

**DISTRICT CONSULTATION COUNCIL**  
**November 27, 2017**

**SUMMARY**

**MEMBERS PRESENT:** Josh Ashenmiller, Dana Clahane, Cathy Dunne, Manjit Grewall, Sharon Kelly, Cherry Li-Bugg, Deborah Ludford, Rod Lusch, Cheryl Marshall, Arturo Ocampo, Valentina Purtell, Irma Ramos, Greg Schulz, JoAnna Schilling, Bryan Seiling, Pete Snyder, Kai Stearns Moore, Ty Volcy, Fred Williams, Marcus Wilson, and Eldon Young.

**VISITORS:** Jeanne Harris Caldwell and David Soto.

Chancellor Cheryl Marshall called the meeting to order at 2:02 p.m.

**CONSENT CALENDAR & SUMMARY**

**Consent Items:** No items were pulled from the consent calendar.

**Summary:** The summary of the October 23, 2017, meeting was approved as submitted.

**STRATEGIC GOALS & PLANNING**

**Anaheim Pledge/Promise Program Status Update:** Chancellor Marshall distributed a document titled, “Anaheim Pledge Implementation Overview” which outlined various topics related to the Pledge, the point person tasked with oversight of that particular aspect, and the target date. Dr. Marshall stated that the handout is a living document that denotes where the District currently is, and that a planning meeting is scheduled for December 1. There was no update on the Promise Program.

**Budget Update:** Vice Chancellor Fred Williams reported that revenues are coming in as projected, including a fairly decent budget, but that more information would be available in January with the release of the Governor’s Proposed Budget. He shared that the Council on Budget and Facilities (CBF) formed a Resource Allocation workgroup that is expected to provide a recommendation to the Chancellor in the Spring, and will form another workgroup tasked with setting guidelines for the hiring of permanent positions with “soft” dollars, and that discussion on the utilization of one-time resources continues in Chancellor’s Staff.

**Subcommittee Report: District Curriculum Coordinating Committee:** Vice Chancellor Cherry Li-Bugg reported that the District Curriculum Coordinating Committee (DCCC) has been busy approving updates related to Six Year Review and CTE curriculum. Dr. Li-Bugg also noted that the committee anticipates campus-level discussions on the consistent application of the Class Size Planning and Resource Document guidelines in order to then bring the discussion to DCCC in late Spring.

**Winter Intersession and Next Steps:** Dr. Marshall distributed a handout, “Possible Outline/Topics/Questions for Winter Intersession Analysis” to the group and led a point by point discussion on the topics which need to be addressed before the District can decide if a Winter Intersession pilot is feasible in 2019. She shared that, due to financial aid, the federal

government requires notification a year in advance and because of that, a decision needs to be made by mid-December. During the discussion it was agreed that a Winter Intersession planning meeting would take place the afternoon of December 18 in order to have a meaningful dialogue on whether or not to offer a pilot intersession.

(See addendum for the “Possible Outline/Topics/Questions for Winter Intersession Analysis.”)

## **OPERATIONAL REVIEW**

**Systems Technology Projects Approval Process:** Deborah Ludford, District Director of Information Services, presented the Systems Technology Projects Approval Process document for approval. The purpose of the document is to provide clarity and transparency regarding the process for approval of systems technology projects across the District, and was vetted by the Technology Coordinating Council (TCC). Once approved the document will be circulated districtwide. During the discussion, there were questions regarding the campus processes, the need for Chancellor’s Staff review, and the need to add clarifying information to the document. **This item will be modified and will return to the January 22 DCC meeting for consideration and approval.**

**IT Governance Structure:** Deborah Ludford presented the IT Governance Structure document for approval which is designed to provide clarity and transparency regarding the decision-making process for technology policy and operations. The chart, revised to be easier to read and understand, was approved by the Technology Coordinating Council (TCC), the Information Services Steering Committee, and the District Technology Roundtable. **There was general consensus to approve the IT Governance Structure document.**

**Cloud Solution Security Measure Guidelines:** By consent vote, the “Cloud Solution Security Measure Guidelines” were adopted for use by all who acquire and/or negotiate for cloud services.

**Technology Coordinating Council Charter and Operating Guidelines:** DCC received the *Technology Coordinating Council Charter and Operating Procedures* as an information item for review. The procedures were revised to include: an update to the IT Governance diagram; change “SCE” to “NOCE”; to incorporate the Decision-making Resource Manual purpose and responsibilities; and to correct broken website links.

## **POLICY**

### **Chapter 4, Academic Affairs**

**Revised AP 4100, Graduation Requirements for Degrees and Certificates:** Josh Ashenmiller, Fullerton College Faculty Senate President, introduced a proposal to amend AP 4100, Graduation Requirements for Degrees and Certificates, in order to allow the Colleges to award a degree or certificate to a student who has met all requirements and consents to the award without the student having to submit a graduation petition.

During the discussion, it was clarified that automatic awarding would not take place; rather, when a student submits a graduation petition for a degree or certificate, they would then receive any other degrees or certificates that they have completed requirements for. Concern was expressed regarding student financial aid eligibility being comprised and suggested language being in

conflict with Title 5. It was requested that this item be referred to the Student Team (via Deborah Ludford) and the Vice Presidents Council (via Cherry Li-Bugg) for their input, and return at a later date.

## **OTHER ITEMS**

**Upcoming Meetings:** The DCC will forgo a December meeting, but will meet on January 22 as scheduled. Chancellor Marshall will distribute an invitation to attend the Winter Intersession planning discussion meeting taking place on December 19.

**ADJOURNMENT:** The meeting adjourned at 3:26 p.m.

## Possible Outline/Topics/Questions for Winter Intersession Analysis

### Rationale, Purpose, Goals

- What are we trying to achieve? Increased FTES, completions, opportunities for transfer students or CSU students, other?
  - 1) Students will be able to take an additional courses and complete their educational plans faster without altering their life schedules (they would have already a Spring class schedule of course work.)
  - 2) Veterans will have access to GI Bill benefits sooner than at the end of January, reducing the break time for their benefits.
  - 3) Increase the number of FTES (probably 1,000 FTES).
- Who is the target audience?
  - 1) The primary target audience is our own students. A FC/CC Winter session would likely overlap with the Winter quarter and/or Spring semester of UC, CSU, and private institutions.
  - 2) Since this Winter session will be part of the Spring semester (part of term), it will not affect our dual enrollment classes at the high schools. We could maintain our dual enrollment offerings as Spring semester courses, following the same scheduling patterns that currently work well.
  - 3) We could target UC/CSU/other CC students who may look for a class or two in Spring. UC/CSU students can get a class at a lower cost; other CC students from areas that do not offer Spring is a potential target.
- How does our work on Guided Pathways support Winter Intersession?
  - 1) If Guided Pathways results in specific sequences for the meta-majors, students could take one of the recommended courses in the required order during a Winter session. We would know which ones we would need to schedule.
  - 2) If we offer Spring intersession, we should plan guided pathways to provide an “accelerated” version for those who can attend during Spring.

### Principles for Effective Winter Intersessions

- What are the principles for an effective winter session?
  - Determine the kinds of classes to offer: high demand, transfer GE, pedagogically appropriate for short session (4-6 weeks), etc.
  - 1) We could focus on offering high demand courses that would likely fill: I.E. Communication 100, English 100, Math 100, Biology 101, etc.
    - What do the marketing, outreach and in-reach efforts look like?
  - 1) It would be similar to how we market now using social media, targeted email to existing students, other advertising. We would need to be sure that our Fall students and any new prospective Spring students are informed about Winter session.
  - 2) An increased marketing effort would be necessary to clarify the path to students as well as attract students who are not coming to us currently.

## Possible Outline/Topics/Questions for Winter Intersession Analysis

- What are some best practices or effective practices used in other districts?
  - Provide qualitative data on their lessons learned, philosophy, etc.
  - Show quantitative data from other districts and discuss trends

### Role of a Pilot

- Purpose: experiment to determine effects and collect internal data
  - 1) In order to collect reliable data, a pilot should have the same length of teaching days as an actual Winter session.
  - 2) Offering a very reduced number of sections (10-15) will only show that they fill. However, it will not show how large Winter could be and its effect in Spring enrollment.
- When could the first pilot be offered? Is there a way to offer a “small” pilot in 2019?
- What elements would a pilot include?
  - 1) A pilot could be a session targeting 750 FTES for Fullerton and 300 for Cypress. Those are half of the offerings of current Summer sessions. If we see that we don't achieve our goals of FTES generation, student success, and financial efficiency, we could discontinue the practice for the following school year.

### Impact on Academic Calendar

- Show sample calendars. What are the advantages and disadvantages of each?
  - 1) Sample calendars were created in the date compiled for DEMAC for both the 2018-19 and 2019-20 years.
- How many weeks should Winter Intersession be and why?
  - 1) Generally a six week session would seem to make sense. Considering that January has many holidays that affect instruction, we should not focus on number of weeks, but total number of days of instruction. In 2010, HR created a “Short Term Class Scheduling Options” in consultation with the campuses that addressed the recommend number of meetings depending on the course contact hours. A Winter session would require 27 teaching days: 3-contact hr. courses would use 27 days, 4-contact hr. courses would use 24 days, 5-contact hr. courses would use 25 days, 6-contact hr. courses would use 27 days, etc.
  - 2) Total course load needs to be taken into consideration. A 27-day session for a 4-unit course would require about 2 hours and twenty minutes of instruction per day (2 hr 20 min times 27 = 64 hours). Taking into consideration another 4 hours and 40 minutes of out of class study time, a student should spend 7 hours for a 4-unit course. Enrolling in 8 units may max out a student in terms of time.

### Impact on CBA

- How is Winter Intersession a part of load? Is it overload? Does it replace part of Spring?

## Possible Outline/Topics/Questions for Winter Intersession Analysis

### Operational and Financial Considerations

- What is the potential revenue gained through FTES? What would our target FTES be in order to cover costs? Show a cost-benefit analysis.
- Discuss the impact on construction, maintenance and cleaning and how these could be mitigated
- Discuss the implications for services. How would A&R, Counseling, Health Center, Instructional Support Services and others be impacted and what are the potential costs?
- Discuss the technical support needed to prepare for and run a Winter Intersession. What programming and system changes are needed?
- Discuss the effects on producing a schedule. What is the timeline and impact on instructional staff?
  - 1) The Winter session schedule could be done at the same time as the Spring schedule.
    - What other district or campus operations could be affected and how would we handle this?
- Grade submission deadlines and processes. When would grades be due?

### Financial Aid Considerations

- Describe the implications for students
- What is the timeline for making a decision?
  - 1) If the District and United Faculty decide that this is something that we want to do for Winter 2019, we could agree on the starting day (January 2<sup>nd</sup>), communicate this decision to Financial Aid by December 8<sup>th</sup>, and negotiate the details during Spring 2018.

### Other Considerations

- Are there other issues that arose during the analysis
- What potential “unknowns” or issues need to be addressed