order to address the needs of each institution. A similar cooperative concept could be used within our district to form a Steering Team for addressing the network needs of each of our campuses.

Next Steps:

The following is a list the major project phases that need to take place in order to properly design and implement a new network. It is recommended that a consultant be considered for running each of these

phases; an outside consultant can draw from experiences with other institutions of similar size and structure. ACT and IS staff need to be intimately involved in the development of each of these phases for three reasons: 1) the input they provide will be invaluable to the process, 2) our staff will gain a great deal of understanding throughout the process, and 3) this will help to build the teamwork necessary to support the new network. The following phases are essential to a successful project:

1. *Network assessment.* This phase will evaluate the current district-wide network to obtain an understanding of the infrastructure, hardware, software, configurations, topologies, tools, and support practices. The outcome of this phase should be a document that will form a basis for the network design phase. (Estimated cost: 100K)

2. *Network design.* This phase will evaluate the current and anticipated networking needs of our institutions, evaluate current technology trends, and determine what equipment and telecommunication infrastructure need to be upgraded. The outcome of this phase is to provide a recommended network design document based on those findings including functionality-based specifications for equipment, tools, training, needed services, and a cost estimate for allocating funding. It should also provide guidelines for creating and maintaining the team-based support structure. (Estimated cost: 300K)

3. *Procurement.* This phase will determine the best process for competitively bidding the equipment and services, selecting a vendor to provide the needed implementation services, and selecting and procuring equipment, tools, and training. (Estimated cost: 100K)

4. *Implementation.* This phase will include developing a plan, executing the plan, and testing/verifying that the network is functioning as designed. The outcomes will include: a) forming the implementation and network support teams, b) creating an implementation project plan, c) scheduling the delivery and installation of equipment, d) installing the equipment, e) testing and verifying the installed infrastructure, and f) completing the training and knowledge exchange. (Estimated cost: 23,300K)

Conclusion – A New Network Design

Having achieved over fifteen years of service from our network without a major replacement of equipment, it is time to develop a plan for the next 15+ years. The six goals set during the first design continue to be valid and appropriate for our new network. But changes in technology demand new approaches to how we address the network's reliability, supportability, open architecture, upgradeability, security, and configuration management. It would be a mistake to limit the scope of this project to a network refresh and only replace aging equipment. The proper approach is to develop a new design to meet the needs of the future by escalating the project scope to also address redundancy, responsive support, mobile computing, increased bandwidth, cloud computing, and cooperative management.

“Digital transformation must be understood as the journey to acquiring digital maturity and not just a technology modernization initiative” (Confalonieri, 2015, p. 3)

Key to the redesign is the development of a new network support structure. Future functionality of the network requires cooperation and coordination between all three campuses. The concept of forming a support team from staff members across our campuses is a concept whose time has come.

Attachments 1 and 2 are graphical models of our current and new network design concept.

REFERENCES and RESOURCES

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2015 North Orange County Community College District Administrative Reviews:

- Educational Services and Technology
- Human Resources
- Printing and Design

Cypress College Strategic Plan 2014-2017

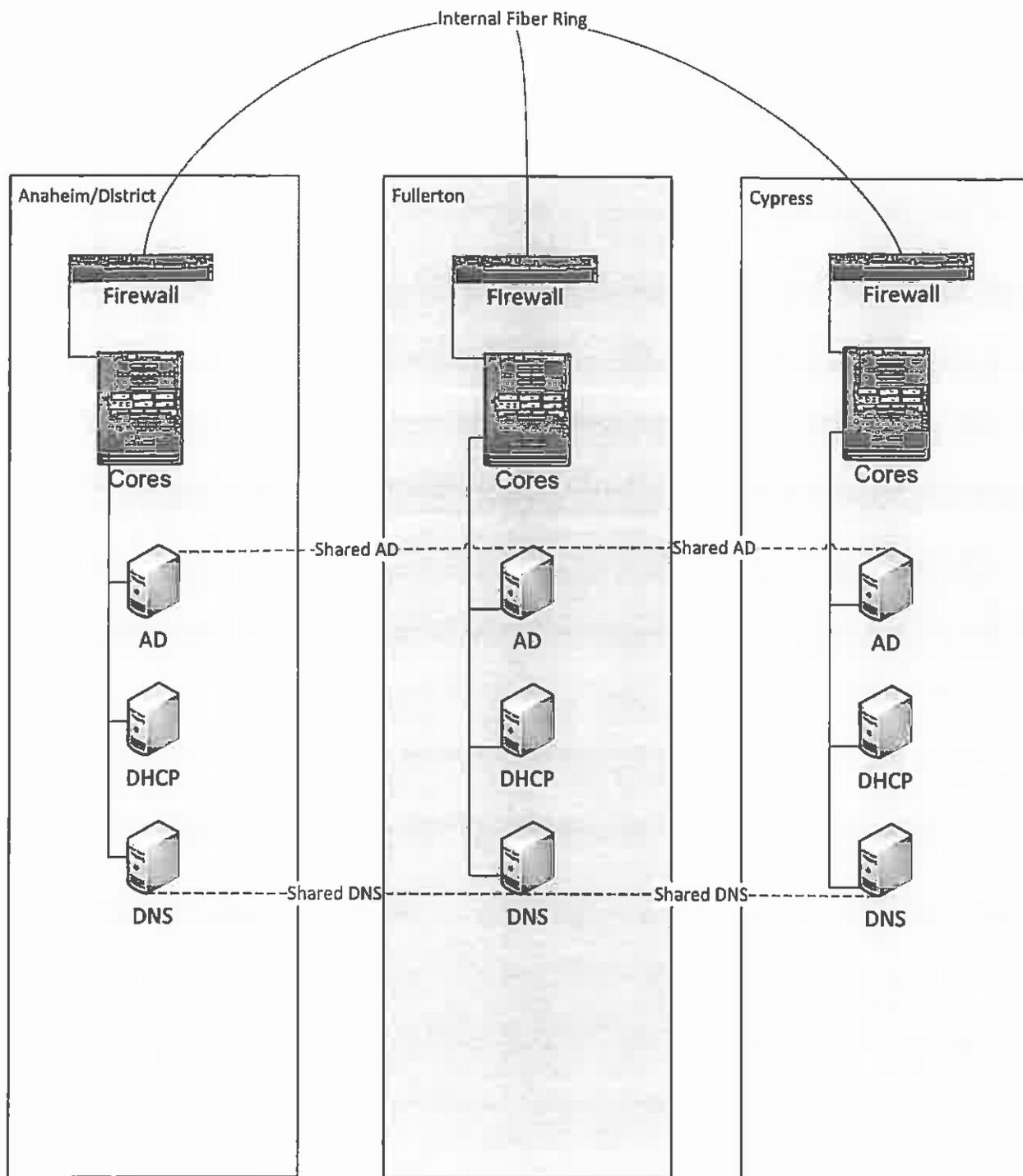
Fullerton College Strategic Plan 2013-2015

Information Services Technology Plan 2011-2015

NOCCCD District-wide Strategic Plan 2014-2017

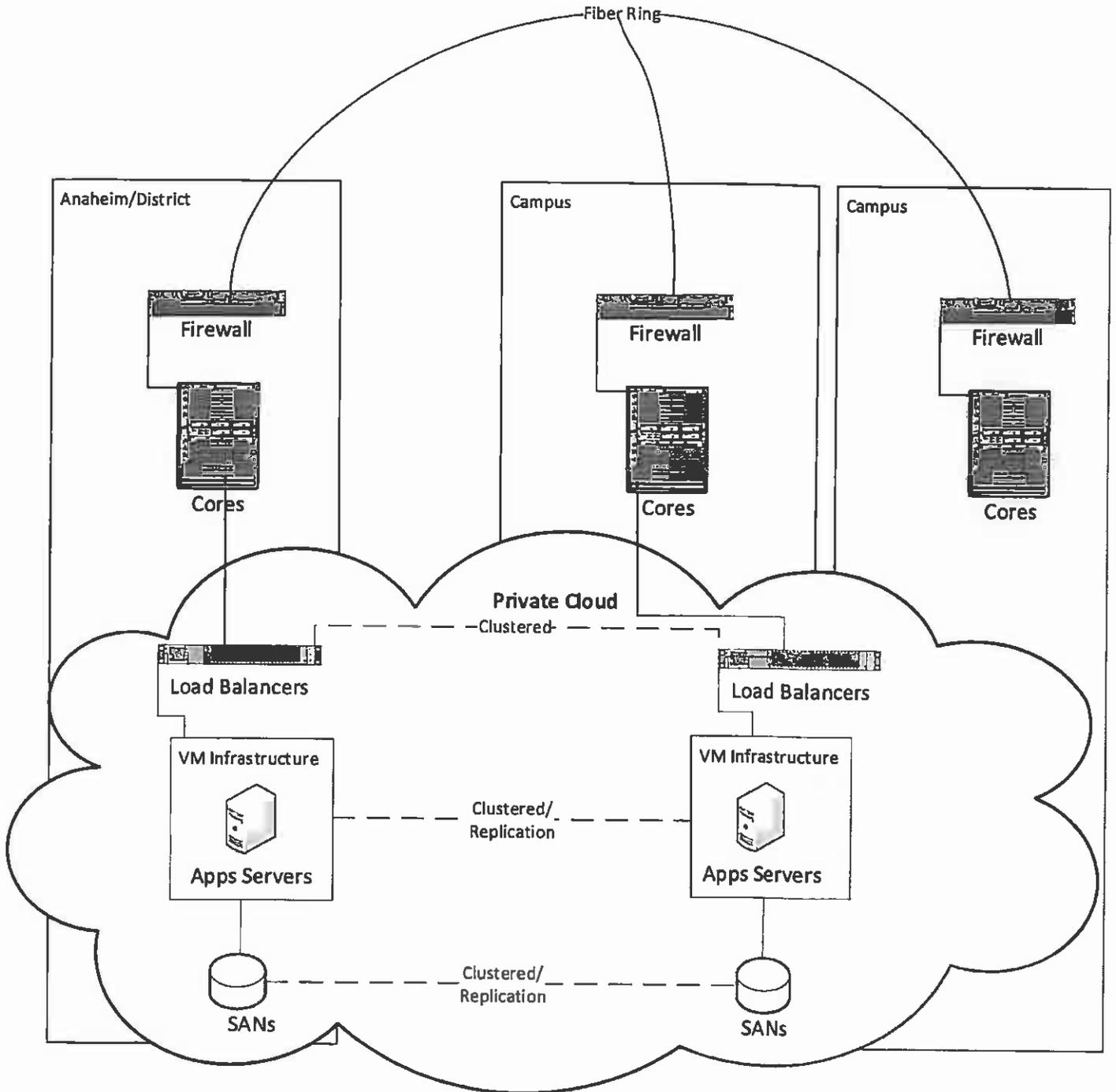
*All connections 1G unless
otherwise specified

Attachment 1 - Current Network Services Environment



*All connections 1G unless
otherwise specified

*Unfinished Draft



DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 12, 2016

From: Fred Williams

Re: Agenda Item for District Consultation Council Meeting of January 25, 2016

1. AGENDA ITEM NAME

**Chapter 3, General Institution
Revised AP3515, Reporting of Crimes**

2. AGENDA ITEM ACTION (Please check one and fill in date, if appropriate.)

Information Only		Fifth Reading	X
Review/Discussion		Action	X
First Reading		Required Decision Date	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: 10 minutes

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Revised AP3515, Reporting of Crimes: New section 5.0 was added to address violent crime, sexual assault, and hate crime reporting requirements for districts that participate in the Cal Grant Program pursuant to Ed Codes and the "Reference" section was updated.

5. RECOMMENDATION: **It is recommended that upon DCC consensus, that revised AP3515 be posted on the District's website where it will be accessible by students, staff, and the general public.**

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM
CCLC Update #25 and Chancellor's Staff

AP 3515 Reporting of Crimes

Reference:

Penal Code Section 245;
Education Code Section 212; 87014, [67383](#);
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998;
20 U.S.C. 1232g; 34 C.F.R. 99.31 (a) (13), (14);
Campus Security Act of 1990

- 1.0 Whenever any employee of the District is attacked, assaulted or menaced, the employee shall promptly report the attack or assault to the Office of Campus Safety. Any employee so assaulted or attacked shall notify his or her supervisor as soon as practical after the incident.
- 2.0 The supervisor of any employee who is attacked, assaulted or menaced shall assist the employee to promptly report the attack or assault to the Office of Campus Safety. The supervisor himself or herself shall make the report if the employee is unable or unwilling to do so.
- 3.0 Each campus shall annually collect and distribute statistics concerning crimes on campus. An annual security report that includes crime statistics identified by the Campus Security Act of 1990, statements about campus law enforcement policies, campus security education and prevention programs, alcohol and drug policies, sexual assault education and prevention programs, procedures for reporting sexual assaults, and procedures explaining how sexual assaults will be handled shall be published and made available to students, employees, and applicants for enrollment or employment. All college staff with significant responsibility for student and campus activities shall report crimes about which they receive information.
- 4.0 Each campus shall publish timely warnings to the campus community about crimes that are considered to represent a continuing threat to other students and employees. The information shall be disseminated by the Office of Campus Safety in a manner that aids the prevention of similar crimes.

[5.0 Campus Security Authority Promptly Submitting Reports of Certain Crimes to Law Enforcement:](#)

- [5.1 Any Campus Security Authority \(as defined below\) that receives a report of a Part 1 violent crime, sexual assault, or hate crime, committed on or off campus shall immediately, or as soon as practicably possible, forward the report to the appropriate law enforcement agency when the report is made by the victim for purposes of notifying the institution or law enforcement.](#)**
- [5.2 The report identified in section 5.1 above shall be forwarded to the appropriate law enforcement agency without identifying the victim, unless the victim consents to being identified after the victim has been informed of his or her right to have his or her personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall](#)**

AP 3515 Reporting of Crimes

not be identified in the information disclosed to the local law enforcement agency unless otherwise required by law. Because the District does not have a campus law enforcement agency, the report shall be forwarded to the appropriate local law enforcement agency (see definition below).

5.3 Definitions

5.3.1 Campus Security Authority is defined pursuant to 34 CFR § 668.46 as that section existed on May 15, 2014, which is as follows:

Campus security authority:

- (1) A campus police department or a campus security department of an institution.
- (2) Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department under paragraph 1.0 of this definition, such as an individual who is responsible for monitoring entrance into institutional property.
- (3) Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
- (4) An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. If such an official is a pastoral or professional counselor as defined below, the official is not considered a campus security authority when acting as a pastoral or professional counselor.

5.3.2 "Hate Crime" means any offense as described in Section 422.55 of the Penal Code.

5.3.3 "Local law enforcement agency" means a city or county law enforcement agency with operational responsibilities for police services in the community in which a campus is located.

5.3.4 "On or off campus" means the campus and any noncampus building or property as defined in Section 668.46 of Title 34 of the Code of Federal Regulations, as that section existed on May 15, 2014, which is as follows:

Noncampus building or property:

AP 3515 Reporting of Crimes

(1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or

(2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

5.3.5 "Part 1 violent crime" means willful homicide, forcible rape, robbery, or aggravated assault, as defined in the Uniform Crime Reporting Handbook of the Federal Bureau of Investigation.

5.3.6 "Sexual assault" includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or the threat of any of these.

5.4 The requirements of section 5.0 shall not constitute a waiver of, or exception to, any law providing for the confidentiality of information.

Date of Adoption: March 23, 2004

Date of Last Revision: June 1, 2004

Presented to DCC 10/26/15 (with changes)