

Additional Information
November 28, 2017 Board Meeting

The following additional information was provided regarding the November 28 Board meeting agenda:

Item 3.a, Office Depot Contract:

1. These piggyback contracts are used frequently. Do we ever check whether we're really getting a better price for an item with the contract than if we negotiated it ourselves (e.g., do we price an item as if we're going to place our own order, then compare the price to the contract price)? **The FCCC contract was competitively bid by many vendors and Office Depot was awarded based on pricing and service. However, when bulk or specialty purchases were requested from the departments, the buyers would request quotes from a few vendors and Office Depot always came in the lowest from paper clips to toner cartridges to name a few.**

Item 3.b, Award Bid for Anaheim Tower 7th and 10th Floor Improvements:

1. The 10th floor was partially built out with the expectation the rest of the build-out would be done later. Why are the existing improvements being demolished rather than being incorporated in the new improvements? **The 10th floor partial build out was a tenant improvement project for Summit Career College and was originally built to house dental, medical, and jewelry making classes and offices. In recent years, the NOCE ESL department has used the space for offices and book storage without any modifications. The proposed use of the entire 10th floor will require some partition and ceiling demolition to accommodate the needs of the Vice Chancellor, Educational Services & Technology, staff offices, and shared use space for the Educational Services & Technology department and District Staff Development. Existing utilities and restroom improvements on the 10th floor will be protected in place and receive only upgrades for code compliance.**

2. When did Fullerton College do the La Habra Swing Space Project? **The Fullerton College La Habra Swing Space Project was constructed in 2010.**

3. Is there a limit on the amount of projects a contractor can have? **No, there is no limit. The contractors still must participate in competitive bidding.**

4. Question regarding funding. Is the "partly" meant to indicate that funds from both Measures J and X will be used, or other funds from another source will also be used? **We plan to spend the remaining Measure X funds with the balance (if needed) coming from Measure J funds.**

Item 3.c, DSA Inspection Services for Anaheim Tower 7th and 10th Floor Improvements Project:

1. Is it a common practice to do daily full-time inspections and part-time inspections during preconstruction and close out? **Yes. The inspector will be needed full-time on the project during the major construction phases that require constant oversight inspection and documentation. Part-time inspection will activate during the start-up (preconstruction) and close-out of the project when minimal amount of construction work is performed and less oversight needed.**

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Item 3.e, Tableau Software, Inc. Server Perpetual License Acquisition:

1. This appears to recommend authorization for a perpetually renewing maintenance contract. Is that true? If so, why not include a time limit that would force the contract to be re-evaluated? **Yes, this is a purchase with an upfront licensing cost and an annual maintenance renewal cost. Education Code section 81644 requires re-evaluation of contracts every five years. It is our practice when billed for annual maintenance to make sure that the user is satisfied and the system is still effective for our use. The risk of re-negotiation of the contract more frequently is that costs could increase at the time of re-negotiation because the contract is open for the vendor to change terms and conditions as well. Since this contract is front-loaded with one-time costs the longer the product is used the more cost effective it becomes.**
2. Whether or not there is a contract expiration date, how and when will the District evaluate the contract terms, the possible advisability of replacement software, etc.? **As previously stated, the purchase will be reviewed annually to make sure the product is still meeting District needs and is the best solution available at the time of renewal. The District has the option to not renew the annual maintenance but will always maintain ownership of the licenses purchased. The District has made it a practice to purchase annual maintenance for software in use to make sure it remains current and operational.**
3. Under the recommendation it states that the future years annual rate will increase no more than 4%. What is the justification for the 4%? Would it be more prudent to use 4% or the CP Index, whichever is lower? Inflation has not been as high as 4% for a long time. **This is a relatively low maintenance renewal percentage increase for software purchases. This particular vendor has not increased their maintenance renewal by more than 4% over the last 3 years. If the cost increases by more than 4% then re-evaluation will occur. Most software contracts are a much higher increase of 5-10% per year for annual maintenance.**

Item 4.b, Cypress College 2017-18 Professional Development Program:

1. In our negotiated contracts with faculty and CSEA, are any activities required or are all voluntary, or some of each? **The FLEX Day Program activities occur the week of FLEX (prior to Opening Day each semester) and are mandatory. Faculty have a choice in choosing which activity to attend on that mandatory FLEX Day. Professional Development also provides several workshops and activities throughout the year that are voluntary to attend, but do not account for FLEX credit because they don't occur on the mandatory FLEX Day. These workshops are voluntary and faculty may NOT receive FLEX time for these workshops.**
2. In evaluating activities/workshops/conferences, should we ask participants how the adopted strategic directions and the underlying amplifications on page 2 were met, since that is the stated objective? **There is an evaluation requested after each workshop or activity. At the end of the year, all faculty are surveyed for a quality review of all professional development activities to get input on whether or not the workshops offered met expectations, to solicit input for improvement, and recommendations for activities the following year. We have not specifically asked if the strategic directions were met, but could easily add this to our survey for spring.**

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3. Do staff have the opportunity to give input on professional development opportunities? **Yes, the staff development committee consists of all constituent groups and solicit input when determining activities that occur each year. Faculty can also submit proposals for FLEX day activities. The Professional Development committee using the State Guidelines reviews the proposals. In addition, all Classified and faculty have the opportunity to provide suggestions for professional development activities through the Cypress College Professional Development website.**

Item 4.d, Fullerton College Optional Out of the Country Field Trip:

1. What is the minimum number of students needed for the tour to take place? **The minimum number of students needed for this trip to take place is five (5).**
2. Is the assumption correct that meals are extra and paid for out of pocket? **Yes, meals are extra; however, Fashion Perspective Tours does attempt to book lodging that includes breakfast.**
3. Please break down, approximately, the \$3,500 cost as to airfare, hotel, ground transportation, and cost paid to Fashion Perspective Tours. **A detailed breakdown of the cost of \$3,500 from Fashion Perspective Tours has been requested, but it has not been received. The \$3,500 total is a maximum amount to be paid by each student and could be lower depending on the final cost of airfare.**

Item 6.b, Revised Board Policies:

1. Page 6.b.4: The "School of Continuing Education" is still listed in 1.1. **The correction will be addressed during the Board meeting discussion.**
2. Page 6.b.7: Can I have some examples of the "reasonable annual fees for the service" in 4.0? **The District does not have a history of assessing fees for providing the public with agenda information. Board meeting agendas, in their entirety, are available on the District website for public access, so it is not necessary to impose any fee. However, including the language in Section 4.0 allows the District to impose fees for extreme requests in accordance with the California Public Records Act.**
3. Page 6.b.12: In 4.0, it should state "District Office of Public and Governmental Affairs." **The correction will be addressed during the Board meeting discussion.**

Item 6.c, New Board Policy and Administrative Procedure:

1. Page 6.c.2: Section 1.4 could say "Substantially and specifically dangerous to public health or safety." **The Board can consider this language during the Board meeting discussion.**

Fullerton College Institutional Effectiveness Report:

Page 9: Why is there no data available for 2014? **The information provided on this table is from the Career and Technical Education Outcomes Survey. This survey is organized through Santa Rosa Junior College. Prior to 2016 participation was voluntary, and during**

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a personnel transition, Fullerton College missed the opportunity to participate in the survey.

Page 10: What efforts were made to increase the success rate for both the written and practical examination? **The Cosmetology program consists of 5 consecutive levels. Throughout the 5 levels there are checkpoints where students with unsatisfactory grades or progress are routed to support services (study hour, individual tutoring, etc.). Students participate in weekly written exams and practice real-world operations under instructor supervision on a daily basis. Level 5 students participate in weekly Mock Board examinations. Students are encouraged to take practice tests online via Pivot Point. Level 4 and Level 5 students take a field trip to the company that produces their cosmetology kits, where they are provided a practical demonstration in relation to the California Board of Barbering and Cosmetology State Board Examination (licensure). If students have completed their required levels and 1600 hours of practicum, and they are unsuccessful when attempting the State Board Examination of Barbering and Cosmetology, they are encouraged to return to the program and participate in additional Mock Board examinations and written practice examinations. Additionally, students have the option to enroll in an independent study course for further one-on-one guidance. Students are also provided an additional two years of access to the online practice test via Pivot Point.**

Page 22: Why does the College believe there is a decrease in the persistence rate? **While there has been a steady decrease, the decrease has been relatively small in terms of percent change. Nonetheless, improved economic indicators and decreases in unemployment have certainly created a climate where it is appealing for a student to enter into the workforce rather than continue in college. Additionally, the College has a number of courses that provide skills and knowledge that are readily useful and in-demand in the workforce. A data collection tool that is in the implementation phase is a drop survey that will ask students why they are dropping their courses when they drop them in the student registration portal. This information will assist the colleges in identifying why students do not persist.**

Page 22: Why is Pacific Islander not included when this ethnic group has been identified as group that has inequitable outcomes? **The 2015-2017 College Goals were identified prior to the examination of inequitable outcomes of Pacific Islanders that were a result of the Student Equity program from the CCCCO. This information will be incorporated into the new goals process the College will be undertaking in the Spring semester.**

Page 26: There's a typo on the first line: "students with a." What efforts is the College taking to best assist students who are 25 years and older? **Thank you, the correction will be made. The Fullerton College Counseling Department houses a program called Re-entry Connect that is targeted at students over age 24 and students that are married or have children. To provide a smoother transition to college, the program connects students with useful resources on and off campus, and guides students to set and achieve tangible goals.**

Page 30: Typo: "considerable growth" **Thank you, the correction will be made.**

Page 31: When does the College receive information on students transferring to private colleges? **Current year information is usually available in late spring. The CSU and UC**

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data come directly from the main offices for those institutions. The in-state-private/out-of-state (ISP/OOS) data is provided by the California Community College Chancellor's Office. The CCCCO uses data submitted by the ISP/OOS institutions to a 3rd party clearinghouse and match that to data California community colleges submitted to the CCCCO.

Page 86: For Tables 17, 18, and 19, has the college identified businesses/industries with these entities to develop relations and/or opportunities for students to intern/volunteer? **The Fullerton College Career and Life Planning Center and the Division of Business, CIS, and Economic Workforce Development have taken the lead on developing strong ties to our local businesses and providing opportunities for our students to secure internships in growing industries. Additionally, through the CCCCO Strong Workforce Initiative the College and District have identified the need to develop a Center for Academic Internships and a Center for Entrepreneurship. These centers will enhance the opportunities our students have to secure an internship while at Fullerton College or explore entrepreneurship opportunities in burgeoning industries.**

Fullerton College Final Environmental Impact Report: Can someone provide a link or the document in advance of the final EIR? **When the final draft of the Fullerton College Final Environmental Impact Report is completed it will be available online at <http://www.fullcoll.edu/campusprojects/> The final draft is currently being reviewed by staff.**

Cypress College Integrated Plan

Page 2: What percentage of students utilized the electronic Student Educational Plans?

Approximately % of SEPs

Spring 2017 = 36%

Summer 2017 = 93%

Fall 2017 (to date) = 26%

Spring 2017 = 5078

Summer 2017 = 4881

Fall 2017 (to date) = 3740

Page 2: When was the Online Student Success (Probation) implemented? **The Online Student Success workshop was implemented Spring 2017 for students who were on probation for Fall 2016. The number of students who have completed the orientation by semester are as follows:**

Spring 2017 = 260

Summer 2017 = 95

Fall 2017 (to date) = 139

Page 3: Why is outreach to non-English Speaking families and students a priority? What was done prior to 2015 to reach out to this demographic? **A group convened to discuss population groups of students who had non-English speaking families and how we could reach out to these families in an effort to keep them involved with their student's college**

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transition. Initially, the group thought it was a priority, but as time progressed, the need did not seem as great, so we discontinued this outreach, as stated in the IP.

Page 3: What was the retention rate of students participating in the Puente Program? **100%**

Page 4: What did the workload entail for the Lending Libraries? **The Lending Libraries is an “umbrella” which encompasses STEM, EOPS, Guardian Scholars, Health Sciences, Puente, and Legacy. Each Lending Library requires one person to identify eligible students by determining their needs, etc. Then, each participating student must be tracked, a list of needed books for each student is created, and then the person must work with the bookstore to ensure the books are available and sent to the library. At the library, staff must catalog hundreds of books.**

Page 7: How many students participated in the EOPS program? **725 unduplicated students**

Page 9: What is the Equity Ally Project? **The Equity Ally Project is a campus-wide initiative to promote equity-mindedness (Bensimon, Dowd, Harris, 2007) and equitable spaces throughout campus. The project identifies equity “allies” for target populations identified by the CCCCO, such as veterans, LGBTQ, African Americans, Hispanic/Latinos, students with disabilities, etc. These individual allies are recognized by a decal posted on their office door or window that alerts students of this space and person. The decals represent attendance and participation at a specifically-identified training/workshop.**

Page 11, Summer Boost Program: Since the number of participants was small, it would be helpful to know the actual number of participants, in addition to percentages. **70 students participated in the Summer Boost Program last summer.**

It has been shown that students do not, for the most part, opt to volunteer (p. 18 of 22). Yet, those who do make an appreciable difference in completion and other success measures. This is an issue for student success, wise use of resources: personnel and fiscal. Is it within the District's option to required students to participate in certain programs or are we limited to voluntary participation? While the page number refers to Cypress College, this is a question for both Fullerton and Cypress colleges and NOCE. **It is true that students “don’t do optional” so the more we require of them, the better they do. For successful programs such as Legacy, Puente, and, soon, The Pledge, we do require students to do certain things in order to be part of the program; scaling this kind of behavioral motivation is something we are actively trying to do, especially as we move towards the Guided pathways model.**

Attachment #3 - Equity Practitioner Certification Series: When this series is completed in 2018, it would be helpful to have a summary of number of participants, their evaluation of the sessions and how it might be incorporated into new approaches in classroom teaching and operations. **Good idea – we do plan to complete an assessment of this certification program using the information we collect through evaluations, success rates, etc.**

Fullerton College Integrated Plan

Page 1: Are the campuses going to get penalized for submitting the integrated plans past the deadline? **The Integrated Plan will not be submitted late. The State Chancellor’s Office extended the deadline to January 31, 2018.**

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Page 4 (SSSP Goal 3): Are the partnerships with other campus entities in reference to Cypress College? **The partnerships are in reference to Fullerton College campus resources and services. The goal is to incorporate those Fullerton College campus resources into the student orientation; the campus entities mentioned are not in reference to Cypress College.**

Page 6 (Goal 16): What local agencies has the College partnered with? **The Foster Youth Success Initiative (FYSI) conducts outreach activities in the community with local feeder high school districts (Fullerton Joint Union and Anaheim Union), Foster Care Agencies (Orangewood Children's Foundation, Crittenton and Olive Crest, CASA) and Independent Living Programs (ILP) in primarily in Orange and Los Angeles County. FYSI also has a partnership with the Fullerton Assistance League, which provides clothing vouchers for participants of the program. We have a strong relationship with OC United that provides workshops, job training/placement and housing for foster youth. Also, the Region 8 FYSI has a strong relationship among the representatives and we refer students to each other depending on the different life circumstances that may bring the student to another campus. And most recently, there have been meetings with our very own NOCE at the Wilshire site to discuss how we can partner now and in the future.**

Page 11: Why doesn't Goal 2 have anything in regards to SSSP? **Thank you for your observation. SSSP provides funding for counseling services for general counseling as well as a number of special programs: Student Diversity Success Initiative (SDSI), Financial Aid, EOPS, Puente, Cadena Cultural and Transfer Center, the Veterans Resource Center (VRC), CalWorks, Incite (Academic Support for Student Athletes Program). We will incorporate this information into the next draft.**

NOCE Integrated Plan

Page 4: Has the campus reached out to organizations/entities (100 Black Men of Orange County, Black Chamber of Orange County, the Orange County Asian Pacific Islander Community Alliance, etc.) that work closely with African American, Pacific Islander and American/Alaskan Native Students? **NOCE has done some outreach over the past several months – more than in the past, specifically:**

- **Participated in the Multi-Chamber Business Expo and Networking Event sponsored by the Asian American Business Women Association. In addition, they have participated in Hispanic-serving events, veterans resource, and foster youth outreach events.**
- **In their recent equity-sponsored mobile advertising and Facebook advertising, they have included those ethnic demographics as key target groups to reach.**
- **Also, when they promoted their recent Harvest Event, they reached out to multi-ethnic newspapers and media outlets, primarily in the Asian and Spanish-speaking populations.**

Besides the marketing outreach efforts conducted by their Office of Campus Communications, Student Equity has conducted outreach and developed relationships with the United American Indian Association, Southern California Council of Black American Affairs, African American Male Educational Network and Development, and CCEAL (Community College Equity Assessment Lab). Additionally, earlier this year they entered into a partnership with OCAPICA as part of or the English Language Navigator

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grant program. Under this partnership, OCAPICA provides outreach and transportation services to the student wishing to enroll in the NOCE ESL class offered at the Garden Grove One Stop Center.

Cypress College, Fullerton College, and NOCE Integrated Plans

How do you envision all three entities sharing what they have learned as a result of integrated planning in these three areas? **One way for the three entities to share lessons learned in integrated planning is at the integrated Planning Summit, which the District is organizing. This Summit is currently scheduled to occur on March 16, 2018. More information on the Summit will be available closer to the March date.**