



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

**MEETING:** Regular Meeting in February 2020

**DATE:** Tuesday, February 25, 2020, at 5:30 p.m.

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

Welcome to this meeting of the North Orange County Community College District Board of Trustees. If you wish to address the Board, please complete a yellow card entitled, "Request to Address Board of Trustees" and submit it to the Board's Recording Secretary. These cards are available at the podium outside the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board, according to the rules of the Board. Members of the public wishing to address matters not on the agenda will be invited to do so under "Comments: Members of the Audience" at the beginning of the meeting. The Board reserves the right to change the order of the agenda items as the need arises.

**AGENDA:**

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

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

Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public at the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. to 5:00 p.m.).

- f. **Reports:**
  - Chancellor**
  - \* **Fullerton College "State of the College" Presentation**
- g. **Comments:**
  - Chancellor's Staff**
  - Resource Table Personnel**
  - Members of the Board of Trustees**
- h. **Approval of Minutes of the Regular Meeting of February 11, 2020.**

i. **CLOSED SESSION: Per the following sections of the Government Code:**

**Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.**

**Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.**

3. **FINANCE & FACILITIES**

- [a] Authorization is requested that the nonresident tuition fee for the 2020-21 school year for the North Orange County Community College District be set at \$290 per unit with an additional charge for capital outlay of \$33 per unit.
- [b] Authorization is requested to renew the consultant agreement with Nossaman LLP at \$6,500 per month for a set fee monthly retainer, and direct expenses not to exceed \$2,000 per year, from February 1, 2020 through January 31, 2022, for a total amount not to exceed \$80,000.
- c. It is recommended that the Board receive information regarding the Guaranteed Maximum Price Agreement, Target Value Progressive Design Build for the new Fullerton College Instructional Building and Central Plant Expansion/Replacement.

4. **INSTRUCTIONAL RESOURCES**

- a. It is recommended that the Board receive, as information, the Fullerton College Guided Pathways Scale of Adoption Assessment progress report.

5. **HUMAN RESOURCES**

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

- Retirements
- Reorganization
- Extension of Temporary Management Contract
- Change in Salary Classification
- Additional Duty Days @ Per Diem
- Leaves of Absence
- Temporary Academic Hourly

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

- Retirement
- New Personnel
- Promotion
- Reclassification
- Voluntary Changes in Assignment
- Professional Growth & Development

Leaves of Absence  
 Stipend for Additional Administrative Duties  
 New Classified Management Job Description

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

## 6. **GENERAL**

- a. It is recommended that the Board review the Board of Trustees Assessment instrument and make appropriate changes to the instrument for re-adoption at the March 24, 2020 Board meeting.
- b. It is recommended that the Board adopt the proposed, revised Board Policies in Chapter 3.
- c. It is recommended that the Board discuss the proposed state and federal legislative priorities for 2020, and to empower the Chancellor of the North Orange County Community College District to advocate for the interests of the students, staff, and faculty of the District on behalf of the Board.
- d. It is recommended that the Board adopt Resolution No. 19/20-15 in support of Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020.
- e. It is recommended that the Board discuss any potential future agenda items.

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



Assembly Bill No. 947 which was approved on October 11, 2009, to charge any nonresident student a capital outlay fee not to exceed the amount that was expended by the District for capital outlay in the preceding fiscal year. Any fee charged for capital outlay cannot exceed 50% of the current nonresident tuition fee established by the District and the funds must be expended for capital outlay purposes. The calculated rate or maximum rate for capital outlay purposes is \$33 per unit.

Any student who can demonstrate economic hardship or who is a victim of persecution or discrimination in the country in which the student is a citizen and resident is exempt from the capital outlay fee. To qualify under the economic hardship waiver, a student must demonstrate a "hardship" that encompasses the financial circumstances of a person who is a recipient of benefits under the Assistance for Needy Families Program, the Supplemental Income/State Supplementary Program, or a general assistance program.

The following table lists the proposed nonresident tuition rates that are being recommended by fiscal offices for districts contiguous to the North Orange County Community College District (NOCCCD). These rates are subject to Board approval and may differ from the actual rates established.

<i>District</i>	<i>2020-2021 Proposed Nonresident Tuition Rate</i>	<i>Capital Outlay</i>	<i>Combined Rate</i>
Cerritos	\$290	\$82	\$372
Chaffey	\$290	\$16	\$306
Coast	\$290	\$10	\$300
Long Beach	\$260	\$37	\$297
Mt. San Antonio	\$290	\$40	\$330
Rancho Santiago	\$290	\$35	\$325
South Orange	\$290	\$10	\$300

The following table compares the proposed rates for 2020-22 with the per-unit nonresident tuition fees that have been charged by the NOCCCD for the last five years:

<i>Year</i>	<i>Nonresident Tuition Rate</i>	<i>Capital Outlay</i>	<i>Combined Rate</i>
2020-21 (Proposed)	\$290	\$33	\$323
2019-20	\$265	\$20	\$285
2018-19	\$258	\$19	\$277
2017-18	\$234	\$15	\$249
2016-17	\$211	\$12	\$223
2015-16	\$200	\$9	\$209

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

**How does this relate to the five District Strategic Directions?** This item responds to Direction #4: The District will implement best practices related to planning including:

3.a.2

transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

**How does this relate to Board Policy:** This agenda item is submitted in accordance with Board Policy 5020, Nonresident Tuition.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Nonresident tuition fees will be recorded in the General Fund with the additional capital outlay portion recorded in the Capital Outlay Fund to be used for purposes of capital outlay, maintenance, and equipment.

**RECOMMENDATION:** Pursuant to Education Code §76140 and §76141, authorization is requested that the nonresident tuition fee for the 2020-21 school year for the North Orange County Community College District be set at \$290 per unit with an additional charge for capital outlay of \$33 per unit. This results in \$38 per-unit increase effective for all course terms beginning or ending on or after July 1, 2020.

Any student who can demonstrate economic hardship or who is a victim of persecution or discrimination in the country in which the student is a citizen and resident is exempt from the capital outlay fee. To qualify under the economic hardship waiver, a student must demonstrate a "hardship" that encompasses the financial circumstances of a person who is a recipient of benefits under the Assistance for Needy Families Program, the Supplemental Income/State Supplementary Program, or a general assistance program.

Fred Williams

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Recommended by

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Approved for Submittal

3.a.3

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
<b>DATE:</b>	February 25, 2020	Resolution	<u>          </u>
		Information	<u>          </u>
<b>SUBJECT:</b>	Renew Consulting Agreement with Nossaman LLP	Enclosure(s)	<u>          </u>

**BACKGROUND:** On February 13, 2018, the Board approved a two-year extension of the consultant agreement with Nossaman LLP. The contract ended on January 31, 2020. In order to increase North Orange County Community College District's (District) legislative visibility and efficacy, the District would like to renew the consultant agreement with Nossaman LLP to provide state and federal advocacy services for two years. Nossaman LLP will continue its work with the California Community College's Chancellor's Office, and other appropriate elected officials and staff as directed, to assist in achieving the District's legislative priorities.

The scope of services for this proposal are outlined below:

- 1. General Legislative Monitoring:** Regularly monitor all of the activities of Congress and the California Legislature, including hearings, briefings, and press related events. Track legislation and budget proposals and provide up to the minute advice on whether to support or oppose bills that may impact the District.
- 2. Bill Tracking Service:** Provide bill reports that can be tailored and structured to the District's preferences. Nossaman will send state bill reports on a weekly basis to ensure the District is up to date on the ongoing status of each bill.
- 3. Development of Legislative Priorities:** Assist in the development of robust state and federal legislative priorities that reflect the District's priorities and will guide advocacy efforts for the year ahead. Provide the District with strategic advice during the development of the priorities.
- 4. Direct Legislative Advocacy:**
  - Proactively identify state and federal budget issues being considered that will impact funding for the District's priorities, programs and operations, and aggressively advocate on the District's behalf.
  - Monitor the introduction of legislation that will affect the District and recommend positions and legislative strategies.
  - As needed, draft legislation and seek an author(s) for a District-sponsored legislative proposal.
  - As needed, manage District-sponsored legislation by drafting background materials, assisting the author's office, and lobbying legislators and the administration for support.
  - Notify the District of pertinent legislative informational hearings, coordinate participation, and provide testimony upon request.
  - Monitor and participate in all appropriate Senate and Assembly Committee hearings that are relevant to the District's priorities and provide regular updates to the District.

- On legislation deemed a priority by the District, lobby legislators and committee staff, request amendments, attend legislative hearings and provide testimony.
  - On legislation deemed a priority by the District, lobby the Governor's office and provide advocacy materials; otherwise, monitor the Governor's actions on bills and engage when necessary.
  - Monitor significant amendments to legislation that will affect the District, forward links of the text of the amended bills for the District's review, and provide regular updates to the assigned District staff.
  - Arrange a state lobby day (federal on an as-needed basis only) for the District by scheduling meetings with members of the Legislature. This includes preparing talking points and/or briefing materials as needed.
  - Visit the District to provide an End of Session report, both orally and in writing, on the final outcome of legislation and state budget matters of interest to the District and a forecast of important issues in the upcoming year at the state and federal level.
- 5. Coordination of Legislative/Regulatory Efforts:** Often, legislation will lead to regulatory changes. Nossaman will identify the District's regulatory objectives, prioritize those objectives, and develop a strategy for achieving the goals through regulations. By narrowing efforts to the District's top priorities, Nossaman can deliver high-quality, results-oriented representation. Additionally, Nossaman will work with other statewide organizations such as the Community College League of California on regulatory issues.
- 6. Special Projects Facilitation:** Nossaman understands that the District may need assistance with facilitation of developing projects, policy and resolution statements. Nossaman will assist the District with its external communications relating to legislative and administrative issues, including position letters, briefing packets, and talking points.
- 7. Required Reporting with the Secretary of State:** Prepare and file all required state lobby registration and quarterly disclosure reports during the term of the agreement.

This agenda item was submitted by Kai Stearns Moore, District Director, Public Affairs.

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

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

**FUNDING SOURCE AND FINANCIAL IMPACT:** Nossaman LLP fees in the amount of \$6,500 per month plus direct expenses not to exceed \$2,000 per year will be charged to Public Affairs carry-over funds.

**RECOMMENDATION:** Authorization is requested to renew the consultant agreement with Nossaman LLP in the amount of \$6,500 per month for a set fee monthly retainer and direct expenses not to exceed \$2,000 per year beginning on February 1, 2020 through January 31, 2022, for a total amount not to exceed \$80,000. Authorization is also requested for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

3.b.2

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Recommended by

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Approval for Submittal

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Item No.



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	
		Resolution	
<b>DATE:</b>	February 25, 2020	Information	X
		Enclosure(s)	
<b>SUBJECT:</b>	Guaranteed Maximum Price Agreement, Target Value Progressive Design Build for the new Instructional Building and Central Plant Expansion/Replacement at Fullerton College		

**BACKGROUND:** On March 27, 2018, the Board approved award of the Design Build contract for the new Instructional Building and Central Plant Expansion at Fullerton College to BN Builders, Inc. in an amount not-to-exceed \$48,125,220. On February 12, 2019, the Board approved an increase in scope to the Central Plant expansion portion of the project, which revised the total not-to-exceed amount to \$54,525,220.

The design build delivery method fosters greater collaboration between the design team, specialty contractors, and builder, which typically results in reduced change orders and improved schedule performance.

Pursuant to the terms and conditions of the Agreement, BNBuilders., the Design Build Entity (DBE), has submitted a Guaranteed Maximum Price (GMP) for construction which brings the project total GMP to \$53,942,075.

Design	\$ 5,134,163.00
Construction	\$ 45,771,608.00
Allowances	\$ 1,759,117.00
Contingency	\$ 1,277,186.00
<b>TOTAL</b>	<b>\$ 53,942,075.00</b>
Board Approved Not to Exceed	\$ 54,525,220.00
Delta	\$ 583,145.00

The construction phase services (Substantial Completion) are to be complete by August 14, 2021. The Notice to Proceed with Construction was issued February 12, 2020.

The GMP shall constitute the guaranteed maximum price to be paid to the Design Build Entity for all services rendered for the completion of the projects. The exception is if there is an approved change order due to unforeseen condition and/or owner-initiated scope changes.

This agenda item was submitted by Rodrigo Garcia, Vice President, Administrative Services, Fullerton College and Oscar Saghieh, Project Manager, Fullerton College.

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

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

**FUNDING SOURCE AND FINANCIAL IMPACT:** The cost of the projects will be charged to Measure J Bond Funds.

**RECOMMENDATION:** This agenda item is for review and discussion. It is recommended that the Board receive and review the information regarding the Guaranteed Maximum Price Agreement, Target Value Progressive Design Build for the new Instructional Building and Central Plant Expansion/Replacement at Fullerton College.

Fred Williams

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Recommended by

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Approved for Submittal

3.c.2

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action _____	
		Resolution _____	
<b>DATE:</b>	February 25, 2020	Information <u>          X          </u>	
		Enclosure(s) <u>          X          </u>	
<b>SUBJECT:</b>	Guided Pathways Scale of Adoption Assessment (SOAA) – Fullerton College		

**BACKGROUND:** At its December 12, 2017 meeting, the Board had an opportunity to review Cypress College, Fullerton College, and NOCE’s Guided Pathways self-assessments. The State Chancellor’s Office requires all colleges (not NOCE) to submit a progress report on their Guided Pathways Scale of Adoption Assessment on an annual basis. The last progress report was submitted for Board review in May of 2019. Fullerton College is submitting their current progress report for Board review now. Cypress College will be forthcoming with their progress report in March.

Fullerton College has utilized their collegial governance process, working with the faculty, staff, administrators and students to craft the progress report. It is being presented to the Board for information and review prior to submission to the State Chancellor’s Office.

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

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

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

**RECOMMENDATION:** It is recommended that the Board receive as information Fullerton College’s Guided Pathways Scale of Adoption Assessment (SOAA) progress report.

Cherry Li-Bugg  


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Recommended by

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Approved for Submittal

4.a  


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Item No.

# Fullerton College Guided Pathways

## Scale of Adoption Assessment (SOAA)



February 2020

# Preview

## Details

### College

Fullerton College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

## Contacts

### Alternate Project Contact

Dani Wilson

[dwilson@fullcoll.edu](mailto:dwilson@fullcoll.edu)

### Project Director

Matt Taylor

Faculty

[mtaylor@fullcoll.edu](mailto:mtaylor@fullcoll.edu)

(714) 992-7364

### Responsible Person

Matt Taylor

Faculty

[mtaylor@fullcoll.edu](mailto:mtaylor@fullcoll.edu)

(714) 992-7364

## Approvers

Chancellor/President

Greg Schulz  
[gschulz@fullcoll.edu](mailto:gschulz@fullcoll.edu)

Awaiting Submittal

Academic Senate President

Kim Orlijan  
[korlijan@fullcoll.edu](mailto:korlijan@fullcoll.edu)

Awaiting Submittal

## Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

### SSM Data Sharing

I agree with the SSM data sharing.

Yes

## Pillar 1. Clarify the Path

### Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

After a year of campus input our Steering Committee has begun to beta test six new meta-major pathways to organize the over 200+ programs on our campus into broad career-focused academic communities. The six include:

1. Communication, Culture, and Society
2. Computer Science, Engineering, and Math
3. Business
4. Public Service and Education
5. Science and Health
6. Arts and Design

Final recommendation for our Hornet Pathways will be presented to Faculty Senate and the President's Advisory Council in spring 2020.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Sort all degree and certificate programs into the new Hornet Pathways. Present recommended classifications to the Faculty Senate and the President's Advisory Council.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice B

**Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Fullerton College CTE instructors work towards aligning our programs with labor market needs to equip students with 21st century skills and prepare them for in-demand occupations in high-growth industry sectors. CTE helps students identify a career path and develop knowledge and skills essential for employment and prepares them to enter the workforce. CTE also helps incumbent workers seek advancement or career changes. Fullerton College offers high-quality, rigorous CTE programs, and many lead to an industry certification or license and a postsecondary certificate or degree, enabling graduates to gain employment in a high-growth industry sector upon program completion.

CTE instructors are consistently developing new certificate and degree programs to align with career pathways and meet employer needs. Using Labor Market Information (LMI) resources and data, our CTE programs help determine if there is job market supply, demand, required skills, specific training and student outcomes. Instructors can request LMI through the Centers of Excellence website. The Centers of Excellence provides statewide, regional and local labor market research to support CTE instructors in developing new programs and designing curriculum. Prior to developing a new program, instructors are required to submit program application through the Los Angeles/Orange County Regional Consortium. The LAOC Regional Consortium will vote for program recommendation prior to submitting formal program application to the Chancellor's Office.

Discipline faculty at Fullerton College are experts in educating students in their disciplines. They work together and with the Curriculum Committee to develop associate degrees that prepare students to continue discipline study at a university. They consult with colleagues in their disciplines at CSU, UC, and private universities to ensure the lower division coursework in Fullerton College programs prepares students for their upper division coursework at the universities.

Fullerton College has been a leader in the development of Associates Degrees for Transfer, or "ADTs". This collaboration between the California Community Colleges and the California State University system produces transfer model curriculum (TMC) utilized by discipline faculty to create new courses and shape degrees that provide transfer students with additional benefits.

Transferable General Education patterns have been developed and are updated annually by the Articulation Office.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The Guided Pathways Steering Committee will work with our Program Review Committee to ensure that all programs are designed to maximize student success.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested



## Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

We have decided to utilize Program Mapper software (or something similar) to connect all programs with employment and further education opportunities for our website. This step will follow the completion of our program maps.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Choose a software platform for displaying educational and employment opportunities for all programs.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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### Next Steps Toward Implementing Practice at Scale

Once the new Hornet Pathways and program sorting have been approved by Faculty Senate and the President's Advisory Council we will load the results into the selected software system and make active on our campus web page.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Design principles for our program maps have been adopted and piloted. Our goal is to have the 50 programs with the highest student participation over the last three years mapped by the end of Spring 2020.

### Timeline for Progress to Date

#### Term and Year

Spring - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Finish program mapping of all 200+ programs on campus.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Required math courses are appropriately aligned with students' field of study and a visual guide or map is offered to students in the course schedule each semester.

### Timeline for Progress to Date

#### Term and Year

Fall - 2018

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### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Visual map of required math courses will be assessed, updated and integrated into specific maps for all transfer programs on campus.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

## Pillar 2. Get on the Path

### Practice A

**Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

1. We are working to integrate the Strong Force survey into our application process in MyPath which is designed to help students identify possible career/college options and choose an initial program of study
2. We are exploring the creation of a First Year Experience program that will further introduce students to their career/college options, help them choose a program of study, and develop a full time program plan by the end of their first year in college.
3. We have assessed our current on-boarding process for students and have piloted revised procedures for guided entry.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

We have several steps to complete in Spring 2020. They include:

1. Complete revisions to MyPath to include career/college orientation.
2. Present recommendation for First Year Experience program to Faculty Senate and the President's Advisory Council.
3. Present recommendation for Guided Entry process and procedures to Faculty Senate and the President's Advisory Council.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

## Practice B

**Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.**

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Most of our efforts to support students in their program of study have been housed in a program we call Hornets Tutoring.

Hornets Tutoring is an embedded tutoring program that is designed to help students successfully navigate their chosen pathway through Fullerton College. We hire successful students and embed them in challenging gateway courses where they offer support both in the classroom and during organized study sessions that are generally right before and after class.

Students who participate in Hornets Tutoring benefit in several tangible ways. First, and most importantly, they receive academic assistance in course content, directly impacting their grade in the course.

In addition to helping students with course content, Embedded Tutors are trained to help students adopt the study skills and academic mindsets necessary for long term success in college. During study sessions, students encounter strategies to develop stronger reading, note-taking, time-management, and study strategies that are appropriate to their pathway.

Also, Embedded Tutors model and nurture strong academic mindsets, such as help-seeking behavior, growth mindset, and mindfulness.

Furthermore, Embedded Tutors play an invaluable role as liaisons between students and the college as a whole.

Embedded Tutors are well-informed about the various student support services on campus and help students get plugged into the resources they need to be successful. This could include things such as professors' office hours, academic counseling, the transfer center, tutoring services, mental health support, student clubs and organizations, and others.

Finally, Hornets Tutoring offers students a place to find community and a sense of belonging. The group nature of the study sessions encourages students to make social connections that empower them to persist through the adversity and challenges of college life. Hornets Tutoring creates inclusive spaces where all students are treated with respect and empathy.

Here are some data about fall 2019:

- \* 6,212 students were in a class with an embedded tutor
- \* 3,439 students attended one or more sessions with an embedded tutor outside of class (55.4% of students attended at least one session)
- \* 18,103 total tutoring hours
- \* On average, student who utilized our service attended 5.26 hours of tutoring over the course of the semester.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Hornets Tutoring will continue to collect data to confirm that the choices we are making to support students are indeed working. As we confirm which student supports are most effective we will work to connect them will all gateway courses on campus.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Most of our programs have not identified gateway courses in their programs. In addition, the campus does not have the software necessary to evaluate which courses in our academic programs need additional supports and which do not.

#### Support Needed - Detail

Our programs need more data to help identify gateway courses and to identify courses where additional supports might be helpful.

#### Type(s) of Support

- Technology support
- Reporting/data

## Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

#### Progress to Date Implementing Practice

One of our major undertakings over the past few years in the Math Department was the creation of support courses for both Statistics and College Algebra. These two-unit support courses are offered immediately before or after the corresponding transfer-level course to provide additional time for students not only to grasp the content, but also to work on affective domain concepts, such as test taking and time management strategies and techniques to overcome math anxiety. Support courses for other transfer level course are now moving through the curriculum process.

We are continuing to work with various college programs, such as Pledge and the STEM initiative to support students with boot camps, workshops, and extra tutoring support.

We are supporting faculty in the use of technology by encouraging participation in the college's Online Teaching Academy and other professional development activities to strengthen the online support provided to all students.

FC MILES (Math Institute for Learning Enhancement Success) is a math support program designed to help students strengthen their math skills. As part of the program, students are provided access to ALEKS online math support software, computer and laptop access in the Academic Support Center labs, one-on-one tutoring, and targeted math workshops. In the summer and winter, FC MILES is a three to six week boot camp-style program during which students prepare for the math class they will take in fall and spring. During the fall and spring semesters, FC MILES offers thirteen weeks of concurrent support for students enrolled in a math class, primarily Math 100, 120, and 141. Students must be enrolled in a math class in order to participate during the regular semester, and the program offers flexible, just-in-time support that aligns with their specific course content.

Fullerton College uses CCCCO's AB705 default placement guidelines to place students into College level Math and English courses. Local high school districts and CCCCO share student transcript data in order for counselors meet with each student to identify which Math and English course is aligned with their major.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students enrolled in transfer level Math are getting access to them. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughout for English and Math courses.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

For English we're offering roughly 30 sections of ENGL 101 every semester. In terms of transfer patterns, ENGL 101 is identical to 100 in that it fulfills the writing requirement for FC GE, CSU, and IGETC but it comes with the built-in "special supports" including:

1. Students receive an extra hour of instruction every week..
2. A tutor is embedded in the class and available outside of class to work with students.
3. The course outline of record specifies that attention will be paid to affective domain of students.
4. The course outline of record specifies that efforts will be made to connect students to campus resources. Campus resources include, but are not limited to, a counselor visit, the health center, BIT, ASC, DSS, VRC, and the library.

Fullerton College uses CCCCO's AB705 default placement guidelines to place students into College level Math and English courses. Local high school districts and CCCCO share student transcript data in order for counselors meet with each student to identify which Math and English course is aligned with their major.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students enrolled in transfer level English are getting access to them. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughput for English and Math courses.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered



## Support

No support requested

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

EOPS, CARE, CalWORKs, Foster Youth, DSS, Puente, Veterans, Umoja, and other programs at Fullerton College recruit and enroll students in their programs who are at-risk and poorly prepared.

Our EOPS program requirements demonstrate our approach to supporting these students. In our EOPS program each student must meet with a counselor three times a semester (state mandate); each student must also meet with their assigned classified specialist (once) and attend at least 3 hours of tutoring the first semester, and/or 3 hours of tutoring each additional semester (or an approved workshop). In addition, by midsemester each semester, all EOPS students must turn in an Academic Progress Report (APR) signed by all their instructors indicating their grades, attendance, etc., so those who are struggling can see a counselor immediately to address any concerns and provide academic and resource interventions to assist in the student's success.

Students on academic probation and/or dismissal have various workshops (led by counselors) they must attend. These help students fully understand probation/dismissal and know the resources available to assist them in getting back on track. Furthermore, other strategies are discussed such as processes for academic renewal or retaking coursework to improve GPA.

We also offer courses, such as Counseling 160 (Academic Success) and Counseling 100 (Orientation for College Success) to help students understand their personal learning styles, develop organizational skills, maintain an appropriate schedule, carve out study time, and utilize resources (tutoring, library, financial aid, etc...).

Many students are deemed "poorly prepared" as they are undecided on a career and/or major choice. The SuperStrong is now being offered to all students so they are exposed to potential career pathways and can meet with a counselor to discuss these in more depth. Fullerton College also offers Counseling 151 (Career and College Success), which is a 3 unit course that takes a deeper dive into career exploration, career and personality assessment, research, etc.

Fullerton College uses CCCCO's AB705 default placement guidelines to place students into College level Math and English courses. Local high school districts and CCCCO share student transcript data in order for counselors meet with each student to identify which Math and English course is aligned with their major.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students who are considered very poorly prepared for college level courses. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughput for English and Math courses.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice F

**The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

We have several programs designed to motivate and prepare students to enter college-level coursework including:

1. Jump Start: A program to create awareness for both 9th-11th graders and all parents regarding community college.
2. Higher Education Night: Fullerton invites all parents of 9th-11th grade students to attend our Higher Education Night. Parents are informed about opportunities available at all levels of higher education.
3. Continuation Schools Initiative: The collaboration between Fullerton College, Gilbert, El Camino, Anaheim, La Vista, and La Sierra High Schools was created to increase the number of "continuations" that attend Fullerton.
4. Males Achieving Success (MAS): The goal of MAS is to encourage and support males in the 12th grade to pursue a higher education at Fullerton.
5. Fullerton's HS Counselors' Breakfast: Every year Fullerton hosts a one-day High School Counselors' Breakfast for approximately 120 participants from our feeder schools.
6. "YES to Our Community Programs": You + Education=Success Initiative: Fullerton has developed a new partnership with Alternative Education (ACCESS) Orange County Department of Education.

7. START Program: This program provides Promise students with an opportunity to gain awareness of the programs and services on and off campus that will help ease their transition to college.
8. Counseling 140: Fullerton offers nearly 50 sections of Counseling 140 in local high school districts.
9. Fullerton College HS Counselor Visits: Counselors help seniors who did not complete the Counseling 140 class complete their Student Education Plan (SEP) for their Fall semester.
10. Fullerton College's "Family and High School Senior Night": Introducing programs and services offered at Fullerton.
11. Dual Enrollment Project: Fullerton offers nearly 125 sections of non-counseling dual enrollment classes.
12. EOPS/CARE Annual College Prep Conference: Designed to motivate Title I students to consider higher education at Fullerton.
13. EOPS Outreach: Fullerton provides workshops to assist students with their Fullerton College, EOPS, and Financial Aid applications.
14. Principals' Luncheon: Each semester the President's Office and Campus Communications Office hosts principals from the college's 30 feeder high schools.
15. Outreach to K-8 Districts: Fullerton works with K-8 feeder school districts and their AVID programs to provide campus tours, showcase career education programs, and provide general college information.

### Timeline for Progress to Date

#### Term and Year

Fall - 2018

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### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Expand current efforts to reach all local feeder high schools.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

## Pillar 3. Stay on the Path

## Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Students that choose to be part of one of our student support programs (EOPS, Puente, etc.) are monitored for completion. Students that choose to make an appointment with a counselor are monitored for completion.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The Guided Pathways Steering Committee will recommend to Faculty Senate and the President's Advisory Council any changes necessary to either utilize the technology we have or purchase the technology we need to monitor student progress.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

All monitoring systems require accurate and timely information on a student's academic history, their academic goals, and their current enrollment. On our campus that means that our Banner software needs to be up-to-date. Unfortunately our Banner data is incomplete.

### Support Needed - Detail

We need two levels of support. First, we need to dedicate the personnel necessary to manually input student information into Banner. Second, we need to figure out how to code Banner in a multi-campus district so that student

files can be kept up-to-date.

**Type(s) of Support**

- Technology support
- Other

**Practice B**

**Students can easily see how far they have come and what they need to do to complete their program.**

**Scale of Adoption at Our College**

Not occurring

**Progress to Date****Progress to Date Implementing Practice**

We currently do not have a means by which students can easily see how far they have come and what they need to do to complete their program of study. Students that choose to be part of one of our student support programs (EOPS, for example) and students that choose to see a counselor on a regular basis are able to check on their progress.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

The Guided Pathways Steering Committee will recommend to Faculty Senate and the President's Advisory Council any changes necessary to either utilize the technology we have or purchase the technology we need to allow students to easily check on their academic progress.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

## Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

We do not have a platform that allows for alerts when students are falling off their path. Students that choose to be part of one of our student support programs (EOPS, Puente, etc.) will receive alerts through their mid-semester grade checks. However, most students on campus are not monitored for progress.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

The Guided Pathways Steering Committee will recommend to Faculty Senate and the President's Advisory Council any changes necessary to either utilize the technology we have or purchase the technology we need to facilitate an early alert system for students who are in danger of falling off the path.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice D

**Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.**

#### Scale of Adoption at Our College

Not occurring

#### Progress to Date

##### Progress to Date Implementing Practice

Fullerton College does not currently identify students we think are unlikely to be accepted into limited-access programs. We are committed to developing a process that allows students to move from one program or one path to another with as little interruption or impact on their academic goal.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

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#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Develop a system for helping students change their course of study.

##### Term and Year

Spring - 2022

##### Term - Detail (optional)

Not Entered

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#### Support

No support requested

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#### Practice E

**The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.**

##### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Fullerton College schedules courses with the input of the Vice President of Instruction, the academic Deans, and Department Coordinators to ensure that courses are offered at times that meet student demand.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

As part of the program-mapping process, all departments are being asked to examine their course offerings to ensure that classes are offered in a timely manner and with the appropriate sequencing so that students can complete their programs in two years. The college is also considering the purchase of software (Civitas, for example) that helps provide useful analytics for scheduling courses.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Pillar 4. Ensuring Learning

### Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

#### Scale of Adoption at Our College

Planning to scale



## Progress to Date

### Progress to Date Implementing Practice

Current PSLOs and assessment practices have been evaluated and determined to be inadequate. Pathways Workgroup #4 is in the process of creating a set of design principles to guide the revision of our Institutional Student Learning Outcomes (ISLOs) and then our Program Students Learning Outcomes (PSLOs). A task force made up of members of our Institutional Integrity Committee, our Student Learning Outcome Committee, our Program Review Committee, and our Guided Pathways Steering Committee Workgroup #4 has been established in spring to rewrite our Institutional Learning Outcomes/ISLOs. Once these have been approved, a process for redesigning PSLOs will be recommended to programs and incorporated into our Program Review template.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

By Fall 2020 we hope that our Institutional Learning Outcome Taskforce will complete the re-write our our campus ISLO's.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

The Guided Pathways Steering Committee will finalize the design principles for writing Program Student Learning Outcomes and will make recommendations to Program Review, the Student Learning Outcome Committee, and all other impacted groups on campus.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

The Guided Pathways Steering Committee is currently creating an inventory of active and applied learning strategies being used by faculty on our campus. Once that inventory is complete we will establish goals for increasing active and applied learning across all programs.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Assess the results of the Faculty Survey on Student Engagement administered in Spring 2020 and propose a plan for increasing active and applied learning in courses offered at Fullerton College.

### Term and Year

Summer - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested

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## Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

While we are aware of several successful programs on campus that allow students to deepen knowledge and skills through experiential learning, the Guided Pathways Steering committee is currently creating an inventory of activities for the entire campus. We are very proud to have one of the largest study abroad programs for community college students in the nation and several departments host student research conferences. We are also currently working to strengthen our existing internship programs.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

#### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Assess the results of the campus inventory and propose a plan for increasing experiential learning opportunities for students. We also plan to send a team to the AAC&U Summer 2020 Institute on High-Impact Practices and Student Success.

##### Term and Year

Summer - 2020

##### Term - Detail (optional)

Not Entered

#### Support

No support requested

#### Practice D

**Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.**

#### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

Assessment of Program Student Learning Outcomes is part of the Program Review template that all campus programs must complete every four years. As noted above, however, our internal evaluation of our Program Review process demonstrated that this assessment is currently inadequate because of the way we have mapped and defined our PSLOs. Once new PSLOs are written the evaluation process should be more fruitful.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Once our new Institutional Learning Outcomes and our new design principles for PSLOs are written we plan to ask all programs on campus to rewrite their PSLOs. We will work with the Institutional Integrity Committee which is responsible for assessing ISLOs to develop a new assessment process hopefully involving ePortfolios. We plan to incorporate a similar approach to PSLO assessment in the next Program Review Cycle.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

### Practice E

**Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.**

#### Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice

Fullerton College requires that all programs report on the results of their SLOs in their program review. Programs are also asked to document how the SLO results are used to inform changes and improvements.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The college is in the process of rewriting our Program Review template. We are working to incorporate Guided Pathways in to the Program Review template to ensure that programs are evaluating learning outcomes and using those outcomes to improve instruction.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

---

## Support

No support requested

## Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Currently the vast majority of programs use transcripts to document learning. Fullerton College has purchased ePortfolio software and we are beginning to explore how programs can best make use of this resource.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Present recommendations to Faculty Senate and the President's Advisory Council on new policies and procedures that encourage the use of ePortfolio's in our programs.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice G

**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Fullerton College participated in the SENSE survey in fall 2019 and will receive the results in spring 2020. We are scheduled to administer both the CCSSE and the Faculty Survey of Student Engagement spring 2020 and anticipate results in summer 2020.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Receive results of the SENSE survey.

Administer the CCSSE and Faculty Survey of student engagement.

We plan to use results from both surveys to make recommendations to the Staff Development Committee to guide their planning of professional learning programs.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

# Student Engagement & Support

## Student Engagement: Implementation

**In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)**

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

### Engagement Efforts - Details

1. SENSE and CCSSE surveys
2. First year student survey in Fall 2018
3. Two students on Pathways Steering Committee
4. Student focus groups for sorting and meta-major naming
5. Student participation in campus planning sessions (August and December)
6. Student survey (via app) for sorting and meta-majors

## Course Alignment

Until we have the ability to utilize the software we own or purchase new software we are not in a position to align course offerings and student ed plans. The Steering Committee will be recommending to Faculty Senate and the President's Advisory Council in Spring 2020 a path forward so that we are able to accomplish this goal.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">Fullerton College SOAA 2019-04-30.pdf</a>	Self-Assessment	2/3/2020, 4:47:23 PM	N/A

## Success Story

### Success Story

#### Title

Improving the On-Boarding Process for New Students

#### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Matt Taylor	Faculty	mtaylor@fullcoll.edu	(714) 992-7364

#### Challenge

The on-boarding process for new students is overly complicated, vague, and cumbersome.

#### Success Story

Work group #2 was assigned the task of proposing a new on-boarding process that would help increase a student's sense of feeling prepared for the first day of class. Initially we focused on identifying the barriers students faced when applying, registering, and getting ready to attend the first day of class. As we came to know and shared those barriers with the campus changes began to happen immediately. Efforts made include:

- Admissions and Records plans to offer same day registration for Promise START (Summer Transition and Registration Time) students summer 2020.
- Admissions and Records updated website landing page "Steps to Enroll" <https://admissions.fullcoll.edu/steps-to-enroll/> to provide better instruction/steps for new students.
- Starting 2020, the campus will host one Promise Family Night for all incoming Promise students and parents to learn about campus resources. The event will include a resource fair with representation from multiple instructional and student services resources.



- The new Fullerton College Mobile App provides easy access for Promise students to sign the Promise Agreement to assure tuition is waved.
- The new Fullerton College Mobile App has real-time Google Maps and internal building office list and searchable information about what's in the building.
- Increased support for expanded financial aid services, including an Outreach-Financial Aid technician that will support our incoming high school seniors.
- Improved Promise website specific to student groups (first-time, feeder HS, non-feeder HS).
- Counseling Workgroup for website update.
- Increased the number of Growth Mindset and Mindfulness Ambassadors (GMMA) to provide ongoing campus-wide presentation (initially funded by PTI). Last summer presented to over 800 Promise START (see attached article). Starting February 14th, faculty can request classroom presentations.

### Outcomes

For students considering Fullerton College as an option in their education journey the process to apply, get financial aid, and register has become easier to navigate.

### Vision for Success Goals

- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

## Success Story

### Title

Student Engagement

### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Matt Taylor	Faculty	mtaylor@fullcoll.edu	(714) 992-7364

### Challenge

We wanted to make sure that we had strong student participation in the implementation of Guided Pathways at Fullerton College. In addition to wanting a large number of students we also wanted to make sure that we were getting a cross-representation of our student population as we began to talk about how we could improve our college.

### Success Story

As reported in the GP Newsletter for California Community Colleges:

Fullerton College is writing the playbook on engaging students in developing a Guided Pathways framework.

“Students are the experts on student experience,” said Fullerton College Professor Miguel Powers, who is co-chairing a Guided Pathways workgroup at the campus. “It shouldn’t be any other way.”

An August 14 symposium for campus workgroups is a case in point. As many students – 50 – took part in the strategic planning event as did faculty members, classified professionals or administrators, and their input is impacting the direction of Fullerton College’s Guided Pathways reforms.

The process was methodical; the college's guided pathways leadership team that facilitated the student engagement – Deniz Fierro, Brandon Floerke and Dr. Powers – didn't simply grab the first 50 students they saw to take part in the symposium. "We were intentional about trying to get a diverse group of students in the room," Dr. Powers said.

Among the highlights:

- Student recruitment began by reaching out to counselors and coordinators with various programs on campus, including the Umoja Community, EOPS, the PUENTE Project and the North Orange Promise. That was followed by Fullerton College President Dr. Greg Schulz sending personal email invitations to every student, ensuring that no student was left out. To compensate students for their time, the college offered an honorarium of \$150, resulting in 250 student respondents; 50 were chosen for the symposium. Those who were not, however, remain engaged in the process.
- Students attended a detailed 4-hour training session the day before the symposium, which included student expectations, an overview of the symposium, an overview of the Guided Pathways framework and data on student achievement. Breakfast, lunch and snacks were provided.
- The training session prepared students not only to participate as equals in the process but helped them develop connections with their peers, providing critical social and emotional support for the symposium. "I was appreciative of learning other students' insights," said sociology major Janet Carreno. "It was invaluable." As a result, on the day of the event, students freely engaged as co-participants with faculty, staff and managers and emerged as confident leaders.
- Students were debriefed following the symposium, which provided invaluable insights into student thinking and expectations. The debrief focused on developing a better understanding of the student experience, planning next steps, and encouraging their ongoing participation in the Guided Pathways process. Students not only said they felt valued that their voice was heard but laid out some of the goals they hoped to reach, such as adopting a program mapper similar to what is being implemented at Bakersfield College, improved guidance, more information about available financial aid, and an expanded Summer Bridge or Summer Bridge-like program.

"Our students provided great insight into some of our Guided Pathways plans moving forward, said Melissa Serrato, Marketing & Outreach Assistant who co-chairs the same Guided Pathways workgroup as Powers. "They shared experiences and challenges to help shape our guided pathways workgroup plans, and even created dream posters of what their dream guided entry process would look like. They also got a better understanding and awareness of what Guided Pathways is all about."

Virtually every student who took part in the symposium said they wanted to continue working on developing Guided Pathways and signed up to participate in one or more of the ongoing Guided Pathways workgroups. Meanwhile, the college is now collaborating with its Institutional Research office on a 'guided entry' survey to include the voice of approximately 500 more students.

"Fullerton College is doing a remarkable job of centering the student voice in their Guided Pathways reforms. They are exemplifying what it means to create with students and not just for them," said Libby Lee Curiel, one of three Guided Pathways regional coordinators in the Los Angeles/Orange County region.

### **Outcomes**

As stated above we have succeed at motivating students from a wide cross section of campus to become engaged in Guided Pathways work on our campus.

### **Vision for Success Goals**

- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** February 25, 2020 Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
**SUBJECT:** Academic Personnel Enclosure(s) X

**BACKGROUND:** Academic personnel matters within budget.

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

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

\_\_\_\_\_  
Recommended by

\_\_\_\_\_  
Approved for Submittal

5.a.1

\_\_\_\_\_  
Item No.

RETIREMENTS

Dominguez, Maria Carmen	CC	Vice President, Instruction Eff. 07/01/2020 PN CCM952
Sipple, Ruth	FC	Learning Disabilities Specialist Eff. 07/01/2020 PN FCF738

REORGANIZATION

Bautista, Karen	NOCE	Dean, NOCE Instruction and Student Services 12-month position (100%) Range 32, Column G Management Salary Schedule PN SCM994
	To:	NOCE Vice President, Instruction 12-month position (100%) Range 37, Column G Management Salary Schedule PN SCM994 Eff. 03/01/2020
Purtell, Valentina	NOCE	Provost 12-month position (100%) Step E - Provost Executive Officer Salary Schedule PN SCX999
	To:	NOCE President 12-month position (100%) Step E – Vice Chancellor/President Executive Officer Salary Schedule PN SCX999 Eff. 03/01/2020

Academic Personnel  
February 25, 2020

Torres-Gutierrez, Martha	NOCE	Dean, NOCE Instruction and Student Services 12-month position (100%) Range 32, Column G Management Salary Schedule PN SCM979
	To:	NOCE Vice President, Student Services 12-month position (100%) Range 37, Column G Management Salary Schedule PN SCM979 Eff. 03/01/2020

EXTENSION OF TEMPORARY MANAGEMENT CONTRACT

Adakai, Ericka	FC	Interim Director, Educational Partnerships and Programs Range 20, Column A + PG&D (100%) Management Salary Schedule Eff. 07/01/2020-12/31/2020
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CHANGE IN SALARY CLASSIFICATION

Khoshnoud, Farbod	CC	Engineering Instructor (ADJ) From: Column 1, Step 1 To: Column 3, Step 1 Eff. 01/27/2020
Lincoln, James	CC	Physics Instructor (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/27/2020
Rafferty, Jennifer	CC	Dental Hygiene Instructor Temporary Contract (100%) From: Class B, Step 1 To: Class C, Step 10 Eff. 01/23/2020-05/23/2020
Stahl-Kovell, Daniel	FC	History Instructor (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/27/2020

ADDITIONAL DUTY DAYS @ PER DIEM

Baum, Chad	FC	Head Coach, Baseball	15 days
Bevec, Gina	FC	Head Coach W's Track & Field	15 days
Duron, Yolanda	FC	Head Coach, Tennis	13 days
Lewin, Pam	FC	Head Coach, Lacrosse	13 days
Plum, Alix	FC	Director of Dance Productions	4 days
Price, Rhett	FC	Assistant Coach, Swim/Dive	8 days
Rosa, Melanie	FC	Director of Dance Productions	4 days
Sheil, Sean	FC	Head Coach, Men's Track & Field	15 days
Webster, Perry	FC	Assistant Coach, Baseball	15 days

LEAVES OF ABSENCE

Cho, Leonard	FC	Mathematics Instructor Load Banking Leave With Pay From: 40.00% To: 33.78% Eff. 2020 Spring Semester
Garcia, Amy	FC	Reading Instructor Load Banking Leave With Pay (26.67%) Eff. 2020 Spring Semester
Payne, John	CC	English Instructor Load Banking Leave With Pay (20.00%) Eff. 2020 Spring Semester
Pimentel, Sylvia	FC	Counselor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 01/22/2020-02/09/2020
Rossi, Nicole	FC	Mathematics Instructor Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 02/21/2020-03/21/2020
Sonne, Kathryn	CC	English Instructor Load Banking Leave With Pay (34.00%) Eff. 2020 Spring Semester

Academic Personnel  
February 25, 2020

Spooner, Stephanie	CC	Biological Science Instructor Rescind Load Banking Leave With Pay Eff. 2020 Spring Semester
St. John, Paul	FC	Accounting Instructor Load Banking Leave With Pay (3.33%) Eff. 2020 Spring Semester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2020 SPRING SEMESTER,  
WINTER/SPRING TRIMESTER

Byrd, Austin	FC	Column 1, Step 1
Rickrode, Taylor	FC	Column 1, Step 1
Stawniczy, Peter	FC	Column 1, Step 1
Turner, Sara	CC	Column 1, Step 1
Widelitz, Nathaniel	FC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

Sin, Monica	CC	Column 1, Step 1
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TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Abdel Haq, Mohammad	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Aguirre, Crystal	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Anderson, James	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Ashenmiller, Josh	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019  Education & Facilities Master Plan Steering Committee Meeting Stipend not to exceed \$125.00 Eff. 01/10/2020



Academic Personnel  
February 25, 2020

Avant, James	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Base, Melissa	FC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Bonnand, George	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Cabag, Valerie	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Chan, Judy	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Cherney, Julia	CC	Dental Hygiene Administrative Time Column 2 Lecture Rate, Overload Teaching Hourly Salary Schedule Not to exceed 15 hours Eff. 01/27/2020-03/20/2020
Costello, Jeanne	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Craig, Dale	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Desmond, Daniel	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Dixon, Christopher	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020

Academic Personnel  
February 25, 2020

Draskovich-Long, Lisa	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Falb, Carla	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Fraser, Cara	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Gacia, Amy	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Glennie, Megan	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Gomez-Velazquez, Michelle	FC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Gonzalez, Ryan	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Goralski, Craig	CC	Education & Facilities Master Plan Steering Committee Meeting Stipend not to exceed \$125.00 Eff. 01/10/2020
Gould, Sam	CC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Harter-Johnson, Danashanti	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Hendrix, Jeff	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020

Academic Personnel  
February 25, 2020

Hughes, Deidre	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Ishibashi, Jane	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Kar, Rosie	FC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Kelley, Michael	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
King, Hailey	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
King, Katie	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Laos, Robert	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Martinez, Gabriel	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Matulich, April	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Mays-Larson, Phyllis	CC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
McLaren, Erin	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020

Academic Personnel  
February 25, 2020

Medina, Ashlyn	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Mendoza, Marian	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Miller, Joy	NOCE	Education & Facilities Master Plan Steering Committee Meeting Stipend not to exceed \$125.00 Eff. 01/10/2020
Mortenson, Autumn	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Nelson, Lisa	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Nobles, Stephanie	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Oda, Maritess	CC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Olszewski, Jerry	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Orlijan, Kim	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
		Education & Facilities Master Plan Steering Committee Meeting Stipend not to exceed \$125.00 Eff. 01/10/2020

Academic Personnel  
February 25, 2020

Patrick-Norng, Michelle	NOCE	Education & Facilities Master Plan Steering Committee Meeting Stipend not to exceed \$125.00 Eff. 01/10/2020
Powers, Miguel	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Rafferty, Jennifer	CC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Rangel-Alvarado, Alvin	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Robinson, David	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
See, Roger	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Sheffield, Mark	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Silverman, Rachel	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Snyder, Pete	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Sung, Lihuei	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Taylor, Matt	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019

Academic Personnel  
February 25, 2020

Thibodeau, Jason	CC	Education & Facilities Master Plan Steering Committee Meeting Stipend not to exceed \$125.00 Eff. 01/10/2020
Tovar, Ana	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Tucker, Alba	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Vandervort, Kim	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019
Velasco, Kendra	CC	Dental Hygiene Administrative Time Column 2 Lecture Rate, Overload Teaching Hourly Salary Schedule Not to exceed 15 hours Eff. 01/27/2020-03/20/2020
Ward, Michael	FC	Physical Education Adjunct Faculty Meeting Stipend not to exceed \$25.00 Eff. 01/22/2020
Way, Chase	FC	Infusing Diversity, Equity & Inclusion in Curriculum Seminar Stipend not to exceed \$300.00 Eff. 01/13/2020-01/16/2020
Wilson, Marcus	FC	Guided Pathways Planning Session Stipend not to exceed \$200.00 Eff. 12/18/2019

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** February 25, 2020 Resolution \_\_\_\_\_  
**SUBJECT:** Classified Personnel Information \_\_\_\_\_  
Enclosure(s) X

**BACKGROUND:** Classified personnel matters within budget.

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

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.b.1

Item No.

Classified Personnel  
February 25, 2020

RETIREMENT

Vazquez, Federico            CC            Facilities Custodian I  
12-month position (100%)  
Eff. 04/01/2020  
PN CCC819

NEW PERSONNEL

Barmaki, Negin            FC            Admissions and Records Coordinator  
12-month position (100%)  
Range 40, Step D  
Classified Salary Schedule  
Eff. 03/02/2020  
PN FCC575

PROMOTION

Delgadillo, Dulcemonica    NOCE            Sr. Research & Planning Analyst  
12-month position (100%)  
PN SCC856

To:    Director, Institutional Research & Planning  
12-month position (100%)  
Range 30, Column B  
Management Salary Schedule  
Eff. 03/01/2020  
PN SCM975

Santiago Pacheco,  
Rodrigo            FC            Facilities Custodian I  
12-month position (100%)  
PN FCC747

To:    Facilities Custodian II  
12-month position (100%)  
Range 28, Step E + 10% Shift  
Classified Salary Schedule  
Eff. 03/01/2020  
PN FCC665



RECLASSIFICATION

Kossick, Julie	AC	District Director, Human Resources 12-month position (100%) Range 32, Step G
		To: Associate Vice Chancellor, Human Resources 12-month position (100%) Range 37, Step G Management Salary Schedule Eff. 08/01/2019 PN DEM998

VOLUNTARY CHANGES IN ASSIGNMENT

Cotton, Antionese	FC	Administration Assistant II (100%)
		Permanent Increase in Months Employed From: 10 months To: 12 months Eff. 03/01/2020 PN FCC743

Espinoza, Michael	CC	Facilities Custodian I 12-month position (100%) PN CCC755
		Permanent Lateral Transfer To: Facilities Custodian I 12-month position (100%) Eff. 02/26/2020 PN CCC782

Olmedo, Catalina	FC	Business Office Specialist (100%)
		Temporary Change in Assignment To: AC Administrative Assistant III 12-month position (100%) Range 41, Step E + 10% Longevity Classified Salary Schedule Eff. 03/02/2020 – 06/30/2020

PROFESSIONAL GROWTH & DEVELOPMENT

Cano, Carlos	FC	Campus Safety Officer (100%) 6 <sup>th</sup> increment (\$400) Eff. 07/01/2020
Diaz, Luis	CC	Groundskeeper (100%) 2 <sup>nd</sup> increment (\$400) Eff. 07/01/2020
Thompson, Jeanne	CC	Financial Aid Technician (100%) 1 <sup>st</sup> increment (\$400) Eff. 07/01/2020

LEAVES OF ABSENCE

Fuentes, Rafael	FC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 11/27/2019 – 02/25/2020 (Consecutive Leave)
Jackson-Reed, Leslie	NOCE	Administrative Assistant II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 02/11/2020 – 04/08/2020 (Intermittent Leave)
Nguyen, Chau	NOCE	Instructional Assistant, Business Skills (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/28/2020 – 02/21/2020 (Consecutive Leave)
Park, Lily	NOCE	Admissions and Records Specialist (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 01/30/2020 – 04/22/2020 (Consecutive Leave)
Reza, Carlos	FC	Building Maintenance Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/10/2019 – 03/06/2020 (Consecutive Leave)

STIPEND FOR ADDITIONAL ADMINSTRATIVE DUTIES

Aranda, Joseph	AC	Administrative Assistant II (100%) 6% Stipend Eff. 02/18/2020 – 06/30/2020
Gomez, Monica	NOCE	Administrative Assistant II (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020
Heredia, Edna	NOCE	Administrative Assistant II (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020
Land, Michael	CC	IT Services Coordinator I (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020
McKeown, William	CC	IT Services Coordinator I (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020
Neate, Mike	FC	IT Specialist, Network (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020
Nguyen, Hai	FC	IT Specialist, Network (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020
Pham, Tony	FC	IT Specialist, Network (100%) 6% Stipend Eff. 01/01/2020 – 06/30/2020

NEW CLASSIFIED MANAGEMENT JOB DESCRIPTION

Associate Vice Chancellor, Human Resources  
Range 37  
Management Salary Schedule

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

Job Title:	Associate Vice Chancellor, Human Resources	Range: 37 (CL)	Management Schedule
Date Revised:	-----	Date Approved:	
<b>THIS IS A DESIGNATED CLASSIFIED MANAGEMENT POSITION SUBJECT TO ONE-YEAR PROBATIONARY PERIOD</b>			

**PRIMARY PURPOSE**

Reporting to the Vice Chancellor of Human Resources, this position is responsible for the planning, administration, and advisement of district-wide human resources management functions, such as: strategic planning, policy and procedure development, classification/compensation, employee health and wellness, leaves coordination, accommodations, employee and labor relations, accreditation, and legal compliance. In addition, this position will serve as the Chief Negotiator in collective bargaining and labor relations matters, as assigned, and the Chief Human Resources Officer in the absence of the Vice Chancellor, Human Resources.

**ESSENTIAL FUNCTIONS**

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

1.	Plan, coordinate, direct, and lead activities and the operation of the District's Human Resources Office, assuring compliance with applicable laws, codes and regulations; supervise Human Resources staff; provide strategic planning for district-wide human resources management and practices; develop Human Resources policies and procedures; interpret laws and advise District staff regarding policies and procedures.
2.	Provide leadership and direction for collective bargaining strategies in negotiations with labor organizations; develop collective bargaining strategies and proposals; coordinate the District team and serve as the Chief Negotiator for bargaining units, as assigned. Administer collective bargaining agreements; respond to claims of contract violations, processes and resolve grievances; represent the District in hearings; serve as liaison for the District with labor organizations; administer a variety of related contracts, memoranda of understanding and other legal documents.
3.	Provide consultation, technical expertise, legal strategies, and recommendations to the Vice Chancellors, Chancellor, Board of Trustees, faculty and management in employee and labor relations matters, including but not limited to negotiations, litigation, 504 compliance, workers compensation, unlawful discrimination, unfair labor practices, claims of contract violations, and discipline; conduct legal research and analysis of technical subject matter in employee and labor relations matters.
4.	Serve as NOCCCD advocate and legal representative to courts, legislature and administrative agencies regarding Human Resources, civil litigation, labor relations, and workers compensation. Represent the Human Resources Department at Board of Trustees meetings and present information as required.
5.	Oversee and provide review, analysis and guidance of proposed legislation, laws, and regulations relating to human resources, labor relations, and community colleges. Recommend and draft legislative policy and legal changes to serve the needs of the District. Administer the implementation of laws, regulations, and policies.

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

6.	Administer the investigation and processing of complaints and the discipline process, including reprimands, suspensions, demotions, and dismissals in legal compliance with the Education Code, Board Policies, and Collective Bargaining Agreements; coordinate related hearings; administer employee formal and informal grievance procedures; conduct Skelly hearings in consultation with affected administrators; coordinate with legal counsel and make recommendations to Vice Chancellor, Human Resources and Board of Trustees as appropriate; mediate employee grievances and facilitate resolution.
7.	Administer the development and administration of the District's employee health and benefits programs; administer open enrollment and technology initiatives related to benefits; serve as the Trustee on the Orange County Fringe Benefits Trust; responsible for leaves coordination, COBRA, IRS 125 plan, Affordable Care Act, and the accommodation process.
8.	Develop and execute comprehensive strategic plans relating to District and campus human resources programs, practices, and systems under the direction of the Vice Chancellor of Human Resources and in close partnership with campus executive management, various governance groups, and campus administrators, managers, faculty, and staff.
9.	Administer district-wide human resources operations, and serve as a resource for employment practices, job classification, job descriptions, job analysis, staffing analysis, salary administration, and salary placement. Approve and supervise the evaluation of the minimum qualifications of all applicants and employees in accordance with state and local rules and regulations. Responsible for the administration of criminal conviction analysis and determination.
10.	Provide leadership in the development of the annual preliminary budget for assigned programs; monitor and control budget expenditures; direct the preparation and maintenance of detailed and comprehensive reports, records and files regarding employees, facilities, programs, operations and activities; fiduciary signatory on fiscal expenditures District-wide, including student financial aid.
11.	Chair and supervise a variety of committees and task forces related to Human Resources; responsible for the district-wide sabbatical, equivalency, classified and confidential job measurement processes; direct and coordinate the reclassification and promotion of employees; chair administrative and staff meetings as required; coordinate programs and services as appropriate with other District and college staff.
12.	Serve as a resource to the District's Title IX/EEO Compliance Officer; advise in the administration of discrimination complaints related to staff and students; liaison with the District Worker's Comp Administrator.
13.	Plan, organize, and deliver appropriate training and staff development activities.
14.	Train, supervise, evaluate and direct the work of employees as assigned at the District office and colleges; this may include supervision of management employees and independent contractors; participate in selection and hiring processes.
15.	Learn and apply emerging technologies and advances (e.g., computer software applications) as necessary to perform duties in an efficient, organized, and timely manner.
16.	Provide leadership in District/College efforts to increase the diversity of faculty and staff, to address student achievement gaps, and in the creation of a welcoming and inclusive work and educational environment.
17.	Assist and promote the growth and success of a diverse population of students and employees through the development of interculturally competent and equity minded management and leadership abilities. The ideal candidate should have experience in this area with African Americans, Latinx, Native Americans, Pacific Islanders and other disproportionately impacted students and employees

<b>NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION</b>
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18.	Perform related duties as assigned.
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**OTHER FUNCTIONS**

None

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**WORKING RELATIONSHIPS**

The Associate Vice Chancellor of Human Resources maintains frequent contact with college and District administrators, faculty and staff, board of trustees, District's legal counsel, and various agencies governing employee and employment issues.

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**EDUCATION AND EXPERIENCE**

**Required Qualifications**

Bachelor's degree from an accredited institution in human resources, public administration, business administration or related field.

Minimum of five (5) years of management experience working in human resources or related environment, of which at least four (4) years include managerial experience.

Experience managing a department or program with decision-making responsibility.

Demonstrated experience with labor relations, collective bargaining and contract administration.

Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

**Desirable Qualifications**

Human Resources experience in public higher education.

Management experience leading a Human Resources operation.

Demonstrated experience resolving labor relations matters, accommodations, trial preparation, negotiations, complaints, grievances, unfair labor practices, and state and federal claims.

Demonstrated experience working with a unionized workforce.

Demonstrated experience with classification and compensation systems.

Advanced degree from an accredited institution in a related field or licensed California Attorney.

Demonstrated experience developing and implementing human resources technology initiatives.

Experience in shared governance in an educational setting.

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

High professional standards and strong interpersonal skills.

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# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

Effective oral and written communication skills.

Prior experience in approaching work and interactions with colleagues and/or students in an equity minded manner. Ability to provide an inclusive and welcoming work/educational environment.

## **KNOWLEDGE, SKILLS, AND ABILITIES**

Knowledge of human resources operations, including applicable federal/state laws and regulations.  
Knowledge of labor relations, collective bargaining, contract administration, mediation, arbitration, and grievance resolution  
Knowledge of District organization, operations, policies and objectives  
Knowledge of California Education Code and requirements, including Title 5, Title IX, 504  
Knowledge of principles and practices of due process discipline  
Knowledge of a shared governance model  
Knowledge of human resources development and organizational development  
Knowledge of staff diversity and Equity laws and programs  
Knowledge of research policies, procedures and practices, including data collection and analysis  
Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary  
Knowledge of record keeping procedures  
Knowledge of budget preparation and maintenance  
Knowledge of current human resources enterprise systems  
Knowledge of appropriate software and databases  
Ability to organize and effectively manage human resources in a complex multi-campus operation  
Ability to interpret, apply and explain laws, regulations, policies and procedures  
Ability to assess, analyze, implement, and evaluate data and research project activities  
Ability to analyze situations accurately and adopt an effective course of action  
Ability to conduct effective labor negotiations and administer collective bargaining agreements  
Ability to conduct effective investigations  
Ability to plan, organize and prioritize work  
Ability to meet schedules and time lines  
Ability to identify process improvements and create a continuous improvement culture  
Ability to work independently with little direction  
Ability to understand and follow oral and written directions  
Ability to communicate efficiently, both orally and in writing  
Ability to supervise, train and provide work direction to others  
Ability to establish and maintain effective working relationships with others

## **SPECIAL REQUIREMENTS**

None

## **WORKING CONDITIONS**

Office environment; subject to constant interruptions and frequent interaction with internal and external partners; sitting for long periods at a time (up to 2-3 hours); Standing for long periods of time (up to 2-3 hours: requires off-site duties and activities.

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** February 25, 2020 Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
**SUBJECT:** Professional Experts Enclosure(s) X

**BACKGROUND:** Professional Experts within budget.

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

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

\_\_\_\_\_  
Recommended by

\_\_\_\_\_  
Approved for Submittal

5.c.1  
\_\_\_\_\_  
Item No.



Professional Experts  
February 25, 2020

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Banal, Justine	FC	Project Expert	Transfer Ambassador	26	02/12/2020	06/30/2020
Chicas Gallardo, Evangelina	FC	Project Expert	Strong Workforce Internship Project/FCCareerConnect	20	05/14/2020	05/21/2020
Chicas Gallardo, Evangelina	FC	Project Expert	Strong Workforce Internship Project/FCCareerConnect	20	06/15/2020	06/20/2020
De Jesus, Roman	FC	Technical Expert II	Distance Education Division Representative	20	01/27/2020	05/22/2020
Diaz, Roberto	FC	Technical Expert II	Distance Education Division Representative	20	01/31/2020	05/22/2020
Edwards, Arnette	FC	Technical Expert II	Distance Education Division Representative	20	01/27/2020	05/22/2020
Gunderson, Michael	NOCE	Technical Expert I	Love & Logic workshop (pilot) facilitator/instructor	26	01/06/2020	06/21/2020
Henderson, Angela	FC	Technical Expert II	Distance Education Division Representation	20	01/27/2020	05/22/2020
Johnstone, Deborah	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	26	02/05/2020	02/21/2020
Llanes, Jasmin	NOCE	Project Expert	Mobility Trainer	26	04/27/2020	06/27/2020
Mac Gill, Kenneth	AC	Technical Expert I	Maintenance & Operations	26	03/23/2020	06/26/2020
Mande, Anupama	FC	Technical Expert II	Distance Education Division Representative	20	01/27/2020	05/22/2020
Melella, Laura	FC	Technical Expert II	Distance Education Division Representative	20	01/27/2020	05/22/2020
Mendoza, Diane	NOCE	Project Coordinator	Love & Logic Project Coordinator	26	06/28/2020	06/30/2020
Nordberg, Colby	FC	Project Manager	Lighting Designer	26	04/01/2020	05/22/2020
Padilla, Debra	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	15	02/05/2020	02/14/2020
Quach Julia	FC	Project Manager	Lighting Designer Assistant	26	04/01/2020	05/22/2020
Rosen, Lugene	FC	Technical Expert II	Distance Education Division Representative	20	01/27/2020	05/22/2020
Takeda, Nancy	NOCE	Technical Expert I	I-BEST Technical Expert	26	12/16/2019	01/05/2020
Tarleton, Heather	CC	Technical Expert II	HRSA HCOP Grant	26	02/10/2020	05/31/2020
Wu, ChiaYuan	CC	Project Expert	Mobile App and Web Services	20	01/06/2020	05/15/2020

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** February 25, 2020 Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
**SUBJECT:** Hourly Personnel Enclosure(s) X

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

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

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

**How does this relate to Board Policy:** These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

**FUNDING SOURCE AND FINANCIAL IMPACT:** All personnel matters are within budget.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.d.1

Item No.

Hourly Personnel  
February 25, 2020

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Appleberry, Colleen	FC	Technical - Assistance for the Music Department Office	04/14/20	06/30/20	TE B 2
Hagstrom, Greg	AC	Technical - Assist in District Postal Center	02/26/20	05/27/20	TE A 4
Labuda, Matthew	CC	Direct Instr Support - Athletic Program Assistant - Women's Softball	02/26/20	05/30/20	TE H 4
Leon, Jackline	FC	Technical - Assist the EOPS Office	05/18/20	06/30/20	TE A 2
McCollum, Sydney	CC	Direct Instr Support - Athletic Program Assistant for Athletic Success Center	02/26/20	06/30/20	TE H 4
McFee, Jacob	FC	Technical - Assist the Construction Department	02/26/20	05/27/20	TE B 1
Murillo, Paulina	CC	Technical - Assist in District Payroll Office	02/26/20	05/27/20	TE A 1
O'Daniel, Amy	FC	Technical - Assist in the EOPS Office	05/18/20	06/30/20	TE A 2
Pena, Steven	CC	Non-Direct Instr Support - Assist in Photography Lab	02/26/20	05/27/20	TE A 2
Reyes, Fernando	FC	Technical - Assist the Technology and Engineering Division	02/26/20	05/27/20	TE A 1
Rodriguez, Alex	CC	Technical - Assistance for EOPS/CARE/CalWORKs Office	05/01/20	06/30/20	TE B 3
Tomicic, Filip	FC	Paraprof - Athletic Program Assistant - Women's Beach Volleyball	02/26/20	05/22/20	TE H 4
Zhao, Siqu	FC	Direct Instr Support - Assist in ACT computer lab	02/26/20	05/23/20	TE A 1

Professional Medical Employees

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Obrien, Catherine	CC	Medical - Provide counseling to students in campus events and education	02/12/20	06/30/20	ME D 4

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ceballos, Kimberly	FC	Direct Instr Support - Tutor for Anaheim Learning Center	02/26/20	06/30/20	TE A 1
Lee, David	FC	Direct Instr Support - Tutor for the Hornets Tutoring Program	02/27/20	06/30/20	TE A 1

Hourly Personnel  
February 25, 2020

Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Arias Carbajal, Maria	FC	Service/Maint - Substitute for Classified employee on leave	02/24/20	03/31/20	TE B 1
Cardenas, Alma	FC	Technical - Substitute for Classified employee on leave	02/03/20	03/31/20	TE B 1
Velasquez, Aleena	FC	Technical - Substitute for Classified employee on leave	02/10/20	06/30/20	TE A 2

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Amouzou, Ametodji	FC	Full-time Student - Assist in the International Student Center	02/26/20	06/30/20	TE A 1
Bearse, Rebekah	CC	Work Study Student - Assist in Career Planning Center	02/26/20	06/30/20	TE A 1
Bostic, Benn	CC	Full-time Student - Assist in Outreach/Student Ambassador	02/26/20	06/30/20	TE A 1
Brittill, Elizabeth	FC	Full-time Student - Assist the Digital Arts Computer Lab	02/25/20	06/30/20	TE A 1
Bui, Noelle	FC	Work Study Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
De La Rosa, Desiree	CC	Work Study Student - Assist in Athletics	02/26/20	06/30/20	TE A 1
Fernando, Sofia	FC	Full-time Student - Assist in Admissions and Records	02/12/20	06/30/20	TE A 1
Flores, Andrew	FC	Full-time Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
Flores, Steve	FC	Full-time Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
Garcia, Melissa	FC	Full-time Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
Gutierrez Garcia, B.	CC	Full-time Student - Assist in Grads to Be Program	02/26/20	06/30/20	TE A 1
Gutierrez, Michelle	FC	Work Study Student - Clerical assistance for the Care Program	02/26/20	06/30/20	TE A 3
Jacques, Dominik	FC	Full-time Student - Assist in Admissions and Records	02/12/20	06/30/20	TE A 1
Kwon, Jinju	FC	Full-time Student - Assist in the campus Library	02/26/20	06/30/20	TE A 1
Legaspi, Alissa	CC	Full-time Student - Assist in Court Reporting Program	02/26/20	06/30/20	TE A 1
Mariano, Ashley	FC	Full-time Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
Naranjo, Shantal	FC	Work Study Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
Nguyen, Alexey	FC	Full-time Student - Assist in Admissions and Records	02/12/20	06/30/20	TE A 1
Pineda, Jonel	FC	Full-time Student - Assist in the Counseling Center	02/26/20	06/30/20	TE A 1
Prieto, Daniel	CC	Full-time Student - Assist in Culinary Arts program	02/26/20	06/30/20	TE A 2
Swartz, James	FC	Full-time Student - Assist the Digital Arts Computer Lab	02/25/20	06/30/20	TE A 1
Yoo, Erin	FC	Full-time Student - Assist in Admissions and Records	02/12/20	06/30/20	TE A 1

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** February 25, 2020

**SUBJECT:** Volunteers

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

**BACKGROUND:** The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

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

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the following items be approved as submitted.

Irma Ramos

\_\_\_\_\_  
Recommended by

\_\_\_\_\_  
Approved for Submittal

5.e.1

\_\_\_\_\_  
Item No.

Volunteer Personnel  
February 25, 2020

Name	Site	Program	Begin	End
Abe, Masumi	NOCE	Intern - ESL Department SHINE Program	02/19/2020	06/26/2020
Adolph, Morrey	NOCE	DSS - Personal Care Attendant	01/02/2020	06/30/2020
Alvarez, Vivian	FC	Physical Ed. Sports Training	02/26/2020	05/22/2020
Borough, Jessica	FC	Physical Ed. Training Room	02/26/2020	05/22/2020
Charles, Art	NOCE	DSS - Personal Care Attendant	01/14/2020	06/27/2020
Fellows, Heather	NOCE	DSS - Personal Care Attendant	01/24/2020	06/27/2020
Fletcher, Matthew	NOCE	DSS - Personal Care Attendant	01/14/2020	06/27/2020
Fu, Ruoya	NOCE	Intern - ESL Department SHINE Program	02/13/2020	05/11/2020
Fuentes, Michelle	FC	Veterans Administration Work Study	02/26/2020	06/30/2020
Galvan, Christine	CC	Physical Ed. Women's Tennis	02/26/2020	05/30/2020
Hernandez, Jeremy	CC	Intern - Business & CIS Division	03/01/2020	06/30/2020
Hoang, Kimberly	NOCE	DSS - Personal Care Attendant	01/24/2020	06/27/2020
Hsu, Andre Gene	NOCE	DSS - Personal Care Attendant	01/24/2020	06/27/2020
Manzanares, Leonel	FC	Physical Ed. Sports Training/Assessment	02/26/2020	06/01/2020
Martinez, Connie	NOCE	DSS - Personal Care Attendant	11/01/2019	06/26/2020
Martinez, Daisy	CC	Physical Ed. Athletic Room	02/26/2020	06/30/2020
Mier, Mark	NOCE	DSS - Personal Care Attendant	01/14/2020	06/27/2020
Nam, Yun Jan	NOCE	DSS - Personal Care Attendant	01/24/2020	06/27/2020
Ochoa, Daniel Steven	NOCE	DSS - Personal Care Attendant	01/24/2020	06/27/2020
Peattie, Lucila	FC	DSS - Personal Services Assistant	01/27/2020	05/23/2020
Phan, Michelle	FC	Internship - Counseling & Student Dev	02/26/2020	06/04/2020
Ramos, Sherry	NOCE	DSS - Personal Care Attendant	01/24/2020	06/27/2020
Rodriguez, Ricardo	NOCE	DSS - Personal Care Attendant	01/14/2020	06/27/2020
Sandhu, Charnjit	FC	DSS - Personal Services Assistant	01/27/2020	05/25/2020
Schulz, Paul	FC	Athletics Public Address Announcer	02/05/2020	06/30/2020
Shi, Yanni	NOCE	Intern - ESL Department SHINE Program	02/26/2020	06/26/2020
Sullivan, Margaret	NOCE	DSS - Personal Care Attendant	01/14/2020	06/27/2020
Watson, Jay	NOCE	DSS - Personal Care Attendant	01/14/2020	06/27/2020
Wong, Samantha	NOCE	DSS - Personal Care Attendant	02/01/2020	06/30/2020

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
<b>DATE:</b>	February 25, 2020	Information	X
		Enclosure(s)	X
<b>SUBJECT:</b>	Board of Trustees Assessment Instrument		

**BACKGROUND:** On February 12, 2019, the Board adopted revised Board Policy 2745, Board Self-Evaluation, with the Board of Trustees Assessment Instrument to be distributed annually during the month of April. The Instrument was last revised on February 26, 2019 to incorporate the recommendations of the Board Evaluation Subcommittee which referenced ACCJC Accreditation Standard IV.C.

The Board of Trustees Assessment Instrument is scheduled to be distributed at the April 14, 2020 Board meeting, thus, there is a need for the Board to review and consider making changes by March 24, 2020.

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

**How does this relate to Board Policy:** This item is in accordance with Board Policy 2745, Board Self-Evaluation.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board review the Board of Trustees Assessment Instrument, adopted August 26, 1997, and last revised February 26, 2019, and make appropriate changes to the instrument for re-adoption at the March 24, 2020 Board meeting.

Cheryl Marshall  
Recommended by

Approved for Submittal

6.a.1  
Item No.

## **North Orange County Community College District**

### **BOARD OF TRUSTEES ASSESSMENT**

Accrediting Commission for Community and Junior Colleges Standard IV.C.10: “Board policies and/or bylaws clearly establish a process for Board evaluation. The evaluation assesses the Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.”

The Board assessment is very different from the political evaluation, which takes place at the ballot box. The purpose of the Board assessment is to identify those areas of Board functioning which are working well and those which may need improvement.

The Board assessment speaks to the Board as a whole, not to individual trustees. It is the evaluation process of the overall effectiveness of the Board as a group making decisions.

### **PROCESS**

An assessment form will be distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in April of each year.

The completed assessment forms shall be submitted to the Chancellor’s Office on or before the second meeting in April.

The Chancellor’s Office shall complete results of the assessment for distribution at the first meeting in May.

The assessment results shall be included as an agenda item for review and appropriate action at the second meeting in May.



## Board of Trustees Assessment

**Rating Scale:**  
**4 = Excellent**  
**3 = Acceptable**  
**2 = Need Improvement**  
**1 = Unsatisfactory**  
**0 = No Knowledge of**

Question		Rating	Comments/Suggestions
<b>The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services.</b>			
1.	The Board has clearly defined institutional goals with desired outcomes both short and long-term.		
2.	The Board's highest priority is student learning and student success.		
3a.	The Board has established mission and vision statements, and a strategic plan that looks to the future, anticipating what the institution and its colleges will be like in 10 years.		
3b.	The Board reviews the mission and vision statements every three years.		
3c.	The Board regularly reviews its policies to be consistent with its mission.		
4.	The Chancellor's goals, as affirmed by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration.		
5.	The Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code.		

6.	To ensure the institution is accomplishing its goals for student success, the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		
7.	The Board approves appropriate resources (human, physical, technology, and financial) to support an effective student learning program.		
8.	The Board regularly evaluates its processes to support continuous improvement.		
<b>Overall rating for “The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services.”</b>			

Question		Rating	Comments/Suggestions
<b>As an independent policy-making body that reflects the public interest, the Board acts as a whole. The Board advocates for and defends the institution and protects it from undue influence or political pressures:</b>			
9.	Direction to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.		
10.	Board members respect each other's opinions.		
11.	Discussions are structured so that all have an opportunity to contribute to the decision.		
12.	Board members have adequate information upon which to base decisions.		

13.	The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Chancellor.		
14.	The Board's delegation of administrative authority to the Chancellor is clear to all parties.		
<b>Overall rating for "The Board acts as a whole."</b>			

Question		Rating	Comments/Suggestions
<b>Board meetings run effectively:</b>			
15.	Board members are punctual to and attend all Board meetings to conclusion.		
16.	The Board reviews agenda materials and is prepared for Board meetings.		
17a.	New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.		
17b.	The Board members engage in ongoing professional development.		
18.	The Board agendas focus on policy issues that relates to Board responsibilities.		
19.	The Board conducts its meetings in compliance with state laws, including the Brown Act.		

20.	Agendas include legislative and state policy issues that impact the District.		
21.	Board meetings include some education or information time.		
22.	Board meetings provide adequate time for discussion.		
<b>Overall rating for “Board meetings run effectively.”</b>			

<b>Question</b>		<b>Rating</b>	<b>Comments/Suggestions</b>
<b>Board members are actively knowledgeable about and engaged in the District community:</b>			
23a.	Board members are knowledgeable about community college and state related issues.		
23b.	Board members are knowledgeable and take an appropriate role in the accreditation process.		
24.	The Board acts as an advocate for community colleges.		
25.	Board members are available to District employees for comments and suggestions.		
26.	The Board shows its support for the District through members attending various events.		

27.	The Board is knowledgeable about the District's history, values, strengths, and weaknesses.		
28.	The Board understands, appreciates, and is responsive to the diverse community which it serves.		
29.	The Board has processes in place for appropriately involving the community in relevant decisions.		
30.	The Board helps promote the image of the District in the community.		
31.	The Board understands the collective bargaining process and its role in the process.		
32.	The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget.		
33.	The Board gives adequate attention to the mission and goals of the District.		
34.	The Board has a procedure for annual evaluations of the Chancellor.		
35.	The Board demonstrates a good understanding of collegial consultation and related processes.		
36.	In general, what rating does the Board as a whole deserve?		

**Overall rating for “Board members are actively knowledgeable about and engaged in the District community.”**

37.	General Comments/Suggestions:
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**Date of Adoption:** August 1997

**Date of Last Revision:** March 2019; March 2017; March 2015; March 2013; March 2009; March 2007; March 2005; August 2001

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	<u>    X    </u>
<b>DATE:</b>	February 25, 2020	Resolution	<u>          </u>
		Information	<u>          </u>
<b>SUBJECT:</b>	Revised Board Policies	Enclosure(s)	<u>    X    </u>

**BACKGROUND:** The Board Policies included in this agenda item were reviewed and revised to reflect content revisions recommended by Jane Wright, CCLC Consultant and by District staff.

The District Consultation Council reviewed, discussed, and reached consensus on the following revised Board Policies on January 27, 2020:

### **Chapter 3, General Institution**

**BP 3510, Workplace Violence:** This policy was reviewed as part of the 6-year review cycle and revised to make a minor grammar correction to Section 1.0 and update the corresponding administrative procedure.

**BP 3515, Reporting of Crimes:** This policy was reviewed as part of the 6-year review cycle and revised to update the corresponding administrative procedures.

**BP 3518, Child Abuse Reporting:** This policy was reviewed as part of the 6-year review cycle and revised to update the "Reference" section and update the corresponding board administrative procedure.

**BP 3520, Local Law Enforcement:** This policy was reviewed as part of the 6-year review cycle and revised to add new legally required language to Section 2.0 and update the corresponding administrative procedure.

**BP 3530, Weapons on Campus:** This policy was reviewed as part of the 6-year review cycle and revised to update the corresponding administrative procedure.

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

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

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board adopt the following proposed, revised Board Policies:

- BP 3510, Workplace Violence
- BP 3515, Reporting of Crimes
- BP 3518, Child Abuse Reporting
- BP 3520, Local Law Enforcement
- BP 3530, Weapons on Campus

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



## **BP 3510 Workplace Violence**

Reference:

**Cal/OSHA: Labor Code Sections 6300 et seq.;**  
**8 California Code of Regulations Sections 3203;**  
**“Workplace Violence Safety Act of 1994” (Code of Civil Procedure Section 527.8**  
**and Penal Code Sections 273.6)**

- 1.0 The Board [of Trustees](#) is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board’s priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.
- 2.0 The Chancellor shall establish administrative procedures that assure that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

See Administrative Procedure 3510, [Workplace Violence](#).

**Date of Adoption:** March 23, 2004

**Date of Last Revision:** October 25, 2016  
April 22, 2015 Chancellor’s Staff

## **BP 3515 Reporting of Crimes**

Reference:

**Education Code Section 67380**

- 1.0 The Chancellor shall assure that, as required by law, reports are prepared of all occurrences reported to campus safety for crimes committed on campus that involve violence, hate violence, theft or destruction of property, weapons violations, illegal drugs, or alcohol intoxication. The Chancellor shall further assure that required reports of non-criminal acts of hate violence and information regarding registered sex offenders are prepared. Such reports shall be made available as required by law.

See Administrative Procedure 3515, [Reporting of Crimes and Administrative Procedure 3516, Registered Sex Offender Information.](#)

**Date of Adoption:** March 23, 2004

## **BP 3518 Child Abuse Reporting**

Reference:

**Penal Code Sections 261, 264.1, 273a, 273d, 285, 286, 288, 288a, 289, 601, 647a, [and 11164-11174.3](#);**

**Welfare and Institutions Code Sections 300, 318, [and 601](#);**

**Family Code Sections 7802, 7807, 7808, 7820-7829, 7890, [and 7892](#)**

- 1.0 The Chancellor shall establish procedures related to the responsibility of employees, within the scope of employment, or in their professional capacity, to report suspected abuse and neglect of children, [as required by law](#).

See Administrative Procedure 3518, [Child Abuse and Reporting](#).

**Date of Adoption:** March 23, 2004

**Date of Last Revision:** August 20, 2008 Chancellor's Staff

## **BP 3520 Local Law Enforcement**

Reference:

**Education Code Sections 67381 and 67381.1;**  
**34 Code of Federal Regulations Section 668.46(b)(4)**

- 1.0 Each campus or center of the District shall enter into a written agreement with local law enforcement agencies. The agreement shall clarify operational responsibilities for investigations of Part I violent crimes, defined by law as willful homicide, forcible rape, robbery, and aggravated assault; sexual assaults, including but not limited to rape, forced sodomy, forced oral copulation, rape by foreign object, sexual battery, or threat of any of these; and hate crimes as defined by law, occurring at each location.
  - 1.1 The written agreement shall designate which law enforcement agency shall have operational responsibility for violent crimes, sexual assaults, and hate crimes and delineates the specific geographical boundaries of each agency's operational responsibility, including maps as necessary.
- 2.0 The written agreements required by this policy shall be public records and shall be made available for inspections by members of the public upon request. **Written agreements shall be reviewed and updated, if necessary, every five (5) years.**
- 3.0 The District encourages accurate and prompt reporting of all crimes to campus security and/or the appropriate police agencies.

See Administrative Procedure 3520, **Local Law Enforcement**.

**Date of Adoption:** March 23, 2004

**Date of Last Revision:** October 25, 2016

## **BP 3530 Weapons on Campus**

Reference:

**Penal Code Sections 626.9 and 626.10**

- 1.0 Firearms or other weapons shall be prohibited on any college or District center or in any facility of the District except for activities conducted under the direction of District officials or as authorized by an official law enforcement agency.

See Administrative Procedure 3530, [Weapons on Campus](#).

**Date of Adoption:** March 23, 2004

**Date of Revision:** May 6, 2009 Chancellor's Staff

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** February 25, 2020

**SUBJECT:** 2020 District Legislative Priorities

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

**BACKGROUND:** Each school year, the North Orange County Community College District crafts state and federal legislative priorities in order to direct advocacy efforts for the District and campuses. With the help of lobbyists Nossaman LLP, members of Chancellor's Staff meet each year to discuss emerging legislative issues that affect our students, staff and community.

Identified legislative priorities address critical needs in the areas of workforce, college readiness, transfer and articulation, financial aid, student success and basic needs, inclusion of noncredit students in appropriate initiatives, as well as general considerations that affect higher education appropriations. The goal is to maximize opportunities for student success, and position NOCCCD to better serve the existing and future workforce needs of the community it serves.

For 2020, Chancellor's Staff has identified the following state and federal legislative priorities:

## State Legislative Priorities

- Support the California Community College system's mission with adequate resources
- Advocate changing the Faculty Obligation Number (FON) formula to ensure equalization and equity across the State
- Ensure categorical programs continue to be fully funded with clear metrics and support all noncredit and credit students
- Support policy and resources to help students access basic needs
- Advocate for thoughtful and intentional inclusion of noncredit students in all California Community College statewide initiatives and ongoing support for the California Adult Education Program (CAEP)
- Support resources and legislative efforts to further successful pathway programs

## Federal Legislative Priorities

- Engage in the reauthorization of the Higher Education Act
- Support funding for federal student financial aid
- Support Deferred Action for Childhood Arrivals (DACA) and the Dream Act
- Support funding for the Workforce Innovation and Opportunity Act and Carl D. Perkins Career and Technical Education Act
- Protect Students' Civil Rights

These priorities are not meant to be all-inclusive, and NOCCCD retains the right to advocate on behalf of or in opposition to other areas of legislation or specific bills as they arise through the legislative session. If the Board of Trustees wishes to take a unified

position on specific bills during the session, a separate agenda item will be crafted and subsequently voted on as a resolution.

This agenda item was written by Kai Stearns Moore, District Director, Public & Governmental Affairs.

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

**How does this relate to Board Policy:** This item is in accordance with: BP 1001 District Mission, Vision, & Values Statements; *The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant, and academically excellent. We are unequivocally committed to student success and lifelong learning.* BP 2430 Delegation of Authority to Chancellor; *The Chancellor is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board.* BP 2716 Political Activity; *Initiative or referendum measures may be drafted on an area of legitimate interest to the District. The Board may by resolution express the Board's position on ballot measures.*

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board discuss the recommended state and federal legislative priorities for 2020, and to empower the Chancellor of the North Orange County Community College District to advocate for the interests of the students, staff, and faculty of the District on behalf of the Board.

# North Orange County Community College District

## 2020 State Legislative Priorities

The North Orange County Community College District has identified six critically important state legislative priorities to focus advocacy efforts on for 2020. Each priority has been carefully chosen to focus on results that will favor the District's student population, staff, faculty, and long-term sustainability.

### **1. Support the California Community College system's mission with adequate resources.**

The District will participate in any advocacy efforts necessary to ensure the new Student Centered Funding Formula (SCFF) is fully funded, implemented successfully, and supports the success of students, especially those students who are disadvantaged. Funding for our system should reflect the robust and inclusive mission of California Community Colleges. The District supported the Governor's and Legislature's efforts to pass AB 30 (O'Donnell, 2018) which will be on the March 2020 ballot as Proposition 13 for the voters of California.

#### Legislative Goals:

- *Participate in statewide discussions and support prospective changes to the Student Centered Funding Formula that respond to potential adverse consequences, especially after the hold harmless period.*
- *Advocate for CDCP Managed Enrollment classes to be funded by census date, as credit does.*
- *Advocate for funding for courses offered pursuant to an instructional service agreement (ISA) between with a public safety agency be based on a general apportionment rate per full-time-equivalent student (FTES) for enrollment in those courses rather than according to the new Student Success Funding Formula.*

### **2. Advocate changing the Faculty Obligation Number (FON) formula to ensure equalization and equity across the State.**

The FON was established in 1988 using the baseline number for each community college district's faculty numbers that year, and current law requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit Full Time Equivalent Students (FTES). The FON is out-of-date and does not support the Chancellor's Vision for Success or reflect the principles of the new Student Centered Funding Formula. The existing FON formula creates large inequities across the State, and the District is interested in actively exploring ways of improving the revenue-to-faculty ratio.

#### Legislative Goals:

- *Work with Members of the Legislature who have introduced legislation pertaining to this issue in an effort to create a new formula that equalizes districts across the State and aligns with the new Student Centered Funding Formula.*



- *Support and help inform a proposal that would include non-credit instructors in the FON, similar to how counselors are counted.*

**3. Ensure categorical programs continue to be fully funded with clear metrics and support all noncredit and credit students.**

The 2018-19 State Budget consolidated the Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), and Student Equity (SE) into the new Student Equity and Achievement Program. The District believes having clear metrics in place that hold colleges accountable is key to successful categorical consolidation. The District supports ensuring student populations still have the same level and access to funding in a new, streamlined approach.

The District believes the Strong Workforce Program is also a key stream of funding for our students. The Program supports workforce opportunity and increases living-wage jobs which positively impact our regional economy. The District supports efforts to ensure this program and level of funding remain intact.

Legislative Goals:

- *Support an ongoing Cost of Living Adjustment for the SEAP.*
- *Advocate ongoing funding for the Strong Workforce Program.*
- *Support consolidation that allows local flexibility while also ensuring accountability measures are in place.*
- *Advocate to define noncredit eligibility in all proposed consolidation efforts.*
- *Ensure separate noncredit centers are included in the fiscal reporting requirements.*

**4. Support policy and resources to help students access basic needs.**

The District believes student success is impacted by students' access to basic needs, such as food, housing, transportation, affordable quality childcare, and supplies needed to complete course work. The District also understands the strong connection between access to basic needs and mental health. For these reasons, the District supports any efforts related to increasing a students' ability to access basic needs and mental health services.

Legislative Goals:

- *Support the Governor, Administration, and Legislature's significant investments aimed at addressing homelessness.*
- *Support legislation that addresses students' access to basic needs by incentivizing local partnerships and removing regulatory barriers between community based organizations, local governments, and community college campuses.*
- *Support legislative efforts to address the issues identified by the statewide Affordability, Hunger and Housing Access Task Force.*
- *Support legislation that assists students' access to satisfy basic needs.*
- *Support legislation that assists in mental health services for students.*

**5. Advocate for thoughtful and intentional inclusion of noncredit students in all California Community College statewide initiatives and ongoing support for the California Adult Education Program (CAEP).**

NOCCCD has one of the largest noncredit centers in California. North Orange Continuing Education (NOCE) serves over 30,000 students a year through such programs as high school diploma, English as a second language, parenting, and career certification classes. However there have been several recent examples of statewide community college initiatives implemented that have not adequately considered the special administration challenges inherent to noncredit education, even when that inclusion would have been a valuable addition to the initiative. The District will continue to advocate for equitable legislative and regulatory consideration for noncredit, including how CAEP funding is disbursed, to ensure the community is being served to the fullest extent possible.

Legislative Goals:

- *Support an ongoing Cost of Living Adjustment (COLA) for the CAEP.*
- *Advocate for specific delineation of noncredit allocations in the release of all statewide initiatives and grants.*
- *Proactively participate in discussions regarding proposed changes to the CAEP structure.*
- *Support regulatory changes that support and enhance noncredit and adult education resources, programs, and delivery models.*
- *Advocate for inclusion of noncredit in the Guided Pathways Framework.*

**6. Support resources and legislative efforts to further successful pathway programs.**

The District supported the Chancellor's Office goals of creating the Guided Pathways Program, and believes pathways are essential to the core mission of the California Community College system. The District will continue to advocate for funding for key successful pathway programs, such as dual enrollment courses, expanded Promise Programs, and noncredit partnerships.

Legislative Goals:

- *Support legislation that continues dual enrollment access by removing the 2027 sunset on the program.*
- *Provide the Legislature and Administration examples of our District's success implementing the Guided Pathways Framework.*
- *Support legislation that continues and expands community college baccalaureate degree programs.*

# North Orange County Community College District

## 2020 Federal Legislative Priorities

The North Orange County Community College District has identified five critically important federal legislative priorities to focus advocacy efforts on for 2020. Each priority has been carefully chosen to focus on results that will favor the District's student population, faculty, staff and long-term sustainability.

### **1. Engage in the reauthorization of the Higher Education Act.**

Reauthorization of the Higher Education Act (HEA) is important to the District for many reasons, including that it governs federal financial aid programs for our students. The HEA has been expired since 2013 and extended by Congress while debates over the reauthorization take place. Anticipated changes will likely include increased student aid support, as well as policy changes related to accreditation, regulation reform, risk-sharing, student loans, and additional transparency. It is important during reauthorization of the HEA that any changes to law reflect the diverse student population and interests of our students.

#### Legislative Goals:

- *Advocate for increasing the Pell Grant maximum award.*
- *Provide Congress information about our District's unique student population to ensure the reauthorization of HEA benefits community college students.*
- *Advocate the position that all requirements and mandates in any potential risk sharing legislation align with community college's ability to comply and not adversely affect the student population.*
- *Support changes related to accreditation to include: allowing accreditors to establish institutional benchmarks without taking a "one-size-fits-all" approach, prohibiting sanctions to be imposed by accreditors, maintaining the current ratio of public members, and other recommendations made by the Council of Regional Accrediting Commissions.*

### **2. Support funding for Federal student financial aid.**

Federal financial aid consists of student loans and need-based financial aid, such as the Pell Grant, Supplemental Educational Opportunity Grants (SEOG), and Federal Work-Study. Additional funding is available for institutional programs to support students needing assistance. These programs include the Strengthening Institutions program, Hispanic Serving Institutions, Tribally Controlled Colleges, TRIO, GEAR UP, Predominantly Black Institutions, Historically Black Colleges and Universities, and others.

#### Legislative Goals:

- *Support the American Association of Community College's (AACC) efforts establish short-term Pell Grants, increase the Pell Grant maximum award, and overturn the ban on Pell Grants for incarcerated individuals.*

- *Support policy and resources that provide student's funding above and beyond tuition costs.*
- *Support overall increased funding for higher education student aid and institutional aid programs.*

### **3. Support Deferred Action for Childhood Arrivals (DACA) and The Dream Act.**

NOCCCD is committed to serving all students who can benefit from a post-secondary education, without regard to race, ethnicity, religion, national origin, immigration status, age, gender, language, socio-economic status, gender identity or expression, medical condition or disability. With over 220,000 young people in California that have received DACA status since 2012 and approximately 60,000 of those young people enrolled at community colleges, NOCCCD supports the continuation of the Deferred Action for Childhood Arrivals program. California and the United States are both stronger due to the contributions made by "Dreamers" to our economy and to our communities.

#### Legislative Goals:

- *Advocate in support of preserving the DACA program.*
- *Support legislation that establishes a path to citizenship for undocumented students who are long-time U.S. residents.*
- *Advocate for Dreamers to be eligible for Federal student financial assistance.*

### **4. Support funding for the Workforce Innovation and Opportunity Act and Carl D. Perkins Career and Technical Education Act**

Two critical sources of funding for NOCCCD include the Workforce Innovation and Opportunity Act (WIOA) and the Carl D. Perkins Career and Technical Education Act (CTE). North Orange Continuing Education (NOCE) serves more than 30,000 students in the District per year and is the primary provider of adult education, or noncredit, programs in the region.

The WIOA Title II funding provides English language and literacy skills acquisition programs to the most vulnerable populations, including immigrants seeking citizenship and low-income adults. Perkins is a principal source of Federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs. This funding is necessary to sustain career and technical education programs offered to NOCCCD students.

#### Legislative Goals:

- *Advocate for increased funding for WIOA Title II grants in the Fiscal Year 2020 and 2021 Labor, Health and Human Services, and Education Appropriations bill.*
- *Advocate for increased funding for CTE state grants in the FY 2020 and 2021 Labor, Health and Human Services, and Education Appropriations bill.*

## **5. Protect Students' Civil Rights**

The students of NOCCCD deserve a federal government that protects them and guarantees the safety of our campus learning environments without compromising fundamental civil rights, human rights, and civil liberties. All individuals should be treated with respect regardless of race, ethnicity, religion, national origin, immigration status, age, gender, language, socio-economic status, gender identity or expression, medical condition, or disability.

### Legislative Goals:

- *Support legislation and resources that advance each individual's right to live free of discrimination and to be successful in an inclusive educational environment.*
- *Support legislation that fully protects the rights of all people as a statement of United States principles.*

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

<b>TO:</b>	BOARD OF TRUSTEES	Action	X
<b>DATE:</b>	February 25, 2020	Resolution	X
		Information	
<b>SUBJECT:</b>	Resolution No. 19/20-15, Support Proposition 13: Bond Act of 2020	Enclosure(s)	X

**BACKGROUND:** Proposition 13, the School and College Facilities Bond, would authorize the sale of \$15 billion in bonds to finance school and college construction projects at preK-12, California Community Colleges, the California State University, and the University of California systems. The biggest chunk, \$9 billion, is designated for elementary, middle, and high schools. An additional \$6 billion would be split evenly among the California Community College, California State University, and University of California systems.

Proposition 13 would provide funding for California's community colleges to address aging buildings and deteriorating infrastructure, comply with changing building codes, and remain in compliance with disabled access, environmental regulations, and seismic retrofitting guidelines.

The Community College League of California's Chief Executive Officers of the California Community Colleges (CEOCCC) and the California Community College Trustees (CCCT) Boards passed a joint resolution in support of Proposition 13.

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

**How does this relate to Board Policy:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board adopt Resolution No. 19/20-15 in support of Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

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



**Resolution No. 19/20-15, Support Proposition 13:  
Public Preschool, K-12, and College Health and Safety Bond Act of 2020**

**WHEREAS**, the California Community College system is the largest postsecondary system of education in the world, enrolling approximately 2.1 million students each year; and

**WHEREAS**, California's 115 community colleges and 72 centers are located in nearly every community in the state, serving more than 70 percent of California's public postsecondary undergraduate students; and

**WHEREAS**, the primary mission of the California Community Colleges is to offer academic and vocational instruction, by granting certificates, associate degrees, and select Baccalaureate degrees, and providing transfer opportunities to four-year institutions; and

**WHEREAS**, the California Community College Chancellor's Office estimates unmet community college facilities needs of approximately \$29 billion over the next five years; and

**WHEREAS**, Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, provides \$2 billion to community colleges for constructing new classrooms to accommodate growth, repairing health and safety issues, renovating facilities, and equipping learning spaces with essential technology; and

**WHEREAS**, the North Orange County Community College District has at least three projects totaling approximately \$153,239,342 in facility need which may be partially funded by State matching funds; and

**WHEREAS**, 17,000 middle class jobs, including almost all building trades, are created for each \$1 billion in school facility infrastructure investments; and

**WHEREAS**, quality community college facilities enhance the education and training of a skilled 21st Century workforce, in furtherance of the State's academic and economic goals; and

**WHEREAS**, Proposition 13 will not raise State taxes, and state matching funds reduce the need for additional local property taxes for college facilities.

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the North Orange County Community College District supports Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

**PASSED AND ADOPTED** by the Governing Board of the North Orange County Community College District on \_\_\_\_\_ ##, 2020, by the following vote of the Board:

AYES:

NOES:

ABSENT:

ABSTAINING:

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Ryan Bent  
Board President

6.d.3  
Item No.



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** February 25, 2020

**SUBJECT:** Future Board Agenda Items

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

**BACKGROUND:** At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

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

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

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

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