



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

MEETING: Regular Meeting in May 2017

DATE: Tuesday, May 9, 2017, 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 Sections 3 & 4**
- 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
 * **Cypress College Veterans Resource Center Schematic Design Presentation**
 By: Bob Simpson, Cypress College President, Susan Rittel, Campus Capital Projects Manager, & LPA Architects
- g. **Comments:**
 College Presidents/Provost

**Resource Table Personnel
Members of the Board of Trustees**

2. a. **Approval of Minutes of the Regular Meeting of April 25, 2017.**
- b. **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] It is recommended that the Board ratify purchase orders and checks. **(The Purchase Orders and Checks are available for review in the District's Business Office.)**
 - [b] Authorization is requested to use the Education Protection Account proceeds resulting from the passage of Proposition 30 to partially fund instructional salaries and benefits.
 - [c] Authorization is requested for the 2016-2017 General Fund transfers and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307. **(The Resolution is available for review in the District's Business Office.)**
 - d. It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended March 31, 2017, as required by §58310 of Title 5.
 - e. It is recommended that the Board receive the Quarterly Investment Report for the quarter ended March 31, 2017.
 - [f] Authorization is requested to award Bid #2017-01, Student Transportation, to Transportation Charter Services and enter into a five-year contract beginning July 1, 2017, through June 30, 2022.
 - [g] Authorization is requested to award Bid #2017-05, Fullerton College Paving Repairs Parking Lots 4, 7 & 8, to Ben's Asphalt, Inc.
 - [h] Authorization is requested to award Bid #2017-06, Theatrical Lighting for Cypress College, to BCT Entertainment.
 - [i] It is recommended that the Board adopt the proposed pre-qualification questionnaire and the related rating system for the prospective bidders on the Anaheim Campus 7th and 10th Floor Renovation Project.

- [j] Authorization is requested that the consultant agreement to provide environmental planning and consulting services for environmental review of projects planned during the first 10 years of the Measure J Bond with Dudek be amended to increase the contract amount and extend the term of the agreement retroactively from February 1, 2017, through June 30, 2018.
- [k] Authorization is requested for the subscription service to continue the use of the StudentVerification.com system.
- [l] Authorization is requested to renew the contract with California Open Air Markets for one five-year term beginning January 1, 2018, through December 31, 2022, including contract language addressing the cost of any potential extraordinary Cypress police services that may result from activities related to the swap meet, and an annual external audit which coincides with the NOCCCD fiscal year.
- m. Authorization is requested to proceed with the Design Phase of the Network Refresh project using the key recommendations from the Network Assessment Phase as a basis.

4. **INSTRUCTIONAL RESOURCES**

- a. It is recommended that the Board receive, as information, the 2016-26 Cypress College Educational Master Plan.
- [b] It is recommended that the Board ratify the 2016-17 NOCCCD and Anaheim Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.
- [c] It is recommended that the Board approve the summary of curriculum changes for Cypress College, to be effective Fall 2017.
- [d] Authorization is requested to accept new revenue from the California Community Colleges Chancellor's Office in the amount of \$15,000 for Baccalaureate Degree Pilot Program marketing.
- e. It is recommended that the Board receive, as information, the second draft of the Fullerton College 2017 Accreditation Self-Evaluation Report.
- [f] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2017.
- [g] Authorization is requested to enter into a travel agreement with AIFS for the Cypress College and Fullerton College 2018 Spring Study Abroad Program in Florence, Italy.
- [h] It is recommended that the Board approve the School of Continuing Education's revised Action Plan.
- i. It is recommended that the Board receive, as information, Version 2 of the draft template of the NOCCCD CCAP Dual Enrollment Partnership Agreement.

5. HUMAN RESOURCES

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

- Retirement
- Phase-In Retirement
- New Personnel
- Additional Duty Days @ Per Diem
- Leave of Absence
- Temporary Academic Hourly

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

- Retirement
- Resignation
- New Personnel
- Rehires
- Change in Salary Step
- Promotion
- Voluntary Changes in Assignment
- Leave of Absence

- [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 receive and review the 2017 Board Assessment Summaries.
- b. It is recommended that the Board consider whether an increase to Board Members' compensation is desirable at this time.
- c. It is recommended that the Board re-adopt Board Policy 2015, Student Members.
- d. It is recommended that the Board re-adopt Board Policy 6320, Investments.

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.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 9, 2017	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Education Protection Account Funding and Expenditures	Enclosure(s)	<u> X </u>

BACKGROUND: Proposition 30, The Schools and Local Public Safety Protection Act of 2012 passed in November 2012. This proposition temporarily raised the sales and use tax by .25 cents and raised the income tax rate for high income earners (\$250,000 for individuals and \$500,000 for couples) to provide continuing funding for local school districts and community colleges. While the sales tax portion phased out December 31, 2016, the income tax portion continues through the end of 2018.

Per Proposition 30, a community college district has the sole authority to determine how the moneys received from the Education Protection Account (EPA) are spent, provided that the governing board shall make these spending determinations in open session of a public meeting of the governing board and shall not use any of the funds from the EPA for administrative salaries and benefits or any other administrative costs. Furthermore, each entity receiving funds shall annually publish on its internet web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law. Expenses incurred to comply with these additional audit requirements may be paid from the EPA.

The District received the State Apportionment report that provided an estimate of \$27,023,101 that the District may receive from EPA funds.

Since the District now has the information needed to make a spending determination, the District is submitting this agenda item to comply with the Proposition 30 provision requiring the governing board to make the spending determination in an open session of a public meeting of the governing board. The estimated EPA funds that the District will receive are \$27,023,101 and the entire amount will be spent on instructional salaries. The EPA funds are NOT additional funds but rather are components of the "computational revenue" calculation.

The attached form identifies this \$27,023,101 as estimated proceeds from the EPA and the District's intent to use these funds to partially fund instructional salaries. A final accounting of how much money was received from the Education Protection Account and how that money was spent will be published on the District's internet web site to meet the website posting requirements and will also be audited as part of the District's annual financial and compliance audit. This agenda item was submitted by Kashmira Vyas, Interim 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: 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: None. The EPA funds are NOT additional funds but rather are components of the “computational revenue” calculation.

RECOMMENDATION: Authorization is requested to use the estimated \$27,023,101 of Education Protection Account proceeds resulting from the passage of Proposition 30 to partially fund instructional salaries and benefits.

Fred Williams

Recommended by

Approved for Submittal

3.b.2

Item No.

North Orange County Community College District
Education Protection Account Proposed Spending Determination
Budget Year 2016-17

EPA Estimated Revenue	27,023,101
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Activity Classification	Activity Code	Salaries and Benefits	Operating Expenses	Capital Outlay	Unrestricted General Fund
		(Obj 1000-3000)	(Obj 4000-5000)	(Obj 6000)	Total
Instructional Activities	0100-5900	27,023,101	0	0	27,023,101
TOTAL		27,023,101	0	0	27,023,101

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

SUBJECT: 2016-2017 Budget Transfers: General Fund

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

BACKGROUND: While all areas attempt to project their expenditures accurately, situations occur which require transfers to be made. Many times an amount is budgeted for a project but the specific areas of expenditures are not determined until a later date. In this case, the funds are then transferred to the specific accounts.

The attached transfers have been requested and only represent those that affect a contingency account, exceed \$10,000 and/or establish new revenue and expense budgets. In each case, a brief explanation is stated. Additional information will be provided upon request. Pursuant to the California Code of Regulations Title 5, §58307, transfers of funds may be made from reserve for contingencies to any expenditure classification or between expenditure classifications at any time by written resolution of the Board of Trustees. In addition, a resolution providing for the transfer from reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board of Trustees. This agenda item was submitted by Kashmira Vyas, Interim 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 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 6250, Budget Management.

FUNDING SOURCE AND FINANCIAL IMPACT: Budget transfers will be made to the various funds and accounts, as listed.

RECOMMENDATION: Authorization is requested for the 2016-2017 General Fund transfers netting to the amount of \$265,312 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Fred Williams

Recommended by

Approved for Submittal

3.c.1

Item No.

Budget Transfers
05-09-2017

1. 11200: Current Year Funds - FC

Transfer to cover Lab Aides salaries for FC Academic Computing Technologies department.

From:	2100 Noninstructional Salaries, Reg Status	(24,200)
To:	2400 Instructional Aides, Other	24,200

2. 17247: Strong Workforce Initiative - AC

Transfer to align allocated budget with program plan.

From:	3900 Benefits	(37,186)
To:	5000 Other Operating Expenses & Services	37,186

3. 17247: Strong Workforce Initiative - CC

Transfer to align allocated budget with program plan.

From:	1100 Instruct Salaries, Cont/Reg	(122,000)
To:	2300 Noninstructional Salaries, Other	19,000
	3900 Benefits	3,000
	4000 Supplies & Materials	22,000
	5000 Other Operating Expenses & Services	8,000
	6000 Capital Outlay	70,000

4. 11100: Prior Year Funds - AC

Transfer to cover costs for Districtwide Managers Meeting, for Trustee travel, and for software licenses for the Fullerton and Cypress College Foundations.

From:	7900 Reserve for Contingencies	(8,016)
To:	5000 Other Operating Expenses & Services	8,016

5. 15707: Adult Education & Family Literacy Act - SCE

Transfer to cover cost for hourly counselor salaries in support of program goals.

From:	5000 Other Operating Expenses & Services	(70,000)
To:	1400 Noninstructional Salaries, Other	70,000

6. 15717: English Literacy and Civics Grant - SCE

Transfer to cover salaries of hourly staff to ensure that all assessment elements are fulfilled and recorded as required by the Workforce Innovation and Opportunity Act (WIOA).

From:	6000 Capital Outlay	(40,000)
To:	2300 Noninstructional Salaries, Other	40,000

Budget Transfers
05-09-2017

7. 17747: Student Equity Program - CC

Transfer to cover the cost of Northern California campus tour trip for the Puente, Legacy, and Honors programs.

From:	4000 Supplies & Materials	(11,000)
To:	5000 Other Operating Expenses & Services	11,000

8. 15417: Vocational & Technical Education Act - CC

Transfer to cover cost of assistance with research and marketing for the website for CTE programs as part of the Perkins work plan.

From:	1200 Noninstructional Salaries, Cont/Reg	(15,000)
To:	2100 Noninstructional Salaries, Reg Status	15,000

9. 11200: Current Year Funds - CC

Transfer to cover cost for hourly counselors.

From:	1200 Noninstruct Salaries, Cont/Reg	(25,000)
To:	1400 Noninstructional Salaries, Other	25,000

10. 11200: Current Year Funds - CC

Transfer to cover hourly and overtime salary costs for the Counseling department.

From:	2100 Noninstructional Salaries, Reg Status	(30,150)
To:	2300 Noninstructional Salaries, Other	30,150

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

SUBJECT: Quarterly Financial Status Report Ended
March 31, 2017

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

BACKGROUND: Pursuant to §58310 of Title 5 of the California Code of Regulations, the Chief Executive Officer of each community college district shall submit a report showing the financial and budgetary conditions of the district, including outstanding obligations, to the governing board on a quarterly basis.

The Chief Executive Officer of each community college district shall also prepare a quarterly report based on measurements and standards as established by the Board of Governors of the California Community Colleges and certified on forms provided by the State Chancellor. It is further required that this report be reviewed by the district governing board and entered into the minutes of a regularly scheduled meeting.

Accordingly, attached is the California Community Colleges Quarterly Financial Status Report form CCFS-311Q for the quarter ended March 31, 2017. This agenda item was submitted by Kashmira Vyas, Interim 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: 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 6300, Fiscal Management.

FUNDING SOURCE AND FINANCIAL IMPACT: The State Chancellor's Office requires that the District file a quarterly financial status report known as the CCFS-311Q. This agenda item does not result in any financial impact to the District.

RECOMMENDATION: It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended March 31, 2017, as required by §58310 of Title 5.

Fred Williams

Recommended by

Approved for Submittal

3.d

Item No.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2016-2017

District: (860) NORTH ORANGE

Quarter Ended: (Q3) Mar 31, 2017

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-2017
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	171,384,348	180,429,355	222,624,900	207,584,872
A.2	Other Financing Sources (Object 8900)	14,225	41,568	36,363	2,974,114
A.3	Total Unrestricted Revenue (A.1 + A.2)	171,398,573	180,470,923	222,661,263	210,558,986
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	160,353,104	170,774,281	194,864,258	209,207,864
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	9,538,770	11,337,715	23,726,429	7,085,278
B.3	Total Unrestricted Expenditures (B.1 + B.2)	169,891,874	182,111,996	218,590,687	216,293,142
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	1,506,699	-1,641,073	4,070,576	-5,734,156
D.	Fund Balance, Beginning	42,192,158	43,698,857	42,057,784	48,373,784
D.1	Prior Year Adjustments + (-)	0	0	0	-2,245,424
D.2	Adjusted Fund Balance, Beginning (D + D.1)	42,192,158	43,698,857	42,057,784	46,128,360
E.	Fund Balance, Ending (C. + D.2)	43,698,857	42,057,784	46,128,360	40,394,204
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	25.7%	23.1%	21.1%	18.7%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	35,593	36,036	35,686	34,751
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III. Total General Fund Cash Balance (Unrestricted and Restricted)		As of the specified quarter ended for each fiscal year			
		2013-14	2014-15	2015-16	2016-2017
H.1	Cash, excluding borrowed funds		63,766,158	62,351,852	63,806,781
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	37,760,976	63,766,158	62,351,852	63,806,781

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	207,584,872	207,584,872	142,437,540	68.6%
I.2	Other Financing Sources (Object 8900)	1,479,359	2,974,114	1,496,308	50.3%
I.3	Total Unrestricted Revenue (I.1 + I.2)	209,064,231	210,558,986	143,933,848	68.4%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	205,478,619	209,207,864	141,439,173	67.6%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	5,617,023	7,085,278	1,551,728	21.9%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	211,095,642	216,293,142	142,990,901	66.1%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-2,031,411	-5,734,156	942,947	
L	Adjusted Fund Balance, Beginning	46,128,360	46,128,360	46,128,360	
L.1	Fund Balance, Ending (C. + L.2)	44,096,949	40,394,204	47,071,307	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	20.9%	18.7%		

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management	Academic		Classified
		Permanent	Temporary	

	Increase	% *	Increase	% *	Increase	% *	Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **YES**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

Yes. In our District, both our colleges (Cypress College and Fullerton College) as well as our continuing education center (School of Continuing Education) have experienced a decline in enrollment in the Spring 2017 semester. Based on P-1 census data we expect to be ~4% below our 2016-17 FTES targets which were used in preparing our 2016-17 budget.

VII. Does the district have significant fiscal problems that must be addressed? **This year? NO**
Next year? YES

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

As noted above, the District expects to be ~4% below our 2016-17 FTES targets. We expect to be in stability by the end of this fiscal year. We will be using one-time funds we have set aside to cover our anticipated deficit.

We have already started discussions on how to address the anticipated continued decline in enrollment revenues for the 2017-18 fiscal year. Immediately, we have implemented a "soft hiring freeze", requiring all open positions to be assessed for the need for the position, whether the responsibilities can be combined with other positions, and whether other funding streams are available for the position. The District is also looking to its funding model and evaluating its enrollment management decisions, in a districtwide effort to determine how best to achieve efficiencies yet still appropriately serve our students. A districtwide enrollment management advisory committee was established earlier in the year and has begun working on addressing these needs. For the 2017-18 year, the District will be using a combination of one-time and on-going budget cuts to get through the year. In addition, 2017-18 will be used as a year to evaluate the options and make the ongoing reductions needed for the out years.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 9, 2017
SUBJECT: Quarterly Investment Report
as of March 31, 2017

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

BACKGROUND: The Quarterly Investment Report for the quarter ended March 31, 2017, is submitted in accordance with Section 53646 (b) of the Government Code. During the quarter, there has been no change to Board Policy 6320, Investments.

1. **The Orange County Treasurer's Money Market Educational Investment Pool.** As of March 31, 2017, the District had **\$267,755,332.29** on deposit. The total of the Orange County Treasurer's Combined Educational Investment Pool, at net book value, was **\$4,284,742,978** and the market value was **\$4,277,435,171**. This represents an unrealized loss for accounting purposes of approximately 0.17%, which equates to **\$456,668** for the District. This paper loss is the result of an increase in interest rates, which caused the values to decrease. The average net interest rate for the quarter ended March 31, 2017, was **0.85%**. Net interest earned for the quarter totaled **\$618,371.20**.
2. **Cypress College and Fullerton College Investments.** As of March 31, 2017, the colleges' investments total **\$2,085,936.22**. Of this amount, **\$1,980,825.30** was invested in certificates of deposit and **\$105,110.92** was invested in savings or money market accounts. The interest rates vary from **0.40%** to **1.98%**.

Investments in the Orange County Treasurer's Money Market Educational Investment Pool and the Cypress and Fullerton Colleges' investments meet Board Policy 6320, Investments, adopted by the Board of Trustees on February 12, 2002, and revised on May 10, 2016.

Irrevocable Retiree Benefits Trust

Starting in fiscal year 2017, the District began moving funds to its Irrevocable Retiree Benefits Trust ("Trust"). As of March 31, 2017, the market value of the Trust was \$66,235,012.38, with \$62,995,057.39 in funds having been transferred to date. This represents a net unrealized gain of \$3,239,954.99 or approximately 5.14% of contributions. The establishment of the Trust was approved at the May 12, 2015, meeting of the Board of Trustees. Additionally, the transfer of funds from the District's Retiree Benefit Fund to the Trust was approved at the September 27, 2016, meeting of the Board of Trustees.

This agenda item was submitted by Kashmira Vyas, Interim 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: 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 6320, Investments.

FUNDING SOURCE AND FINANCIAL IMPACT: Interest earnings can be used for purposes specified within the funds where they are earned.

RECOMMENDATION: It is recommended that the Board receive the Quarterly Investment Report for the quarter ended March 31, 2017.

Fred Williams

Recommended by

Approved for Submittal

3.e.2

Item No.

BID #2017-01, Student Transportation

Recliner Bus Services

PASSENGER BUS CAPACITY	QUANTITY & AGE OF BUSES		MINIMUM RATE FOR 5 HOURS		RATE PER HOUR OVER 5 HOUR MINIMUM		RATE PER MILE	
					Whichever is greater			
#	TCS	CTS	TCS	CTS	TCS	CTS	TCS	CTS
31	2-2016		\$495	No Bid	\$80		\$3.80	
38	3 (1-2017, 1-2016, 1-2009)		\$550	No Bid	\$90		\$4.10	
47	6 (1-2016, 1-2015, 3-201, 1-2009)	4, 1999 to 2017	\$635	\$650	\$110	\$115	\$6.60	\$4.76
56	50 (5-2007, 1-2008, 1-2009, 3-201, 6-2013, 3-2014, 6-2015, 13-2016, 12-2017)	55 Passenger 11, 1998 to 2016	\$645	\$680	\$115	\$120	\$4.90	\$4.99
61	N/A			No Bid				

24-Hour Periods - Long Distance or Out of State

PASSENGER BUS CAPACITY	QUANTITY & AGE OF BUSES		MINIMUM RATE FOR 12 HOURS +		RATE PER HOUR OVER 12 HOUR MINIMUM		RATE PER MILE	
					Whichever is greater			
#	TCS	CTS	TCS	CTS	TCS	CTS	TCS	CTS
31	same as above		\$1,055	No Bid	\$80	\$89	\$3.80	
38	same as above		\$1,180	No Bid	\$90		\$4.10	
47	same as above	4, 1999 to 2017	\$1,295	\$1,390	\$110	\$115	\$4.60	\$4.76
56	same as above	55 Passenger 11, 1998 to 2016	\$1,395	\$1,445	\$115	\$120	\$4.90	\$4.99
61	N/A			No Bid				

Recliner Bus Services Capable of Handling Wheelchairs

PASSENGER BUS CAPACITY	QUANTITY & AGE OF BUSES		MINIMUM RATE FOR 5 HOURS		RATE PER HOUR OVER 5 HOUR MINIMUM		RATE PER MILE	
					Whichever is greater			
#	TCS	CTS	TCS	CTS	TCS	CTS	TCS	CTS
24	N/A	2, 2008 to 2017		\$540		\$89		
38	N/A			No Bid				
47	N/A	1, 2017		\$650		\$115		\$4.76
56	3 (2-2016, 1-2015)	6, 2001 to 2016	\$645	\$680	\$115	\$120	\$4.90	\$4.99
61	N/A			No Bid				

BID #2017-01, Student Transportation

24-Hour Periods - Long Distance or Out of State

Recliner Bus Services Capable of Handling Wheelchairs

PASSENGER BUS CAPACITY	QUANTITY & AGE OF BUSES		MINIMUM RATE FOR 12 HOURS +		RATE PER HOUR OVER 12 HOUR MINIMUM		RATE PER MILE	
					Whichever is greater			
#	TCS	CTS	TCS	CTS	TCS	CTS	TCS	CTS
24	N/A	2, 2008 to 2017		\$1,160		\$89		\$3.73
38	N/A			No Bid				
47	N/A	1, 2017		\$1,390		\$115		\$4.76
56	3 (2-2016, 1-2015)	6, 2001 to 2016	\$1,395	\$1,445	\$115	\$120	\$4.90	\$4.99
61	N/A			No Bid				

School Bus Service

PASSENGER BUS CAPACITY	QUANTITY & AGE OF BUSES		MINIMUM RATE FOR 5 HOURS +		RATE PER HOUR OVER 5 HOUR MINIMUM		RATE PER MILE	
					Whichever is greater			
#	TCS	CTS	TCS	CTS	TCS	CTS	TCS	CTS
40 - 50	1 - 50 (2008) (2010)	4 - 54 3, 2006 - 2009	\$470	\$470	\$75	\$80	\$3.77	\$3.52
60 - 70		17, 1985 - 2010		\$470		\$80		\$3.52
80 - 90		21, 1988 - 2017		\$480		\$82		\$3.57
90 +				No Bid				

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	May 9, 2017	Information	
		Enclosure(s)	
SUBJECT:	Award Bid #2017-05, Fullerton College Paving Repairs Parking Lots 4, 7 & 8		

BACKGROUND: Asphalt at the Fullerton College parking lots 4, 7 and 8 are failing and in need of repair. Geotechnical analysis determined repairs should include full depth asphalt removal and replacement. On March 20 & March 27, 2017, the bid was advertised and posted on the District’s website. The bid included 2 options: Option A – cement treatment parking lot 7 & 8 and slurry seal parking lot 4. Option B – Slurry seal parking lot 4 and full depth asphalt removal and replacement parking lots 7 & 8.

While the most economical alternative for paving repairs is generally preferred, longevity of the repair must also be a factor. Fullerton College staff and consultants have selected Option B for the project.

Parking lot 4 is the future location of the Centennial Parking Structure. Construction for the Centennial Parking Structure is not anticipated to start until 2021, slurry seal as a short term repair alternative for parking lot 4 is the most economical and appropriate.

On April 24, 2017, the Purchasing Department received 4 bids from the following companies:

COMPANY	OPTION A	OPTION B	ALLOWANCE	OPTION A TOTAL	OPTION B TOTAL
Ben's Asphalt, Inc.	\$344,795.00	\$513,390.00	\$50,000.00	\$394,795.00	\$563,390.00
*Mission Paving and Sealing, Inc.	\$373,385.00	\$485,000.00	\$50,000.00	\$423,385.00	\$535,000.00
JB Bostick Company, Inc.	\$350,000.00	\$583,000.00	\$50,000.00	\$400,000.00	\$633,000.00
Universal Asphalt Co., Inc.	\$412,000.00	\$580,000.00	\$50,000.00	\$462,000.00	\$630,000.00
*Bid Withdrawn					

Mission Paving and Sealing, Inc. has requested to withdraw its bid due to mathematical error materially affecting its bid price. The District has reviewed and approve the request to relieve the bid from Mission Paving & Sealing, Inc. under Public Contract Code Section 5103.

Staff recommends to award the project to Ben’s Asphalt, Inc., the lowest responsive & responsible bidder in the amount of \$563,390 including \$50,000 allowance. This agenda item was submitted by Larry Lara, Director of Facilities/Physical Plant and Jenney Ho, District Director, Purchasing.

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 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: The bid will be charged to Student Parking Fee Fund.

RECOMMENDATION: Authorization is requested to award Bid #2017-05, Fullerton College Paving Repairs Parking Lots 4, 7 & 8, to Ben's Asphalt, Inc. in the amount of \$563,390 including \$50,000 allowance. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the contract on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.g.2

Item No.

BID# 2017-06, Theatrical Lighting for Cypress College
 Bid Due: 04/24/2017 @ 2:00 P.M.

					BCT ENTERTAINMENT	4WALL ENTERTAINMENT
ITEM	PART#	DESCRIPTION	QUANTITY	UNIT	TOTAL	TOTAL
1	ETC SELVR63	ETC Seledor Vvid-R 63" - LED Striplight	20	EA	\$ 86,750.40	\$ 91,660.80
2	ETC SELLH20-21	20 Degree Horizontal Lens - 21"	60	EA	\$ 1,197.00	\$ 1,252.80
3	ETC SELLV20-21	20 Degree Vertical Lens - 21"	60	EA	\$ 1,197.00	\$ 1,252.80
4	ETC SELLTRU	ETC Selador Trunnion Kit	20	EA	\$ 940.00	\$ 1,037.00
5	ETC 400CC	ETC C-Clamp	40	EA	\$ 519.60	\$ 556.80
6	Lex DMX-5P-5	Lex 5 pin DMX Extension - 5'	19	EA	\$ 456.00	\$ 434.34
7	Lex DMX-5P-100	Lex 5 pin DMX Extension - 100'	1	EA	\$ 76.50	\$ 72.72
8	JC CD80PMAE	Johnson Controls CD80 Dual 20A Non-Dim	7	EA	\$ 2,688.00	\$ 2,672.60
9	Safety Cable	Safety cable	40	EA	\$ 140.00	\$ 120.00
10		Ground Shipping			\$ 750.00	\$ 800.00
TOTAL					\$ 94,714.50	\$ 99,859.86

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	May 9, 2017	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Pre-Qualification of General Contractors Seeking to Bid on the Anaheim Campus 7 th and 10 th Floor Renovation Project	Enclosure(s)	<u>X</u>

BACKGROUND: In 1998, the Legislature enacted Public Contract Code §20651.5 that allows community college districts to require contractors that wish to bid on public works jobs to “pre-qualify” to determine the size of the contracts each prospective bidder shall be deemed financially qualified to bid. Although pre-qualification is not a requirement, District staff deems it appropriate to pre-qualify prospective contractors on this project.

The intent of the pre-qualification process is to assist the District in determining bidder qualification prior to submission of a bid. Neither the fact of pre-qualification, nor the pre-qualification rating, will preclude the District from subsequent consideration and determination of a pre-qualified bidder’s responsibility on factors other than the prospective bidder’s financial qualifications.

The law requires every public agency that establishes a prequalification process to:

1. use a “standardized questionnaire and financial statement in a form specified by the District (Public Contract Code §20651.5[a]); and
2. adopt and apply a uniform system of rating bidders on the basis of the completed questionnaires and financial statements (Public Contract Code §20651.5[b]);

It is recommended that the Board adopt the attached proposed questionnaire, which was developed in accordance with Public Contract Code §20651.5[a], for the prospective bidders on the Anaheim Campus 7th and 10th Floor Renovation Project. It is further recommended that the Board adopt the attached proposed rating system that was developed pursuant to Public Contract Code §20651.5[b].

This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

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: This agenda item is to request approval for the Board to adopt a proposed pre-qualification questionnaire and the related rating system. There is no financial impact.

RECOMMENDATION: It is recommended that the Board adopt the proposed pre-qualification questionnaire and the related rating system for the prospective bidders on the Anaheim Campus 7th and 10th Floor Renovation Project.

Fred Williams

Recommended by

Approved for Submittal

3.i.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action X
Resolution _____
Information _____
Enclosure(s) _____

DATE: May 9, 2017

SUBJECT: Amend Consultant Agreement with Dudek to
Provide Environmental Planning and Consulting
Services

BACKGROUND: On December 8, 2015, the Board approved to enter into a consultant agreement with Dudek to provide environmental planning and consulting services for environmental review of projects planned during the first 10 years of the Measure J Bond Program at Fullerton College and Cypress College. Fullerton College has received the draft Environmental Impact Report and staff is requesting Dudek to provide additional services as follows:

- Evaluate ten additional key intersections based on the application of the 50-trip threshold and discussions with the City of Fullerton staff regarding the project study area.
- Address some of the traffic-related comments received on the Fullerton College Facilities Master Plan Notice of Preparation (NOP) regarding access and circulation around the college and attend meetings with the project team and City staff.
- Document the historic districts present on the campus. The cultural resources scope provided in the original campus work plan for Fullerton College assumed that the following buildings would require recordation and evaluation:

- | | |
|--|---|
| 1. Administration (Bldg. 100) | 8. Fine Arts (Bldg. 1000) |
| 2. Business (Bldg. 300) | 9. Music (Bldg. 1100) |
| 3. Biological Greenhouse (Bldg. 401) | 10. Physical Education (Bldg. 1200) |
| 4. Applied Arts-Humanities (Bldg. 500) | 11. Theater Arts (Bldg. 1300) |
| 5. North Science Math (Bldg. 600) | 12. Horticulture (Bldg. 1600-1691) |
| 6. Techy/Engineering (Bldg. 700) | 13. Wilshire Theater (Bldg. 2100) |
| 7. Campus Services (Bldg. 840) | 14. Chapman/Newell Complex (Bldg. 2500) |

Evaluations conducted outside of the original scope include the following buildings. Some buildings less than 45 years old required evaluation because they were identified with patterns of development on the campus and/or were built by well-known architects, and are proposed for demolition.

1. W1 (Bldg. 100)
2. W2 (Bldg. 200)
3. 2100 Building (when originally scoped, it was not clear that the Theater is separate from this building)

4. Additional residential buildings across the street (325-327 and 409 N. Newell Place; 416, 418, and 420 E. Chapman Avenue)
5. Micro Computer Lab (Bldg. 2200)
6. Medical Services (Bldg. 2300)
7. Child Development Building (Bldg. 1800)
8. Student Services Building (Bldg. 2000)
9. Pedestrian Bridge
10. Academic Technology (Bldg. 3100)
11. Interiors of Buildings 100, 300, and 600
12. Landscape/hardscape design components

Other out-of-scope costs include preparation of documentation for three historic districts on campus. Historic districts require additional documentation and research. Originally, it was assumed that no more than two historic districts would potentially require documentation. However, a third historic district associated with the Wilshire Junior High School across the street was also identified. It was necessary to conduct additional background research to expand the historic context statement and incorporate this additional study.

Dudek proposes to provide the requested additional services for a fee in the amount of \$39,860, inclusive of direct expenses. It is, therefore, requested that the consultant agreement with Dudek be amended to increase the contract amount by \$39,860 from \$552,705 to \$592,565 and extend the term of the agreement retroactively from February 1, 2017, through June 30, 2018. This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

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 6330, Purchasing/Warehouse, and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The consultant's fees for the requested additional services in the amount of \$39,860 will be charged to Capital Outlay funds.

RECOMMENDATION: Authorization is requested that the consultant agreement to provide environmental planning and consulting services for environmental review of projects planned during the first 10 years of the Measure J Bond with Dudek be amended to increase the contract amount by \$39,860 from \$552,705 to \$592,565 and extend the term of the agreement retroactively from February 1, 2017, through June 30, 2018. Authorization is also requested for the Vice Chancellor, Finance & Facilities, to execute the amendment to the consultant agreement on behalf of the District.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

SUBJECT: Campus Logic StudentVerification.com
Subscription Agreement Renewal

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

BACKGROUND: Financial Aid Offices are required to verify students Free Application for Federal Student Aid (FAFSA) data under a process called Verification. The Department of Education selects students randomly who are to be verified. Approximately 50% of the students who apply for financial aid at Fullerton College are selected for verification, which is higher than the average of 30%. This is due to the demographics of our students.

Three years ago, the Department of Education altered the verification process for the first time since the mid 1980's. The new requirements now place students into one of five "groups" each with their own set of requirements, complicating the verification.

For the last three years Fullerton Financial Aid has used CampusLogic, Inc. which provides a tool for electronic verification forms and automated processing, which reduces the backlog and makes it faster and more convenient for students to complete the verification process. The use of StudentVerification.com reduced the processing time from four to eight weeks down to two days. Other benefits have been the ability to process appeals in one day versus the eight week timeframe that was needed previously, the ability to complete Dream Act application verifications, and the ability to produce standard award letters. With this system, the student has the ability to upload any document required via scanner or smartphone, is also able to electronically sign (e-sign) the document, and parents have the ability to e-sign if applicable. Cypress College began using the verification platform this year as well.

The services of Campus Logic's StudentVerification.com system have proven to be cost effective for Fullerton College and convenient for students.

The subscription service can be cancelled at any time with no penalty. The cost to continue the service for the next three years is as follows:

Award Year	Cost
2017-2018	\$100,000
2018-2019	\$115,000
2019-2020	\$130,000
TOTAL	\$345,000

This agenda item was prepared and submitted by Greg Ryan, Director of Financial Aid, Fullerton College, and Deborah Ludford, District Director, Information Services.

How does this relate to the five District Strategic Directions? This item responds to Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3720, Computer and Electronic Communication Systems and Board Policy 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding will be provided from Fullerton College Categorical Funds.

RECOMMENDATION: Authorization is requested to expend \$345,000 for the subscription service to continue the use of the StudentVerification.com system. The service is scheduled to begin July 1, 2017, and is expected to be completed June 30, 2020. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreements on behalf of the District.

Deborah Ludford
Recommended by

Approved for Submittal

3.k.2
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 9, 2017	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Professional Services for the Operation and Management of the Regularly Scheduled Weekend Swap Meet at Cypress College	Enclosure(s)	<u> </u>

BACKGROUND: On November 22, 2005, the Board authorized the execution of an agreement for professional services to operate and manage a weekend swap meet at Cypress College with California Open Air Markets, a division of Newport Diversified. The agreement went into effect on January 2006, and allowed for Cypress College to receive 42.5% of gross revenues generated by the collection of vendor fees at the swap meet.

On August 9, 2011, the Board authorized the renewal of the contract with California Open Air Market beginning January 1, 2012, through December 31, 2017.

California Open Air Markets has significantly increased the income the College receives from swap meet operations during the term of their agreement. As a result, in recent years the College has earned between \$1.5 and \$1.8 million each year. These funds have allowed the College to provide support to instructional programs, address facility/maintenance needs, purchase classroom equipment/furniture, and provide stability during periods of budget reductions. In addition, the vendor has been flexible and supportive of the College needs by making several improvements to the site from which the swap meet operates. They also assist with parking and traffic monitoring for College events on the weekend. Most recently, they voluntarily closed the swap meet on April 1st to accommodate the College's 50th Anniversary celebration. They were not obligated to do this, and by our estimates that action cost them approximately \$30,000 in vendor fees. They took this action in consideration of the value of our business partnership to them.

Our agreement with the previous Swap Meet vendor generated between \$200,000 and \$300,000 per year which represented a much lower percentage of gross revenue. Today, the percentage earned by the College remains the highest in comparison to local community college swap meets. Comparable data includes: 1) Los Angeles City College, who earns 34% of gross sales on Saturdays and 39% on Sundays; 2) Citrus College, who earns \$8,000 per month and 30% of gross revenue from admissions, and 19% from vendor space fees. Other Colleges, such as Orange Coast College and Golden West, are self-operated and therefore subject to Unrelated Business Income Tax (UBIT). Because of high staff costs, they are unable to net the same percentages of profit as vendors such as California Open Air Market can generate.

The current contract will expire on December 31, 2017. This agenda item was submitted by Karen Cant, Vice President of Administrative Services at Cypress 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 6330, Purchasing/Warehouse and Board Policy 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College will receive 42.5% of the vendor fees collected from the operation of the swap meet each year through the duration of the contract. There is no cost to the College.

RECOMMENDATION: Authorization is requested to renew the contract with California Open Air Markets for one five-year term beginning January 1, 2018, through December 31, 2022, including contract language addressing the cost of any potential extraordinary Cypress police services that may result from activities related to the swap meet, and an annual external audit which coincides with the NOCCCD fiscal year. Authorization is further requested for the Vice Chancellor, Finance & Facilities, to execute the agreement and any related documents on behalf of the District.

Robert Simpson
Recommended by

Approved for Submittal

3.1.2
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	May 9, 2017	Information	<u> </u>
		Enclosure(s)	<u> </u>
SUBJECT:	Network Refresh Assessment Results and Design Phase Authorization		

BACKGROUND: On February 9, 2016, the Board took action to transfer funds to Capital Outlay in anticipation of the need to upgrade the District-wide network. The District-wide network project consists of four phases:

1. Network Assessment – Assess current network and identify options
2. Network Design – Evaluate future needs and specifications
3. Procurement – Secure equipment and training
4. Implementation – Plan, execute the acquisition of hardware and software, staff training.

On September 13, 2016, the Board took action to hire WTC Consulting, Inc. to assist NOCCCD with developing a network refresh assessment addressing the wired, wireless, voice, and video networks and infrastructure along with an assessment of the business operations supporting the networks.

WTC conducted the network refresh assessment process by completing the following six steps:

1. Established project teams including a Working Group formed for the project, District Consultation Council, Technology Coordinating Council, Chancellor's Staff, and gathered data via open forums and surveys across the District;
2. Identified major issues to be addressed during the engagement including the role of mobility, the role of the cloud for voice services, and the role of network consolidation;
3. Developed sizing requirements for the network in order to meet future needs based on the data and input collected;
4. Reviewed and documented the current environment across the District including detailed inventories of equipment and analysis of the status of telecommunications rooms and equipment in comparison to District established standards;
5. Prepared an opinion of probable costs associated with eight possible alternatives; and
6. Presented findings, conclusions, and recommendations to the project teams.

A brief summary of the findings from the Network Assessment include:

- **Voice and Data Network:** There are approximately 11,425 data network connections and 3,337 telephone connections across the District. The numbers of connected devices are expected to grow to 17,955 and 3,989 respectively by the year 2026. Network functionality is also expected to grow in strategic importance through new

and increased demand of applications such as wireless and cloud computing. There are two Avaya telephone systems, one at the District Office and one at Cypress College, and one Cisco VoIP system serving Fullerton College. There is redundant core networking equipment on each campus. The core networking equipment is more than 10 years old and needs to be replaced. The typical life of core networking equipment is seven years. Most networking equipment located in the telecommunication rooms (TRs) provide power over Ethernet to support Voice over Internet Protocol (VoIP) and wireless access points, however, 50% of the equipment is more than five years old and needs to be replaced. The typical life of access layer switches is 5 years.

- **Wide-Area Network and Inside and Outside Cable Plant:** The District Office, Cypress College, and Fullerton College are connected to the Internet and to the enterprise systems at the District Office via connections provided by the California Education Network Initiatives (CENIC). The District Office and Cypress College have only one physical fiber optic cable path connecting to the CENIC network resulting in a single point of failure for each campus. Fullerton has two physically diverse connections to CENIC. There are 113 telecommunication rooms across the District. These rooms were assessed and costs were estimated to bring these rooms up to the District infrastructure standards.
- **Opinions of Probable Cost:** Three strategic business questions were addressed: 1) what is the role of mobility, 2) what is the role of the cloud for voice services, and 3) what is the role of network consolidation. To address these questions, eight different alternatives were modeled resulting in the following opinions of probable cost: Capital costs range between \$20.2 and \$26.4 million with a 10-year life-cycle cost range between \$47.8 and \$61.5 million. These life-cycle costs include the capital costs. These costs are for the telecommunications strategic plan and do not include the entire network operating budgets.

Based on the findings from the assessment WTC, Inc makes the following key recommendations:

1. Move from managing three separate data and voice networks to one voice and data network system across the District, while retaining local network support at each campus.
2. Make ubiquitous Wi-Fi coverage a key component of NOCCCD's strategic network plan since support for mobility is essential.
3. Pursue establishing a diverse, alternate backup Internet fiber optic connection at both the District Office and the Cypress campus.
4. Complete the Design Phase that includes a roadmap that prioritizes the rollout of technology, creates the timing of funds needed to support the roadmap, and identifies IT staffing requirements across the District.
5. Conduct RFP processes for the voice and data networks based on the findings from the Design Phase.
6. Include an annual budget line item for technical staff training to build enterprise-level data and voice network expertise across the District.

A detailed report has been prepared and presented to the District. WTC, Inc. has presented the detailed findings to the Working Group formed for the project, District Consultation Council, Technology Coordinating Council, Chancellor's Staff, the Council on Budget and Facilities and is presenting this information to the Board of Trustees as part of this report.

It is requested that the Board of Trustees approve moving forward with the Design Phase using the key recommendations from WTC, Inc. This will consist of an RFP process to select a design professional. Once the process is complete, a recommendation will be brought back to the Board for approval.

This agenda item was prepared and submitted by Deborah Ludford, District Director, Information Services.

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 agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and Board Policy 3720, Computer and Electronic Communications Systems.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project is from Capital Outlay funds.

RECOMMENDATION: Authorization is requested to proceed with the Design Phase of the Network Refresh project using the key recommendations from the Network Assessment Phase as a basis. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to conduct an RFP process for the Design Phase on behalf of the District.

Deborah Ludford
Recommended by

Approved for Submittal

3.m.3
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	May 9, 2017	Information	X
		Enclosure(s)	X
SUBJECT:	Cypress College 2016-2026 Educational Master Plan First Reading		

BACKGROUND: The Cypress College 2016-2026 Educational Master Plan is one of two College documents, along with the College’s Strategic Plan, that serve as the primary planning documents for the College to carry out its mission.

This version of the Master Plan begins with a section on its development, provides an internal and external scan along with instructional and student services plans by area, and concludes with key findings and implications moving forward over the next ten years.

This document along with the District Educational Master Plan work together in tandem to lay out our vision for the next ten years to serve our students, help them be successful here at the College, and ultimately out in the workplace.

This document has gone through the shared governance process with approval by the Educational Master Plan Task Force, Academic Senate, Planning and Budget Committee (PBC), and the President’s Advisory Cabinet (PAC) with representatives from all constituencies on campus. The College now seeks approval from the Board of Trustees.

This item is being submitted by Philip Dykstra, Director of Institutional Research and Planning at Cypress College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 4. The College and the District will work together to 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 being submitted in accordance with Board Policy 3250; Institutional Planning

FUNDING SOURCE AND FINANCIAL IMPACT: Expenses related to the publication of the report will come from within the general fund of the Cypress College budget.

RECOMMENDATION: It is recommended that the Board of Trustees receive as information the 2016-2026 Cypress College Educational Master Plan.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	May 9, 2017	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	NOCCCD CCAP Dual Enrollment Partnership Agreement with AUHSD		

BACKGROUND: On November 5, 2015, the Governor signed into legislation AB288 that establishes the College and Career Access Pathways (CCAP) Act to authorize California Community College districts to enter into formal partnership agreements with local school districts to expand access to dual enrollment opportunities for high school students. The goals of offering or expanding dual enrollment opportunities are to:

- Increase exposure to college coursework and environments for students who may not already be college bound or who are underrepresented in higher education,
- Develop seamless pathways from high school to community college for career technical education or preparation for transfer
- Improve high school graduation rates
- Assist high school pupils achieve college and career readiness.

The community college is prohibited from providing physical education course opportunities to high school pupils participating in the AB 288 CCAP Partnership Agreement or any other course opportunities that do not assist in the attainment of at least one of these goals.

In addition to college exposure and becoming more college and career ready, high school pupils enrolled in the CCAP Partnership Agreement courses will not incur a fee; potentially reducing the cost of their college degree by a wide margin.

The Anaheim Union High School District has agreed with Cypress College to participate in this opportunity for the 2016-2017 academic school year. The NOCCCD Board of Trustees approved the NOCCCD CCAP Dual Enrollment Partnership Agreement template that has been used for the agreement with AUHSD at their June 28, 2016 meeting. The AUHSD Board of Trustees approved this AB 288 CCAP Partnership Agreement with Cypress College at their December 08, 2016 Board meeting.

The 2016-2017 NOCCCD and AUHSD CCAP Dual Enrollment Partnership Agreement outlines in a comprehensive fashion the terms of partnership, from the institutions to the students to the faculty to the courses to facility. All the legally required components of a CCAP Partnership Agreement are included and addressed in this agreement.

As of May 10, 2017, the CCAP agreement between Cypress College and AUHSD will be amended by the addition of one educational program. This change is only the addition of one educational program, the entire remainder of the original agreement remains in full force.

This agenda item was prepared by Dr. Santanu Bandyopadhyay, Executive Vice President.

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: AB 288 makes it possible for community college districts to collect apportionment for CCAP Partnership Agreement classes offered at high schools provided attendance requirements for high schools are met. NOCCCD/Cypress College are going to claim apportionment from the classes offered under this agreement.

RECOMMENDATION: It is recommended that the Board ratify the 2016-2017 NOCCCD and AUHSD CCAP Dual Enrollment Partnership Agreement.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 9, 2017	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Cypress College Curriculum Matters	Enclosure(s)	<u> X </u>

BACKGROUND: The divisions and the Curriculum Committee at Cypress College and the District Curriculum Coordinating Committee have approved the attached summary of new curriculum and curriculum revisions.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; (6) to provide greater consistency between Cypress and Fullerton courses; and (7) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review and approval prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Mark Majarian, Chair of the Cypress College Curriculum Committee.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

How does this relate to Board Policy: This item is in compliance with Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Campus General Fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Cypress College, to be effective Fall 2017. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.c.1

Item No.

CYPRESS COLLEGE CURRICULUM

Board Agenda

May 9, 2017

(DCCC approved April 7, 2017)

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
KIN 270 C Nutrition Science and Application Units: 3 Lecture: 3 Laboratory: 0	* Title change * Minor content change	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2017 Fall	Title change from Nutrition Science and Performance Application to Nutrition Science and Application. This was initiated by the C-ID reviewers. This course was originally Board approved 12-13-16 as a new course

REVISED DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Kinesiology	AQUATICS SPECIALIST CERTIFICATE		2017 Fall Title change on KIN 270 C from Nutrition Science and Performance Application to Nutrition Science and Application. This was initiated by C-ID reviewers. This certificate was previously Board approved 12-13-16 as a revision.	
	Required courses: (see counselor if physical education major)			
		Units		
	KIN112 C	Swimming – Intermediate-Advanced		1
	KIN235 C	First Aid, CPR and Emergencies		3
	KIN255 C	Lifeguarding		1
	KIN256 C	Water Safety Instruction		2
	Select 3 units			
		Units		
	KIN114 C	Springboard Diving		1
	KIN192 C	Water Polo		1
	KIN116 C	Swim for Fitness		1
	KIN117 C	Water Aerobics		1
	KIN110 C	Surfing		1
	Select 6 units			
		Units		
	KIN247 C	Sports Management		3
KIN248 C	Psychology of Sport	3		
KIN 270 C	Nutrition Science and Application	3		
Total Units		16		

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Theatre Arts	<p>Associate in Science Degree Theater Arts Production Required nine (9) units from the following Theater courses.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>THEA100 C</td> <td>Introduction to the Theater</td> <td>3</td> </tr> <tr> <td>THEA101 C</td> <td>Play Analysis</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA102 C</td> <td>World Theater History I</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA107 C</td> <td>Diversity in American Theater</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA107HC</td> <td>Honors Diversity in American Theater</td> <td>3</td> </tr> <tr> <td>THEA120 C</td> <td>Acting I</td> <td>3</td> </tr> </tbody> </table> <p>Select 8-9 units from the following design classes according to emphasis:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>THEA140 C</td> <td>Introduction to Theater Design</td> <td>3</td> </tr> <tr> <td>THEA143 C</td> <td>Stagecraft</td> <td>3</td> </tr> <tr> <td>THEA142 C</td> <td>Theater Sound and Recording</td> <td>2</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA144 C</td> <td>Lighting Design Fundamentals</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA145 C</td> <td>Fundamentals of Costume Design</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA146 C</td> <td>Scene Painting</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA147 C</td> <td>Stage Makeup</td> <td>3</td> </tr> </tbody> </table> <p>Select three (3) units from the following production classes according to emphasis:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>THEA149 C</td> <td>Stage Crew I- Running</td> <td>1 - 2</td> </tr> <tr> <td>THEA150 C</td> <td>StageCrew II-Production Preparation</td> <td>1 - 2</td> </tr> <tr> <td>THEA151 C</td> <td>Stage Crew III- Costume/Makeup</td> <td>1 - 2</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA152 C</td> <td>StageCrew IV- House/Box Office</td> <td>1 - 2</td> </tr> </tbody> </table> <p>Select 2-3 units from the following theater classes according to emphasis.</p> <p>Recommended for all theater students:</p> <table border="1"> <tbody> <tr> <td>THEA102 C</td> <td>World Theater History I</td> <td>3</td> </tr> <tr> <td>THEA107 C</td> <td>Diversity in American Theater</td> <td>3</td> </tr> <tr> <td>THEA107HC</td> <td>Honors Diversity in American Theater</td> <td>3</td> </tr> <tr> <td>THEA108 C</td> <td>Stage and Screenwriting</td> <td>3</td> </tr> </tbody> </table> <p>Recommended for production and design:</p> <table border="1"> <tbody> <tr> <td>THEA130 C</td> <td>Acting Workshop</td> <td>2 - 3</td> </tr> <tr> <td>THEA132 C</td> <td>Musical Theater Performance I</td> <td>2 - 3</td> </tr> <tr> <td>THEA133 C</td> <td>Rehearsal Performance I</td> <td>2 - 3</td> </tr> <tr> <td>THEA151 C</td> <td>Stage Crew III- Costume/Makeup</td> <td>1 - 2</td> </tr> <tr> <td>THEA152 C</td> <td>StageCrew IV- House/Box Office</td> <td>1 - 2</td> </tr> <tr> <td>THEA225 C</td> <td>Directing for the Theater</td> <td>3</td> </tr> <tr> <td>THEA235 C</td> <td>Experimental Theater</td> <td>2</td> </tr> <tr> <td>THEA247 C</td> <td>Prosthetic Makeup</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>22 - 24</td> </tr> </tbody> </table>			Units	THEA100 C	Introduction to the Theater	3	THEA101 C	Play Analysis	3		or		THEA102 C	World Theater History I	3		or		THEA107 C	Diversity in American Theater	3		or		THEA107HC	Honors Diversity in American Theater	3	THEA120 C	Acting I	3			Units	THEA140 C	Introduction to Theater Design	3	THEA143 C	Stagecraft	3	THEA142 C	Theater Sound and Recording	2		or		THEA144 C	Lighting Design Fundamentals	3		or		THEA145 C	Fundamentals of Costume Design	3		or		THEA146 C	Scene Painting	3		or		THEA147 C	Stage Makeup	3			Units	THEA149 C	Stage Crew I- Running	1 - 2	THEA150 C	StageCrew II-Production Preparation	1 - 2	THEA151 C	Stage Crew III- Costume/Makeup	1 - 2		or		THEA152 C	StageCrew IV- House/Box Office	1 - 2	THEA102 C	World Theater History I	3	THEA107 C	Diversity in American Theater	3	THEA107HC	Honors Diversity in American Theater	3	THEA108 C	Stage and Screenwriting	3	THEA130 C	Acting Workshop	2 - 3	THEA132 C	Musical Theater Performance I	2 - 3	THEA133 C	Rehearsal Performance I	2 - 3	THEA151 C	Stage Crew III- Costume/Makeup	1 - 2	THEA152 C	StageCrew IV- House/Box Office	1 - 2	THEA225 C	Directing for the Theater	3	THEA235 C	Experimental Theater	2	THEA247 C	Prosthetic Makeup	3	Total Units		22 - 24	2017 Fall	<p>TOPS code changed from 1007.00 Dramatic Arts Drama to 1006.00 Technical Theater Technique. This requires a corresponding title change from an AA to an AS degree.</p> <p>Previously Board approved 11/8/16 as a NEW degree.</p>
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REVISED DEGREES/CERTIFICATES				
DEGREE			EFF DATE	JUSTIFICATION
Court Reporting	Legal Careers Certificate		2017 Fall	Remove deactivated course MGT 141 C which changes total units from 26.5 – 28 to 23.5 – 25 Certificate was originally Board approved 11/8/16 as a new certificate
	Required Courses are listed in suggested sequence.			
		Units		
	CTRP071 C	Legal Terminology and Rhetoric 3		
	CTRP072 C	Legal Procedures 4		
	CTRP076 C	Court and Deposition Procedures 1.5 - 3		
	CTRP080 C	Internship: Law Office 2		
	MGT055 C	Business English 3		
	MGT111 C	Business Communications 3		
	MGT143 C	Introduction to Legal Research 1		
	MGT240 C	Legal Environment of Business 3		
	CIS111 C	Computer Information Systems 3		
Total Units		23.5 - 25		

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action X

DATE: May 9, 2017

Resolution X

Information

Enclosure(s)

SUBJECT: Cypress College
Baccalaureate Degree
Program Marketing Funding

BACKGROUND: Cypress College was allocated \$350,000 in Baccalaureate Degree Pilot Program Implementation Funds from the California Community Colleges Chancellor's Office for the period of January 1, 2016 to June 30, 2018. The Board of Trustees approved acceptance of this allocation on January 26, 2016.

Subsequent to this \$350,000 allocation, Cypress College was allocated an additional \$15,000 from the California Community Colleges Chancellor's Office for program marketing/promotion of this Bachelor of Science Degree in Funeral Services.

Acceptance of this additional \$15,000 will allow the College to pay for program marketing-related expenses including development of program promotion materials, travel to market the program and staff time working to help ensure that full student cohorts begin each semester.

While these funds are not awarded as a grant, they are restricted in nature and tracking of activities and submission of reports will be similar to other categorical funding received from the California Community Colleges Chancellor's Office.

This Board Agenda item is being submitted by John Sciacca, Dean, Health Sciences, Cypress College.

How does this relate to the District Strategic Directions? This item responds to District Strategic Direction #1 and #5: Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This item is in compliance with Board Policy 3280 (1.0) The Board will be informed about all grants received by the District; and, (2.0) The Chancellor shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College has been awarded Baccalaureate Degree marketing/program promotion funds from the California Community Colleges Chancellor's Office in the amount of \$15,000. All funding was received and will not be spent until following Board approval. Funds must be spent by June 30, 2018.

RECOMMENDATION: Authorization is requested to accept new revenue California Community Colleges Chancellor's Office in the amount of \$15,000 for Baccalaureate Degree Pilot Program marketing. It is also requested that a resolution be adopted to accept the new revenue and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, Section 58308. Authorization is requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.d.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 9, 2017
SUBJECT: Fullerton College
Second Draft – 2017 Accreditation
Self-Evaluation Report

Action	_____
Resolution	_____
Information	X
Enclosure(s)	_____

BACKGROUND: Each institution with the Accrediting Commission for Community and Junior Colleges (ACCJC) accepts the obligation to undergo evaluation through institutional self-evaluation and professional peer review. The cycle of evaluation requires a comprehensive self-evaluation every seven years and a visit by a team of peers.

Fullerton College received its last accreditation site visit in March 2011. The College is currently working towards the completion of its current accreditation cycle under the 2014 revised standards. Approximately 100 Fullerton College administrators, faculty, managers, students, confidential and classified professionals have participated and contributed to the preparation of a draft of the Fullerton College 2017 Accreditation Self-Evaluation Report. The Fullerton team is also preparing for the visiting team who will be on campus October 9, 2017 through October 12, 2017.

Updates, modifications, and enhancements will continue to be collected and added to this draft of the self-evaluation report and links to evidence will be added in the final stages. A third and final draft will be presented to the Board for approval on May 23, 2017, prior to submission to the Commission.

This item is being submitted by Dr. José Ramón Núñez, Vice President of Instruction and Accreditation Liaison Officer at Fullerton College.

How does this relate to the five District Strategic Directions? Accreditation relates to each of the District Strategic Directions.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3200 - Accreditation.

FUNDING SOURCE AND FINANCIAL IMPACT: Expenses related to the publication and submittal of the self-evaluation report will come from the Accreditation budget within the general fund of the Fullerton College budget.

RECOMMENDATION: It is recommended that the Board of Trustees receive as information the second draft of the Fullerton College 2017 Accreditation Self-Evaluation Report.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	May 9, 2017	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	Fullerton College Curriculum Matters		

BACKGROUND: The Office of Instruction and the Curriculum Committee at Fullerton College and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of Fullerton College and are within the allocated budget for staff and facilities.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; and (6) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Dr. Jennifer Combs, Fullerton College Curriculum Committee Chair and Dr. José Ramón Núñez, Vice President, Instruction.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

How does this relate to Board Policy: The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for all curricula comes from the campus general fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Fullerton College, to be effective Fall 2017. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.f.1

Item No.

**Board of Trustees Agenda
Attachment
May 9, 2017**

Approved by DCCC 4/11/2017

NEW PROGRAMS

DEGREE	ACTION TAKEN	EFF DATE	JUSTIFICATION																
Paralegal Studies	<p>Bankruptcy Specialization Certificate</p> <p>The Bankruptcy Specialization Certificate is designed to prepare students for employment in a particular and specialized legal environment. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, and decision-making, planning, scheduling, refining, and customizing legal work-product for the bankruptcy legal environment. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking skills is stressed to prepare students for employment. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 12 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (12 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 204 F Family Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 205 F Probate, Wills and Trusts</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 206 F Bankruptcy Law and Procedure</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 211 F Real Property Law and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Units</td> <td style="text-align: right;">12</td> </tr> </table>	Program Requirements (12 units)	Units	PLEG 204 F Family Law	3	PLEG 205 F Probate, Wills and Trusts	3	PLEG 206 F Bankruptcy Law and Procedure	3	PLEG 211 F Real Property Law and Procedures	3	Total Units	12	2017 Fall	New certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.				
Program Requirements (12 units)	Units																		
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PLEG 206 F Bankruptcy Law and Procedure	3																		
PLEG 211 F Real Property Law and Procedures	3																		
Total Units	12																		
Paralegal Studies	<p>Corporate Law/Business Litigation/Workers' Comp Specialization Certificate</p> <p>The Corporate Law/Business Litigation/Workers' Comp Specialization Certificate is designed to prepare students for employment in a particular and specialized legal environment. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, decision-making, planning, scheduling, refining, and customizing legal work-product for the corporate law/business litigation/workers' comp legal environment. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking skills is stressed to prepare students for employment. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 15 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (15 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 208 F Workers' Compensation Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 213 F Employment and Labor Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 214 F Contract Law and Procedure</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 219 F Intellectual Property</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BUS 240 F Legal Environment of Business</td> <td style="text-align: right;">3</td> </tr> <tr> <td>or</td> <td></td> </tr> <tr> <td>BUS 240HF Honors Legal Environment of Business</td> <td style="text-align: right;">3</td> </tr> </table>	Program Requirements (15 units)	Units	PLEG 208 F Workers' Compensation Law	3	PLEG 213 F Employment and Labor Law	3	PLEG 214 F Contract Law and Procedure	3	PLEG 219 F Intellectual Property	3	BUS 240 F Legal Environment of Business	3	or		BUS 240HF Honors Legal Environment of Business	3	2017 Fall	New certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.
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NEW PROGRAMS

DEGREE	ACTION TAKEN	EFF DATE	JUSTIFICATION														
	Total Units 15																
Paralegal Studies	<p>Criminal Law Specialization Certificate The Criminal Law Specialization Certificate is designed to prepare students for employment in a particular and specialized legal environment. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, decision-making, planning, scheduling, refining, and customizing legal work-product for a particular legal environment. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking skills is stressed to prepare students for employment. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 12 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (12 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 203 F Personal Injury</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 209 F Criminal Law and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 215 F Discovery in Electronic Age</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 226 F Constitutional Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Units</td> <td style="text-align: right;">12</td> </tr> </table>	Program Requirements (12 units)	Units	PLEG 203 F Personal Injury	3	PLEG 209 F Criminal Law and Procedures	3	PLEG 215 F Discovery in Electronic Age	3	PLEG 226 F Constitutional Law	3	Total Units	12	2017 Fall	New certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.		
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PLEG 209 F Criminal Law and Procedures	3																
PLEG 215 F Discovery in Electronic Age	3																
PLEG 226 F Constitutional Law	3																
Total Units	12																
Paralegal Studies	<p>Family Law/Estate Planning Specialization Certificate The Family Law/Estate Planning Specialization Certificate is designed to prepare students for employment in a particular and specialized legal environment. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, decision-making, planning, scheduling, refining, and customizing legal work-product for the family law and estate planning legal environment. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking skills is stressed to prepare students for employment. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 15 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (15 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 204 F Family Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 205 F Probate, Wills and Trusts</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 211 F Real Property Law and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 214 F Contract Law and Procedure</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 220 F Elder Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Units</td> <td style="text-align: right;">15</td> </tr> </table>	Program Requirements (15 units)	Units	PLEG 204 F Family Law	3	PLEG 205 F Probate, Wills and Trusts	3	PLEG 211 F Real Property Law and Procedures	3	PLEG 214 F Contract Law and Procedure	3	PLEG 220 F Elder Law	3	Total Units	15	2017 Fall	New Certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.
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Paralegal Studies	<p>Law School Track (1st year Prep) Specialization Certificate The Legal Studies/Pre-Law Specialization Certificate is designed to prepare students for employment in a legal environment or as a foundation for those who plan on enrolling in law school and who seek to attain a Juris Doctor degree. The focus of the coursework for this certificate is skill building in the basics of various areas of the law and the legal environment of business and will learn to identify the factual situation in which to apply that law, including analyzing facts, determining which aspects of the law are pertinent, applying the law to those facts, and drawing a conclusion. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking</p>	2017 Fall	New certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.														

NEW PROGRAMS

DEGREE	ACTION TAKEN	EFF DATE	JUSTIFICATION														
	<p>skills is stressed to prepare students for employment. Students who complete this program will have completed the course work typically taught in the first year of law school. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 15 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (15 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 203 F Personal Injury</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 209 F Criminal Law and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 211 F Real Property Law and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 214 F Contract Law and Procedure</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BUS 245 F Business Law I</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Units</td> <td style="text-align: right;">15</td> </tr> </table>	Program Requirements (15 units)	Units	PLEG 203 F Personal Injury	3	PLEG 209 F Criminal Law and Procedures	3	PLEG 211 F Real Property Law and Procedures	3	PLEG 214 F Contract Law and Procedure	3	BUS 245 F Business Law I	3	Total Units	15		
Program Requirements (15 units)	Units																
PLEG 203 F Personal Injury	3																
PLEG 209 F Criminal Law and Procedures	3																
PLEG 211 F Real Property Law and Procedures	3																
PLEG 214 F Contract Law and Procedure	3																
BUS 245 F Business Law I	3																
Total Units	15																
Paralegal Studies	<p>Real Estate Law Specialization Certificate The Real Estate Law Specialization Certificate is designed to prepare students for employment in a particular and specialized legal environment. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, decision-making, planning, scheduling, refining, and customizing legal work-product for the real estate legal environment. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking skills is stressed to prepare students for employment. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 15 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (15 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 204 F Family Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 205 F Probate, Wills and Trusts</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 211 F Real Property Law and Procedures</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 214 F Contract Law and Procedure</td> <td style="text-align: right;">3</td> </tr> <tr> <td>RE 101 F Principles of Real Estate</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Units</td> <td style="text-align: right;">15</td> </tr> </table>	Program Requirements (15 units)	Units	PLEG 204 F Family Law	3	PLEG 205 F Probate, Wills and Trusts	3	PLEG 211 F Real Property Law and Procedures	3	PLEG 214 F Contract Law and Procedure	3	RE 101 F Principles of Real Estate	3	Total Units	15	2017 Fall	New certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.
Program Requirements (15 units)	Units																
PLEG 204 F Family Law	3																
PLEG 205 F Probate, Wills and Trusts	3																
PLEG 211 F Real Property Law and Procedures	3																
PLEG 214 F Contract Law and Procedure	3																
RE 101 F Principles of Real Estate	3																
Total Units	15																
Paralegal Studies	<p>Transactional Law Specialization Certificate The Transactional Law Specialization Certificate is designed to prepare students for employment in a particular and specialized legal environment. The focus of the coursework for this certificate is skill building in the areas of legal drafting, communication, decision-making, planning, scheduling, refining, and customizing legal work-product for transactional law legal environment. Emphasis on interpersonal communications, problem-solving, legal analysis, leadership and critical thinking skills is stressed to prepare students for employment. A minimum grade of C is required in each course taken. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. This certificate requires 12 units.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Program Requirements (12 units)</td> <td style="text-align: right;">Units</td> </tr> <tr> <td>PLEG 205 F Probate, Wills and Trusts</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PLEG 206 F Bankruptcy Law and Procedure</td> <td style="text-align: right;">3</td> </tr> </table>	Program Requirements (12 units)	Units	PLEG 205 F Probate, Wills and Trusts	3	PLEG 206 F Bankruptcy Law and Procedure	3	2017 Fall	New certificate. This program is designed for students who already possess a paralegal studies certificate awarded by an American Bar Association approved paralegal or legal studies program or a Juris Doctor degree from an accredited law school or university. Certificates are less than 16 units and only require local approval.								
Program Requirements (12 units)	Units																
PLEG 205 F Probate, Wills and Trusts	3																
PLEG 206 F Bankruptcy Law and Procedure	3																

DELETED PROGRAMS

DEGREE	EFF DATE	JUSTIFICATION
Advertising and Graphic Design - Level I Certificate	2017 Fall	Program deletion. Program is being replaced with Advertising and Graphic Design which is currently at the state for approval.
Advertising and Graphic Design - Level II Certificate	2017 Fall	Program deletion. Program is being replaced with Advertising and Graphic Design which is currently at the state for approval.
Outdoor Recreation and Safety Skills Certificate	2017 Fall	Courses in this program are being deleted for lack of interest and low enrollment.

DELETED COURSES

COURSE ID	EFF DATE	JUSTIFICATION
CIS 070 F Current Computer Topics	2017 Fall	Six-Year Review. This course is no longer needed. OK TO DELETE and NO PROGRAM IMPACTS
CIS 120AF Project Management I	2017 Fall	Six-year review. Course is being deleted as it is no longer needed. NO PROGRAM IMPACTS.
MKT 090 F Current Issues in Marketing	2017 Fall	Six-Year Review. Course is no longer used and SHELL COURSES are no longer allowed. NO PROGRAM IMPACTS. OK TO DELETE.
OT 060CF Keyboarding - Speed & Accuracy	2017 Fall	Six-Year Review. Entire OT Program/Courses are being deleted. Course is no longer needed. NO PROGRAM IMPACTS
OT 074 F Saying the Right Thing: Professional Ethics and Gift Giving	2017 Fall	This entire OT program/courses is being eliminated. NO PROGRAM IMPACTS. OK TO DELETE.
RE 090 F Current Issues in Real Estate	2017 Fall	Six-Year Review. This course is being deleted as SHELL courses are no longer used. NO PROGRAM IMPACTS as the NEW RE Sales Certificate is pending state approval and this course was previously removed.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____

DATE: May 9, 2017 Information _____
Enclosure(s) _____

SUBJECT: District Study Abroad Program
Spring 2018 - Florence, Italy

BACKGROUND: At its April 24, 1987 meeting, the Board approved the International Education Program for the District, and the solicitation of proposals from independent contractors to provide travel arrangements for study abroad. AIFS has been recommended to handle all travel arrangements for the proposed Spring 2018 Study Abroad Program in Florence, Italy.

The proposed Spring 2018 Study Abroad Program will begin on February 23, 2018 and end on May 19, 2018. The program will be open to all Cypress College and Fullerton College students who are in good standing and have completed a minimum of 12 units.

This item was prepared by Dr. Dani Wilson, Dean of the Library/Learning Resources Instructional Support Programs and Services, and Administrator of the Fullerton College Study Abroad Program.

How does this relate to the five District Strategic Directions: This Study Abroad Program supports District Strategic Directions 1 and 5 by requiring completion of ENG100 with a grade of C or better prior to application, offering transfer-level courses to contribute to the improvement of the rates of completion and transfer-readiness requirements, and the development of collaborative projects and partnerships within the district (Cypress College), within the community (neighboring colleges and universities) and within the community at-large (vendor AIFS).

How does this relate to Board Policy: This item is in compliance with Board Policy/Administrative Procedure 4300, Field Trips and Excursions.

FUNDING SOURCE AND FINANCIAL IMPACT: Students will pay a basic program fee of \$8,055 which includes housing, some meals, travel excursions, and orientation.

RECOMMENDATION: Authorization is requested to enter into a travel arrangement with AIFS for the Cypress College and Fullerton College 2018 Spring Study Abroad Program in Florence, Italy. The basic program fee of \$8,055, which is to be paid by each student, includes round-trip international airfare, housing, orientation, support staff, travel excursions, some meals, and an Italian conversation course.

Authorization is requested for the Vice Chancellor, Facilities and Finance, to execute the agreement on behalf of the District. A signed copy of the travel contractor agreement will be on file in the District Business Office.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.g

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 9, 2017
SUBJECT: School of Continuing Education (SCE)
Accreditation Action Plan

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

BACKGROUND: The School of Continuing Education was visited by a team from the Accrediting Commission for Schools Western Association of Schools & Colleges (WASC) on March 19-22, 2017. Over 120 staff, faculty, and guests attended the SCE WASC Closing Ceremony event where the WASC Visiting Team noted that SCE's culture of collaboration, collegiality, and trust in leadership makes it possible for the school to be regarded as an innovative and courageous leader.

The Visiting Team noted that it was highly unusual that, in 2011, SCE was left with 17 key issues. They commended SCE for completing all 17 key issues and for adopting an integrated planning model for its next six-year Action Plan. The 2017 WASC Visiting Team left SCE 2 Major Key Issues (goals) and noted that these 2 Major Key Issues were already in the current Action Plan.

1. Develop a school-wide cycle of program review and use it to support SLOs, curriculum, instruction, and program improvement.
2. Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.

The SCE Leadership Team, Provost's Cabinet, reviewed and approved the Major Key Issues (goals) at its meeting on Tuesday, April 18, 2017.

This item is submitted by SCE WASC Accreditation Chairs, Dr. Adam Gottdank and Julie Schoepf.

How does this relate to the five District Strategic Directions? Accreditation falls within the general framework of the District Strategic Directions. It focuses on (1) Innovation and Relevancy for All Learners; (2) Intra-District & Community Collaboration; and (3) Effective & Efficient Use of Resources.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3200 Accreditation.

FUNDING SOURCE AND FINANCIAL IMPACT: There are no expenses related to the submission of the Action Plan.

RECOMMENDATION: It is recommended that the Board of Trustees approve the School of Continuing Education's revised Action Plan.

Cherry Li-Bugg

Recommended by

Approved for Submittal

4.h.1

Item No.

**School of Continuing Education
Action Plan**

Approved: Provost's Cabinet Meeting 4.18.17

Institutional Effectiveness								
Goal I.	Develop a school-wide cycle of program review which includes data collection, analysis, discussion, and use to support SLOs, curriculum, instruction, and program improvement.							
STEPS		SLO	DIR	ALIGN	PER	TIME	RES	METHOD
1.	Develop ways to effectively communicate mission and vision to SCE stakeholders.	1	5	WASC	Comm. Director	Fall 2017	Time, Money	Re-branding, report out, new website, marketing materials, stakeholder surveys
2.	Ensure alignment of course, program, and school-wide SLO's.	1	4	WASC	Senate, Cabinet	Spring 2017	Time	Provost's Cabinet review, TracDat, SLO database
3.	Incorporate SLO assessment data to inform institutional planning and decision-making, including curriculum and instruction.	1	4	WASC	Senate, Cabinet	Spring 2018	Time, Money, TracDat	TracDat reports, senate discussions, Provost's Cabinet & subcommittees
4.	Develop processes and mechanisms to integrate all SCE planning initiatives, evaluate their effectiveness, and design continuous improvement cycle.	1	4	WASC	Institutional Effectiveness Committee Cabinet	Spring 2020	Time	Integrated planning evaluation tool
5.	Design and implement campus climate survey.	1	4	WASC	Research Director	Fall 2017	Time	Formal survey & report
6.	Identify milestones for enrollment and completion, stop-out obstacles, and post-SCE outcomes.	1	1,3	WASC	Provost's Staff	Spring 2018	Time, Degree Works	Written report
7.	Develop/Enhance more tools to collect and access data: <ul style="list-style-type: none"> • TracDat to support the SLO assessment cycle, evaluate SLO data, and use the data to improve student learning • SPMS (enrollment management tool) • ARGOS Reports • CASAS data, BANNER data, TABE data, iGrade, iTendance • Tools to evaluate the effectiveness of local initiatives 	1	4	WASC	Program Directors, Senate	Spring 2018	Time, Technology	Reports to Provost's Staff & Provost's Cabinet

Institutional Effectiveness								
Goal I.	Develop a school-wide cycle of program review which includes data collection, analysis, discussion, and use to support SLOs, curriculum, instruction, and program improvement.							
STEPS		SLO	DIR	ALIGN	PER	TIME	RES	METHOD
8.	Actively engage all faculty, managers, and designated staff with integrated planning efforts to effectively utilize resources, coordinate efforts, and evaluate outcomes.	1	4	WASC	Provost Staff Senate	Spring 2023	Time	Increasing number of participating faculty, managers, and staff in integrated planning activities
9.	Offer professional development activities to promote Institutional Effectiveness.	1	4	WASC	ProD Committee, AEBG	Spring 2018	Time	ProD calendar, promotional flyers, seminar surveys
10.	Design institutional research agenda to enhance SCE's capacity to use data to improve student outcomes.	1		Master	Research Director	Spring 2018	Time, Technology	Presentations & written reports to Senate & Provost's Cabinet
11.	Expand Administrative Services to meet additional requirements of AEBG.	1	4	Master	Manager of Admin. Services	Spring 2017	Time	Written procedures for NOCRC, fiscal records
12.	Create a fully functioning space for the Institutional Research and Planning department.	1	4	Master	Research Director	Spring 2017	Time, Money	Report new hires, updated org chart
13.	Establish an SLO assessment data review cycle to ensure that learning outcomes are measurable, observable, and achievable.	2	1	Master	Faculty, Program Directors, Curriculum Committee	Fall 2018	Time, Prof. Expert	Approved curriculum
14.	Develop a process of managing multiple funding streams to support integrated planning.							
Educational Pathways								
Goal II.	Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.							
STEPS		SLO	DIR	ALIGN	PER	TIME	RES	METHOD
1.	Incorporate college and workforce readiness skills into curriculum.	2	1	WASC	Basic Skills & CTE Directors, Senate	Spring 2018	Time, Prof. Expert	Approved curriculum
2.	In collaboration with CC and FC, map out competencies and form articulation agreements in CTE and basic skills to create guided pathways.	2	1,3	WASC	Basic Skills & CTE Directors, Senate, AEBG	Fall 2018	Time, Prof. Expert	Written articulation agreements & diagrams

Educational Pathways								
Goal II.	Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.							
STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD	
3.	Revise existing and develop new CTE and workforce preparation curriculum to respond to the current demands of local industry.	2	1	WASC	Basic Skills & CTE Directors, Senate, AEBG	Spring 2018	Time, Prof. Expert	Approved curriculum
4.	Create a visual model illustrating academic and career pathways within SCE and beyond. Develop effective ways to communicate the pathways to students.	2	1	WASC	Program Directors, Senate, Comm. Director	Fall 2017	Time	Pathways diagram(s)
5.	Offer professional development activities to all staff with the goal of raising awareness of existing educational pathways and transitional activities.	2	1	WASC	ProD Committee	Fall 2018	Time	ProD calendar, Promotional flyers, Seminar surveys
6.	Expand the use of instructional methodologies that lead to accelerated learning: <ul style="list-style-type: none"> • I-BEST • Dual enrollment • Other models 	2	1,3	WASC	Program Directors, Senate, Curriculum Committee, AEBG	Fall 2018	Time	Class schedule & catalog, updated curriculum
7.	Identify additional instructional space for new and emerging programs: <ul style="list-style-type: none"> • Better integrate facilities planning with educational needs • Maximize space utilization • Consider flexible scheduling to better meet student needs • Explore options for online education 	1	4	WASC	Provost's Staff	Spring 2019	Time, Bond money, AEBG	Institutional planning documents, Class schedule & catalog
8.	Develop online courses as an alternative delivery method for selected programs (HSDP, ESL, and CTE).	2	1,3	Master	Senate, Basic Skills, CTE & ESL Directors	Fall 2019	Time, Alternate Media Specialist	New curriculum, Class schedule & catalog
9.	Continue to evaluate the need for additional off-site High School Diploma labs.	2	1, 5	AEBG	AEBG, Basic Skills	Spring 2018	Time, Money, Facilities, AEBG, DSS, SSSP	AEBG Basic Skills Workgroup discussions & research
10.	Expand High School Lab (on-site) direct instruction.	2	1	AEBG	Senate, Basic Skills Directors, AEBG	Spring 2017	Time, Facilities	Class schedule & catalog
11.	Develop Basic Skills online training for tutors.	2	3	AEBG	AEBG, Basic Skills Directors	Fall 2017	Time, Money	Implementation of online module

Educational Pathways								
Goal II.	Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
12.	Increase the numbers of students completing CDCP noncredit certificates and transitioning to college credit offerings.	2	1.3	BSI	Senate, CTE, DSS, Basic Skills, & ESL Directors	Spring 2018	Time	Certificate completions, report number of transitions to credit, articulation agreements, new curriculum
13.	Provide comprehensive and targeted support services to increase the number of students transitioning to college credit.	1	1	BSI	SSSP, & DSS Program Directors	Spring 2018	Time, Money	Report number of transitions to credit & student services provided
16.	Updates to CTE programs: <ul style="list-style-type: none"> • Restructure the Medical Assistant, Computers, and Administrative Assistant programs • Electrical Trainee program will receive state-approved certification • Mobile Media transition from a credit to noncredit certificate program • Alignment of Quality Assurance for Medical Devices to the biotechnology and bio-manufacturing credit programs 	2	1	Master	CTE Director, Senate, Curriculum Committee	Fall 2019	Time, Prof. Expert	New curriculum, articulation agreements
17.	Expand the I-BEST program: <ul style="list-style-type: none"> • Include more CTE courses • I-BEST counseling course in partnership with Fullerton College • Spanish Literacy and Beginning Literacy at the Anaheim Campus 	2	1	Master, AEBG	AEBG Combined Workgroup, Basic Skills, ESL, DSS Program Directors	Spring 2018	Time, Money, Prof. Expert	Class schedule & catalog
18.	Explore new CTE programs: <ul style="list-style-type: none"> • Bookkeeping • Personal Care Aide • Patient Care Technician • Certified Nursing Assistant • Hospitality • Culinary Arts • Other Health Care Professions 	1	1	Master	AEBG Combined Workgroup, Senate, Curriculum Committee	Spring 2018	Time, Prof. Expert	New curriculum
19.	New DSS Offerings: <ul style="list-style-type: none"> • Work experience • Safe use of social media • Self-advocacy • Cooking (AC) 	1	1	Master	AEBG DSS Workgroup, DSS Dir.	Fall 2017	Time	Class schedule & catalog

Educational Pathways								
Goal II.	Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
20.	Introduce Universal Design principles to curriculum and facilities design.	1	1	Master	Senate, Provost's Cabinet, Curriculum Committee	Fall 2017	Time, Money, Tech	New curriculum, classroom technology
22.	Strengthen the home-based entrepreneurship program for handy and creative arts businesses operated by older adults (LEAP).	1	1	Master	LEAP Director, Curriculum Committee	Fall 2017	Time, Prof. Expert	Updated curriculum
23.	Redesign the Joyful Parenting curriculum to be more developmentally appropriate and in line with school readiness initiatives (LEAP).	1	1	Master	LEAP Director, AEBG, SASS Workgroup, Curriculum Committee	Spring 2017	Time, Prof. Expert	Updated curriculum
24.	Design curriculum for older adults re-entering the workforce (LEAP): <ul style="list-style-type: none"> • Healthy aging • Balance and mobility • Fitness • Computer basics • Discover the Internet • Job skills • Workforce re-entry • Home-based business program 	1	1	Master, AEBG	LEAP Director, AEBG, SASS Workgroup Curriculum Committee	Fall 2017	Time, Prof. Expert	Updated curriculum, class schedule & catalog
25.	Develop curriculum emphasizing a hands-on approach to science and engineering (LEAP; STEM Program for Kids). Engineering of: <ul style="list-style-type: none"> • Roller coasters • Robotics • Aerospace engineering • Lego robotics • Stop-action animation • Computer sciences 	2	1	Master	LEAP Dir, Curriculum Committee	Fall 2018	Time, Prof. Expert	Updated curriculum, Class schedule & catalog

Student Services								
Goal III.	Align student services from various funding streams to improve student performance as measured by common indicators.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
1.	Implement strategies to enhance the effectiveness on intake services for speakers of multiple languages in SCE service area.	1	2	WASC	SSSP & ESL Program Directors	Fall 2017	Time, Tech	Updated intake procedures, new technology
2.	Create a comprehensive brand presence (2017), website (2018), and targeted outreach plan in SCE service area.	1	5, 2	WASC	Comm. Director	Fall 2017	Time, Money	Re-branding, committee report out, new website, marketing materials
3.	Continue to identify potential student populations within SCE, the District, and the community for specific instructional programs and conduct internal and external targeted outreach to those populations.	1	2	WASC	Research Director	Fall 2017	Time	Written reports
4.	In anticipation of the state-required common assessment initiative, implement common assessment for CDCP SCE students with pre-test for student practice.	2	1,3	WASC	SSSP Director, Senate	Fall 2017	Time, Facilities	Assessment protocols & facilities
5.	Explore the opportunities to expand financial resources for SCE students through Student Services.	1	1,5	WASC	ProD, Provost's Cabinet	Spring 2018	Time, Money	New scholarships
6.	Identify essential student service gaps and develop a plan to address them.	1	1,2	WASC	Senate, Provost's Cabinet, SSSP Director	Fall 2017	Time, Money	Written plans
7.	Increase student participation in school-wide activities.	1		WASC	Provost's Cabinet, Manager of Admin. Services	Spring 2017	Time	Increased number of student leaders, increased participation in activities (reflected in meeting minutes, photographs)
8.	Develop and distribute a matrix of available resources for various support services, such as babysitting, mental health assistance, etc.	1	1	WASC	SSSP Director, Senate	Spring 2017	Time, DSS Counselor	Written & online reports
9.	Identify space at the three SCE Centers for new and emerging student services, for example, student center, assessment center, etc.	1	4	WASC	Budget Committee, Provost's Cabinet	Spring 2018	Time, Bond money, Tech	New or re-purposed facilities
10.	Construct DSS career and job development center at the Anaheim Campus. Identify a space and create a DSS Career and Job Development Center.	2	1	Master	AEBG, DSS Workgroup & Director	Spring 2018	Time, Bond money, Facilities, Tech	New or re-purposed facilities

Student Services								
Goal III.	Align student services from various funding streams to improve student performance as measured by common indicators.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
11.	Introduce placement assessment for listening, speaking and writing (ESL).	1	3	Master	ESL & SSSP Directors	Fall 2017	Time, Tech	New assessment
12.	Propose faculty driven educational advocacy program for parents, caregivers, and other adults who impact the educational attainment of minor children (LEAP).	1	1	Master	AEBG, SASS Workgroup, Senate, LEAP Director	Spring 2018	Time, Facilities	Program plan
13.	Assign Counselors to local high schools to provide efficient transition counseling (SSSP, DSS).	2	5	Master, AEBG	AEBG & Basic Skills Workgroup, SSSP & DSS Directors	Spring 2017	Faculty, AEBG, DSS, SSSP	Counseling faculty with off-site hours
14.	Develop specialized counseling and services: <ul style="list-style-type: none"> • Crisis management for students with mental health challenges • Executive functioning skills for students with Autism Spectrum Disorder (ASD) • Instructional support for students with vision loss taking ESL courses including instruction in intensive technology • Professional development activities that help faculty and staff better serve students with diverse learning needs • Provide specialized instructional lab at Anaheim to better support the needs of students with ASD and students with other neuro-diverse learning needs 	1	1	Master, AEBG	AEBG, DSS Workgroup & Dir.	Spring 2018	Facilities, Bond money, AEBG	New counseling faculty & staff, new labs, ProD activities
15.	Develop Admissions and Records planning parameters to implement priority registration for SCE students enrolling in CDCP courses.	2	1	Master	DREAM Team	Fall 2017	Time	Written procedures for priority registration
16.	Increase student engagement through expansion of the SCE student leadership program.	1	2	Master	Budget Committee, Provost's Cabinet	Spring 2017	Time	Increased number of student leaders

Student Services								
Goal III.	Align student services from various funding streams to improve student performance as measured by common indicators.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
17.	<p>Increase services leading to greater student access and success (SSSP):</p> <ul style="list-style-type: none"> • Orientation <ul style="list-style-type: none"> ○ In-person and online self-paced • Assessment and placement <ul style="list-style-type: none"> ○ HSDP, ESL, CTE ○ Computer-based ○ Paper-based ○ Multiple measures ○ Scheduled times ○ Designated locations ○ Require diagnostic assessments in math and English for students enrolling in CTE ○ Analyze and use assessment data to facilitate program evaluation/improvement • Counseling <ul style="list-style-type: none"> ○ Onsite, off-site ○ Progressive • Follow-up services <ul style="list-style-type: none"> ○ Better serve students with limited English and technology skills • Noncredit Student Education Plan (NSEP) 	2	1	Master, SSSP	SSSP Director, Senate	Fall 2017	Time, Money, Facilities	Reports documenting increased SSSP services provided
18.	<p>Implement support services to assist student retention and transition:</p> <ul style="list-style-type: none"> • “Early alert” system to support retention efforts (SSSP) • Mid-point checks for all students and programs (SSSP) • Increase and improve articulation agreements with Cypress College and Fullerton College (SSSP) • Offer Transition to College courses at the Anaheim and Wilshire locations (SSSP) • Off-site ESL Classes Counseling • ESL Noncredit-to-Credit Mentorship Program 	1		Master, AEBG	SSSP Dir.	Spring 2018	Time, Tech	Report of early alerts and interventions, articulation agreements, class schedule & catalog

Student Services								
Goal III.	Align student services from various funding streams to improve student performance as measured by common indicators.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
19.	Increase male student enrollment in CTE, Basic Skills, and ESL programs (access): <ul style="list-style-type: none"> • Counseling faculty promote CTE options to the students enrolled at the off-site HSDP labs (SSSP) • The DSS program will outreach to AEBG partners with the goal of enrolling more students with disabilities in CTE programs 	2	2	Master, SSSP, Equity	CTE, DSS, & SSSP Directors	Fall 2017	Time, AEBG & Student Equity money	Written report
20.	Increase success of CTE course and program completion by African American (male) and Pacific Islander (female/male) students (course completion): <ul style="list-style-type: none"> • SSSP faculty will refer students at risk of failing CTE to the Basic Skills Learning Center for support <ul style="list-style-type: none"> ◦ Instruction in math, reading and writing • Contextualized and individualized instruction 	2	2	Master, SSSP, Equity	CTE & SSSP Directors, Student Equity Reps	Fall 2017	Time, Student Equity money	Written report
21.	Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, & American Indian High School Diploma Program students and ESL Academic Success students (transfer): HSDP and ESL students transferring to credit will be identified and referred to the Transitioning to College course	2	2	Master, SSSP, Equity	CTE & SSSP Directors, Student Equity Reps	Fall 2017	Time, Student Equity money	Written report
22.	Upgrade/add space in ESL & SSSP assessment centers: <ul style="list-style-type: none"> • Expand counseling services to meet SSSP mandates and to support guided pathways • Better support DSS testing accommodations for CTE students • Improve the intake flow for ESL students • Ensure compliance with data reporting requirements: AEBG, WIOA, SSSP 	1	4	Master	Budget Committee, Manager of Admin. Services, ESL & SSSP Directors	Fall 2017	Time, Money	New or re-purposed facilities
<p><i>Note: All 3 campuses provide assessment service. This item is to increase facilities so SCE can meet student needs. Facility improvement needs vary from campus to campus.</i></p>								

Student Services								
Goal III.	Align student services from various funding streams to improve student performance as measured by common indicators.							
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
23.	Develop plan for facility improvements to better serve students: <ul style="list-style-type: none"> • Provide study space for students through renovation of existing facilities • Build high-capacity classrooms • Reinforce play yard fence and install a panic bar inside the fence (Wilshire for Parenting and Kids' College classes) • Remodel of the WISE kitchen to allow for more practice stations 	1		Master	Budget Committee, Manager of Admin. Services, DSS & LEAP Directors	Fall 2017	Bond money	New or re-purposed facilities

Key Issues (as noted by the WASC Visiting Team)		
#	Key Issue	Location in Action Plan
1.	Fully implement SLO assessments and track progress with TracDat.	Goal I – 2, 3, 7
2.	Analyze and disaggregate student learning data for institutional planning.	Goal I – 9
3.	Develop a systemic approach to coordinate the multiple site-based professional development opportunities, employee participation, and related outcomes.	Goal I – 9
4.	Look into developing online course offerings.	Goal II – 8
5.	The high school instruction model offers limited, formal direct instruction opportunities at all locations.	Goal II -10
6.	Use of assessment tracking tools and analysis of SLO data at all levels (course, program, and institution) to facilitate program and improvement.	Goal I – 7
7.	Analyze, share, and use all types of data to drive instructional practices and program improvement.	Goal I – 7
8.	Analyze and use assessment data to facilitate program evaluation/improvement.	Goal III – 17
9.	Multiple funding streams necessitate the development of a process of managing resources to support integrated planning.	Goal I - 14
10.	With support from the Office of Research and Planning, SCE leadership needs to develop a school-wide cycle of program review which includes data collection, analysis, discussion, and use to support SLOs, curriculum, instruction, and program improvement.	Goal I
11.	SCE leadership needs to actively engage all faculty, managers, and designated staff with integrated planning efforts to effectively utilize resources, coordinate efforts, and evaluate outcomes.	Goal I – 8

Align: Plan Alignment (key)

- **AEBG:** NOCRC Regional Comprehensive Plan (Adult Education Block Grant)
- **BSI:** Basic Skills Initiative
- **DIR:** NOCCCD Strategic Direction
- **Equity:** Student Equity Plan
- **Master:** NOCCCD Mid-Term Update to the Educational Master Plan
- **Method:** Methods to assess, monitor, and report progress
- **PER:** Person(s) responsible for follow-up
- **RES:** Resources needed
- **SSSP:** Student Success and Support Plan
- **Time:** Timeline for completion
- **WASC:** Self-Study Action Plan (and SCE Strategic Plan)

Action Plan (key)

Steps: Recommended Implementation Steps

DIR: NOCCCD Strategic Direction

- **District Strategic Direction 1:** The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses
- **District Strategic Direction 2:** The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.
- **District Direction 3:** The District will annually improve the success rate for students moving into:
 - The highest level possible credit basic skill courses in mathematics, English, English as a Second Language from noncredit basic skills instruction in the same discipline and
 - College level courses in mathematics, English, English as a Second Language from credit basic skills courses in the same disciplines and
 - The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English, and English as a Second Language.
- **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.
- **District Strategic Direction 5:** The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

SLO: Student Learning Outcome

- **1:** Institutional Student Learning Outcome 1 (Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry and goal-setting skills.)
- **2:** Institutional Student Learning Outcome 2 (The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem solving skills as well as an understanding of the value of diversity.)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	May 9, 2017	Information	X
		Enclosure(s)	X
SUBJECT:	NOCCCD CCAP Dual Enrollment Partnership Agreement Template		

BACKGROUND: On November 5, 2015, the Governor signed into legislation AB288 that establishes the College and Career Access Pathways Act (CCAP) to authorize California Community College districts to enter into formal partnership agreements with local school districts to expand access to dual enrollment opportunities for high school students. The goals of offering or expanding dual enrollment opportunities are to:

- Increase exposure to college coursework and environments for students who may not already be college bound or who are underrepresented in higher education,
- Develop seamless pathways from high school to community college for career technical education or preparation for transfer
- Improve high school graduation rates
- Assist high school pupils achieve college and career readiness.

The community college is prohibited from providing physical education course opportunities to high school pupils participating in the AB 288 CCAP Partnership Agreement or any other course opportunities that do not assist in the attainment of at least one of these goals.

In addition to college exposure and becoming more college and career ready, high school pupils enrolled in the CCAP Partnership Agreement courses will not incur a fee; potentially reducing the cost of their college degree by a wide margin.

The two credit colleges in the District have explored this opportunity to serve more students in the past year with four high school districts in the area. With that activity, the NOCCCD CCAP Dual Enrollment Partnership Agreement template has been modified to remove references to specific dates and to add a provision regarding class cancelations. Version 2 of this Template is presented to the Board for information and discussion

The NOCCCD CCAP Dual Enrollment Partnership Agreement template outlines in a comprehensive fashion the terms of partnership, from the institutions to the students to the faculty to the courses to facility. All the legally required components of a CCAP Partnership Agreement are included and addressed in the template.

After the Board reviews and discusses the template, the Colleges will begin to utilize this template to craft Partnership Agreements with specific local high school districts beginning with the 2017-2018 academic year. These specific agreements will be presented to the Board for approval when they are ready.

This agenda item was prepared by Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology.

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: AB 288 makes it possible for community college districts to collect apportionment for CCAP Partnership Agreement classes offered at high schools provided attendance requirements for high schools are met; therefore, this has the potential to not only increase student access and but also generate more funding for NOCCCD.

RECOMMENDATION: It is recommended that the Board receive as information Version 2 of the draft template of the NOCCCD CCAP Dual Enrollment Partnership Agreement.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: May 9, 2017 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.

Academic Personnel
May 9, 2017

Matavao, Ulavale	FC	Athletic Counselor First Year Probationary Contract Class B, Step 1 Eff. 07/01/2017 PN FCF598
Nobles, Stephanie	FC	Chemistry Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/24/2017 PN FCF956
Page, Jennifer	CC	Communication Studies Instructor/Forensics Coach First Year Probationary Contract Class B, Step 1 Eff. 08/24/2017 PN CCF924
Roby, Scott	CC	Mathematics Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/24/2017 PN CCF996
Sabau, Bianca	FC	English Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/24/2017 PN FCF667
Scarpa, Daniel	FC	English Instructor First Year Probationary Contract Class B, Step 1 Eff. 08/24/2017 PN FCF723

ADDITIONAL DUTY DAYS @ PER DIEM

Afra, Maha	CC	Director Dance Productions	4 days
Gopar, Gary	CC	Director Jazz/Swing Band	11 days
		Director Concert/Vocal Jazz	4 days
		Director Master Choral/Jazz	3 days

Academic Personnel
May 9, 2017

Hormel, Jim	CC	Artistic Director – RTC Director of Drama/Musical Prod Theater Technical Director	5.5 days 3 days 7.5 days
Landry, Erin	CC	Director Dance Productions	4 days
Majarian, Mark	CC	Artistic Director – RTC Director of Drama/Musical Prod Theater Technical Director	5.5 days 3 days 7.5 days
McMillan, Marcus	CC	Concert/Vocal Jazz	4 days
Meyer, Barbara	CC	Resident Designer	13 days
Schwartzwald, Terra	CC	Director Master Choral/Jazz	5 days

LEAVE OF ABSENCE

Okonyan, Stefani	FC	English Instructor Family Medical Leave (FMLA/CA PDL) (100%) Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/06/2017-04/30/2017	
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TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2017 SPRING SEMESTER,
TRIMESTER

Garza, Catalina	FC	Column 1, Step 1	
Wilson, Christine	SCE	Column 1, Step 1	

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2017 SUMMER
INTERSESSION

Norton, Kristen	FC	Column 1, Step 1	
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TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

Craig, Judy	SCE	Column 1, Step 1	
Garza, Catalina	FC	Column 1, Step 1	
Saposnek, Lloyd	SCE	Column 1, Step 1	

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

SUBJECT: Classified Personnel

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

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
May 9, 2017

RETIREMENTS

Lee, Anthony	AC	IT Technician II 12-month position (100%) PN ISC998 Eff. 08/05/2017
Morison, Robert	FC	Manager, Instructional Technology Services 12-month position (100%) PN FCM982 Eff. 07/01/2017
Nguyen, Hoang	CC	Facilities Custodian I 12-month position (100%) PN CCC869 Eff. 07/15/2017

RESIGNATION

Limon, Patricia	FC	Evaluator Specialist 12-month position (100%) PN FCC604 Eff. 05/12/2017
Macias, Alberto	FC	Groundskeeper 12-month position (50%) PN FCC601 Grounds Athletic Field Specialist 12-month position (50%) PN FCC791 Eff. 05/03/2017
To, Thang	CC	Director, Student Success and Support Program 12-month position (100%) PN CCM957 Eff. 07/01/2017

NEW PERSONNEL

Sagal, Caroline	FC	Clerical Assistant II 11.5-month position (100%) Range 31, Step E Classified Salary Schedule PN FCC728 Eff. 05/10/2017
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Classified Personnel
May 9, 2017

REHIRES

Johnson, Jessica	FC	Special Project Manager/Supplemental Instruction Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2017 – 06/30/18 PN FCT979
Neiswender, Cathryn	SCE	Special Projects Manager/Professional Development Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2017 – 06/30/2018 PN SCT979
Suhrid-Cherewick, Amita	AC	Special Projects Director/Professional Development Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2017 – 12/31/2017 PN DET995
Tran, Luu	FC	Clerical Assistant II 11-month position (100%) Range 31, Step E Classified Salary Schedule Eff. 05/15/2017 PN FCC706

CHANGE IN SALARY STEP

Howard, Adam	AC	Interim Manager, IT Applications Support (100%) From: Range 27, Column A To: Range 27, Column C Eff. 04/26/2017
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PROMOTION

Roschel, Rachel	FC	Administrative Assistant II 12-month position (100%) PN FCC671
		To: FC Administrative Assistant III 12-month position (100%) Range 41, Step D + 10% Longevity Classified Salary Schedule Eff. 05/10/2017 PN FCC974

VOLUNTARY CHANGES IN ASSIGNMENT

Howard, Adam	AC	Systems Analyst - Applications (100%) Extension of Temporary Change in Assignment To: AC Interim Manager, IT Applications Support 12-month position (100%) Range 27, Column C + PG&D Management Salary Schedule Eff. 07/01/2017 – 12/31/2017
Olmedo, Catalina	AC	Accounting Specialist (100%) Extension of Temporary Change in Assignment To: FC Business Office Specialist 12-month position (100%) Range 40, Step E + 5% Longevity Classified Salary Schedule Eff. 07/01/2017 – 06/30/2018
Thompson, Scott	FC	Student Services Specialist/DSS 12-month position (100%) PN FCC658 Permanent Lateral Transfer To: FC Student Services Specialist/VRC 12-month position (100%) Eff. 05/10/2017 PN FCC599

LEAVES OF ABSENCE

Escarrega, Sara	CC	Laboratory Technician (100%) Family Medical Leave (FMLA/CFRA/PDL) Paid Leave Using Sick Leave and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/07/2017 – 05/19/2017 (Consecutive Leave)
Galvez, Curtis	SCE	IT Technician (100%) Unpaid Personal Leave Eff. 06/23/2017 & 09/01/2017
Haugh, Angela	CC	Student Services MIS Analyst (100%) Unpaid Personal Leave Eff. 06/15/2017

Classified Personnel
May 9, 2017

Lippolt-Rios, Angela	CC	Landscape Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/22/2017 -- 03/24/2017 (Consecutive Leave)
Olmos, Pearl	AC	Facilities Custodian (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/17/2017 -- 04/28/2017 (Consecutive Leave)
Pound, Nancy	CC	Administrative Assistant III (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/10/2017 -- 05/26/2017 (Consecutive Leave)
Stephens, Laura	CC	Grants and Special Projects Assistant (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/20/2017 -- 04/04/2017 (Consecutive Leave) Eff. 04/05/2017 -- 04/28/2017 (Intermittent Leave)
Valentine, Debbie	AC	District Manager, Envmt., Health, and Safety (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 05/01/2017 -- 05/24/2017 (Consecutive Leave)

ADMINISTRATIVE LEAVE OF ABSENCE WITH PAY

@00766179	FC	Administrative Assistant I (100%) Eff. 05/02/2017 until further notice
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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

SUBJECT: Professional Experts

Action	X
Resolution	_____
Information	_____
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
May 9, 2017

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Berry, Jason	SCE	Technical Expert I	Event & Classroom Photography	26	04/24/2017	06/30/2017
Campos, Hugo	CC	Project Manager	MLC Coordinator	26	06/26/2017	06/30/2017
Eckenrode, Adam	CC	Technical Expert I	Summer Boost 2017	26	06/07/2017	06/30/2017
Gonzalez, Jaime	CC	Project Expert	Certified Assistant Athletic Therapist	26	01/30/2017	05/27/2017
Harris, Renna	SCE	Project Coordinator	AEBG Data & Assessment Collection	26	04/10/2017	06/30/2017
Le, Sunny	CC	Technical Expert I	Summer Boost 2017	26	06/07/2017	06/30/2017
Lee, Scott	CC	Project Expert	Certified Assistant Athletic Therapist	26	03/13/2017	05/27/2017
Miller, Tania	CC	Project Manager	MLC Coordinator	26	06/12/2017	06/22/2017
Person-Hampton, D	FC	Technical Expert II	Student Equity Facilitator	26	04/24/2017	06/30/2017
Ramirez Torres, Luis	CC	Project Expert	Certified Assistant Athletic Therapist	26	01/30/2017	05/27/2017
Tucker, Alba	AC	Technical Expert II	District Services Staff Appreciation – Employee Chair Massage	16	05/25/2017	05/26/2017
Wada, Kathryn	CC	Technical Expert I	Student Success and Support Advising	10	06/01/2017	06/30/2017

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: May 9, 2017
SUBJECT: Hourly Personnel

Action X
Resolution _____
Information _____
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
May 9, 2017

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Alderette, Xavier	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Armenta, Jocelyn	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Avila, Xiomara	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Barrios Jr, Juvenal	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Blackwell, Jana	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Blackwell, Pamela	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Briseno Jr., Victor	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Brooks, Ronda	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Cakmak, Yerchanig	CC	Non-Direct Instr Support - Assist in Ceramics Department	08/28/17	11/23/17	TE A 1
Chakmakian, Yerchanig	CC	Non-Direct Instr Support - Assist in Ceramics Department	01/29/18	05/03/18	TE A 1
Channaoui, Mira	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Cole, John	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Da Vila, Jessica	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Dalmau, Sophie	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Domingo, Diana	AC	Clerical/Secretarial - Assist in the District Professional Development Dept.	07/01/17	09/29/17	TE A 3
Duarte, Heidi	FC	Clerical/Secretarial - Assist in the Humanities Division Office	05/22/17	06/30/17	TE A 4
Eckhart, Sherry	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Faller, Lorraine	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Francis, Chandre	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Gaetje, Taylor	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Gomez, Jannell	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Granger, Camille	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Gregorio Catalan, E.	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Hoffski, James	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Holguin, Krystal	FC	Direct Instr Support - Assist in ACT computer lab	05/10/17	06/30/17	TE A 1
Larson, Caitlynn	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1

Hourly Personnel
May 9, 2017

Marinez, Marcus	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Meza, Alyssa	FC	Clerical/Secretarial - Assist in campus Music Lab	05/09/17	06/30/17	TE A 1
Montijo, Bryan	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Perez, Mayra	FC	Clerical/Secretarial - Assist in Admissions & Records Office	06/16/17	06/30/17	TE A 2
Ramirez, Amy	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Reyes, Eliha	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Reyes, Maria	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Ricchio, Samuel	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Rodriguez, Lillian	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Sharma, Arielle	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Smith, Nathan	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Swift, Bonita	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Tannery, Hunter	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Torres, Kyelo	FC	Clerical/Secretarial - Assist in campus Bookstore	07/01/17	09/29/17	TE A 1
Turner, Tracey	CC	Non-Direct Instr Support - Model for Life Drawing classes	08/28/17	06/30/18	TE F 4
Vilchis, Rosemary	FC	Clerical/Secretarial - Assist in Counseling Department	05/10/17	06/30/17	TE B 4
Villegas, Daisy	FC	Clerical/Secretarial - Assist in Admissions & Records Office	05/10/17	06/30/17	TE A 2

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Anijielo, Felicitas	FC	Full-time Student - Assist in the Umoja Office	04/17/17	06/30/17	TE A 3
Bhattarai, Aayush	FC	Full-time Student - Assist in Admissions & Records Office	04/20/17	06/30/17	TE A 1
Cardenas, Victor	FC	Work Study Student - Assist in Student Activities Office	03/16/17	06/30/17	TE A 2
Gonzalez, Diana	FC	Full-time Student - Assist in the Counseling Department	04/17/17	06/30/17	TE A 1
Nazaroff, Alexander	FC	Work Study Student - Assist in Student Activities Office	04/20/17	06/30/17	TE A 2
Paredes, Johanna	FC	CalWORKS Student - Assist in the Admissions & Records Office	04/24/17	06/30/17	TE A 2
Vo, Thi Thanh	FC	Full-time Student - Assist in Admissions & Records Office	05/01/17	06/30/17	TE A 1
Wiafe, Yaw	FC	Full-time Student - Assist in the Umoja Office	04/17/17	06/30/17	TE A 3

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

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
May 9, 2017

VOLUNTEER PERSONNEL WITHOUT PAY

Name	Site	Program	Begin	End
Garcia, Sonia	CC	Internship - Disability Support Services	04/17/2017	06/30/2017
Garcia, Sonia	CC	Internship - Disability Support Services	07/01/2017	12/15/2017
Khalil, Fatima	FC	Campus Math Lab	04/24/2017	05/26/2017

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	May 9, 2017	Information	X
		Enclosure(s)	X
SUBJECT:	2017 Board of Trustees Assessment		

BACKGROUND: In accordance with the accreditation standards recommended by the Accrediting Commission for Community and Junior Colleges, the Board of Trustees adopted an assessment process on August 26, 1997, which includes the distribution of an assessment instrument to all Board members and those District staff members who regularly participate at Board meetings. The assessment instrument was last revised at the Board meeting of March 28, 2017.

The assessment instrument was distributed at the April 11, 2017, Board meeting, and 22 completed instruments were submitted to the Chancellor's Office. Attached are the following documents: 1) Summary of the six Trustees and one Student Trustees' responses (pages 6.a.2 – 6.a.13), and 2) Summary of the ten Resource Table and five Audience responses (pages 6.a.14 – 6.a.25).

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 receive and review the 2017 Board Assessment summaries.

Cheryl Marshall

Recommended by

Approved for Submittal

6.a.1

Item No.

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning program.				
1. The Board has clearly defined institutional goals with desired outcomes both short and long-term.	4	57%	Excellent	<ul style="list-style-type: none"> The current board has been in place since December of 2016 and has been working on seeing through the desired outcomes as based on the goals established by a previous board which contained 5 of our current members. I believe this board will continually improve in this area. It's important that the Board actively read reports on future trends affecting/influencing community colleges. These are mutually agreed upon goals to guide priorities and provide direction.
	3	43%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
2. The Board's highest priority is student learning and student success.	6	86%	Excellent	<ul style="list-style-type: none"> This board's highest priority is student learning and success which is a great thing but it is not the only area that requires focus. As a result, that has led to certain healthy discussions which will eventually make their way into the short-term and long-term planning process. Yes! Our Mission Statement says, "We are unequivocally committed to student success and lifelong learning." This is consistent with the goals of being fiscally responsible and representing the public's interests.
	1	14%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
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.	5	71%	Excellent	<ul style="list-style-type: none"> This is an area of strength for the NOCCCD and this area must continue to be reviewed and discussed over time. The Board has established and approved Mission and Vision statements. They are printed in the front of every Board Agenda. In addition, the District's Master Plan undergirds these statements with five Strategic Directions. The colleges and Continuing Ed adopt strategies and objectives to accomplish the Strategic Directions. Strategic planning is strong and ongoing.
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
3b. The Board periodically reviews the mission and vision statements.	6	86%	Excellent	<ul style="list-style-type: none"> We have periodically reviewed the mission and vision statement and it's necessary to continually reflect and evaluate them. There is an established schedule for this.
	1	14%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
4.	The Chancellor's goals, as set by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration.	5	71%	Excellent	<ul style="list-style-type: none"> The Board does a good job at this but we are also fortunate to have a chancellor that holds herself to a high standard. The selection of the current chancellor was a rigorous process that brought us an outstanding leader but it is important to continually work together to establish strategic priorities and we are doing that well. These are mutually agreed upon goals to guide priorities and provide direction.
		2	29%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
5.	The Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code.	4	57%	Excellent	<ul style="list-style-type: none"> There is no evidence to indicate that board members are not adhering to the code of ethics. All indication is that board members make an effort to uphold high ethical standards. The newest members need to familiarize themselves with this policy. I have a great concern that one Board member is using the position to express their personal agenda and not looking out for the good of the District. The Board's Code of Ethics and conflict of interest policy are affirmed by Board action annually.
		2	29%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
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.	4	57%	Excellent	<ul style="list-style-type: none"> The board does this well but mainly because our administrators and staff do this well and the board can easily review the key indicators presented, question any areas requiring improvement, continually express desired outcomes, and support our staff anyway we can to work toward achieving the best possible results. The Board receives and responds to several major reports: Student Success Scorecard; Institutional Effectiveness Reports and Self-Evaluation Reports.
		3	43%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
7.	The Board approves appropriate resources (human, physical, technology, and financial) to support an effective student learning program.	4	57%	Excellent	<ul style="list-style-type: none"> The board is strategic with the budget and desire to spend all resources very carefully but have done a good job of approving fund requests for these resources when there has been a proven need or benefit and when best practices have been used throughout the purchasing process. Consistently updating. The Board held a public Budget Work Session to prepare for the next fiscal year and beyond, outlining choices and decisions that will need to be made. This is subject to overall constraints on resources, of course.
		3	43%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

Board Assessment Summary

April 2017

Respondents: 6 Trustees and 1 Student Trustee

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
8. The Board regularly evaluates its processes to support continuous improvement.	5	71%	Excellent	<ul style="list-style-type: none"> • This board does regularly evaluate processes for continuous improvement. There are however still opportunities to consider new ideas and to establish our district as a model district for others to follow in several areas so the board can do better at fostering innovation. • Following the compilation of this year's assessment, we will be looking at the last assessment done in 2015, to evaluate processes and potential improvements. • There is an established process for regular reviews and updates.
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		

Overall rating for “The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning program.”

- 3.77 is the overall rating in this area but improvements can be made in nearly every subcategory and we must continually seek exceptionalism.
- 3.6
- Overall good but the dynamics of the board are somewhat in flux due to newer Board members.
- Chapter 17 of the Trustee Handbook outlines the Board's Responsibilities in the area of Policy and Policymaking. As policy relates to student learning program, the Board is committed to data driven decision making. The board governs through policy. Policy is defined as “broad statements that set the general direction and standards for acceptable practice.”
- 4

As an independent policy-making body that the reflects the public interest, the Board acts as a whole:

9. Directions to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.	5	71%	Excellent	<ul style="list-style-type: none"> • The board does well at acting as a majority and when board members cast an opposing vote, they respect the decision of the board at that time. • This would have been a 4 but newer members need to acclimate. • As evidenced by the decision to not move forward with video-recording the meeting and posting on website. • On page 24 of the Trustee Handbook, regarding the Governing Board's Role, is the following statement. “The Board acts as a unit. Individual trustees have no authority to direct any college staff, make no statements representing the board..., and support board decisions once they are made.” Also in Chapter 11, under Public Relations (page 47) it states, “Therefore, a board member's public comments should represent board decision and policies, even if the trustee did not vote for a board's decision.”
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
10.	Board members respect each other's opinions.	2	29%	Excellent	<ul style="list-style-type: none"> This area needs improvement. The board does a good job of respecting each other's opinion when it's easy to do so or when they are each in agreement, which is most frequent, however when there is a minority view on a subject, the diversity of thought is not always respected. Newer members do not and make it difficult for seasoned members to accommodate. Trustee Handbook on page 26 states: "Boards model civility and professionalism by working well together and handling conflict constructively." This means that we are to act as role models for our employees and students and the larger community.
		4	57%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
11.	Discussions are structured so that all have an opportunity to contribute to the decision.	2	29%	Excellent	<ul style="list-style-type: none"> This area needs improvement. All clearly have an opportunity to contribute to the discussion but if in a minority position, there is a proven risk of being cut-off. As elected officials, each board member represent 100,000+ residents however we are lucky to get time equal to speakers from the public. This is becoming a problem especially regarding comments by some Board members that are not relevant to business and/or focused on supporting their opinion unrelated to the business at hand. The intent of the seating arrangement with resource personnel and senate and union representatives is meant to be inclusive for constructive dialogue. We also invite public comment. While required by law, it creates open and transparent tone.
		3	42%	Acceptable	
		2	29%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
12.	Board members have adequate information upon which to base decisions.	6	86%	Excellent	<ul style="list-style-type: none"> The board has adequate information to make decisions and if not, it is the boards responsibility to request more information until it is adequate. There is a board culture that makes it rare to do this when it pushes a decision 2 or more weeks into the future but doing that is healthy on occasions. The opportunity to submit questions and requests for clarification of Agenda items prior to the Board meeting creates common sharing of responses that is helpful to all. It also makes for greater efficiency in time at Board meetings. There always is the opportunity to request more information if needed. But "complete" information never is possible.
		1	14%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
13. The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Chancellor.	5	71%	Excellent	<ul style="list-style-type: none"> This Board does an excellent job of making decisions based on what is provided but can improve doing more individual research or asking the Chancellor to research a topic more and from different angles prior to making some decisions. The current culture demands fast decisions but fast decisions do not always lead to optimal long-term outcomes. Information is duly provided but not always adhered to.
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
14. The Board's delegation of administrative authority is clear to all parties.	5	83%	Excellent	<ul style="list-style-type: none"> All indication is that this area is working well and occasionally staff asks for clarification but have been occasions where there have been miscommunications so it will be important moving forward to not only make sure the board gives clear direction but to verify that clarity and encourage staff to double-check on anything they are unclear about. It sometimes just happens and is understood after the fact. I believe the newer trustees have a learning curve regarding this.
	1	17%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	6*	100%		* One respondent did not answer this question.

Overall rating for "The Board acts as a whole."

- 3.33 is the overall rating in this area and that is the result of being strong in most areas but weak in a couple. As this board has more experience working together, these areas are likely to improve organically but board members should each make a conscious effort to be respectful for their fellow board members' right to speak on behalf of thousands of residents they represent. When any individual board member's speech is attempted to be suppressed, it is mostly disrespectful to the public who elected them to do the job as their representative. Accountability to the public should always be encouraged and respected even in areas of disagreement.
- 3.3 – This is attempted but not always achieved primarily through misunderstanding of/or miscommunication.
- I have grave concerns when one Board member is using social media to post comments after the majority of the Board has voted opposing the decision. This is not acting as a whole, nor in the best interest of the District. All Board members should review the adopted "Governing Board Protocols."
- On page 24 of the Trustee Handbook, regarding the Governing Board's Role, is the following statement. "The Board acts as a unit. Individual trustees have no authority to direct any college staff, make no statements representing the board..., and support board decisions once they are made." Also in Chapter 11, under Public Relations (page 47) it states, "Therefore, a board member's public comments should represent board decision and policies, even if the trustee did not vote for a board's decision." On page 27, under Board Effectiveness is the statement: "Trustees on effective boards tend to operate in a consensual or collegial manner and support decision the board made as a whole."
- 4

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
Board meetings run effectively:				
15. Board members are punctual to and attend all Board meetings to conclusion.	5	71%	Excellent	• Only because there are times of absences until resolution is approved.
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
16. The Board reviews agenda materials and is prepared for Board meetings.	7	100%	Excellent	
		0%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
17a. New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.	5	71%	Excellent	• More training is necessary for the newer Board members.
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		
17b. The Board members engage in ongoing professional development.	3	43%	Excellent	<ul style="list-style-type: none"> • Board members take classes on effective Trusteeship, attend conferences and workshops, self-study, and encourage board study sessions agendized as special meetings to continually grow in the area of professional development. • Some more than others. • The goal is to have all trustees complete the Trustee Excellence program in 2017.
	4	57%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		

Board Assessment Summary

April 2017

Respondents: 6 Trustees and 1 Student Trustee

(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
18.	The Board agendas focus on policy issues that are related to Board responsibilities.	5	71%	Excellent	<ul style="list-style-type: none"> Agenda items, where relevant, respond to the questions: "How does this relate to the five Strategic Directions?" and "How does this relate to Board Policy?" This item should say "include" rather than "focus on." Routine items necessarily are a large part of the Board's responsibilities.
		2	29%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
19.	The Board conducts its meetings in compliance with state laws, including the Brown Act.	6	86%	Excellent	<ul style="list-style-type: none"> Ideally but have had recent incidents of needed clarification.
		1	14%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
20.	Agendas include legislative and state policy issues that impact the District.	3	43%	Excellent	<ul style="list-style-type: none"> Regular status reports and updates come to the Board on state and federal legislation via the Chancellor's Report to the Board. The Board addresses priority issues. We also work in concert with the other community college district in Orange County in order to speak with a common voice.
		4	57%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
21.	Board meetings include some education or information time.	4	57%	Excellent	<ul style="list-style-type: none"> The meetings themselves are an educational experience but no designated time is allotted for education or information. The special session on finances should be helpful. Most do. Annually we also have a Sabbatical Report from each college.
		2	29%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
22.	Board meetings provide adequate time for discussion.	4	57%	Excellent	<ul style="list-style-type: none"> • There is a lot of time for discussion but some topics require more discussion than others. There is an appearance of a culture where briefer discussions are encouraged. While brevity is a good goal at times, it is important to not sacrifice discussion time for the benefit of shorter meetings as getting the job done right is far more important than getting the job done quick. • All Board members need to be respectful of the time their comments take. It is best to write out comments ahead of time, stick to relevant details and allow all members opportunity to speak. • As much time as needed is taken.
		2	29%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

Overall rating for “Board meetings run effectively.”

- 3.88 is the overall rating in this area and that is the result of being strong in every area.
- Perhaps the Board should review its protocols as well as Robert’s Rules of Order.
- Perhaps the Board should adopt a time limit for speaking.
- There is a concern when Board members have been encouraged to keep comments brief yet ramble on. This is unprofessional.
- 4

Board members are actively knowledgeable about and engaged in the District community:

23a.	Board members are knowledgeable about community college and state related issues.	2	29%	Excellent	<ul style="list-style-type: none"> • Board members seek to be highly attuned to community college trends and issues both locally and statewide. • Encourage Board Members to read reports/articles relating to community colleges. • We have several new Board members who are still learning. • We are all on a learning curve. Lifelong learning belongs to everyone.
		4	57%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
23b.	Board members are knowledgeable and take an appropriate role in the accreditation process.	2	29%	Excellent	<ul style="list-style-type: none"> • The Board has taken an active role in reviewing and encouraging the accreditation report process and works to support ongoing goal achievement to ensure that the colleges continuously strive to meet or exceed all accreditation standards. • All members should complete the accreditation basics training. • Board members are encouraged to take the training on the accreditation process and the Board’s role in accreditation.
		5	71%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
24.	The Board acts as an advocate for community colleges.	3	43%	Excellent	<ul style="list-style-type: none"> Each Board Member is passionate about our community colleges and system. They do a great job of supporting the colleges and advocating for them in the community.
		4	57%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
25.	Board members are available to District employees for comments and suggestions.	6	86%	Excellent	<ul style="list-style-type: none"> Each Board Member is approachable and willing to listen to district employees. The Board works to attend campus events and events like 'coffee with the board' assist in fostering dialog opportunities. Some more than others. Multiple avenues for communication are available in addition to public comment periods at every Board meeting.
		1	14%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
26.	The Board shows its support for the District through members attending various events.	5	71%	Excellent	<ul style="list-style-type: none"> Board members are good at attending as many campus events as they can fit in their schedules.
		2	29%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
27.	The Board is knowledgeable about the District's history, values, strengths, and weaknesses.	2	29%	Excellent	<ul style="list-style-type: none"> Our Board has significant understanding of our district's history, values, strengths, and weaknesses and these areas are continuously reviewed. Unable to give a satisfactory mark due to recent incumbents not demonstrating full knowledge. There's less institutional knowledge. With several new Board members there is a gap in knowledge – although some are well versed. Some are 4 – others are 2.
		4	57%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
28.	The Board understands, appreciates, and is responsive to the diverse community which it serves.	4	57%	Excellent	<ul style="list-style-type: none"> For the most part the majority is but has been tarnished by recent incumbents. Great concern over the lack of acceptance toward DACA students expressed by one trustee.
		2	29%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
29.	The Board has processes in place for appropriately involving the community in relevant decisions.	4	57%	Excellent	<ul style="list-style-type: none"> The Board works with the public on major decisions such as bonds and our colleges to do an outstanding job of working with community neighbors to discuss projects or concerns but our board has alarmingly low participation from community members at our meetings so little public input is received. From what I understand the website is the only constant. More marketing processes can be implemented. Can we do more? Open to ideas/suggestions. We have expanded the membership on our Bond Oversight Committee. We have Advisory Committees for Career Technical Education courses. We also have community forums on capital projects before and during the planning process, including environmental review processes.
		2	29%	Acceptable	
		1	14%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
30.	The Board helps promote the image of the District in the community.	5	71%	Excellent	<ul style="list-style-type: none"> Can we do more? Open to ideas/suggestions.
		2	29%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
31.	The Board understands the collective bargaining process and its role in the process.	6	86%	Excellent	<ul style="list-style-type: none"> Mixed between new members and continuing members. The Board resists getting drawn in to the process inappropriately.
		1	14%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

Board Assessment Summary

April 2017

Respondents: 6 Trustees and 1 Student Trustee

(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
32.	The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget.	4	57%	Excellent	<ul style="list-style-type: none"> The District Administrators have done a good job of continuously education the Board about the budget and even did a detailed workshop. The Board Members each study every budgetary decision carefully. The special study session will help. The Board held a public Budget Work Session to prepare for the next fiscal year and beyond, outlining choices and decisions that will need to be made.
		3	43%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
33.	The Board gives adequate attention to the mission and goals of the District.	6	86%	Excellent	
		1	14%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
34.	The Board has a procedure for annual evaluations of the Chancellor.	7	100%	Excellent	<ul style="list-style-type: none"> Some of this is included in the Board Chancellor's Retreat. The Board also includes a formal, written evaluation of the Chancellor with the results shared with the Chancellor. This is done annually.
			0%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		
35.	The Board demonstrates a good understanding of collegial consultation and related processes.	6	86%	Excellent	<ul style="list-style-type: none"> Mixed between new and returning members.
		1	14%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		7	100%		

**Board Assessment Summary
April 2017**

Respondents: 6 Trustees and 1 Student Trustee
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
36. In general, what rating does the Board as a whole deserve?	5	71%	Excellent	• Not perfect, but much better than many others.
	2	29%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	7	100%		

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

- 3.93 is the overall rating. The Board is strong in these areas but improvements can be made in the area of continuous community outreach. It is possible that becoming more proactively transparent over time can encourage more community interest, involvement, input, and partnerships. With approximately zero members of the public typically attending the NOCCCD Board Meetings, we are missing an opportunity to gain information from and be more accountable to the community and taxpayers being served.
- 2.6 – This group of board members as a whole have to learn one another and grow into a cohesive unit. This is going to take time, but has the potential to improve positively if this review is taken seriously.
- With several new Board members relatively new a learning curve is taking place. While differing opinions are respected and new perspectives welcomed, there needs to be a balance.
- I am concerned that trustees need to focus on the best interests of students and our community – not just the area they are elected from. This is a non-partisan Board and political opinions unrelated to the District should not be entertained.
- 4

37. General Comments/Suggestions:

- Greater professional development needs to occur especially around the role of the board regarding its decision-making ability. All should review the Trustee Handbook. All should review Robert’s Rules of Order. All should remain respectful of other trustees and staff including limiting comments and not grandstanding either during the meeting or afterwards on social media.
- I do not expect everyone to agree nor rubberstamp, however, I do expect professionalism, civility and respect.
- We have a board with some new and longer members. Hopefully we are sharing and learning together. We need to continue to work collegially together while respecting different perspectives. The Trustee Handbook is one of our best resources. We also take advantage of conferences that broaden perspectives of understanding other Districts in our state.
- While we are elected by voters in our respective trustee areas, I like to think that we are committed to representing and working toward the quality of the district as a whole, its respective colleges, North Orange Continuing Education, and the communities that make up our District. I also hope we are an example of excellent leadership for districts throughout the State.

Board Assessment Summary

April 2017

Respondents: 10 Resource Table Members and 5 Audience Members

(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning program.					
1.	The Board has clearly defined institutional goals with desired outcomes both short and long-term.	9	60%	Excellent	<ul style="list-style-type: none"> • They may be in writing, but I don't believe all Board members are supporters in practice. • I think our current Strategic Directions need an overhaul. • The Board's directions are clear. • The District would benefit from intentional goal-setting which is initiated by the Board.
		4	27%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		2	13%	No Knowledge of	
Totals		15	100%		
2.	The Board's highest priority is student learning and student success.	10	67%	Excellent	<ul style="list-style-type: none"> • Not all Board members show support for this as the highest priority. Clearly there are some personal and political agendas expressed as a higher priority.
		4	27%	Acceptable	
		1	6%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
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.	9	60%	Excellent	<ul style="list-style-type: none"> • The strategic plan needs a review and update. • Current master plan should be revised to take into consideration the latest enrollment shifts and the changes in expected outcomes.
		6	40%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
3b.	The Board periodically reviews the mission and vision statements.	9	60%	Excellent	<ul style="list-style-type: none"> • District mission, vision, and values statement was updated in fall 2014 and again in fall 2016.
		4	27%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		2	13%	No Knowledge of	
Totals		15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
4.	The Chancellor's goals, as set by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration.	13	87%	Excellent	<ul style="list-style-type: none"> The strategic plan needs to be in alignment with these goals.
			0%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		2	13%	No Knowledge of	
Totals		15	100%		
5.	The Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code.	8	54%	Excellent	<ul style="list-style-type: none"> Recently there have been examples of disrespectful behavior toward one another. Historically our board has done this very well. I am concerned that this might be changing with new Board Members.
		2	13%	Acceptable	
		2	13%	Needs Improvement	
			0%	Unsatisfactory	
		3	20%	No Knowledge of	
Totals		15	100%		
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.	9	60%	Excellent	<ul style="list-style-type: none"> Once a year we see this information presented by the campuses as part of the annual report. No review is done. The District as a whole needs to improve in data availability and data accuracy. More focused conversation on student learning indicators is needed.
		4	27%	Acceptable	
		2	13%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
7.	The Board approves appropriate resources (human, physical, technology, and financial) to support an effective student learning program.	13	87%	Excellent	
		2	13%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
8. The Board regularly evaluates its processes to support continuous improvement.	7	47%	Excellent	• Too much discussion unrelated to NOCCCD business. Please stick to District business.
	5	33%	Acceptable	
	2	13%	Needs Improvement	
		0%	Unsatisfactory	
	1	7%	No Knowledge of	
Totals	15	100%		

Overall rating for “The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning program.”

- The effort in this area of student learning is effective and comprehensive.
- 3
- The Board has done a very good job at staying at the policy level.
- 3
- 3+
- 4
- 3
- The Board needs to be more actively in regular assessment of its processes and procedures.
- 4

As an independent policy-making body that reflects the public interest, the Board acts as a whole:

9. Directions to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.	6	40%	Excellent	<ul style="list-style-type: none"> • They are working on it being consensus based. • More clarity is need on how to achieve consensus in terms of directions to staff. • The Board, as it is currently constituted, needs to do more to act as a uniform body. • Traditionally, this is a 4. I am now worried about new individual agendas.
	7	47%	Acceptable	
	2	13%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
10.	Board members respect each other's opinions.	2	13%	Excellent	<ul style="list-style-type: none"> • This has declined in recent months with both positions earning equal responsibility – team building is recommended. • This used to be the case. It seems there is a need for some training regarding this. • I have observed disrespectful interaction and pouting when a Board member does not get his way. So unprofessional and a poor example to others. • One aberration of this item. • There seems to be a bit of anxiety here with new members with different ideas and some are not very respectful of alternate views. • This rating is solely based on Trustee Ryan's unprofessional behavior at the last few Board meetings. • There have been recent examples of disagreements being handled ineffectively and disrespectfully. • Previously yes, but not recently. • Traditionally, this is a 4. It may be changing.
		6	40%	Acceptable	
		4	27%	Needs Improvement	
		3	20%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
11.	Discussions are structured so that all have an opportunity to contribute to the decision.	6	40%	Excellent	<ul style="list-style-type: none"> • This has been the case in the past, but not so much now with attempts to filibuster a "win." • The comment above applies here as well. [There seems to be a bit of anxiety here with new members with different ideas and some are not very respectful of alternate views.] • This rating is solely based on Trustee Ryan's unprofessional behavior at the last few Board meetings. • There have been occasions recently where this did not happen. • Traditionally, this is a 4. Recent Board meetings have me concerned that this could be changing.
		5	33%	Acceptable	
		4	27%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
12.	Board members have adequate information upon which to base decisions.	8	53%	Excellent	<ul style="list-style-type: none"> • They are pretty good at asking for clarification if needed. • They ask good questions.
		7	47%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
13. The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Chancellor.	9	60%	Excellent	• Unknown regarding recommendation of Chancellor.
	5	33%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
	1	7%	No Knowledge of	
Totals	15	100%		
14. The Board's delegation of administrative authority is clear to all parties.	10	67%	Excellent	
	5	33%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	15	100%		

Overall rating for "The Board acts as a whole."

- 3
- 4
- For the past year, as well as far back as I can remember [the Board] has functioned as a "whole." We'll have to watch this as there has been several new Board members added this year.
- 3
- 2.5
- 3
- 2.5
- 4

Board meetings run effectively:				
15. Board members are punctual to and attend all Board meetings to conclusion.	10	67%	Excellent	
	5	33%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
16.	The Board reviews agenda materials and is prepared for Board meetings.	13	87%	Excellent	
		2	13%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
17a.	New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.	10	67%	Excellent	
		1	7%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		4	26%	No Knowledge of	
Totals		15	100%		
17b.	The Board members engage in ongoing professional development.	6	40%	Excellent	<ul style="list-style-type: none"> • They need to be commended for their continuing professional development. • A number of our Board members do this.
		3	20%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		6	40%	No Knowledge of	
Totals		15	100%		
18.	The Board agendas focus on policy issues that are related to Board responsibilities.	7	47%	Excellent	<ul style="list-style-type: none"> • Some focus on unrelated issues. • Board seems to be venturing into political arena a bit more than needed.
		7	47%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		1	6%	No Knowledge of	
Totals		15	100%		
19.	The Board conducts its meetings in compliance with state laws, including the Brown Act.	13	87%	Excellent	<ul style="list-style-type: none"> • There is a need for permanent training regarding the Brown Act and Robert's Rules of Order.
		2	13%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
20.	Agendas include legislative and state policy issues that impact the District.	9	64%	Excellent	
		5	36%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		14*	100%		* One respondent did not answer this question.
21.	Board meetings include some education or information time.	9	64%	Excellent	• Actually too much at times.
		5	36%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		14*	100%		* One respondent did not answer this question.
22.	Board meetings provide adequate time for discussion.	10	72%	Excellent	• Sometimes too much time for resource table and/or Board members to provide comments.
		3	21%	Acceptable	
		1	7%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		14*	100%		* One respondent did not answer this question.
Overall rating for “Board meetings run effectively.”					
<ul style="list-style-type: none"> • Uncomfortable to watch the division among board members, and the rudeness of some interactions with each other and staff. Need to read Board Policy 2715 regarding maintaining good relations with fellow Board members and District staff. • 3 • 4 • The Board meetings have run very effectively. With the retirement of Donna Miller, a Robert’s Rules refresher would be helpful. • 3 • 3+ I think the Board and support staff need to more closely follow parliamentary procedure to avoid difficult moments of confusion. • 4 • 3 • 4 					

Board Assessment Summary

April 2017

Respondents: 10 Resource Table Members and 5 Audience Members

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
Board members are actively knowledgeable about and engaged in the District community:				
23a. Board members are knowledgeable about community college and state related issues.	7	46%	Excellent	<ul style="list-style-type: none"> • Previously higher. • Some of the new Board members could improve in this area. • Additional study sessions on such topics or budget, accreditation, and legislative priorities might be helpful.
	6	40%	Acceptable	
	1	7%	Needs Improvement	
		0%	Unsatisfactory	
	1	7%	No Knowledge of	
Totals	15	100%		
23b. Board members are knowledgeable and take an appropriate role in the accreditation process.	5	33%	Excellent	<ul style="list-style-type: none"> • Only one Board member appears to be well versed in the accreditation process.
	6	40%	Acceptable	
	4	27%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	15	100%		
24. The Board acts as an advocate for community colleges.	9	60%	Excellent	<ul style="list-style-type: none"> • Not demonstrated by all. • The majority does, but not all members. • I am worried that some individual agendas might change this.
	3	20%	Acceptable	
	2	13%	Needs Improvement	
		0%	Unsatisfactory	
	1	7%	No Knowledge of	
Totals	15	100%		
25. Board members are available to District employees for comments and suggestions.	9	60%	Excellent	<ul style="list-style-type: none"> • Excellent availability! • Currently yes, previously no.
	3	20%	Acceptable	
		0%	Needs Improvement	
		0%	Unsatisfactory	
	3	20%	No Knowledge of	
Totals	15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
26.	The Board shows its support for the District through members attending various events.	13	87%	Excellent	<ul style="list-style-type: none"> • Very good! • Our Board members are very good.
		2	13%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
27.	The Board is knowledgeable about the District's history, values, strengths, and weaknesses.	9	60%	Excellent	<ul style="list-style-type: none"> • New members merit a rating of 3.
		5	33%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		1	7%	No Knowledge of	
Totals		15	100%		
28.	The Board understands, appreciates, and is responsive to the diverse community which it serves.	9	60%	Excellent	<ul style="list-style-type: none"> • This difficult to rate "the Board as a whole." All but one Board member excel in this area. • Most members do this well, but one trustee chooses to ignore the District's constituencies and instead interjects his political rhetoric. • I am worried that this could be changing.
		4	27%	Acceptable	
		2	13%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
29.	The Board has processes in place for appropriately involving the community in relevant decisions.	7	47%	Excellent	<ul style="list-style-type: none"> • This could be improved by being more visible in the community.
		5	33%	Acceptable	
		2	13%	Needs Improvement	
			0%	Unsatisfactory	
		1	7%	No Knowledge of	
Totals		15	100%		
30.	The Board helps promote the image of the District in the community.	10	67%	Excellent	
		3	20%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		2	13%	No Knowledge of	
Totals		15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question		Rating	%	Rating Scale	Comments
31.	The Board understands the collective bargaining process and its role in the process.	11	73%	Excellent	
		3	20%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		1	7%	No Knowledge of	
Totals		15	100%		
32.	The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget.	7	47%	Excellent	<ul style="list-style-type: none"> Recent study session was good. Good infrastructure and good fiscal responsibility.
		8	53%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
33.	The Board gives adequate attention to the mission and goals of the District.	8	53%	Excellent	
		6	40%	Acceptable	
		1	7%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		
34.	The Board has a procedure for annual evaluations of the Chancellor.	12	80%	Excellent	
		2	13%	Acceptable	
			0%	Needs Improvement	
			0%	Unsatisfactory	
		1	7%	No Knowledge of	
Totals		15	100%		
35.	The Board demonstrates a good understanding of collegial consultation and related processes.	9	60%	Excellent	<ul style="list-style-type: none"> Traditionally, this is true. Worried about the possibility that this is changing.
		5	33%	Acceptable	
		1	7%	Needs Improvement	
			0%	Unsatisfactory	
			0%	No Knowledge of	
Totals		15	100%		

**Board Assessment Summary
April 2017**

Respondents: 10 Resource Table Members and 5 Audience Members
(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
36. In general, what rating does the Board as a whole deserve?	8	53%	Excellent	<ul style="list-style-type: none"> In general, the Board does an excellent job.
	6	40%	Acceptable	
	1	7%	Needs Improvement	
		0%	Unsatisfactory	
		0%	No Knowledge of	
Totals	15	100%		
<p>Overall rating for “Board members are actively knowledgeable about and engaged in the District community.”</p> <ul style="list-style-type: none"> 4 3 4 3.5 3 4 3 4 				

Board Assessment Summary

April 2017

Respondents: 10 Resource Table Members and 5 Audience Members

(All percentages rounded to the nearest whole number)

37. General Comments/Suggestions:

- For the most part, the Board has been outstanding in leading this District forward in good times and in bad times to make certain that our students are protected and can succeed whatever their goal is. However, I am concerned about the Board's behavior related to the Cypress College Accreditation Report. The interaction between the Board and the presenters was unfortunate. The level of respect and professionalism we have come to expect from the Board was lacking. To not allow the President of the Academic Senate and the faculty co-chair to respond to the Board undermined the dialogue we have come to enjoy and it was frankly disrespectful. The second interaction with the Board regarding the report was much better. Please be mindful of your behavior in the future. Collegiality is an important core value at Cypress College and it has served the institution, our students, and our employees well over the years.
- It is imperative that the Board work as a team. There is always room for different opinions which must be respected by all parties. Understanding all members have responsibilities to the District and the regions which they serve, discussion and debates must be professional at all times. Thank you for your support.
- Be respectful of others, embrace diversity, support the community college mission.
- Great Board! Keep it up, and thank you for all you do to promote student success and keep the District in a good fiscal position.
- Philosophy: The Board of Trustees at a community college seems to be a vestige of the K-12 Board of Education and therefore is confined to a cumbersome decision-making process that really doesn't fit with a college structure. Much like the change from "junior college" to "community college" our State needs to reform the "Board" structure so as to maximize efficient and data-driven decision-making. The community college must be the level of education that is most receptive to environmental and economic changes!
- The Board has previously been a model for collegiality, professionalism, and decorum during difficult decisions. That is no longer the case. There has been discussions where one Board member has been rude and disrespectful to other Board members and that is disheartening, uncomfortable, and disappointing to witness.
- NOCCCD Board members are strong advocates for the students served by our entities of the District. They are respectful of the culture of the District and of the autonomy of its entities. Yet they take their oversight responsibilities very seriously. The Board members demonstrate high level of integrity and compassion.
- I am so proud of our Board. There is a great history of doing the right thing for the right reasons. Please maintain this integrity! Thank you for all your hard work and dedication to students, staff, and faculty!!

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 9, 2017

SUBJECT: Board Member Compensation

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

BACKGROUND: The Board of Trustees adopted revised Board Policy 2725, Board Member Compensation, at its July 22, 2003 meeting. Only once, in June 13, 2006, has the Board ever granted itself a five percent raise. The Student Trustees were last granted a raise in June 26, 2007. In accordance with Education Code Sections 1090, 35120, and 72425, Section 3.0 of Board Policy 2725 states:

The Board may, on an annual basis, increase the compensation of Board Members by up to five percent. However, any increase is subject to rejection in a referendum by a majority of the voters in the District.

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 2725, Board Member Compensation.

FUNDING SOURCE AND FINANCIAL IMPACT: This would be funded through the General Fund.

RECOMMENDATION: It is recommended that the Board consider whether an increase to compensation for Board members is desirable at this time.

Cheryl Marshall
Recommended by

Approved for Submittal

6.b
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	May 9, 2017	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Chapter 2, Board of Trustees Revised Board Policy 2015, Student Members	Enclosure(s)	<u> X </u>

BACKGROUND: Section 72023.5 of the Education Code mandates a yearly adoption of rules governing the privileges of student members of the Board of Trustees prior to May 15 of each year. In compliance with the Education Code, Board Policy 2015, Student Members, Section 6.0 states:

On or before May 15 of each year, the Board shall consider whether to afford the student member any of the privileges noted in this policy by reviewing it for re-adoption.

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 2015, Student Members.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board re-adopt Board Policy 2015, Student Members.

Cheryl Marshall

Recommended by

Approved for Submittal

6.c.1

Item No.

BP 2015 Student Members

Reference:

Education Code Section 72023.5

- 1.0 The Board shall include two student members to represent the students at large. The term of office shall be one year, commencing June 1. Student members are authorized to cast advisory votes only, which shall not be included in determining the vote required to carry any measure before the Board, but shall be recorded in the official minutes of the Board meeting. Advisory votes may not be cast on motions related to personnel and labor relations. Student members are expected to gather input and opinions from the students at large, as well as the Associated Students, on any relevant agenda items and provide such input to the Board of Trustees.
- 2.0 To be eligible for election as a student trustee, students must be residents of California at the time of nomination and during the term of service; must have completed 12 units at the college they seek to represent; shall be enrolled in and must maintain enrollment in a minimum of five (5) units at the college they represent at the time of nomination and throughout the term of service, and must maintain a minimum of a cumulative 2.0 grade point average. If, on the first day of each semester, or during the term of service, a student member fails to meet the criteria of this policy, the student member shall be disqualified for service on the Board. The student member is not required to give up employment with the District.
 - 2.1 These requirements apply to the spring and fall semesters only.
- 3.0 Student members shall be seated with the Board and shall be recognized as full members of the Board at meetings. Student members may not attend closed session. Student members are entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for closed session). Student members shall be entitled to any mileage allowance necessary to attend board meetings to the same extent as publicly elected trustees.
 - 3.1 Student members may make or second open session motions, except motions underlying personnel and labor relations. Student members are encouraged to participate in the discussion of issues and agenda items in open session.
- 4.0 Student members who attend all Board meetings that they are legally allowed to attend shall receive 50 percent of the compensation afforded to other individual members of the Board of Trustees, pursuant to Education Code Section 72425. Any Board meetings missed by a student member shall result in a pro rata reduction in compensation for that month, except under the following condition: A student member may be paid for the first two meetings from which he/she is absent in a calendar year if the Board, by resolution adopted and included in its minutes, finds at the time of the meeting that the student member was ill, on jury duty, performing services outside the meeting for the District, or the absence is due to a hardship deemed acceptable by the Board.
- 5.0 The Board encourages participation of its student members in trustee-related conferences and activities and may approve reasonable expenses that fall within the guidelines of Board policies.

BP 2015 Student Members

6.0 On or before May 15 of each year, the Board shall consider whether to afford the student member any of the privileges noted in this policy by reviewing it for readoption.

See Administrative Procedure 2015.

Date of Adoption: April 12, 2016
April 14, 2015
April 8, 2014
April 23, 2013
April 26, 2011
April 27, 2010
May 13, 2008
May 8, 2007
April 11, 2006
June 24, 2003

Date of Last Revision: May 8, 2012
January 27, 2009
June 14, 2005
April 13, 2004

BP 6320 Investments

Reference:

Government Code Section 53600 et seq.

- 1.0 **Investment Philosophy:** It is the policy of the North Orange County Community College District ("District") to invest surplus monies not required for immediate necessities in a manner which will provide the maximum security of principal invested with secondary emphasis on achieving the highest yield while meeting the daily cash flow needs of the District and conforming to all applicable State and County statutes governing the investment of public funds.
- 1.1 All District funds adhere to this policy, with the exception of the Other Post Employment Benefit Irrevocable Trust, that was established to fund retiree health benefits, and that is governed by a separate Investment Policy Statement which is available on the District website.
- 2.0 **Objectives:** The primary objectives, in priority order, of the District's investment activities shall be:
- 2.1 Safety of Principal: Safety of principal is the foremost objective of the District. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio.
- 2.2 Liquidity: Liquidity is the second most important objective of the District. The District's investments will be sufficiently liquid to enable it to meet all operating requirements that might be reasonably anticipated. "Liquidity" refers to the ability to sell at any given moment with a minimal chance of losing some portion of principal or interest.
- 2.3 Yield: Yield is the third most important objective of the District. The District's investments shall be designed to attain a short-term current market rate of return throughout budgetary and economic cycles.
- 3.0 **Delegation of Authority:**
- 3.1 The Board of Trustees of the North Orange County Community College District ("the Board") is responsible for establishing the investment policy and ensuring investments are made in compliance with this policy. The Investment Committee is charged with the responsibility of renewing the investment policy and recommending modifications to the Board.
- 3.2 The Board of Trustees delegates investment authority to the Vice Chancellor Finance and Facilities for a one-year term. Subject to review, this delegation may be renewed pursuant to this section each year. The Chancellor is ultimately responsible for compliance with this policy. The District may employ the services of a Registered Investment Advisor ("Advisor") for implementing the policy. This policy will be reviewed and approved at least annually by the Board.

BP 6320 Investments

4.0 Prudence:

4.1 The standard of prudence to be used in the investment function shall be the “prudent investor” standard and shall be applied in the context of managing the overall portfolio. This standard states “investment shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as the expected income to be derived.”

4.2 The Chancellor, Vice Chancellor Finance & Facilities, or the Advisor, acting in accordance with written procedure and this policy, shall not be held personally liable for a specific security’s credit risk or market price change, provided that any unexpected deviations are reported in a timely manner and that appropriate action is taken to control adverse developments.

5.0 **Ethics and Conflicts of Interest:** Trustees, employees and investment officials involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Trustees, employees and investment officials shall disclose any material financial interests in financial institutions that conduct business within this jurisdiction, and they shall further disclose any large personal financial/investment position that could be related to the performance of the District’s portfolio.

6.0 **Authorized Investments:** To the extent not inconsistent with the objectives stated above and Investment Restrictions outlined below, all monies shall be invested according to the following guidelines:

6.1 Fund Segmentation: Given the various natures of the Fund’s obligations, a certain portion of the Fund should be allocated to a short duration/maturity fixed income portfolio while the remainder should be invested with an objective of higher, longer-term returns. The Fund’s allocation to the short duration/maturity fixed income portfolio should be conservatively based on an actuarial assessment of the Fund’s expected cash needs for withdrawals and benefits. The Chancellor, Vice Chancellor Finance and Facilities and the Board should review this allocation at least annually. Guidelines and restrictions for each approved investment portion are described below.

6.2 Maximum Maturity. Restrictions of the maximum maturity will vary on the different styles employed:

6.2.1 Short Duration/Maturity Fixed Income: Investments in the short duration/maturity portfolio are subject to a maximum stated term of three years. Term or tenure shall mean the remaining time to maturity when purchased.

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6.2.2 Core Fixed Income: Investments in the core fixed income style are restricted to five year terms to maturity. Term or tenure shall mean the remaining time to maturity when purchased.

6.3 Permitted Investments:

6.3.1 State of California Local Agency Investment Fund (LAIF): LAIF is a pooled fund managed by the State Treasurer whose permitted investments are identified in the Government Code Section 16429.2.

6.3.2 Orange County Investment Pool (OCIP): Orange County Treasury Investment Pool is managed by the Orange County Treasurer whose permitted investments are identified in Government Code 53600, et.seq.

6.3.3 U.S. Treasuries: United States Treasury notes, bonds, bills, or certificates of indebtedness, for which the full faith and credit of the United States are pledged for the payment of principal and interest.

6.3.4 Federal Agencies: Obligations, participations, or other instruments, including those issued by or guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.

6.3.5 Corporate Notes: Corporate and depository institution debt securities issued by corporations organized and operating within the United States or depository institutions licensed by the United States or any state and operating within the United States. Notes eligible for investment under this subdivision shall be rated "A" or better. The maximum remaining maturity shall be five years or less and shall not exceed 30% of the District's investments. Furthermore, no more than 10% is to be invested in any one company.

6.3.6 Asset-Backed Securities: Any mortgage pass-through security, collateralized mortgage obligation, or other pay through bond, equipment lease-backed certificate, or consumer receivable pass-through certificate, consumer receivable back bond. Securities eligible for investment under this subdivision shall be issued by an issuer having an "A" or higher rating for the issuer's debt as provided for by a nationally recognized rating service. For maturity purposes the average life of the securities return of principal will be used as the implied maturity and will not exceed five years. The investments shall not exceed 20% of the District's investments.

6.3.7 Commercial Paper: Commercial paper of "prime" quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions: (1) Is organized and operating in the United States as a general corporation, (2) has total assets in excess of five hundred million dollars (\$500,000,000), and (3) has debt other than commercial paper, if any, that

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is rated “A” or higher by a nationally recognized statistical-rating organization; or (1) Is organized within the United States as a special purpose corporation, trust, or limited liability company, (2) has program-wide credit enhancements including, but not limited to, over-collateralization, letters of credit, or surety bond, and (3) has commercial paper that is rated “A-1” or higher, or the equivalent, by a nationally recognized statistical-rating organization (NRSRO). Eligible paper shall have a maximum maturity of 270 days or less. The District shall not invest more than 25% of their money in eligible commercial paper. Furthermore, the District shall not purchase more than 10% of the outstanding commercial paper of any single issuer.

- 6.3.8 Negotiable Certificates of Deposit: Negotiable certificates of deposit issued by a nationally or state-chartered bank or state or federal association with total assets of at least one billion dollars or by a state-licensed branch of a foreign bank, provided such foreign bank is one of the 75 largest foreign banks in terms of total assets. The investments shall not exceed 30% of the District’s investments.
- 6.3.9 Repurchase Agreements: Investments in repurchase agreements (pursuant to section 53601(i) “repurchase agreement”) means a purchase of securities pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the District by book entry, physical delivery, or by third party custodial agreement. The term of repurchase agreements shall be for one year or less. The term “securities” for the purposes of repurchase agreements shall mean securities issued or guaranteed by the U.S. Government and its agencies or instrumentalities. The Investment Restrictions enumerated below shall further limit such securities. With respect to any repurchase agreement the District will require the seller to maintain the market value of such securities that underlie the repurchase agreement at 102% of the repurchase price (including accrued interest). Furthermore, the investments provided should have certain standards of qualifications (i.e. the highest short-term rating or AA rating).
- 6.3.10 Bankers Acceptances: Known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers acceptances may not exceed 180 days maturity or 40 percent of the District’s money that may be invested pursuant to this section. However, no more than 10 percent of the District’s money may be invested in the bankers acceptances of any one commercial bank pursuant to this section.
- 6.3.11 Money Market Fund: Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission under the Investment Company Act of 1940.

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6.3.12 If additional types of securities are approved for investment by public funds by State Statute, they will not be eligible for investment by the District until this policy is amended and the amendment is passed by the Board. (Calif. Govt. Code Sect 53600, et.seq.)

6.4 Investment Restrictions And Prohibited Transactions. The following types of transactions are restricted or prohibited:

6.4.1 Borrowing for investment purposes (“Leverage”) is prohibited.

6.4.2 Reverse Repurchase Agreements, as defined by California Government Code Sections 53601(i) and 53636(i) or otherwise are prohibited.

6.4.3 The District shall not invest in instruments known as Structured Notes (e.g. inverse floaters, range notes, mortgage-derived, interest-only strips, leveraged floaters, structured certificate, or deposit, equity-linked securities) or any security that could result in zero interest accrual if held to maturity. Investment in any instrument which is commonly considered a “derivative” instrument (e.g. options, futures, swaps, caps, floors, collars) is prohibited.

6.4.4 No more than 10% of total assets may be invested in securities of any one issuer with the exception of LAIF, the OCIP or obligations of the U.S. Government and its agencies or instrumentalities.

6.4.5 All investments will be U.S. dollar denominated.

6.4.6 Securities that are downgraded below the minimum acceptable rating levels should be reviewed for possible sale within a reasonable amount of time following a downgrade.

7.0 **Diversification:** It is the policy of the District to diversify its investment portfolio. Within each investment style, invested funds shall be diversified to minimize the risk of loss resulting from over concentration of assets in a specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

7.1	State of California Local Agency Investment Fund (LAIF)	100%
7.2	Orange County Investment Pool	100%
7.3	U.S. Treasuries and securities having principal and interest guaranteed by the U.S. Government	100%
7.4	U.S. Government agencies, instrumentalities and government sponsored enterprises	no more than 50%
7.5	Corporate notes	no more than 30%

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| 7.6 | Asset-backed securities | no more than 20% |
| 7.7 | Commercial Paper | no more than 25% |
| 7.8 | Fully insured or collateralized CD's | no more than 30% |
| 7.9 | Negotiable Certificates of Deposit | no more than 30% |
| 7.10 | Repurchase Agreements | no more than 50% |
| 7.11 | Bankers Acceptances | no more than 40% |
| 7.12 | Money Market Fund | no more than 10% |
| 7.13 | The Chancellor, Vice Chancellor Finance and Facilities, or the designated investment advisor shall also be required to diversify maturities, and to the extent possible, will attempt to match investments with anticipated cash flow requirements. Matching maturities with cash flow dates will reduce the need to sell securities prior to maturity, thus reducing market risk. | |

8.0 Authorized Financial Dealers And Institutions:

- 8.1 The Chancellor, Vice Chancellor Finance and Facilities, or Investment Advisor may place orders for the execution of transactions with or through such brokers, dealers, banks and repurchase agreement counterparties as may be selected from an approved list of broker/dealers.
- 8.2 The District or the Advisor shall maintain a list of broker/dealers that are authorized to provide investment services to the District. Institutions shall provide their most recent "Consolidated Report of Condition" (call report) at the request of the District. At a minimum, the District or the Advisor shall conduct an annual evaluation of each institution's creditworthiness to determine whether it should be on the "Qualified Institution" listing.

9.0 Performance Evaluation:

- 9.1 The investment portfolio shall be designed with the objective of obtaining a rate of return throughout budgetary and economic cycles commensurate with the investment risk constraints and the cash flow needs of the District.
- 9.2 The District shall maintain an active investment strategy. Given this strategy, the basis used by the Vice Chancellor Finance and Facilities to determine whether market yields are being achieved shall be to identify a comparable benchmark upon establishing the structure of the portfolio.

10.0 Reporting:

- 10.1 The Chancellor, Vice Chancellor Finance and Facilities, and the Advisor shall

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submit a monthly list of transactions to the Board of Trustees and quarterly reports to the Investment Committee and the Board of Trustees. The quarterly report shall state compliance of the portfolio to the statement of investment policy or the manner in which the portfolio is not in compliance.

- 10.2 The monthly reports shall include the type of investment, issuer, date of maturity, par and dollar amount invested on all securities, market value as of the date of the report, and shall include the source of this same valuation.
- 11.0 **Safekeeping and Custody:** All funds managed by an investment advisor shall be held by a third party custodian. All security transactions, including collateral for repurchase agreements, entered into by the District shall be conducted on a delivery-versus-payment (DVP) basis. All securities will be held by a third-party custodian except for LAIF, OCIP and money market fund because these securities are not deliverable. The Treasurer shall maintain evidence of delivery. Securities shall be held by a third party custodian designated by and approved by the Investment Committee. The third party custodian shall be required to issue a safekeeping statement to the District listing the specific instrument, rate, maturity and other pertinent information.
- 12.0 **Collateralization:** In order to anticipate market changes and provide a level of additional security for all funds, collateralization shall be required on the following types of investments:
- 12.1 Repurchase Agreements: For repurchase agreements, the minimum collateralization level shall be 102% of the market value of principal and accrued interest.
- 13.0 **Bond Proceeds:** The investment of bond proceeds shall be governed by the bond documents relevant to each specific bond issuance and the County Investment Policy Statement. If the bond documents are silent as to permitted investments, then this policy shall govern the investment of bond proceeds. In such case, Guaranteed Investment Contracts (GICs) shall be deemed permitted investments, solely for the purpose of bond proceeds and shall be limited in the following manner (1) investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "AA-" and "Aa3" by S&P and Moody's, respectively or (2) collateralized investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "A-" and "A3" by S&P and Moody's, respectively.

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