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

MEETING: Regular Meeting in May 2021

DATE: Tuesday, May 25, 2021, at 5:30 p.m.

PLACE: Zoom Teleconference

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the "LIVE" video option:

https://www.youtube.com/channel/UCsguBf7ndfQVQ6n0v9hrfiQ

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting may do so virtually via the YouTube link listed on the agenda.

Public comments for Zoom teleconference meetings will only be accepted via email. Submissions should be sent to chancellor@nocccd.edu with "Public Comment" noted in the email subject line and must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit.

The Board of Trustees reserves the right to change the order of the agenda items as the need arises.

All Board meetings, excluding closed sessions, shall be electronically recorded.

AGENDA:
1. a. **Pledge of Allegiance to the Flag**
    b. **Board of Trustees Roll Call**
    c. **Comments: Members of the Audience**: The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board via email submissions which must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit. The Board does not condone any defamatory accusations or complaints, including remarks which reflect adversely on the political, religious, or economic views, character, or motives of any person. Members of the audience bear the sole legal responsibility for any defamation actions that may be brought as a result of their comments or allegations.
    d. **Consider Non-Personnel block-vote items indicated by [ ] in Section 3**
    e. **Consider Personnel block-vote items indicated by [ ] in Section 5**
    Agenda items designated as block-vote items with [ ] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion. An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote.

    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 by contacting the Chancellor's Office.

    f. **Chancellor's Report**
    * **May Revise Budget Presentation**

g.   **Comments:**
     Chancellor's Staff
     Resource Table Personnel
     Members of the Board of Trustees

2.   a.   **Approval of Minutes of the Special Meeting of May 11, 2021; Approval of Minutes of the Regular Meeting of May 11, 2021; and Approval of Minutes of the Special Meeting of May 15, 2021.**

     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.

          Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor

          Per Section 54956.9(a): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

          Per Section 54956.8: CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property:	**Property adjacent to Cypress College OCTA easement between Valley View and Orange Avenue**
Negotiating Party:	**Fred Williams, Vice Chancellor, Finance & Facilities and William (Bill) Taormina**
Under Negotiations:	**Terms & Conditions of Purchase or Lease**

3.   **FINANCE & FACILITIES**

[a]   It is recommended that the Board adopt Resolution No. 20/21-24; A2 Form application to join the Alliance of Schools for Cooperative Insurance Programs as an affiliate member effective July 1, 2021.

[b]   It is recommended that the Board adopt Resolution No. 20/21-25 to allow all persons authorized by the Board to perform volunteer services for the District without pay to be deemed employees of the District solely for purposes of Division 4 of the Labor Code, Workers' Compensation and Insurance.

[c]   Authorization is requested to enter into an architectural agreement with PBK-WLC in the amount of $165,660.31 to provide architectural and engineering services for the Anaheim Campus ADA Transition Plan.

[d]   Authorization is requested to enter into an architectural agreement with Moore Rubel Yudell Architects & Planners in the amount of $120,000, inclusive of reimbursables, to provide architectural/engineering services for the pre-planning and programing of the Culinary Arts and Bistro housing/relocation project.

[e]   It is recommended that the Board approve the establishment of employee payroll deductions for membership dues to the Native American Faculty & Staff Alliance.

[f]   Authorization is requested to award Bid #2021-12, Cypress College Roof Replacement – Business Building #9 & Gym II Building #11 to Best Contracting Services, Inc. as the lowest overall responsive and responsible bidder in the amount of $647,232 including $50,000 allowance.

[g]   Authorization is requested to file the Notice of Completion for Bid #1920-15, Baseball Field Improvements project at Cypress College with JRH Construction Company, Inc. and pay the final retention payment when due.

h.   It is recommended that the Board approve Change Order No. 4 for Project #2016-13, Cypress College Science, Engineering and Math, Veterans Resource Center, Student Activities Center, with Sundt Construction, Inc., in the total amount of $823,332 increasing the contract from $93,854,362 to $94,677,694 and to extend the completion time from April 9, 2021 to July 18, 2021.

4. **INSTRUCTIONAL RESOURCES**

a.   It is recommended that the Board receive as information a draft of the Cypress College Accreditation Midterm Report.

b.   It is recommended that the Board receive as information a draft of the Fullerton College Accreditation Midterm Report.

5. **HUMAN RESOURCES**

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

        Change in Retirement Date
        Phase-In Retirement
        Resignation
        New Personnel
        Additional Duty Days @ Per Diem
        Payment for Independent Learning Contract
        Leaves of Absence
        Temporary Academic Hourly

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

        Retirement
        Resignation
        New Personnel
        Rehires
        Voluntary Changes in Assignment
   Stipend for Additional Management Duties
        Leaves 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 review the 2021 Board Assessment summaries.

b.   It is recommended that the Board adopt Resolution No. 20/21-22, Affirming the North Orange County Community College District's Commitment to Diversity, Equity, Inclusion, and Anti-Racism.

c.   It is recommended that the Board adopt Resolution No. 20/21-23, Condemning the Recent Surge in Hate Crimes.

d.   It is recommended that the Board adopt new Board Policy 3580, Sustainability Plan.

e.   It is recommended that the Board adopt new Administrative Procedure 7240-7, Management Employees – Evaluation and rescind Administrative Guide Policy #2002, Management Evaluation.

f.   It is recommended that the Board remove the temporary ban from executive officer positions against Trustee Ryan Bent.

g.   It is recommended that the Board discuss any potential future agenda items.

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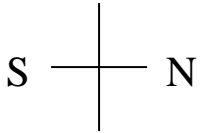
Board Room Seating Arrangement

Dr. Barbara Dunsheath,
President

Jacqueline Rodarte,
Vice President

Ed Lopez,
Secretary

Jeffrey P. Brown,
Board Member

Stephen T. Blount,
Board Member

Ryan Bent,
Board Member

Evangelina Rosales
Board Member

Trustees

Ester Plavdjian,
Student Member CC

Dr. Cheryl A. Marshall,
Chancellor

Chloe Reyes,
Student Member FC

Alba Recinos,
Recording Secretary

Tonya Cobb,
Adjunct Faculty United

Fred Williams, Vice Chancellor
Finance & Facilities

Joseph Vasquez,
CSEA

Irma Ramos, Vice Chancellor
Human Resources

Christie Diep,
United Faculty

Constituent Groups

Chancellor's Staff

Dr. Cherry Li-Bugg, Vice Chancellor
Educational Services & Technology

Dr. Kim Orlijan,
FC Senate

Valentina Purtell,
President NOCE

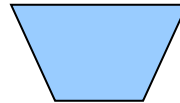Dr. Damon De La Cruz,
CC Senate

Dr. JoAnna Schilling,
President CC

Jennifer Oo,
NOCE Senate

Dr. Greg Schulz,
President FC

Lisa McPheron,
DMA

Kai Stearns,
Public & Governmental Affairs

Audience Seating

Entrance

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	X
DATE:	May 25, 2021	Information	
		Enclosure(s)	X

SUBJECT: Resolution No. 20/21-24, Application for Certificate of Consent to Self-Insure as an affiliate member to join the Alliance of Schools for Cooperative Insurance Programs Workers' Compensation Program

BACKGROUND: At its April 13, 2021 Board meeting, authorization was granted to join the Alliance of Schools for Cooperative Insurance Program (ASCIP) a Joint Powers Authority (JPA) for the District's Workers' Compensation Program with coverage starting July 1, 2021. This is an all-inclusive coverage and the District would join ASCIP as an affiliate member. ASCIP is a pool of public school district employers recognized by the State of California, Department of Industrial Relations as a self-insured JPA. Since North Orange County Community College Districts has been approved to join ASCIP, the District needs to submit information to the Department of Industrial Relations, State of California to obtain a Certificate of Consent to Self-Insure the payment of workers' compensation under California Labor Code Section 3700 as an affiliate member of ASCIP JPA.

This agenda item was prepared by Tami Oh, District Director, Risk Management.

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 6540, Insurance and Board Policy 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: None.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 20/21-24; A2 Form application to formally join Alliance of Schools for Cooperative Insurance Programs as an affiliate member effective July 1, 2021. Authorization is further requested to approve the delegation of authority to the Vice Chancellor, Finance & Facilities to execute any and all documents required for such application.

Fred Williams	*Chris A Marshall*	3.a.1
Recommended by	Approved for Submittal	Item No.

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

A RESOLUTION AUTHORIZING APPLICATION TO FORMALLY JOIN ALLIANCE OF
SCHOOLS FOR COOPERATIVE INSURANCE PROGRAM (ASCIP) JPA AS A
PERMANENT AFFILIATE

RESOLUTION NO. 20/21-24

WHEREAS, the public agency employer identified as North Orange County Community College District needs to submit information to obtain a Certificate of Consent to Self-Insure the payment of workers' compensation under California Labor Code Section 3700.

NOW, THEREFORE, **BE IT RESOLVED** by the Board of Trustees as follows: That the above-named public agency is authorized and empowered to make application to the Director of Industrial Relations, State of California, for a Certificate of Consent to Self-Insure workers' compensation liabilities in order to become a permanent ASCIP affiliate, and representatives of Agency are authorized to execute all documents required for such application.

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 25th day of May, 2021, by the following vote:

AYES:

NOES:
ABSENT:
ABSTAINED:

I, Barbara Dunsheath, President of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

_____
President of the Board of Trustees
North Orange County Community College District

I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 25th day of May, 2021, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 25th day of May, 2021.

_____   _____
(Clerk's signature)   (Date)

State of California
Department of Industrial Relations
Office of Self-Insurance Plans
11050 Olson Drive, Suite 230
Rancho Cordova,Ca. 95670
Phone (916) 464-7000
Fax (916) 464-7007

State of California
Department of Industrial Relations
OFFICE OF SELF-INSURANCE PLANS

APPLICATION FOR CERTIFICATE OF CONSENT
TO SELF-INSURE AS A PUBLIC AGENCY EMPLOYER SELF-INSURER
All questions must be answered. If not applicable, enter "N/A".

To the Director of the Department of Industrial Relations: The public agency employer identified below submits the following information to obtain a Certificate of Consent to Self-Insure the payment of workers' compensation under California Labor Code Section 3700.

LEGAL NAME OF APPLICANT (Show exactly as on Charter or other official documents):

_____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Federal Tax ID # of Group: _____

CONTACT - Who Should Correspondence Regarding This Applicant Be Addressed To:

Name: _____ Title: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Phone: _____ E-Mail: _____

TYPE OF PUBLIC ENTITY (Check one):

City and/or County   School District   Police and/or Fire District   Hospital District

Joint Powers Authority   Other (describe): _____

TYPE OF APPLICATION (Check one):

New Application   Reapplication (Merger/Unification)   Reapplication (Name Change)

Other (describe): _____

Date Self-Insurance Program will begin: _____

Item No. 3.a.4

_____
CURRENT WORKERS' COMPENSATION PROGRAM

Currently Insured with State Fund Policy # _____ Expiration Date: _____

Currently Self Insured, Certificate # _____

Other (describe): _____

_____
CLAIMS ADMINISTRATION

Who will be administering your agency's workers' compensation claims? (Check one)

JPA will administer

Third Party Administrator, TPA Certificate # _____

Public entity will self-administer   Insurance Carrier will administer

Name of Third Party Administrator:

Name: _____ Title: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Phone: _____ E-Mail: _____

# of claims reporting locations to be used to handle Agency's claims: _____

Does applicant currently have a California Certificate of Consent to Self-Insure?   Yes   No

        If yes, what is the current Certificate Number: _____

Total Number of Affiliate's California employees to be covered by Group: _____

_____
AGENCY EMPLOYER

Current # of Agency Employees: _____ # of Public Safety Employees (police//fire): _____

If school District, # of certificated employees: _____

Will all Agency employees be covered by this self-insurance plan?   Yes   No

If 'No', explain who is not covered and how workers' compensation coverage will be provided to the excluded employees:

_____

_____
                              JOINT POWERS AUTHORITY
      ‾‾

Will applicant be a member of a JPA for workers' compensation ?

      Yes   No   (If 'yes', complete the following)

Effective date of JPA Membership: _____ JPA Certificate # _____

Name of JPA: _____

_____
                              AGENCY SAFETY PROGRAM
      ‾‾

Does the Agency have a written Injury and Illness Prevention Program (IIPP)?   Yes   No

Individual responsible for Agency workplace safety and IIPP program:

Name: _____ Title: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Phone: _____ E-Mail: _____

_____
                              SUPPLEMENTAL COVERAGE
      ‾‾

1.) Will your program be supplemented by any insurance or pooled coverage under a **STANDARD**
workers' compensation insurance policy?   Yes   No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

2.) Will your program be supplemented by any insurance or pooled coverage under a **SPECIFIC
EXCESS** workers' compensation insurance policy?   Yes   No   (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

Retention Limits: _____

3.) Will your program be supplemented by any insurance or pooled coverage under an **AGGREGATE
EXCESS** (stop loss) specific excess workers' compensation insurance policy?   Yes   No
(If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

Retention Limits: _____

Item No. 3.a.6

_____
RESOLUTION FROM GOVERNING BOARD
_____

Attach a properly executed Governing Board Resolution. See attached sample resolution on page 5.

_____
CERTIFICATION
_____

The undersigned on behalf of the applicant hereby applies for a Certificate of Consent to Self-Insure the payment of workers' compensation liabilities pursuant to Labor Code Section 3700. The above information is submitted for the purpose of procuring said Certificate from the Director of Industrial Relations, State of California. If the Certificate is issued, the applicant agrees to comply with applicable California statutes and regulations pertaining to the payment of compensation that may become due to the applicant's employees covered by the Certificate.

X_____   DATE: _____
SIGNED: Authorized Official / Representative

_____
Printed Name

_____
Title

_____
Agency Name

Item No. 3.a.7

RESOLUTION NO.: _____ DATED: _____

**A RESOLUTION AUTHORIZING APPLICATION
TO THE DIRECTOR OF INDUSTRIAL RELATIONS, STATE OF CALIFORNIA
FOR A CERTIFICATE OF CONSENT TO SELF-INSURE
WORKERS' COMPENSATION LIABILITIES**

At a meeting of the _____
<div align="center">(Enter Name of the Board)</div>

of the _____
<div align="center">(Enter Name of Public Agency, District, Etc.)</div>

a _____ organized and existing under the
<div align="center">(Enter Type of Agency, i.e., County, City, School District, etc.)</div>

laws of the State of California, held on the _____ day of _____, 20____,

the following resolution was adopted:

RESOLVED, that the above named public agency is authorized and empowered to make application to the Director of Industrial Relations, State of California, for a Certificate of Consent to Self-Insure workers' compensation liabilities and representatives of Agency are authorized to execute any and all documents required for such application.

IN WITNESS WHEREOF: I HAVE SIGNED AND AFFIXED THE AGENCY SEAL.

*X*_____   DATE: _____
SIGNED: Board Secretary or Chair

_____   **Affix Seal Here**
Printed Name

_____
Title

_____
Agency Name

Item No. 3.a.8

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Resolution No. 20/21-25, Authorizing Workers' Compensation Coverage for Volunteer Personnel

Action	X
Resolution	X
Information	
Enclosure(s)	

BACKGROUND: The California labor code requires employees to be covered by a Workers' Compensation policy. Under most circumstances, volunteers to public agencies are not considered employees; therefore, they are excluded from Workers' Compensation coverage. However, the labor code allows coverage of public agency volunteers if a resolution is adopted by the public agency's governing board.

According to Labor Code 3363.5, public employers may choose to extend workers' compensation coverage to volunteers that perform services for the organization. Workers' compensation is a no-fault system, and with few exceptions, the exclusive remedy for injuries and illnesses suffered while in the course of work. Workers' compensation benefits are finite and limited to medical, disability, and retraining costs associated with a specific impairment. If the District's volunteers are excluded from workers' compensation coverage, they can seek remedy in the civil court system. The civil court may award compensation for pain and suffering plus other damages. While the volunteer must prove fault, the civil awards are often much higher than the corresponding workers' compensation benefits.

This agenda item does not change the current practice of covering volunteer personnel under Workers' compensation, but this allows us to submit the required documentation to join the Alliance of Schools for Cooperative Insurance Programs Workers' compensation insurance pool.

This agenda item was prepared by Tami Oh, District Director, Risk Management.

How does this relate to the five District Strategic Directions? This item responds to Direction #3: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6540, Insurance.

FUNDING SOURCE AND FINANCIAL IMPACT: None

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 20/21-25 to allow all persons authorized by the Board to perform volunteer services for the District without pay, during the course and scope of performance of such volunteer services, to be deemed employees of the District solely for purposes of Division 4 of the Labor Code, Workers' Compensation and Insurance.

Fred Williams	*Chris A Marshall*	3.b.1
Recommended by	Approved for Submittal	Item No.

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

A RESOLUTION AUTHORIZING WORKERS' COMPENSATION COVERAGE
FOR VOLUNTEER PERSONNEL

RESOLUTION NO. 20/21-25

WHEREAS, North Orange County Community College District ("District") recognizes the need for and the benefit derived from individuals providing volunteer services to the District; and

WHEREAS, the Legislature of the State of California (Labor Code Section 3363.5) has provided authorization for inclusion of coverage volunteers in the District's workers' compensation program; and

WHEREAS, Labor Code Section 3363.5 (b) states that the phrase, "voluntary service without pay" shall include services performed by any person, who receives no remuneration other than meals, transportation, lodging, or reimbursement for incidental expenses; and,

WHEREAS, the District desires to provide workers' compensation coverage for individuals who are performing voluntary services without pay for the District in accordance with District regulations and policy;

NOW, THEREFORE, The District hereby adopts the policy that all persons authorized by the Chancellor/Board of Trustees to perform volunteer services for the District without pay, during the course and scope of performance of such volunteer services, shall be deemed to be employees of the District solely for purposes of Division 4 (commencing with Section 3200) of the Labor Code, Workers' Compensation and Insurance.

This resolution shall not apply to any person if providing workers' compensation coverage to such person is not authorized by any provision of law, including but not limited to Labor Code Section 3368 and Education Code Section 51769.

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 25th day of May 2021, by the following vote:

AYES:

NOES:
ABSENT:
ABSTAINED:

I, Barbara Dunsheath, President of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

_____
President of the Board of Trustees
North Orange County Community College District

I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 25th day of May 2021, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 25th day of May 2021.

_____   _____
           (Clerk's signature)   (Date)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Anaheim Campus American with
                 Disabilities (ADA) Transition Plan

Action   X
Resolution
Information
Enclosure(s)

BACKGROUND: In 2015, extensive access surveys were conducted by the Cordoba Corporation, which resulted in a database identifying where existing facilities failed to meet applicable state and federal access standards. In accordance with federal regulations [28 CFR 35.150(d)(1)], the District provided an opportunity to interested persons, including individuals with disabilities or organizations representing disabilities, to participate in the development of the transition plan by submitting comments. Thereafter, Cordoba Corporation prepared a draft ADA Transition Plan Update incorporating all the input received.

In 2019, Mark Anderson Architects, Inc., doing business as Cali CASp, was retained by the District to integrate the draft ADA Transition Plan Update, specifically for the Anaheim campus, with broader capital improvement plans. That document is the newly updated ADA Transition Plan and anticipated two types of efforts for accomplishing program accessibility.

- Bond-funded projects approved by voters in Measure J Projects: Projects are to include program access improvements as required to execute the project and sometimes include additional elements where the overall program would benefit from such synergy.
- One-Time Funds: To the extent that the other bond-funded projects do not accomplish complete program access, specific program access projects are to be performed using one-time funds to "ensure disabled accessibility" and "improve access to the disabled." This project is referred to as the Improved Access Project (IAP). On April 14, 2020, the Board approved the allocation to NOCE of $4,152,148, which included $1,725,753 for the IAP.

In order to implement the recommendations on the ADA Transition Plan for the Anaheim Campus, the District solicited proposals from the following firms to provide architectural/engineering services:

    LPA Design Studios – declined
    CRB Group – declined
    Harley Ellis Devereaux – declined
    HPI Architecture – declined
    SVA Architects – no response
    PBWS – submitted proposal in the amount of $314,300.00
    PBK-WLC – submitted proposal in the amount of 165,660.31

It is requested that the Board approve to enter into an architectural agreement with PBK-WLC in the amount of $165,660.31 to provide architectural and engineering services for the Anaheim Campus ADA Transition Plan.

This agenda item was submitted by Cora Baldovino, Manager, District Facilities Planning, Maintenance & Construction Contracts, and 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.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project will come from one-time funds requested from and approved by the Council on Budget and Facilities (CBF).

RECOMMENDATION: Authorization is requested to enter into an architectural agreement with PBK-WLC in the amount of $165,660.31 to provide architectural and engineering services for the Anaheim Campus ADA Transition Plan. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams	*Chris A Marshall*	3.c.2
Recommended by	Approved for Submittal	Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action ___X___
		Resolution _____
DATE:	May 25, 2021	Information _____
		Enclosure(s) _____
SUBJECT:	Cypress College Culinary Arts Project Program, Location, and Design Concept Study	

BACKGROUND: In 2019 the NOCCCD Five-Year Construction Plan included the Final Project Proposal (FPP) for the Anaheim Campus 1st Floor Water Intrusion Project. This project included replacing the upper parking deck and renovations within the 1st and 2nd Floors of the Anaheim Campus tower. As part of this project, the District would like to explore options that were recommended in the District's new 2021-2030 Educational & Facilities Master Plan (EFMP). One component of this plan is to relocate Cypress Colleges' Culinary Arts program and Bistro back to Cypress College and convert the existing Culinary Arts space to food service space dedicated to NOCE and create a Student Resources Hub.

In March 2021, the State Chancellor's Office informed the District that the Department of Finance was proposing to accelerate the District's Water Intrusion Project from 2022-23 to 2021-22. On May 14, 2021, the District was verbally informed that the Water Intrusion Project was included in the 2021-22 May Revise Budget. Due to the expected accelerated schedule, District staff is interested in exploring options for relocating the Culinary Arts program back to Cypress College and/or finding temporary swing space while construction is occurring at the Anaheim Campus. To conduct the study, the District and Cypress College requested a proposal from Moore Ruble Yudell Architects & Planners (MRY) since they were previously involved with the District Master Plan and are knowledgeable of this project and available to immediately begin working on options for consideration.

MRY's Scope of Services will include:

- Project Program, Location, and Design Concept Study
- Conceptual design alternatives:
  - Modular constructed building
  - New building
  - Off-site Location
- Conceptual cost comparisons and project schedule
- Site visit and five virtual stakeholder meetings

In summary, MRY will help determine potential locations, building size, and how the project will be put together and delivered.

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

3.d.1

Item No.

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: Funding for this project will come from Measure J and Capital Outlay funds.

RECOMMENDATION: Authorization is requested to enter into an architectural agreement with Moore Rubel Yudell Architects & Planners in the amount not to exceed $120,000, inclusive of reimbursables, to provide architectural and engineering services to conduct the relocation study of the Culinary Arts and Bistro housing/relocation project. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams	*Chris A Marshall*	3.d.2
Recommended by	Approved for Submittal	Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES   Action   X

                                                                        Resolution

DATE: May 25, 2021   Information

                                                                        Enclosure(s)

SUBJECT: NOCCCD Districtwide
                    Native American Faculty and Staff Alliance
                    Automatic Payroll Deductions

BACKGROUND: The newly formed North Orange County Community College District Faculty & Staff Association: Native American Faculty & Staff Alliance (NAFSA) plans to implement Payroll Deductions for the purpose of collecting employee membership dues. In partnership with the Fullerton College Bursar's Office, once membership dues are collected via automatic payroll deduction, those funds will be moved to the control of Fullerton College Bursar's Office. In addition, any donations or additional funds received will be deposited in to the Fullerton College Bursar's Office account. Funds received will be for NAFSA related activities and events as determined by the membership.

The purpose and mission of the NAFSA is to create a space and opportunity for Native American/Indigenous employees to connect with one another to foster a strong presence and to increase their sense of belonging and affinity at NOCCCD and within the broader community.

In order to proceed with the collection of monies via Payroll Deductions to be sent to Fullerton College Bursar's Office, the County of Orange Department of Education requires approval from the Board of Trustees of the North Orange County Community College District.

This item is respectfully submitted by Ericka Adakai, Interim Director, Educational Partnerships & Programs/Dual Enrollment, as a member of the Leadership of the Native American Faculty and Staff Alliance.

How does this relate to the five District Strategic Directions? This item responds to Direction #2 Employee Experience: NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6300, Fiscal Management.

FUNDING SOURCE AND FINANCIAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Trustees approve the establishment of Payroll Deductions from employees for membership dues to the Native American Faculty & Staff Alliance (NAFSA).

Fred Williams   _Chris A Marshall_   3.e

Recommended by   Approved for Submittal   Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action _____X_____
		Resolution _____
DATE:	May 25, 2021	Information _____
		Enclosure(s) _____
SUBJECT:	Award Bid #2021-12, Cypress College Roof Replacement – Business Building #9 & Gym II Building #11	

BACKGROUND: The condition of the roof seams of Business Building #9 and Gym II Building II has been damaged and can no longer be effectively repaired. The existing gravel on the roof will be removed and a new roof system will be installed.

On May 4, 2021, the Purchasing Department received six bids for the Cypress College Roof Replacement – Business Building #9 & Gym II Building #11 Project. The lowest responsive and responsible bidder was Best Contracting Services, Inc. in the amount of $647,232 including $50,000 allowance. The project cost estimate was $550,000. Below is the bid summary.

COMPANY	BASE BID	ALLOWANCE	TOTAL
Best Contracting Services, Inc.	$ 597,232	$ 50,000	$ 647,232
4 Seasons Roofing, Inc.	$ 606,900	$ 50,000	$ 656,900
McDonnell Roofing, Inc.	$ 628,036	$ 50,000	$ 678,036
Rite-Way Roof Corporation	$ 667,384	$ 50,000	$ 717,384
Letner Roofing Company	$ 708,300	$ 50,000	$ 758,300
Chapman Coast Roof Co., Inc.	$ 770,271	$ 50,000	$ 820,271

This agenda item was submitted by Phil Fleming, Director, Physical Plant (Cypress College) and Facilities 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: Funding for this project will come from scheduled maintenance fund.

RECOMMENDATION: Authorization is requested to award Bid #2021-12, Cypress College Roof Replacement – Business Building #9 & Gym II Building #11 to Best Contracting Services, Inc. as the lowest overall responsive and responsible bidder in the amount of $647,232 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.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	May 25, 2021	Information	
		Enclosure(s)	
SUBJECT:	Notice of Completion		
	Bid #1920-15, Baseball Field		
	Improvements project at Cypress College		

BACKGROUND: On June 9, 2020, the Board awarded a contract to JRH Construction Company, Inc. for the Baseball Field Improvements project at Cypress College. The project is complete and filing of the Notice of Completion of Work is now required.

This agenda item was submitted by Phil Fleming, Director, Physical Plant & Facilities, Cypress College and Jenney Ho, District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #3: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Once the contract is closed out, the final retention payment will be charged to Measure J Bond Fund.

RECOMMENDATION: Authorization is requested to file the Notice of Completion for Bid #1920-15, Baseball Field Improvements project at Cypress College with JRH Construction Company, Inc. and pay the final retention payment when due.

Fred Williams	*Chris A Marshall*	3.g
Recommended by	Approved for Submittal	Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action   X

Resolution

DATE: May 25, 2021

Information

Enclosure(s)

SUBJECT: Contract Change Order #4 – Sundt Construction, Inc. (Project #2016-13) Science, Engineering, and Mathematics (SEM) Building, Veteran's Resource Center/ Student Activities Center (VRC/SAC), Tribute Garden/Bridge (TGB), and Pond Refurbishment (PR)

BACKGROUND: Public Contract Code §20659 requires Board approval for a Change Order to a Public Works Bid. Funding is available through different sources such as District bond proceeds and local funding.

Campus staff are recommending changes to the construction scope of work. The Change Order Request requires Board approval pursuant to Public Contract Code §20659. Change Orders must not exceed 10% of the original contract amount approved by the Board or $15,000, whichever is greater. Therefore, Change Order Request No. 4, in the total amount of $823,332 is in conformance with Public Contract Code §20659. The original contract amount was $92,052,341. Please see the contract summary below:

Date	Project	Description	Amount
2/6/2019	SEM, VRC/SAC, TGB, & PR	Original Contract	$92,052,341
2/11/2020	VRC/SAC, TGB, & PR	Change Order #1	$377,246
7/28/2020	VRC/SAC, TGB, & PR	Change Order #2	$222,333
11/10/2020	SEM, VRC/SAC, TGB, & PR	Change Order #3	$1,202,442
5/25/2021	SEM	Change Order #4	$808,282
5/25/2021	VRC/SAC	Change Order #4	$15,050
Cumulative Proposed Contract Value (2.85% increase above original value)			**$94,677,694**

The Cypress College SEM project has utilized Contingency and Allowances within the GMP to fund COVID-19 site management and acceleration expenditures as necessary to mitigate productivity loss and limit the net time impact. To date, $1,065,576 of COVID-19 related expenditures have been spent. It is the District's intent to transfer these expenditures to federal HEERF funding that the campus has received to cover COVID-19 related costs. By doing this, the expected additional costs and time impacts related to COVID-19, extended completion time, and building operation issues can be covered. These costs are outlined on the following page.

3.h.1

Item No.

Description	Cost Impact	Schedule Impact
COVID-19 Extended General Requirements	$74,053	99 Calendar Days
Time Impact due to Chilled Water Return Issues (GC/GR's to July 18, 2021)	$255,438	Included in 99 Days
Campus Closure	$44,287	1 Calendar Day
Productivity Impacts Due to COVID 19	$140,553	Included in 99 Days
Other Misc. PCO's / Scope Gaps	$293,951	Included in 99 Days
VRC/SAC Water Damage & Pond Repairs	$15,050	Included in 99 Days
Total Cost & Schedule Impact	**$823,332**	**100 Calendar Days**

This agenda item was submitted by Alexander Porter, Vice President, Administrative Services & Michael Zari, Interim Project Manager, Campus Capital Projects.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #3 - Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning and Direction #5 - Physical Environment: NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The amount of $823,332 will be charged to the Measure J bond funds. The difference between the $1,065,576 of federal reimbursement and the $823,332 of additional costs ($242,244) will be used as a contingency and what is remaining will be credited back to the Measure J bond funds.

RECOMMENDATION: It is recommended that the Board approve Change Order No. 4 for Project #2016-13, Cypress College Science, Engineering and Math, Veterans Resource Center, Student Activities Center, with Sundt Construction, Inc., in the total amount of $823,332 increasing the contract from $93,854,362 to $94,677,694. In addition, authorization is requested to extend the completion time from April 9, 2021 to July 18, 2021. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the change orders on behalf of the District.

Fred Williams	*Cheryl A Marshall*	3.h.2
Recommended by	Approved for Submittal	Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	
		Resolution	
DATE:	May 25, 2021	Information	X
		Enclosure(s)	X
SUBJECT:	Cypress College		
	Accreditation Midterm Report (Draft)		

BACKGROUND: Cypress College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges. In October 2017, Cypress College hosted an accreditation visiting team for a comprehensive evaluation to determine whether the College continued to meet the accreditation standards specified by ACCJC. The Midterm Report is a report required of institutions accredited by ACCJC midway through the seven-year accreditation cycle to address any self-identified plans for improvement, as well as address the improvement recommendations made by the visiting team. The report is due no later than October 15, 2021.

The Midterm Report provides an update on progress and outcomes related to the College's self-identified plans for improvement, as well as the four College recommendations for improvement and the three District recommendations for improvement issued by ACCJC and the accreditation visiting team. In addition, the report includes reflections on improving institutional effectiveness through student learning outcomes and institution-set standards, and updates on the College's three Quality Focused Projects on 1) student learning outcomes, 2) distance education, and 3) extended day funding.

This is a draft of the Midterm Report for the Board's consideration and feedback. The final version of the report will include links to all evidence, additional proof-reading and formatting, and include any additional updates necessary based on information or progress that occurs over summer. It will be presented to the Board in September for approval prior to submission to the Commission.

This agenda item is submitted by Eileen Haddad, Interim Director of Institutional Research and Planning, and the Accreditation Liaison Officer.

How does this relate to the five District Strategic Directions? Accreditation falls within the general framework of all five District Strategic Directions. Most relevant are Strategic Direction 3: Stewardship of Resources, which relates to transparent and inclusive decision-making and integrated planning, and Strategic Direction 4: Collective Impact & Partnerships, which relates to partnerships with external institutions and organizations.

How does this relate to Board Policy: This item relates to BP 3200, Accreditation

FUNDING SOURCE AND FINANCIAL IMPACT: This item has no financial impact.

RECOMMENDATION: It is recommended that the Board receive as information a draft of the Cypress College Accreditation Midterm Report.

Midterm Report

Draft

Submitted by:
Cypress College
9200 Valley View Street
Cypress, CA 90630

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted:
October 2021

Midterm Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Dr. JoAnna Schilling, President
Cypress College
9200 Valley View Street
Cypress, CA 90630

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____

(Chief Executive Officer)   (Date)

_____

(Chairperson, Governing Board)   (Date)

_____

(Name, Title, Representing)   (Date)

_____

(Name, Title, Representing)   (Date)

_____

(Name, Title, Representing)   (Date)

_____

(Name, Title, Representing)   (Date)

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Report Preparation

The preparation of the Cypress College 2021 Midterm Report was a collaborative process overseen by the Accreditation Steering Committee and led by the Accreditation Co-Chairs, Liana Koeppel, the Accreditation Faculty Chair, and Eileen Haddad, the Accreditation Liaison Officer (ALO). After the completion of the Institutional Self-Evaluation Report (ISER) in Fall 2017, work on many of the self-identified Plans for Improvement (PFIs) began almost immediately. In January 2018, the College received the action letter resulting from the accreditation site visit which included a single Recommendation for Compliance with a required Follow-Up Report, as well as four College and three District Recommendations for Improvement (RFIs). The Recommendation for Compliance was successfully addressed in the 2019 Follow-Up Report, and accreditation efforts since then have focused on implementing the plans resulting from the Follow-Up Report, as well as addressing the remaining PFIs, RFIs, and Quality Focused Projects in preparation for the 2021 Midterm Report.

The Midterm Report will primarily provide an update on progress, improvements, and outcomes related to the PFIs, RFIs, and Quality Focused Projects since the ISER and accreditation site visit in 2017 but will also include reflections on improving institutional performance via Student Learning Outcomes (SLOs) and Institution-Set Standards (ISSs), and a fiscal report. Much of the organization and coordination of the work leading up to the Midterm Report was facilitated by the former ALO, Philip Dykstra, who has since retired and was replaced by Eileen Haddad, and Liana Koeppel who continues to serve as the Accreditation Faculty Chair. This work included ensuring the PFIs, RFIs, and Quality Focused Projects were cataloged, assigned responsible parties, had established timelines, and regularly discussed at Accreditation Steering Committee and other meetings. Throughout 2019 and 2020, status updates were solicited each semester from the designated responsible parties and progress was tracked and documented.

In Spring 2020, as a result of COVID-19 and the emergency transition to remote work and online instruction, some accreditation efforts were put on hold as faculty and administration were focused on this transition. Especially impacted were the Distance Education leads, Treisa Cassens and Kathleen McAlister, who had the herculean task of shifting 100% of instruction to an online format a matter of days. Despite the delay, the campus resumed accreditation-focused work in a remote environment and the Accreditation Steering Committee continued meeting at least once every semester since the submission of the ISER to ensure continuous dialogue about accreditation beyond mandated reporting periods.

In Fall 2020, the Accreditation Co-Chairs began the initial writing of the Midterm Report. Progress reports from the responsible parties were solicited throughout Fall 2020 and Spring 2021 as writing was taking place and updates were made to the report accordingly. In March 2021, a first draft the Midterm Report was completed and the process to share it with College governance bodies and constituency groups, as well as the Board of Trustees, for review and feedback began (see Midterm Report Timeline on p. 5). The report was finalized in Summer 2021 and received final approvals in early Fall 2021 before it was submitted to the Commission.

Accreditation Steering Committee Members

Committee Role	Name (and title when applicable)
Accreditation Faculty Co-Chair	Liana Koeppel
Accreditation Liaison Officer Co-Chair	Eileen Haddad, Interim Director of Institutional Research and Planning
Standard I Chair	Adel Rajab, Faculty
Standard II Chair	Kathy Wada, Faculty
Standard III Chair	Parwinder Sidhu, Faculty
Standard IV Chair	Lynn Mitts, Faculty
College President	JoAnna Schilling
Academic Senate President	Damon de la Cruz
Academic Senate Past President	Craig Goralski
Vice President, Administrative Services	Alexander Porter
Vice President, Student Services	Paul de Dios
Vice President, Instruction	Lee Douglas
Classified Representative	Lynnette Young
Standard Sub-Committee Chairs	Lisa Clark, Faculty Richard Fee, Faculty Joyce Peacock, Faculty Deidre Porter, Faculty Eldon Young, Dean
Quality Focus Essay Leads	Treisa Cassens, Dean Jennifer Coopman, Faculty Kathleen McAlister, Faculty

Midterm Report Timeline

Term	Activity
Spring 2021	March 2021 • Initial draft shared with Accreditation Steering Committee (3/10) • Accreditation Steering Committee met to discuss draft (3/17)
	April 2021 • Posted draft to College website with link to feedback survey and notified campus community via e-mail • Solicited feedback from campus community and relevant District parties via email • Presented draft in campus shared governance committees and solicited input • Included a link to draft and feedback survey in student campus newsletter (@Cypress)
	May 2021 • Report approved by Accreditation Steering Committee (5/5) • Report accepted by Academic Senate (5/6) • Report approved by President's Advisory Council (PAC) (5/13) • Report presented to Board of Trustees for a first read (5/25)
Summer 2021	June – August 2021 • Final updates and edits
Fall 2021	September 2021 • Shared final version of report at Academic Senate and PAC • Presented final version of report to the Board of Trustees for approval (9/14)
	October 2021 • Submit Midterm Report to ACCJC (due October 15)

Plans Arising out of the Self-Evaluation Process

As a result of the comprehensive self-evaluation process, the College made 23 self-identified Plans for Improvement (PFIs). This section of the report provides an update on these plans that includes the responsible parties, the current status, completion timelines, and a narrative explaining how these plans have been integrated into planning and decision-making processes and improved institutional effectiveness.

> **PFI 1**
>
> Formalize and communicate the student complaint process. (Commission Policy)
>
> The Vice President of Student Services and Dean of Counseling will formalize the student complaint process to include maintaining records for a minimum of six years. The student complaint process will be included in the Student Handbook and posted on the college website.

Responsible Parties: VP of Student Services, Dean of Counseling and Student Development
Status: Work in Progress
Completion Timeline: Fall 2021
Narrative: The College's existing student complaint process had some limitations in that it was specific to sexual harassment and racial discrimination complaints. The ability for students to seek remediation for more general concerns was not easily discernable. As a result, the newly hired Dean of Counseling and Student Development is coordinating efforts to expand the student complaint process for the College. In collaboration with the Catalog writing team, the College decided to align the student complaint process with the process established at Fullerton College for consistency within the District. A draft of the student complaint process and related form was completed in Spring 2021 and is currently going through the College approval process (PFI1.1 – Student Complaint Process Draft; PFI1.2 - Student Complaint Form Draft). Once approved, the student complaint process will adhere to record maintenance requirements and be included in the College Catalog, Student Handbook, and posted on the College website.

Evidence:
- PFI1.1 - Student Complaint Process Draft
- PFI1.2 - Student Complaint Form Draft

> **PFI 2**
>
> Create a distinct and separate program review for new baccalaureate program. (I.A.2, III.B.3.)
>
> The Instructional Program Review Committee will create a distinct and separate instructional program review process for the baccalaureate degree in Funeral Service.

Responsible Parties: Instructional Program Review Chair
Status: Complete

Narrative: The Instructional Program Review Committee established a separate and distinct review process for the baccalaureate degree in Funeral Services that includes review of program outcomes, enrollment, student learning, and student achievement specific to the baccalaureate degree (PFI2.1 - Baccalaureate Degree Program Review Form). The review of the baccalaureate program occurs on a separate four-year cycle from the Mortuary Science Department's regular program review (PFI2.2 - Program Review Cycle).

Evidence:
- PFI2.1 - Baccalaureate Degree Program Review Form
- PFI2.2 - Program Review Cycle

PFI 3

Evaluate all instructional budgets. (I.B.7)

The Vice President of Administrative Services will conduct an evaluation of all instructional supply budgets and resource management processes.

Responsible Parties: VP of Administrative Services
Status: Complete
Narrative: Prior to 2019, the College received from the District a base budget which was supplemented by varying annual one-time funds to support expenditures. Thus, the College's budgeting process relied heavily on repeated advanced and competitive one-time allocations based on available funds each year. Upon his arrival in 2019, the current VP of Administrative Services (VPAS) initiated a review of the budgeting and resource management processes. The evaluation resulted in a shift to include the previous advanced one-time funds as part of a modified base budget that was more aligned with budgeted needs for each department. These budgets are now on a two-year cycle and include consideration for ongoing structural equipment, supply, and material needs that are reflective of actual expenses in the prior year. At the conclusion of the two-year budget cycle, actual spending is assessed to inform the budget for the upcoming cycle. The implementation of these changes included meetings with each dean and area manager to improve budget literacy and understanding of expectations, setting up monthly, auto-produced budget reports to be distributed to each area manager, as well as three budget meetings each year (October, January, April) to review and monitor budget performance (PFI3.1 - Porter Email; PFI3.2 - Budget Meeting Schedule).

Evidence:
- PFI3.1 - Porter Email 112119
- PFI3.2 - Budget Meeting Schedule

> **PFI 4**
> Develop a BP and AP to ensure 120 units for the pilot baccalaureate degree. (I.B.7, II.A.5)
>
> The District will prepare the necessary BP and AP to comply with the 120 minimum unit degree requirement prescribed by Title V for the pilot baccalaureate degree.

Responsible Parties: Vice Chancellor of Educational Services and Technology
Status: Complete
Narrative: In Fall 2017, Board Policy and Administrative Procedure 4100 entitled Graduation Requirements for Degrees & Certificates were revised to include the baccalaureate degree and the Title V 120 minimum unit degree requirement for the baccalaureate degree pilot program (PFI4.1 - BP 4100; PFI4.2 - AP 4100).

Evidence:
- PFI4.1 - BP 4100
- PFI4.2 - AP 4100

> **PFI 5**
> Provide more uniform dissemination of college information. (I.B.8)
>
> To improve reliability and accuracy, the College will engage in a review to make better use of more systemic, public dissemination of college information.

Responsible Parties: Director of Campus Communications
Status: Complete and Ongoing
Narrative: In an effort to provide a more uniform dissemination of College information, the Office of Campus Communications has implemented several changes. First, they created and distributed the Campus Identity Guide that outlines stylistic and branding guidelines to better detail systemic, public dissemination of College information (PFI5.1 - Campus Identity Guide; PFI5.2 - Email Distribution). Second, a new webpage was launched linking the aforementioned Campus Identity Guide as well as various Cypress College campaigns including #CyProud and Cypress+ to facilitate more uniform distribution of such public information (PFI5.3 - Campaigns Webpage). Finally, working with the President, a community newsletter called @Cypress that highlights news and events from the College is regularly distributed in an effort to provide systemic and reliable information to the campus and key community leaders (PFI5.4 - @Cypress).

Evidence:
- PFI5.1 - Campus Identity Guide
- PFI5.2 - Email Distribution of Campus Identity Guide
- PFI5.3 - Campaigns Webpage
- PFI5.4 - @Cypress Newsletter

PFI 6

Improve local process of information provided to students and the public. (I.C.1)

The College will improve the process that ensures the integrity and accuracy of non-printed information and the increasing number of projects printed outside the District print shop process.

Responsible Parties: Director of Campus Communications, Catalog and Schedule Coordinator
Status: Complete and Ongoing
Narrative: For several years, the College has continuously moved away from printed materials in order to make better use of information-sharing through digital platforms. This transition drastically expanded during COVID-19 remote operations but was accelerated prior to the pandemic in several ways. In 2019 and 2020, the Office of Campus Communications and Office of Technology Services worked together to launch a new College website, which is the primary means of sharing information about the College to students and the public (PFI6.1 - College Website). Additionally, the Office of Technology Services implemented a Cypress College mobile app called CypressConnect (PFI6.2 - Mobile App). The website and mobile app both use a distributive method of information creation and publication, which created some issues related to approvals of information prior to publication. However, the offices are working to resolve these issues with new access controls and site-usage trainings which are in development and soon to be implemented—something that should significantly help in this regard (PFI6.3 - Training Materials). Ensuring the integrity and accuracy of the College website content continues to be the responsibility of the Office of Campus Communications, specifically the Web Content Specialist who was hired in 2016 to ensure more focused efforts in this area. These efforts have resulted in the previously discussed Campus Identity Guide that seeks to ensure the integrity of both printed and non-printed materials. In addition, the forthcoming access controls and training have been designed to further these efforts.

Another area of progress in improving the accuracy non-printed materials has been the shift to digital College Catalogs and Class Schedules (PFI6.4 - Digital College Catalog). In 2018, the production of the College Catalog and Class Schedule entered the final phase of a transition away from a static printed College Catalog to a digital version, while concurrently shifting from being a campus production to a District production. These transitions resulted in the expected challenges from making such significant changes and accuracy procedures are being developed to address those issues. However, the College community is now benefitting from this substantial update to the production and distribution of these critical documents.

Evidence:
- PFI6.1 - College Website
- PFI6.2 - Mobile App
- PFI6.3 - Training Materials
- PFI6.4 - Digital College Catalog

PFI 7

Restructure the Distance Education (DE) program personnel, policies, procedures, and documentation. (II.A.2)

The College will restructure the DE program with more clearly established areas of responsibility for faculty and management along with a review of relevant policies, procedures and documentation.

Responsible Parties: Distance Education Coordinators, Academic Senate
Status: Complete and Ongoing
Narrative: The 2017-2023 Distance Education Plan (DE Plan) addresses the restructuring of distance education (DE) personnel (pp. 21-22) and outlines the current campus DE guidelines (pp. 33-43), as well as future plans (pp. 23-30; PFI7.1 - DE Plan). In addition, the DE Program completed their program review in Spring 2021 and identified several related goals such as ongoing evaluation of DE policies, procedures, and practices; establishing a permanent DE Project Manager; re-assessing the duties and compensation of the DE Coordinator; and hiring an instructional designer (PFI7.2 - DE Program Review). Additional details about the restructuring of the DE program are included as part of Quality Focused Project 3 on Distance Education later in this report.

Evidence:
- PFI7.1 - 2017-2023 Distance Education Plan
- PFI7.2 - Distance Education Program Review

PFI 8

Disaggregate data in the SSQR and CSQR process (II.A.7)

The College will disaggregate data based on demographics in the next review cycle for the Student Services Quality Review and Campus Services Quality Review.

Responsible Parties: Institutional Research and Planning Office
Status: Complete and Ongoing
Narrative: The Office of Institutional Research and Planning has expanded the data provided for Student Services Program Review (SSPR, formerly SSQR) and Campus Services Program Review (CSPR, formerly CSQR) to include disaggregated survey and other data when applicable. Additionally, the SSPR form has been updated to include equity-related questions to allow for additional reflection on providing equitable services and outcomes to students (PFI8.1 - Student Services Program Review Form; PFI8.2 - Campus Services Program Review Form).

Evidence:
- PFI8.1 - Student Services Program Review Form
- PFI8.2 - Campus Services Program Review Form

PFI 9

Revise Mortuary Science PLOs (II.A.12)

The Mortuary Science Department will revise its PLO to include the baccalaureate degree in Funeral Service.

Responsible Parties: Mortuary Science Department Coordinator
Status: Work in Progress
Completion Timeline: Estimated Fall 2021
Narrative: The Mortuary Science Department is governed by an external accrediting agency, the American Board of Funeral Service Education (ABFSE) Committee on Accreditation. Currently, ABFSE requires that schools under their accreditation use their prescribed Student Learning Outcomes (SLOs) and Program Student Learning Outcomes (PSLOs) for all programs, regardless of the credential awarded (PFI9.1 - ABFSE Accreditation Standards). The Mortuary Science Department Coordinator is currently working with the ABFSE to develop the baccalaureate degree accreditation standards which are to include updated PSLOs for baccalaureate level programs (PFI9.2 - Grande Email). The PSLOs utilized for the baccalaureate degree will continue to be those approved by ABFSE, as required, until the revision is completed.

Evidence:
- PFI9.1 - ABFSE Accreditation Standards
- PFI9.2 - Grande Email

PFI 10

Evaluate Distance Education (DE) course success rates across campus (II.A.16)

The College will conduct a systematic evaluation of DE course success rates and implement any necessary changes.

Responsible Parties: Institutional Research and Planning Office, Distance Education Coordinator, Instructional Program Review Chair
Status: Complete and Ongoing
Narrative: Distance Education (DE) course success rates across the campus are evaluated in several ways. Within Instructional Program Review, each department evaluates course success rates by instructional method (PFI10.1 - Instructional Program Review Form). Additionally, the DE Program has an updated DE Plan for 2017-2023 that includes an evaluation of success rates by instruction method across the campus and makes comparisons to statewide trends (PFI10.2 - Distance Education Plan). Finally, the DE Program is on a program review cycle to ensure a systematic and comprehensive evaluation occurs regularly (PFI10.3 - Program Review Cycle; PFI10.4 - Distance Education Program Review).

Evidence:
- PFI10.1 - Instructional Program Review Form

- PFI10.2 - 2017-2023 Distance Education Plan (see pp. 15-17)
- PFI10.3 - Program Review Cycle
- PFI10.4 - Distance Education Program Review

PFI 11

Enhance student services to Distance Education and off-site students (II.C.3)

The Financial Aid Office, Veterans Resource Center and Transfer Center will expand online services to meet the needs of DE and off-site students.

Responsible Parties: Dean of Counseling and Student Development
Status: Complete and Ongoing
Narrative: The College has enhanced the student services provided to Distance Education students in several ways. For example, the Financial Aid Office has expanded their online services to include Online Verification and an online FAFSA application process (PFI11.1 - Financial Aid Webpage). The Veterans Resource Center also now provides off-site students with access to information regarding its services and access to online counseling through the campus' Cranium Café (PFI11.2 - Veteran Resource Center Webpage). Additionally, the Transfer Center provides numerous online services via their webpage and self-enrolling Transfer Hub site in Canvas, including transfer documents, workshops, and classes (PFI11.3 - Transfer Center Webpage; PFI11.4 - Transfer Center Canvas Hub). Other Student Services departments are also utilizing Canvas to provide easy access to resources for DE students (PFI11.5 - Canvas Examples). Finally, in response to the COVID-19 pandemic, as of Spring 2020, all student services successfully transitioned to serving students in a remote environment (PFI11.6 - Student Services Webpage; PFI11.7 - Student Services Newsletter).

Evidence:
- PFI11.1 - Financial Aid Webpage
- PFI11.2 - Veteran Resource Center Webpage
- PFI11.3 - Transfer Center Webpage
- PFI11.4 - Transfer Center Canvas Hub
- PFI11.5 - Canvas Examples
- PFI11.6 - Student Services Webpage
- PFI11.7 - Student Services Newsletter

PFI 12

Improve Distance Education faculty evaluation process. (III.A.5)

The District and United Faculty will work on revising the evaluation process to require DE faculty to be evaluated in DE courses taught.

Responsible Parties: Vice Chancellor of Human Resources, United Faculty
Status: Work in Progress
Completion Timeline: TBD

Narrative: All faculty are evaluated regularly as per the United Faculty (UF) and Adjunct Faculty United (AdFac) union contracts (PFI12.1 - UF Contract; PFI12.2 - AdFac Contract). At the time of the ISER, there were concerns related to whether faculty who taught both distance education (DE) and face-to-face courses were ever being evaluated in their DE courses, so the ability to ensure the evaluation of DE courses specifically was identified as an area for improvement. As the process of evaluating faculty is a contractual issue, potential revisions to the evaluation process necessitate negotiation between the faculty unions (i.e., UF and AdFac) and the District. The UF and AdFac leadership have been apprised of the issue (PFI12.3 - Koeppel Email) and the DE Plan outlines a process to facilitate the evaluation of DE courses once an agreement between the relevant parties has been reached (PFI12.4 – 2017-2023 Distance Education Plan, see pp. 40-41). Course evaluations were further complicated in the move to remote instruction when all classes became "distant." Despite these challenges, the College remains committed to the ongoing evaluation of instructors. The District utilized Qualtrics to facilitate student course evaluations in 2020-21 and recently purchased Course Eval HQ which is expected to be piloted and implemented in the coming year (PFI12.5 – Technology Coordinating Council Minutes).

Evidence:
- PFI12.1 - United Faculty Contract
- PFI12.2 - AdFac Union Contract
- PFI12.3 - Koeppel Email
- PFI12.4 - 2017-2023 Distance Education Plan, see pp. 40-41
- PFI12.5 - Technology Coordinating Council Minutes

PFI 13

Review and revise the Management Appraisal Instrument. (III.A.5, III.A.6)

The District will work with the DMA to review and revise the management appraisal instrument to assess the effectiveness in encouraging improvement through the use of learning outcomes.

Responsible Parties: Vice Chancellor of Human Resources, District Management Association
Status: Complete
Narrative: The Chancellor identified a workgroup with District-wide representation to be charged with reviewing and revising the management evaluation process. The workgroup conducted a District-wide survey to identify top leadership competencies and assess the effectiveness of the current evaluation process, reviewed relevant examples and resources, and incorporated recommendations from a NOCCCD Leadership Academy's group project on this topic into their work.

The revised management evaluation process includes establishing goals, conducting quarterly, informal, check-in meetings between managers and their direct reports, and performing formal evaluations of all managers on three-year cycles that utilize leadership and technical competencies selected for NOCCCD. In addition to a new management performance evaluation

form (PFI13.1 - Management Performance Evaluation Form), several other appraisal instruments were developed to facilitate the evaluation including self-evaluation and goal-setting guides (PFI13.2 - Goal-Setting and Employee Self-Evaluation Guide) and ongoing check-in guidance (PFI13.3 - Ongoing Check-In Guidance).

The revised process and proposed changes to Administrative Guide 2002: Management Evaluation was shared at the District Management Association (DMA) Coffee Break meeting and at several virtual open forums in March 2021 for feedback from managers (PFI13.4 - Open Forums Email). After incorporating revisions based on the feedback received, the proposal was approved by District Consultation Council (DCC) on April 26, 2021 (PFI13.5 - DCC Agenda).

Evidence:
- PFI13.1 - Management Performance Evaluation Form
- PFI13.2 - Goal-Setting and Employee Self-Evaluation Guide
- PFI13.3 - Ongoing Check-In Guidance
- PFI13.4 - Open Forums Email
- PFI13.5 - District Consultation Council (DCC) Agenda

PFI 14
Include SLO participation in the adjunct evaluation process. (III.A.6)

The District will initiate discussions with AdFac to include participation in the SLO assessment process in the evaluation of adjunct faculty.

Responsible Parties: Vice Chancellor of Human Resources, Adjunct Faculty United
Status: Complete and Ongoing
Narrative: The Adjunct Faculty United (AdFac) 2017-2020 contract now includes SLO data entry as a part of the adjunct instructor evaluation instrument (PFI14.1 - AdFac Union Contract, see Appendix B, p. 4). Despite the contractual change, many faculty, both adjunct and full-time, are not aware of the obligations which has slowed the increases in SLO participation rates. However, the College is working to communicate the SLO participation requirement more broadly in several ways (PFI14.2 - Instructional Program Review 2020-2021 Annual Report). For example, the SLO Coordinator regularly disseminates SLO data collection instructions via email, including an FAQ sheet that addresses adjunct participation specifically (PFI14.3 - SLO FAQ Sheet). In addition, regular discussions of adjunct participation occur in SLO Committee meetings (PFI14.4 - SLO Committee Meeting Minutes). While adjunct faculty are obligated to enter SLO data, more robust participation and compensation still need to be discussed and included to ensure that the SLO assessment process is valuable and meaningful.

Evidence:
- PFI14.1 - AdFac Union Contract, see Appendix B, p. 4
- PFI14.2 - Instructional Program Review 2020-2021 Annual Report
- PFI14.3 - SLO FAQ Sheet
- PFI14.4 - SLO Committee Meeting Minutes

PFI 15

Conduct a longitudinal analysis pertaining to the six EEO categories. (III.A.12)

The District will maintain data on the six EEO categories year-to-year and conduct a longitudinal analysis with at least three years of data.

Responsible Parties: Vice Chancellor of Human Resources, District Management Association
Status: Complete
Narrative: The District collects and analyzes employment diversity data annually. The District Director of Equity and Compliance presented the EEO Commitment to Diversity report at the November 24, 2020 NOCCCD Board of Trustees (BOT) meeting (PFI15.1 - BOT Meeting Minutes). The report included a presentation highlighting District applicant and new hire demographics for 2019-20, five-year applicant and new hire demographics for 2015-20, District comparative data, District employee demographics, faculty hiring trends, departments and categories with underrepresentation, and district-wide diversity activities (PFI15.2 - EEO Commitment to Diversity Report 2015-2020).

Evidence:
- PFI15.1 - Board of Trustees Meeting Minutes 112420 p.9
- PFI15.2 - EEO Commitment to Diversity Report 2015-2020

PFI 16

Develop a full-time faculty professional code of ethics with articulated consequences. (III.A.13)

The District will work with Academic Senate to develop a professional code of ethics with articulated consequences for violations of professional ethics.

Responsible Parties: Vice Chancellor of Human Resources, United Faculty, Academic Senate
Status: Work in Progress
Completion Timeline: TBD
Narrative: Board Policy 3003 entitled Code of Ethics for Faculty was adopted in 1981 and has been "under review by the Academic Senates," for an indeterminate amount of time (PFI16.1 - BP 3003). The current iteration of the Code of Ethics for Faculty consists of philosophical and ideological statements regarding the role and responsibilities of faculty members, but does not specifically address consequences for violations of those statements. As a result, the review of the Code of Ethics for Faculty is, again, in ongoing discussions. Most recently, the Code of Ethics for Faculty was agendized by the Academic Senate President at the October 22, 2020 and February 11,2021 Senate meetings (PFI16.2 - Academic Senate Minutes; PFI16.3 – Academic Senate Minutes). After extended discussion, the Senate identified several key issues that warranted further involvement of other campus and district groups. As the ACCJC Standard requirement of "consequences" has potential evaluative implications, the discussions necessitate faculty union and District Human Resources involvement. In addition, since a negotiated Code of Ethics for Faculty would apply Districtwide, Fullerton College and North

Orange Continuing Education (NOCE) involvement was deemed necessary as well. The Senate directed the Accreditation Faculty Chair to contact the relevant faculty leadership to initiate such discussions (PFI16.4 - Email Evidence). At this point, it seems that a two-fold approach is warranted, 1) the review of the Code of Ethics for Faculty by the Academic Senates, and 2) the negotiation of the articulated consequences by the faculty unions and District.

Evidence:
- PFI16.1 - BP 3003
- PFI16.2 - Academic Senate Minutes 102220
- PFI16.3 - Academic Senate Minutes 021121
- PFI16.4 - Code of Ethics for Faculty Emails

PFI 17

Improve security through replacement of campus locks. (III.B.1)

The College will replace locks on campus with interior locking mechanisms to provide extra security in case of emergency lockdown.

Responsible Parties: VP of Administrative Services, Director of Physical Plant
Status: Complete
Narrative: All campus locks with interior locking mechanisms were retrofitted to be enabled from within the room to improve security. The project was completed in May 2019 (PFI17.1 - Fleming Email; PFI17.2 - Jeffredo Email).

Evidence:
- PFI17.1 - Fleming Email
- PFI17.2 - Jeffredo Email

PFI 18

Complete the assessment of the Network Refresh Project. (III.C.2)

District Information Services will complete an assessment of the wired, wireless video, and voice network to better serve students and staff.

Responsible Parties: District Director of Information Services
Status: Work in Progress
Completion Timeline: May 2022
Narrative: The NOCCCD Network Refresh Project began in 2015, and after initial approval by the Board of Trustees (BOT) to authorize expenditures, a steering committee was formed to oversee the project. By 2018, the Assessment and Network Design Phases were completed and the results were presented to the BOT (PFI18.1 - BOT Meeting Minutes) who subsequently approved the Procurement and Implementation Phase (PFI18.2 - BOT Meeting Minutes). However, to take advantage of the advancements in technology that had been made since the initial proposals had been approved, in May 2019 the BOT agreed to reject all previous bids that

had been received (PFI18.3 - BOT Meeting Minutes). In July 2019, a Network Refresh summary was presented to the BOT detailing the Network Refresh Project procedures; the BOT approved funding and awarded the contract to Vector USA who is now implementing the project (PFI18.4 - Network Refresh Board Summary; PFI18.5 - BOT Meeting Minutes). In June 2020, a change order was approved by the BOT which extended the project completion deadline to December 2021 (PFI18.6 - Network Refresh Board Resolution). A subsequent change order in February 2021 to addresses impacts of COVID-19 related delays extended the completion date to May 2022 (PFI18.7 - Network Refresh Board Action).

Evidence:
- PFI18.1 - BOT Meeting Minutes 050117, p. 48
- PFI18.2 - BOT Meeting Minutes 052218, p. 107
- PFI18.3 - BOT Meeting Minutes 051419, p.125
- PFI18.4 - Network Refresh Board Summary
- PFI18.5 - BOT Meeting Minutes 072319, p. 6
- PFI18.6 - Network Refresh Board Resolution 062320
- PFI18.7 - Network Refresh Board Action 020921

PFI 19

Increase collaboration and solicitation of input in financial decision-making. (III.D.1, III.D.2)

The College and District will work together to increase collaboration and solicitation of input from constituency groups as an intrinsic element of the financial decision-making process.

Responsible Parties: Vice Chancellor of Finance and Facilities, VP of Administrative Services
Status: Complete and Ongoing
Narrative: In the years since the ISER, the College and District have made significant efforts to increase collaboration and solicitation of input from constituency groups with regard to fiscal decision-making. At Cypress, the College has revamped its financial decision-making processes by strengthening the alignment of resource allocation with the Program Review process. In addition, there is a more robust budget evaluation by divisions and less reliance on the One-Time Funding process (PFI19.1 - PBC Meeting Minutes). At the District, a new budgeting model was implemented in 2020-21 which allows for more autonomy in decision-making for the Colleges (PFI19.2 - Budget Model). For example, each College is now able to decentralize revenues, utilize performance-based funding, and benefit from savings for innovations such as sustainability initiatives. At District Consultation Council (DCC) and Council on Budget and Facilities (CBF) meetings which are composed of constituent representatives from across the District, there is more transparency and dialogue about state and local resource allocation processes (i.e., Student Centered Funding Formula, Resource Allocation Model), and discussion on how to allocate one-time funds (PFI19.3 - DCC Meeting Minutes; PFI19.4 - CBF Meeting Minutes).

While both the College and District have proactively engaged in efforts to increase opportunities for collaboration and input, those efforts have not yet been fully recognized by the campus

community. The most recent Employee Campus Climate Survey conducted in Fall 2019 identified transparency in planning and decision-making, and meaningful involvement in shared governance as key areas for improvement (PFI19.5 - Employee Campus Climate Survey). It should be noted that the perceptions regarding decision-making processes have improved since 2017, but remain low with an average of just over 50% agreement overall, and as low as 43% among full-time faculty (see Employee Campus Climate Survey p. 7). Faculty leadership posit that while many in the campus community have recognized the improvements made, they are overshadowed by significant lapses in collaboration in specific instances which may explain the Climate Survey results (PFI19.6 - Goralski Email). The College and District will continue to work to address these issues in both practice and perception.

Evidence:
- PFI19.1 - PBC Meeting Minutes
- PFI19.2 - Budget Model
- PFI19.3 - DCC Meeting Minutes
- PFI19.4 - CBF Meeting Minutes
- PFI19.5 - Employee Campus Climate Survey

PFI 20

Submit a substantive change for awards 50% or more online. (IV.A.4)

The College will submit a substantive change with more than 50 awards that can now be achieved more than 50% online.

Responsible Parties: Accreditation Liaison Officer
Status: Complete
Narrative: As the College was finalizing the Substantive Change Proposal in Spring 2017, ACCJC revised the Substantive Change Inquiry process to a simplified electronic form submission via their website. The College completed the electronic form and received receipt of confirmation and indication that a substantive change was not warranted at that time (PFI20.1 - ACCJC Letter). However, in Spring 2020, the College moved to remote instruction in response to the COVID-19 pandemic. As the emergency stay-at-home orders continued, the College made adjustments to ongoing terms for instruction as dictated by the state Chancellor's Office and ACCJC. The College identified the courses and programs to be offered 50% or more online and submitted Emergency Temporary Distance Education Addendum Blanket Approval requests to the state Chancellor's Office (PFI20.2 - ETDE Submission; PFI20.3 – ETDE Submission), and notified ACCJC as requested (PFI20.4 - ACCJC Response; PFI20.5 - ACCJC Response).

Evidence:
- PFI20.1 - ACCJC Letter March 2018
- PFI20.2 - ETDE Submission July 2020
- PFI20.3 - ETDE Submission December 2020
- PFI20.4 - ACCJC Response July 2020

- PFI20.5 - ACCJC Response December 2020

> **PFI 21**
> Evaluate dissemination of resource allocation and financial accountability processes.
> (IV.D.2)
>
> The District will evaluate the dissemination of its resource allocation and financial
> accountability processes to make them easily accessible and centralized.

Responsible Parties: Vice Chancellor of Finance and Facilities
Status: Complete and Ongoing
Narrative: The District has made efforts to disseminate information regarding resource allocation and accountability processes in several ways. In Fall 2017, the District began the process of reviewing and revising the resource allocation procedures that had been employed for several years. The Resource Allocation Workgroup (RAW), a shared governance subcommittee, was established to begin the review of the current budgeting processes and make recommendations to the Council on Budget and Facilities (CBF) and the District Consultation Council (DCC). Over the next three years, RAW met regularly to develop the new Resource Allocation Model (RAM) and kept District shared governance groups apprised of their progress (PFI21.1 - CBF Minutes; PFI21.2 - DCC Summary; PFI21.3 - Accreditation F&F Write-Up). The proposed RAM was presented and discussed at NOCCCD Board meetings and shared at the College by the VP of Administrative Services at the Planning and Budget Committee (PBC), Presidents Advisory Council (PAC), and Management Team meetings (PFI21.4 - PAC Minutes; PFI21.5 - PBC Minutes; PFI21.6 - BOT Minutes). In addition, District representatives hosted a districtwide Budget Allocation Model Forum to provide an opportunity to learn about the RAM as well as District and College budget processes (PFI21.7 - Budget Forum Email). Currently, CBF has assigned the District Budget Officers the task of developing a new Resource Allocation Handbook which is to be revised in Spring 2021 (PFI21.8 – Resource Allocation Handbook Draft).

Evidence:
- PFI21.1 - CBF Minutes 071320
- PFI21.2 - DCC Summary 102819
- PFI21.3 - Accreditation F&F Write-up
- PFI21.4 - PAC Minutes
- PFI21.5 - PBC Minutes 091720
- PFI21.6 - BOT minutes 112619 p. 818
- PFI21.7 - Budget Forum Email 120920
- PFI21.8 - Resource Allocation Handbook Draft

PFI 22

Improve district communication efforts to ensure effective operations. (IV.D.6)

The District will look for ways to improve communication efforts through more Districtwide forums for conversation and engagement.

Responsible Parties: Chancellor
Status: Complete and Ongoing
Narrative: There have been several efforts made on behalf of the District to improve communications to ensure effective operations. For example, the District has hosted several on-campus events to promote increased communication opportunities. Coffee with the Chancellor was held regularly (pre-COVID) as an opportunity for informal and open discussion with members of the Board of Trustees and Chancellor (PFI22.1 - Coffee Flyer; PFI22.2 - Coffee Email). The District has also hosted Open Forums to provide information and solicit feedback on various specific districtwide projects including resource allocation processes and the recent Educational and Facilities Master Plan (PFI22.3 - Budget Forum Email; PFI22.4 - EFMP Open Forum Email). Additionally, in response to requests for more direct access to key District Services such as Human Resources and Finance, regular Campus Office Hours were held weekly for each campus (PFI22.5 - District Office Hours Email). Some of the campus meetings were suspended during remote operations and resumption should continue once campuses reopen. Finally, the District is conducting its Districtwide Climate Survey in Spring 2021 which will help assess of the efficacy and improvement of District communication efforts (PFI22.6 – District Survey Email).

Perceptions regarding the efficacy of these efforts vary. While many people recognize that there has been increased outreach by the District, the perception is that overall, these efforts have not significantly improved communication between the College and the District. Several factors have been identified to be potential causes. First, the College recognizes the negative impact that recent contract negotiations between the District and employee groups has had on trust and communication, and the need to repair the rift that has developed. The distrust has led to the common sentiment that meetings and forums are held to disseminate information as opposed to an opportunity for genuine interaction and meaningful engagement. Others have noted that the scheduling of important meetings does not always take faculty schedules into account, often scheduled during peak teaching times or conflicting with other faculty meetings. For example, the Resource Allocation Model (RAM) Open Forum was held on Thursday December 10, 2020 from 3:00-5:00pm which was during the last Academic Senate Meeting of the semester. Moreover, in a related communication issue, recent interactions at Board of Trustees meetings have led to the perception that voices have been "chilled" by Board leadership: opportunity for discussion and input is frequently suppressed. The College, District, and Board of Trustees should continue to work towards repairing the damage and re-building the trust, respect, and communication necessary for ongoing improvement and effective operations.

Evidence:

- PFI22.1 - Coffee Flyer Fall 2017
- PFI22.2 - Coffee Email Spring 2020
- PFI22.3 - Budget Forum Email
- PFI22.4 - EFMP Email
- PFI22.5 - District Office Hours Email
- PFI22.6 - District Climate Survey Email 042021

PFI 23

Conduct annual assessments of the budget allocation model and formula allocation. (IV.D.7)

The District will conduct an annual assessment of the budget allocation model and formula allocation and more effectively disseminate evaluation results to all stakeholders.

Responsible Parties: Vice Chancellor of Finance and Facilities
Status: Complete and Ongoing
Narrative: The development of the new Resource Allocation Model (RAM) began in 2017 and was recently approved and implemented for 2020-21 (PFI23.1 - Proposed Budget 2020-21). The RAM essentially shifts resource allocation to the individual budget centers (colleges) which then allocate an agreed upon percentage of 9.25% back to the District for central services. The development of the RAM included comparisons between the old and proposed models using actual 2018-19 and 2019-20 budget figures to assess the efficacy of the model (PFI23.2 - Proposed Budget 2020-21). Since 2020-21 is the first year of implementation, the model has not yet been evaluated but the Council on Budget and Facilities (CBF) is developing an evaluation plan which will be discussed upon its completion (PFI23.3 - CBF Meeting Summary). Results of the evaluation will be shared and discussed at appropriate shared governance committee meetings.

Evidence:
- PFI23.1 - Proposed Budget 2020-21 pp. 43-60
- PFI23.2 - Proposed Budget 2020-21 pp. 43-60
- PFI23.3 - CBF Meeting Summary 121220

Response to Team Recommendations for Improvement

The ACCJC action letter following the accreditation site visit in October 2017 specified four College Recommendations and three District Recommendations for Improvement. The College also received one Recommendation for Compliance (College Recommendation 2) which was successfully addressed in the Follow-Up Report submitted in February 2019 and will not be included in this report.

Below is a status update on each of the Recommendations for Improvement (RFIs) made by the visiting team that includes the responsible parties, current status, completion timeline, and narrative of what actions the College has taken as a result of the recommendations and how these actions have improved institutional effectiveness.

College Recommendations for Improvement

> **College Recommendation 1 (Improvement)**
> In order to increase effectiveness, the team recommends that the college continues its efforts to operationalize a more robust, sustainable, and continuous dialog about the results of SLO assessments and the use of those results for improvement in support of student learning. (IB.1, IB.4, IB.8, IB.9)

Responsible Parties: Instructional SLO Faculty Coordinator, Non-Instructional SLO Coordinator
Status: Complete and Ongoing
Narrative: As a result of the Recommendation for Compliance issued after the 2017 accreditation site visit, the College developed the College Outcomes Assessment and Review Cycle (COA) Plan (CR1.1 - COA Plan). Addressed in detail in the 2019 Follow-Up Report, the COA Plan was designed to facilitate a campus-wide culture of assessment and the use of Student Learning Outcomes (SLOs) across all areas of the campus. The COA Plan also addresses this College Recommendation for Improvement as it seeks to further elevate the prominence of SLO assessments and promote subsequent, robust dialogue about the results of SLO assessments in support of student learning. Some of the essential elements of the COA Plan include required annual assessment of SLOs in all courses, departments, and programs, assessment of Institutional and Program Student Learning Outcomes (ISLO/PSLOs), and the inclusion of SLO assessments and reflections in all instructional and non-instructional program reviews.

In an effort to further operationalize the dialogue about SLO assessments and the use of the results, SLOs were made more robust in the Program Review process in that departments are required to analyze, discuss changes, and identify plans for improvement based on the results of SLO assessment (CR1.2 – Instructional Program Review Form; CR1.3 – Student Services Program Review Form; CR1.4 – Campus Services Program Review Form). The Program Review processes also now include a compliance status that is impacted by SLO participation, and the compliance status is considered in resource allocation and funding processes (CR1.5 -

One-Time Funding Request Form; CR1.6 - Faculty Request Form). Specifically, departments that are deemed "Not in Compliance" may be subject to limitations on budget requests. Departments are given the opportunity, however, to provide evidence to change their compliance status before the next review cycle (CR1.7 - Program Review Summary).

The dialogue about SLO assessments and their impact on student learning go beyond the four-year cycle of the Program Review process. SLO assessments occur annually, and departments and programs discuss SLO results in regular department meetings, Professional Development Flex Day activities, and Student Services Council meetings (CR1.8 - Biology Flex Proposal; CR1.9 - Chemistry Flex Proposal; CR1.10 - Anthropology Flex Proposal; CR1.11 - Student Services Council Minutes). In addition, the SLO Committee comprised of representatives from all instructional divisions meets regularly to discuss program review components, increasing SLO participation, as well as CSLO status reports (CR1.12 - SLO Committee Minutes). Furthermore, the College examines ISLO/PSLO results and other assessment metrics at Planning and Budget Committee (PBC) and President's Advisory Council (PAC) meetings as part of the campus-wide efforts towards ongoing improvement (CR1.13 - PBC Minutes; CR1.14 - PAC Minutes).

One challenge the College faced when operationalizing a more robust dialogue surrounding SLO assessment results was that adjunct faculty were not specifically required to engage in CSLOs per their Adjunct Faculty United (AdFac) union contracts. In fact, many departments refused to ask adjunct faculty to participate in any way as to not violate the contracts. Since a significant proportion of courses at the College are taught by adjunct faculty, this had significant impacts on CSLO completion rates and the College and District needed to address this barrier before additional progress could be made. The issue was further exacerbated by a protracted contract negotiation that was finally resolved in 2019. The new contract more specifically identifies SLO assessment data entry as an administrative clerical requirement of adjunct instructors as a part of their evaluation (CR1.15 - AdFac Contract).

A related challenge was that the College implemented a new learning outcomes management information system called eLumen in Fall 2017. Full-time faculty were trained on the use of the new system and expected to begin using the system to house CSLO data. Due to the aforementioned contract negotiations, adjunct faculty were not required by all departments to participate, so in an effort to increase CSLO participation rates prior to the contract resolution, the College provided a training stipend to adjunct faculty who entered CSLO data (CR1.16 - Adjunct Stipend Email; CR1.17 - PBC Minutes). As a result, Fall 2017 and Spring 2018 showed marked increases in CSLO participation rates, but in the absence of the stipend, those rates again dropped in Fall 2018 and Spring 2019 (CR1.18 - CSLO Status Reports). However, once the new AdFac Contract was ratified, CSLO rates are now beginning to show improvement as more adjunct faculty are being made aware of the new requirements and are engaged in CSLO assessments (CR1.19 - CSLO Status Report Fall 2019).

Finally, the transition to remote operations as a result of the COVID-19 pandemic impacted SLO assessments, in part due to the inability to translate assessment tools into a remote format, as

well as the other complications of a sudden transition to remote teaching. The Instructional SLO Coordinator made substantial efforts to provide assistance, training, and support to instructors to transition this work to a remote environment (CR1.20 - eLumen Instructions; CR1.21 - SLO FAQs; CR1.22 - Coopman Email).

Taken together, the College has seen increased participation in SLO assessments and dialogue surrounding SLO assessment results and student learning, despite the various setbacks. For example, departments that completed their Instructional Program Reviews in 2019-20 assessed over 90% of the courses offered (CR1.23 - IPR Annual Report 2019-20). The COA Plan provided a framework for these efforts, and the integration of SLOs within Program Review and resource allocation processes operationalized these efforts within sustainable College planning processes. The Instructional SLO Coordinator is in the process of developing training materials to help facilitate more meaningful discussions regarding CSLOs and their impacts on student learning (CR1.24 - SLO Training Materials). Moving forward, the College will shift focus to further enhance the dialogue surrounding SLOs and the use of SLO results to improve both student learning and more broadly, institutional effectiveness.

Evidence:
- CR1.1 - COA Plan
- CR1.2 - Instructional Program Review Form
- CR1.3 - Student Services Program Review Form
- CR1.4 - Campus Services Program Review Form
- CR1.5 - One-Time Funding Request Form
- CR1.6 - Faculty Hiring Request Form
- CR1.7 - Program Review Summary
- CR1.8 - Biology Flex Proposal
- CR1.9 - Chemistry Flex Proposal
- CR1.10 - Anthropology Flex Proposal
- CR1.11 - Student Services Council Minutes
- CR1.12 - SLO Committee Minutes
- CR1.13 - PBC Minutes
- CR1.14 - PAC Minutes
- CR1.15 - AdFac Contract p. 54
- CR1.16 - Adjunct Stipend Email
- CR1.17 - PBC Minutes
- CR1.18 - CSLO Status Reports Fall 2017 through Spring 2020
- CR1.19 - CSLO Status Report Fall 2019
- CR1.20 - eLumen Instructions
- CR1.21 - SLO FAQs
- CR1.22 - Coopman Email 120920
- CR1.23 - IPR Annual Report 2019-20
- CR1.24 - SLO Training Materials

> **College Recommendation 2 (Compliance)**
> In order to meet the standards, the college must complete a full review of its processes related to the assessment and review cycle of Student Learning Outcomes for all instructional courses/programs to ensure that all courses, programs, and directly related services are improved (IIA.2, IIA.16)

Status: Complete
Narrative: The Recommendation for Compliance was addressed in the 2019 Follow-Up Report, which was accepted by ACCJC in June 2019.

> **College Recommendation 3 (Improvement)**
> In order to increase effectiveness, the team recommends that the college ensure that in every class section students receive a course syllabus that includes learning outcomes from the institutions officially approved course outlines. (II.A.3)

Responsible Parties: VP of Instruction, Deans
Status: Complete and Ongoing
Narrative: At the time of the accreditation site visit in 2017, academic divisions each had their own procedure to confirm the inclusion of CSLOs in course syllabi. These procedures were effective in ensuring that all syllabi included CSLOs, and during the site visit, nearly all of the syllabi randomly selected by the evaluation team for inspection included CSLOs. However, upon review, the team determined that the CSLOs in the reviewed syllabi were not consistently those from the official Course Outline of Record (COR).

A number of complicating factors led to this issue. First, the curriculum approval process has a long lag time between approval and activation, which leads to confusion regarding which and when CSLOs are "official." Second, the various software systems utilized in curriculum (e.g., CurricUNET, eLumen, Banner) do not seamlessly interface with each other and require human intervention to update which resulted in confusion about where "official" CSLOs were located and when they were finalized. In addition, division offices had each developed their own CSLO confirmation process that varied in efficacy. Finally, the sheer volume of paperwork to individually inspect the syllabus for each course section to confirm the accuracy of the specific wording of each CSLO is a daunting task that naturally lends itself to occasional errors.

Since the discrepancy of official CSLO information on course syllabi was identified, there have been several, varied attempts to address the problem. When the College decided to search for a new Curriculum approval software, there was hope that a system that seamlessly interfaced with eLumen would be selected to solve for that issue (CR3.1 - Grote Email). Unfortunately, there was a lack of agreement on a single program to be used by all colleges in the District which complicated the decision-making process. Those discussions were then paused while the State Chancellor's Office explores obtaining a system to be made available to all colleges statewide. In the meantime, the College continues to explore ways to clarify the location and activation date of "official" CSLOs and the best way to confirm accuracy.

The SLO Committee has made repeated efforts to facilitate the inclusion of official CSLOs in course syllabi. The SLO Coordinator emails faculty before the start of each semester, with a reminder to include active CSLOs on syllabi with attached instructions detailing how to find active CSLOs for courses in CurricUNET (CR3.2 - Coopman Email; CR3.3 - CurricUNET Instructions). In addition, the active CSLOs on course syllabi requirements are articulated in the SLO FAQ sheet emailed to all instructors each semester (CR3.4 - SLO FAQs). The instructional materials are also posted on the Cypress College SLO webpage (CR3.5 - SLO Webpage). Finally, SLOs on syllabi are discussed regularly at SLO Committee meetings and representatives are asked to follow-up with faculty in their divisions (CR3.6 - SLO Committee Meeting Minutes).

In conjunction with these efforts, the College recognized that a uniform process to be utilized by faculty and deans needed to be developed. During this time, however, there was an instability in leadership in the area of Instruction at the College. A structural change from a single Executive Vice President to two Vice Presidents (VP of Instruction and VP of Student Services) and the sudden departure of a newly hired VP of Instruction (VPI) put the efforts to resolve the syllabus CSLO issue on hold. However, this effort has been renewed since the arrival of the new VPI in Fall 2020, and the VPI has worked with the deans to devise a multi-stage effort to rectify the issue.

In order to ensure the accuracy of the CLSOs, faculty will first receive a standard email from the deans requesting submission of course syllabi to the division offices one week prior to the start of the semester. The email reminds the instructor of the need to confirm the accuracy and currency of the CSLOs for the course as a necessary element for compliance, as well as provides a link to CurricUNET (CR3.7 - Douglas Email). Second, to further increase the accuracy of CSLOs in course syllabi, the deans are in the process of developing a more streamlined and consistent confirmation process to be used across campus (CR3.8 - Douglas Email). Discussions about this issue are being included in Department Coordinator meetings (CR3.9 - Department Coordinator Meeting Agenda), and deans are working with the instructional SLO Coordinator to explore various approaches to address the issue, including using eLumen participation reports and coordinating the timing of SLO Committee reports and follow-up efforts (CR3.10 - Email Evidence). Finally, an AdHoc committee consisting of deans and faculty has been formed to further explore workable practices to confirm official CSLO inclusion in syllabi moving forward (CR3.11 - AdHoc Committee).

Evidence:
- CR3.1 - Grote Email 101818 and 040819
- CR3.2 - Coopman Email
- CR3.3 - CurricUNET Instructions
- CR3.4 - SLO FAQs
- CR3.5 - SLO Webpage
- CR3.6 - SLO Committee Meeting Minutes
- CR3.7 - Douglas Email 020721
- CR3.8 - Douglas Email 020921

- CR3.9 - Language Arts Department Coordinator Meeting Agenda 022421
- CR3.10 - Young and Coopman Emails
- CR3.11 - AdHoc Committee

> **College Recommendation 4 (Improvement)**
> In order to improve effectiveness, the team recommends that the college assess and review the overall process for resource allocation to assure alignment with institutional goals, and to promote transparency and communication of resource allocations processes. (I.A.3, I.B.9, III.D.3)

Responsible Parties: Vice President of Administrative Services
Status: Complete and Ongoing
Narrative: At the time of the accreditation site visit and in subsequent years, the College experienced several upper-level management retirements and resignations which resulted in substantial change in leadership. As a result, work on some accreditation projects needed to be delayed until the new leadership had a chance to settle into their positions and assess the College's practices and procedures.

The current Vice President of Administrative Services (VPAS) began his tenure at Cypress College in 2019. Prior to his tenure, the College maintained a historical base budget that had not been adjusted for several years. As available funds were recognized, they were allocated via two separate one-time funding processes at the College. The first was an Advanced One-Time Funding process which was essentially a repeated, annual allocation made for regular expenses that were identified at the start of each year. The second was a Competitive One-Time Funding process which addressed other funding needs that arose throughout the year. Both of these one-time funding decisions were made utilizing the shared governance process and were tied to College and District Strategic Directions as part of the decision-making process (CR4.1 - Porter Email).

After a review and assessment of the resource allocation processes was conducted, the VPAS began to institute changes to these processes for the campus beginning in the 2019-20 fiscal year. Specifically, departments were asked to propose a full budget that would be inclusive of previous "Advanced One-Time Funding" allocations to develop a modified base budget that was more in line with annual projected department needs. The modified base budgets reflected actual spending in the prior year as well as anticipated equipment and supply expenses of the coming year (CR4.2 - Porter Email). As this constituted a new process, the campus budget office provided the necessary support to assist with the development process. Support included workshops and one-on-one meetings between managers and the Administrative Services staff throughout Spring 2019 to review expenses, provide budget templates to develop the new budget, and detail the elements to be included (CR4.3 - Ceppi Email). Additionally, the budgeting process moved to a two-year cycle to allow for more efficient use of carryforward budget balances and instituted ongoing (three times per year) budget performance review meetings between managers and Administrative Services staff (CR4.4 - Porter Email). Taken

together, these changes greatly improved both transparency and communication regarding the budgeting and resource allocation processes utilized by the College.

While significant work had been accomplished with regard to budget development and planning, there was still a need to review the one-time funding process that was used to address unanticipated expenditures. In Fall 2019, the shared governance Planning and Budget Committee (PBC), under the leadership of the VPAS, began a review of the College's Competitive One-Time Funding practices and made several changes including a more robust alignment with institutional goals. First, the One-Time Funding process was linked more directly to Program Review by requiring requestors to connect their resource requests to the established needs and/or goals identified in their Program Review (CR4.5 - One-Time Funding Request Form). The College Mission Statement and District/College Strategic Plans continue to be important components of the process and are used, along with Program Review, to evaluate submitted requests (CR4.6 - One-Time Funding Scoring Rubric). Second, the pool of available funds is more clearly identified from the outset to provide greater context and transparency to the amount of funding available for allocation. Finally, the previous request limitations were removed to provide greater flexibility in determining a department's actual funding needs (CR4.7 - Porter Email).

In addition to the changes made to resource allocation processes thus far, the Faculty Hiring Prioritization and Classified Position Prioritization processes are also being reviewed and revised by the Planning and Budget Committee (PBC) to ensure alignment with institutional goals, and better promote transparency and communication. The review discussions will include how best to utilize Program Review to promote increased alignment with the College's goals, planning, and strategic directions (CR4.8 - PBC Minutes; CR4.9 - Faculty Hiring Prioritization Form)

The Planning and Budget Committee (PBC) discussions surrounding these budgeting and resource allocation processes are designed to communicate to the various members (faculty, management, and staff) the guiding principles and goals of the budgeting process (CR4.10 - Porter Email). The changes to department budgeting, the revised One-Time Funding process, as well as the pending revisions to Faculty Hiring Prioritization and Classified Position Prioritization are indicative of significant progress towards improving alignment with institutional goals, as well as the transparency and communication of resource allocations processes.

Evidence:
- CR4.1 - Porter Email 112119
- CR4.2 - Porter Email 112119
- CR4.3 - Ceppi Email
- CR4.4 - Porter Email 112119
- CR4.5 - One-Time Funding Request Form
- CR4.6 - One-Time Funding Scoring Rubric
- CR4.7 - Porter Email 202120
- CR4.8 - PBC Minutes 120320

- CR4.9 - Faculty Hiring Prioritization Form
- CR4.10 - Porter Email 202120

> **College Recommendation 5 (Improvement)**
> To increase effectiveness, the team recommends that the college develop a structure to organize governance information in a manner that is accessible. Additionally, the team recommends continued effective communication through the consistent development and dissemination of robust committee meeting minutes that include constituent dialogue and feedback. (IV.D.1)

Responsible Parties: President
Status: Complete and Ongoing
Narrative: In order to improve the organization and dissemination of shared governance information, the College moved away from an internal shared drive ("the J: drive") and created the Cypress College Governance webpage on the College website (CR5.1 - Governance Webpage). The page includes a list of shared governance committees and links to their individual webpages. Each committee webpage has descriptive information regarding the purpose and membership of the group as well as links to agendas, minutes, and other relevant resources. The webpages are easily and directly accessible via the Employees tab at the top of the College website (CR5.2 - College Website). While the implementation of the Governance webpage has created a much-improved structure to house and easily access shared governance information, continued work regarding ongoing maintenance is still necessary. The College is working to create maintenance and update procedures to ensure that the pages remain effective and accurate. In addition, plans to further clarify the relationships between the various governance committees and identify how the committees work together are underway.

The College has also made a more concerted effort to promote the development and dissemination of more robust committee meeting minutes in various leadership committees across the campus. For example, the Curriculum Committee began to distribute the meeting agenda and minutes broadly via email to the campus community in 2019, in addition to posting them on the Governance webpage (CR5.3 - Curriculum Minutes Email). Additional efforts included informing shared governance and other campus committees about the Recommendation for Improvement and directing them to review their minutes to ensure that they met the advised criteria of the standard (CR5.4 - Email Evidence). Reminders about the need for robust minutes are also made in various shared governance and leadership meetings when appropriate (CR5.5 - Academic Senate Minutes). The College is also working to create a template and training related to writing meeting minutes to be offered to personnel responsible for recording committee work and dialogue (CR5.6 - Training Evidence). Ensuring regular posting of minutes will be an element of the Governance webpage update and maintenance process that is in development (CR5.7 - Email Evidence).

Evidence:
- CR5.1 - Governance Webpage
- CR5.2 - College Website

- CR5.3 - Curriculum Minutes Email
- CR5.4 - Email Evidence
- CR5.5 - Academic Senate Minutes 022521
- CR5.6 - Training Evidence
- CR5.7 - Email Evidence

District Recommendations for Improvement

District Recommendation 1 (Improvement)

In order to increase effectiveness, the team recommends that the district fully implement its new plan to review all chapters of the board policies and associated administrative procedures over a 6-year cycle. (IV.C.7).

Responsible Parties: Chancellor
Status: Complete and Ongoing
Narrative: The North Orange County Community College District (NOCCCD) has developed a 6-year review cycle for Board Policies (BP) and Administrative Procedures (AP) to ensure ongoing review and updates of all seven chapters (DR1.1 - BP/AP Review Cycle). In response to the Recommendation for Improvement issued by the visiting team, the NOCCCD Board of Trustees (BOT) held a Board Policy Study Session on September 25, 2018 to review and discuss development and review processes utilized for District policies and procedures. In this study session, the BOT determined that a subcommittee to review policies should be established to gain a mutual understanding of what needs to be updated and to determine priority and future action (DR1.2 - BOT Minutes).

The BP and AP review process begins in District Consultation Council (DCC). As a shared governance committee, DCC utilizes the Microsoft Teams platform to provide members ample opportunity to comment on policies and procedures to be reviewed prior to DCC meetings. All comments are shared during the meeting to facilitate the review. Once approved, the policies and procedures are forwarded to the Board of Trustees for their review and posted to the District website upon approval (DR1.3 - DCC Minutes; DR1.4 - BOT Minutes). The established BP and AP Review Cycle and related processes ensure that all board policies and procedures are reviewed over a 6-year cycle.

Evidence:
- DR1.1 - BP/AP Review Cycle
- DR1.2 - BOT Minutes 092518 p. 133
- DR1.3 - DCC Minutes 042219 pp. 3-4
- DR1.4 - BOT Minutes 042319 pp. 115-116

> **District Recommendation 2 (Improvement)**
> In order to increase effectiveness, the team recommends that the governing board review both its BP 2740 and AP 2740 to create a clear direction for the ongoing training program for board development. Both policy and administrative procedures should reflect that all board members engage in ongoing training program for board development, including new member orientation. (IV.C.9).

Responsible Parties: Chancellor
Status: Work in Progress
Completion Timeline: TBD
Narrative: The Board Policy Subcommittee that was established as a result of the Board Policy Study Session discussed above in District Recommendation 1 began their review with policies in the 2000s, including BP 2740. The Board of Trustees (BOT) discussed the need to add more substance to the policy and create better balance between ongoing education and new trustee education in both the BP and the AP, and the matter was referred to the Board Policy Subcommittee for further discussion (DR2.1 - BOT Minutes). In May 2019, the Subcommittee provided an update on their progress noting that in their review of BP 2740 that changes to that policy might necessitate changes to AP 2740 as well (DR2.2 - BOT Minutes).

The Subcommittee completed their review of BP 2740 in May of 2020 and presented the revisions to the BOT for a first read. At the June 23, 2020 meeting, the BOT discussed the proposed changes and made additional recommendations for revision including a title change, inclusion of additional topic areas, as well as changes to language in order to avoid limiting topics to just those specifically listed in the BP (DR2.3 - BOT Minutes; DR2.4 - DCC Agenda). The revised BP was referred to legal counsel for review, but no revisions were recommended DR2.5 - DCC Agenda).

The proposed BP 2740 was then discussed at District Consultation Council's (DCC) October 2020 meeting who added "equity, inclusion, and anti-racist practices" to the listing of relevant areas for professional development before approving the revised board policy and forwarding their recommendations to the BOT for their consideration (DR2.6 - DCC Summary; DR2.7 - BOT Agenda). In November 2020, after additional discussion and final revisions the Board approved BP 2740 and the revised policies were posted to the District website (DR2.8 - BOT Minutes; DR2.9 - Board Policy Webpage).

The revisions to BP 2740 represent a substantial increase in the ongoing training and professional development of BOT members. Specific changes to language provide clear direction for ongoing training and development. In addition, more specific delineation of elements of the new trustee orientation provide greater clarity of content and expectations (DR2.10 - BOT Agenda). Finally, professional development and education participation is tracked and documented to ensure ongoing engagement (DR2.11 - BOT Participation Tracking). AP 2740 will be reviewed by DCC to determine whether modifications based on the revised BP 2740 are warranted.

Evidence:
- DR2.1 - BOT Minutes 092518
- DR2.2 - BOT Minutes 052819 p. 169
- DR2.3 - BOT Minutes 062320 p. 121
- DR2.4 - DCC Agenda 102620 p. 29
- DR2.5 - DCC Agenda 102620 p. 25
- DR2.6 - DCC Summary 102620 p. 6
- DR2.7 - BOT Agenda 112420 p. 33
- DR2.8 - BOT Minutes 102620
- DR2.9 - Board Policy Webpage
- DR2.10 - BOT Agenda 112420 p. 33
- DR2.11 - BOT Participation Tracking 101220

District Recommendation 3 (Improvement)
To increase effectiveness, the team recommends that the Colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (III.D.1, III.D.4).

Responsible Parties: Chancellor
Status: Complete and Ongoing
Narrative: As a result of the work leading up to the ISER, the District was aware of the concerns regarding the budget model that existed at that time and discussions of a new budget model began soon after in Fall 2017. These discussions began in the Council of Budget and Facilities (CBF), and a subcommittee of CBF called the Resource Allocation Workgroup (RAW) was established to explore a new budget model (DR3.1 - CBF Minutes 111317). The RAW, which included fiscal officers, faculty, classified staff, and confidential employees, began their work in January 2018 (DR3.2 - CBF Minutes 021218).

Early work of the RAW included the development of their purpose, reviewing the parameters of SB 361, and outlining the principles and vision for the proposed model. The guiding principles for the proposed model were finalized and approved by CBF in May 2018 (DR3.3 - CBF Minutes 051418) and the workgroup began to develop a new resource allocation model referred to at the time as the "Push-Out Allocation Model." The basic premise of the model was to shift (or "push out") the funding received from the State to the Colleges who would then be responsible for managing their allocations. The District would receive funds back from the Colleges (or "budget centers") to cover the centralized services provided.

In December 2018, the work of the RAW was significantly impacted by the switch in the funding formula utilized by the State Chancellor's office from SB 361 to the Student-Centered Funding Formula (SCFF). The SCFF was a major shift from previous funding mechanisms and the District contracted an outside consulting firm, Cambridge West, to provide guidance and support the District to implement the SCFF into the parameters of the Push-Out Allocation Model being developed.

The RAW worked to create the District's new resource allocation model, renamed the Resource Allocation Model (RAM), which was first presented to CBF in August 2019. The RAM was tested by utilizing the previous 2018-19 budget figures, as well as a side-by-side comparison of the upcoming 2019-20 budgeting process, with the goal of seeing the impacts of the new model and better understanding how and why each campus received their allocation (DR3.4 - CBF Minutes 081219). The RAW continued to run projections comparing the old and new budgeting models, determining District percentages, and updating chargebacks, and reported their results at CBF meetings (DR3.5 - CBF Minutes 101419; DR3.6 - CBF Minutes 120919).

Through the spring and summer of 2020, the RAM was regularly discussed at CBF meetings and it was decided to implement the RAM in 2020-2021 (DR3.7 - F&F Write-Up). At the July 2020 CBF meeting, a detailed breakdown of site revenues and expenditures was presented, as well as highlights of the differences between the two models. There was significant discussion that included explanations about how the RAM allowed for the campuses to look at their revenues as a source to fund additional Operating Allocations and Extended Day, which where specific concerns with the previous model (DR3.8 - CBF Minutes 071320).

The RAM was rolled out with the 2020-21 Proposed Budget (DR3.9 - 2020-21 Proposed Budget), and initial impacts were evaluated at the December 2020 CBF meeting in order to make necessary adjustments. District staff solicited input, suggestions, and recommendations from CBF and several discussions took place to identify what needed to be adjusted and how. The Budget Office was requested to identify components that worked well, as well as make recommendations for changes to be discussed at a future meeting (DR3.10 - CBF Minutes 121420).

A presentation of the RAM was made to the campuses via a virtual Open Forum in December 2020 which was then posted to the District website (DR3.11 - Open Forum). The new Budget Allocation Handbook that will align with the RAM is currently in development (DR3.12 - CBF Minutes 101220). As the RAM has been newly implemented for 2020-21, an evaluation will be conducted at the end of the fiscal year and adjustments will be made accordingly.

Evidence:
- DR3.1 - CBF Minutes 111317
- DR3.2 - CBF Minutes 021218
- DR3.3 - CBF Minutes 051418
- DR3.4 - CBF Minutes 081219
- DR3.5 - CBF Minutes 101419
- DR3.6 - CBF minutes 120919
- DR3.7 - F&F Write-Up
- DR3.8 - CBF Minutes 071320
- DR3.9 - 2020-21 Proposed Budget
- DR3.10 - CBF Minutes 121420

- DR3.11 - Open Forum 121020: [Video Link](#)
- DR3.12 - CBF Minutes 101220

Reflection on Improving Institutional Performance: Student Learning Outcomes (SLOs) and Institution Set Standards (ISSs)

Reflection on Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Reflect on the college's assessment processes since the last comprehensive review.

What are the strengths of the process that helps lead the college to improve teaching and learning?

The SLO assessment process has seen significant improvements since the implementation of the College Outcomes Assessment (COA) Review Cycle Plan that was developed as a result of the Recommendation for Compliance received by the College in 2018. The COA Plan, in conjunction with the efforts of the Instructional and Non-Instructional SLO Coordinators, has resulted in increasing participation in the SLO assessment process across all areas of the College. One of the goals of the COA plan was to create a culture of assessment wherein all departments participate in annual assessments of their programs and services. This campus-wide focus on ongoing assessment creates a shared experience and commitment to the College's pursuit of student learning and achievement, and highlights the need for all areas of the campus to work collectively to achieve this shared goal.

Establishing a culture of assessment has had the added benefit of making the use of data a more normalized and expected element of other processes. More specifically, the engagement in regular assessment has made the use of data more universal and underscores the role of data and its importance in making decisions. As a result, data driven decision-making has become the standard expectation across campus.

Another strength of the SLO process has been the impact on courses and teaching methodologies. More departments are regularly discussing SLO results at department meetings, often as part of their required Flex Day activities (SLO.1 - Combined Flex Agendas). When Flex activities were expanded to include department sponsored events, the incentive to engage in SLO discussions was increased. Much of the resistance towards SLO participation was grounded in the lack of time available to engage in department discussions given the busy schedules of faculty. Providing the opportunity to fulfill Flex obligations while meeting to discuss SLOs eliminated the barrier and increased participation. Flex Day discussions include examining benchmarks, developing activities and teaching strategies to address difficulties in subject matter, reviewing grading policies, sharing best practices, and revising curriculum based on SLO results.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Significant progress in SLO assessment participation has been made, however, a key factor to ongoing success lies in the need for increased adjunct faculty participation. As of 2019, adjunct faculty are required to participate in the data collection and entry of SLO assessment tools as part of their administrative duties. However, their contract does not specifically require adjunct faculty to participate in other aspects of the SLO process such as SLO development or the critical discussion of SLO results. While some departments have robust participation from adjunct faculty in SLO discussions, that is not yet the culture across the entire campus. Even more critical is that adjunct faculty are not compensated for their time in these meetings. Depending on the semester, adjunct faculty teach approximately 40% of the total number of courses taught on campus and are the sole instructor for approximately 20%. As such, compensated adjunct participation in SLO conversations is the necessary next step in the effective use of SLOs to promote student achievement and success.

The SLO process would also benefit from continuing to improve the usefulness of the SLO data gathered. Because the College fell behind in SLO completion rates, the campus efforts have thus far been focused primarily on meeting the requirements established. In order for the process to be most effective, however, the focus needs to move beyond compliance. As the use of SLOs becomes common practice, efforts to make the process more meaningful can continue to grow. Improvement efforts such as revising CSLOs and PSLOs to make them more meaningful, developing effective assessment tools, and learning how to better use data are all areas to be explored and developed. These improvement efforts have already begun with instructional departments re-examining their SLOs to maximize their usefulness, as well as the SLO Coordinator working with Department Coordinators to help improve the processes used. Continued progress in this direction will help refine the process and create more meaningful results.

A third area of growth lies in the increased use of disaggregated data in SLO analysis discussions. Thus far, the focus on the SLO process has been to increase SLO assessment participation and mapping the CSLOs to campus ISLO/PSLOs within the College's four-year Program Review cycle. The next phase will include incorporating disaggregated SLO data into the Program Review process to identify and address potential equity gaps in disproportionately impacted groups.

Another area of growth is in the potential expanded use of department PSLOs. Currently, the College has established four ISLO/PSLOs that are designed to be analyzed at the institutional and program levels, and some departments have developed additional PSLOs for department use or as required by external accrediting bodies. In addition, the College uses the Associate Degree and Certificate Assessment Plan (ADCAP) in order to assess ISLOs for degrees and certificates. Recent graduates are sent a survey that assess how well their program of study met the College's ISLOs (SLO.2 - ADCAP Survey). However, degree and certificate PSLOs are not part an instructional department's SLO process and further discussion regarding the role of PSLOs for degrees and certificates is warranted.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

There are numerous examples of improvements made in courses, programs, and services as a result of the SLO process. Some examples include,

- The Aviation and Travel Careers Department moved to utilize improved standardized Computer Based Interactive Training (CBIT) course modules to improve online and hybrid courses, as well as worked with the English Department to create an English course for CTE students based on PSLO results (SLO.3 - ATC Program Review).

- The Accounting Department worked to improve SLO results by identifying various successful methodologies including homework, case studies, events, and workshops to teach foundational concepts and encouraged all instructors to integrate them into their courses. In addition, the department revised their curriculum to better utilize the textbook publisher homework program to better measure the results for each individual SLO and isolate a specific SLO more effectively, and provide easier and more effective collection of results by instructors for each individual SLO (SLO.4 - ACCT Program Review).

- The Dental Hygiene Department developed curriculum and revised prerequisites to better prepare students for success in the program as well as modified the mode of delivery for courses when the SLO results indicated less success in fully online courses (SLO.5 - DH Program Review).

- The Health Information Technology Department revised the approach to present projects to students by breaking down the overall content of the assignment into smaller increments and providing feedback at completion of each stage of the project to help improve student success (SLO.6 - HI Program Review).

- The Communication Studies Department worked in conjunction with adjunct faculty to create more similar experiences for the students by creating guidelines for courses that all instructors utilize when designing their individual classes. Guidelines included ranges for total required minutes of speaking and individual speech assignments, weighting of public speaking and communication theory emphasis in course construction, common writing requirements and weighting (SLO.7 - COMM Program Review).

- The Chemistry Department identified challenging concepts and created an original lab manual and lab activities that incorporated specific practices to increase CSLO success. Additionally, as a result of their PSLO results the Department intensified their focus on critical thinking and problem-solving skills in introductory chemistry courses as well as increased the exposure to current events that relate to chemistry in the non-science major chemistry courses (SLO.8 - CHEM Program Review).

The College has also made improvements in non-instructional service areas as well.

- Disability Support Services (DSS) used their SSSLO results to identify areas of improvement in terms of tracking students who use the accommodations and services available. DSS recognized the disparity between the number of students to are eligible and the number of students who actually utilize the available accommodations. Plans to develop a process to accurately identify each group to compare the success rates of each in order to better target and promote the use of DSS services is underway (SLO.9 - DSS Program Review).

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

The Instructional SLO Committee has made substantial efforts to support increasing participation rates for departments who are falling behind. The SLO Coordinator sends regular reminder emails to encourage timely SLO completion (SLO.10 - Coopman Emails). In addition, the SLO Committee has developed and distributed training materials including an FAQ sheet that includes deadline dates, as well as instructions on finding CSLOs and entering eLumen data (SLO.11 - SLO FAQs; SLO.12 - Finding CSLOs). The SLO Committee regularly discusses how to improve SLO completion rates and representatives are asked to make announcements in Division meetings and follow up with Department Coordinators (SLO.13 - SLO Committee Minutes 110220; SLO.14 - SLO Committee Minutes 030121).

In addition, the College has made efforts to better integrate SLO participation into other campus processes. As discussed earlier, the College made substantial changes to the Program Review process to make SLO participation more impactful (see College RFI 1 and QFE 1). A department's Program Review now includes a summary page that identifies commendations and recommendations, as well as assigns a compliance status (SLO.15 - Program Review Summary). A department will receive a status of In Compliance, Compliance-Needs Improvement, or Not in Compliance, and the compliance status is determined in large part by a department's CSLO completion rates. In addition, the Program Review Summary is now a required element of resource allocation requests and a department's status may impact their request (SLO.16 - One-Time Funding Request Process). Specifically, departments that are deemed "Not in Compliance" may be subject to limitations on budget requests. Departments are given the opportunity, however, to provide evidence to change their compliance status before the next review cycle. The inclusion of the compliance status was designed to both incentivize SLO assessment participation as well as provide a level of accountability.

Finally, the work to complete SLOs in the Administrative Service areas continues. The College was in the process of revising the existing Administrative Unit Outcomes (AUOs; now called Administrative Service Outcomes) when the need to focus on the College's upcoming accreditation cycle delayed those efforts. After completing the Institutional Self-Evaluation Report, Accreditation team visit, and required Follow-up Report, work on the ASO revisions resumed. The COA Plan implementation included a re-examination of SLOs in both the Student and Administrative Service areas and both SSSLOs and ASOs were revised. In addition, the Program Review process and cycle for both Student Service and Administrative Service areas

were revised. Plans to begin the new four-year Program Review cycle (to include the newly revised SSSLOs and ASOs) were in progress when the College was forced to close due to COVID-19. Since that time, all Administrative Services efforts have been focused on effectively sustaining the business of the College in the remote environment. The College plans to renew the efforts to assess ASOs when on-campus business resumes.

Evidence:
- SLO.1 - Combined Flex Agendas
- SLO.2 - ADCAP Survey
- SLO.3 - ACT Program Review
- SLO.4 - ACCT Program Review
- SLO.5 - DH Program Review
- SLO.6 - HI Program Review
- SLO.7 - COMM Program Review
- SLO.8 - CHEM Program Review
- SLO.9 - DSS Program Review
- SLO.10 - Coopman Emails
- SLO.11 - SLO FAQs
- SLO.12 - Finding CSLOs
- SLO.13 - SLO Committee Minutes 110220
- SLO.14 - SLO Committee Minutes 030121
- SLO.15 - Program Review Summary
- SLO.16 - One-Time Funding Request Process

Reflection on Institution Set Standards (Standard I.B.3)

ACCJC Standard I. B. 3. reads: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

Has the college met its floor standards and its stretch (aspirational) goals?

The trend data reported in the College's 2021 ACCJC Annual Report indicates that the College has consistently met the institution-set standards for course completion, certificate completion, degrees awarded, and transfer for at least the past two years (ISS.1 - ACCJC Annual Report). Specifically, course completion rates have been stable over the past three years at 73%, and have consistently exceeded the floor standard of 72%. Certificate completion, degrees awarded, and transfers have not only met their respective floor standards, but have realized significant increases over the past three years. With regard to certificates, the introduction of the IGETC and GE Breadth certificates in 2018-19, in addition to other new certificates, contributed to a dramatic increase from 690 certificates awarded in 2017-18 to 2,442 in 2019-20. The increases in degrees and transfers have also been impressive, with 1,387 degrees awarded in 2017-18 to

1,860 in 2019-20, and 848 transfers in 2017-18 to 1,242 in 2019-20. As a result of these notable increases, aspirational stretch goals for these metrics have also been attained. The exception is course completion which has an established stretch goal of 76%, which the College has not yet achieved.

The College also has a baccalaureate program that has awarded 15 degrees over the past three years. The College met the institution-set standard and stretch goal in 2018-19, but fell two degrees short of meeting the standard in 2019-20. Because the program is new, with the first cohort beginning in Fall 2017, the focus has been on program growth, which will ultimately lead to more degrees awarded in future years.

What initiative(s) is the college undertaking to improve its outcomes?

In order to improve student outcomes, the College has been engaged in a variety of large-scale initiatives designed to support student learning, equity, and success. For example, the College has adopted a Guided Pathways framework to support student success with an emphasis on equity. With the support of a Title V grant, Guided Pathways has established cross-functional Completion Teams within eight of the College's academic divisions, each of which includes a faculty data coach, faculty peer coach, and counselor, as well as members from student services and administration who work together to support the students within their division. The Completion Teams provide unique support to students by holding major-specific events or orientations, working with departments to develop curricular pathways in Program Mapper, and providing resources and equity trainings to faculty, among other activities to help students in their divisions succeed.

Additionally, as a result of AB 705 legislation, placement tests were phased out of the assessment process for English and math in 2018-19. Instead of placement tests, the College developed a guided self-placement (GSP) tool used to recommend the appropriate transfer-level English and math course to students (ISS.2 - GSP Link). This was a transformative change in the assessment process that, along with the resulting innovative curricular changes made by faculty, produced narrowing equity gaps and significant increases in student completion of transfer-level English and math across all ethnic groups (ISS.3 - 2019-20 AB 705 Report).

Another large-scale initiative the District has undertaken to improve student outcomes is the North Orange Promise. The North Orange Promise gives first-time, full-time students at Cypress College access to free tuition for their first two years of college in addition to a variety of academic and learning support services. Specifically, students who are a part of the North Orange Promise receive comprehensive counseling, tutoring services, as well as supplemental scholarships for qualifying students. The North Orange Promise provides a more streamlined onboarding process for incoming students while giving them access to the necessary tools and support for academic success (ISS.4 - North Orange Promise).

Finally, an effort the College is hoping to expand upon to support student success is auto-awarding degrees and certificates for qualifying students. In Spring 2021, the Career Technical

Education (CTE) Division initiated a small-scale pilot project to identify students who have successfully completed coursework for five specific low-unit certificates but had not applied for the award (ISS.5 - PAC Minutes). Through this pilot project, 54 students were identified and subsequently notified that they had earned one or more certificates and that they would automatically be awarded the certificates unless they elected to opt out. None of the students elected to opt out and a total of 79 certificates were auto-awarded. The College is currently exploring ways to effectively streamline the auto-awarding process in order to accommodate all degrees and certificates.

How does the college inform its constituents of this information?

The College informs its constituents of student achievement trend data, institution-set standards, and goals in several ways. Institution-set standards and aspirational stretch goals are reviewed, discussed, and reestablished annually in the Planning and Budget Committee (PBC), which is the College's primary shared governance planning committee. The process includes examining recent data trends, evaluating whether goals were met, discussing goal-setting methodologies, and determining appropriate actions as needed (ISS.6 - PBC Minutes). Subsequently, a summary of the discussion and the agreed-upon standards and goals are shared with President's Advisory Council (PAC) for approval (ISS.7 - PAC Minutes). Both PBC and PAC include representation from all constituent groups and each representative is responsible for sharing the dialogue and information with their respective constituents. Additionally, institution-set standards and goals are posted on the Institutional Research and Planning webpage and are evaluated in an annual Institutional Effectiveness Report that is shared with the Board of Trustees, and also posted on the Institutional Research and Planning webpage (ISS.8 - BOT Minutes; ISS.9 - IRP Webpage).

Evidence:
- ISS.1 - ACCJC Annual Report
- ISS.2 - GSP Link
- ISS.3 - 2019-20 AB 705 Report
- ISS.4 - North Orange Promise
- ISS.5 - PAC Minutes
- ISS.6 - PBC Minutes
- ISS.7 - PAC Minutes
- ISS.8 - BOT Minutes
- ISS.9 - IRP Webpage

Outcomes of the Quality Focus Projects

The Quality Focused Essay (QFE) projects that were proposed in 2017 were in response to the general directive of ACCJC to target areas where the College needed improvement. During the process of self-evaluation, the Accreditation Steering Committee identified three areas of importance to long-term improvement and student learning that included Student Learning Outcomes, Distance Education, and Funding Mechanisms. The Commission revised the directive at their 2019 conference to encouraged schools to propose QFE projects that more directly focused on improving student learning and achievement. As such, the updates to the QFEs below were guided by the original directive.

Quality Focused Essay 1: Student Learning Outcomes

> **Desired Goal for QFE 1**
> Cypress College will re-double its efforts to focus on closing the identified gaps in the College's SLO completion process and further integrate SLOs into the College's ongoing efforts to improve student success.

Action Step 1: Revisit and Streamline SLOs, PLOs, AUOs, and ILOs

The College will improve the institutional effectiveness of outcomes by revisiting and streamlining all campus SLOs, PLOs, AUOs, and ILOs to provide meaningful connections.
Responsible Parties: SLO Coordinator, Department Chairs
Status: Complete and Ongoing
Narrative: After receiving the Recommendation for Compliance from the accreditation visiting team, the College focused its efforts on reviewing its SLO assessment processes and developing a plan to ensure a review cycle for all courses, programs, and directly related services to ensure ongoing improvement. The result was the College Outcomes Assessment and Review Cycle (COA) Plan which was approved and implemented in 2018. The COA Plan includes annual SLO assessments, revisions to Institutional and Programs Student Learning Outcomes (ISLO/PSLOs), and mapping SLOs to ISLO/PSLOs to be included in Program Review, among other elements (QFE1.1 - COA Plan). As such, the COA Plan also addressed many of the Action Plan items of this QFE.

As one of the primary goals of the Recommendation for Compliance was to increase SLO assessment participation rates, particularly Course SLOs (CSLOs), campus efforts were initially focused on these efforts. The Instructional SLO Committee worked to get faculty to engage in more regular and consistent assessments of the existing CSLOs as required by the COA Plan. Given the historical resistance of faculty that resulted in the low participation rates in the first place, the SLO Committee decided to delay the "revisiting and streamlining" CSLOs plans of this QFE until participation rates improved and faculty were more comfortable with the assessment process. In addition, the College had just obtained a new learning outcome management information system, eLumen, and significant work was necessary to train faculty on the new system and map the existing CSLOs to department PSLOs for inclusion in Program

Review. The SLO Committee determined that the best course of action would be to utilize the four-year program review cycle to have all instructional programs learn how to use eLumen, determine how best to increase CSLO assessment rates, and complete their PSLO mapping. Once all departments have completed their first cycle, the SLO Committee will refocus efforts on streamlining CSLOs and improving assessment methodologies to make them more meaningful and effective. The current four-year Instructional Program Review cycle will conclude in 2021-22 and the next phase will begin in Fall 2022 (QFE1.2 - Program Review Cycle).

The College's work on non-instructional SLOs was also impacted. SLOs in the student services areas (SSSLOs) were well-established at the time of the Accreditation visit. In fact, one of the College's Commendations specifically praised the SLO work done by student services (QFE1.3 - External Evaluation Report). Nonetheless, the implementation of the COA Plan necessitated some changes to the SSSLO process in to help make assessments more meaningful and better align with the goals of the COA Plan. At the same time, the Non-Instructional SLO Coordinator was working to refine the Administrative Service Outcomes (ASOs, formerly AUOs) process to align with the COA Plan.

In addition to the changes in non-instructional SLOs, significant changes have been made to the program review process in the student and administrative services areas. Specifically, the College has added a Student Services Program Review (SSPR) Committee to facilitate and support the program review process for student services. The SSPR Committee ensures tracking and further elevates the prominence of SLO discussions in these areas (QFE1.4 - SSPR Report). A similar committee is being explored for Administrative Services areas.

Finally, the Accreditation SLO Subcommittee, a committee formed as part of the COA Plan development to examine the College's existing ISLO/PSLOs and better facilitate a campus-wide culture of assessment, reconvened in 2020 to address some identified gaps and unclarity in ISLO/PSLO mapping and assessments. The Subcommittee successfully reformatted the ISLO/PSLOs from a chart to a narrative form to improve clarity, understanding, and meaningfulness, we well as added an equity component which will be incorporated into future mapping cycles (QFE1.5 - ISLO/PSLOs). The Subcommittee continues to meet to address some challenges in non-instructional areas, but significant improvements in institutional effectiveness have been realized as a result of the progress in streamlining SLOs thus far.

Action Step 2: Increase Participation in Learning Outcomes
The College will increase faculty and administration participation rates in learning outcomes reporting.
Responsible Parties: SLO Coordinator, Department Chairs
Status: Complete and Ongoing
Narrative: As discussed above, the COA Plan was developed in response to the SLO-related Recommendation for Compliance received from the accreditation visiting team. One of the first elements of the COA plan to be developed was the annual assessment of SLOs across the campus. According to the COA Plan, all areas of the campus (Instruction, Student Services, and Campus Services) are required to assess a minimum of one SLO annually (courses are to be

assessed each semester). Departments determine which SLOs are to be assessed as well as set outcome standards. SLO assessment results are to be included in the department's program review which occurs on a four-year cycle. The annual/semester assessment of SLOs was in an effort to increase participation rates by making assessments a regular practice, akin to submitting grades (for courses) and annual review of department effectiveness. While various factors have contributed to the ups and downs of participation rates (see College RFI #1) the College is making steady improvements.

SLO assessments have also been elevated in the Program Review process. All areas of the campus participate in Program Review on a four-year cycle. Instructional Program Review (IPR), Student Services Program Review (SSPR), Campus Services Program Review (CSPR), and Specialized Instructional Program Review (SIPR) have all reviewed and modified the forms used to expand SLO assessments and participation rates as part of the program review process. In addition, program review processes now include a summary page that identifies commendations and recommendations, as well as assigns a compliance status (QFE1.6 - Program Review Summary). The Program Review Summary is now a required element of resource allocation requests and a department's compliance status may impact their request. The inclusion of the compliance status was designed to both incentivize departments to improve/maintain their SLO assessment participation as well as provide a level of accountability.

SLO participation rates have also been impacted by the recent inclusion of reporting SLO data as a clerical duty required in the adjunct faculty contract. As discussed in College RFI #1, most adjunct faculty had previously not been participating in SLO data collection due to varied interpretations of the nature of those duties. The recent contract agreement clarified that duty and more adjunct faculty are participating in CSLO assessments as they are made aware of the change.

Action Step 3: Establish and Implement a Committee of Chairs
The College will establish a Committee of Chairs to improve collaboration to eliminate achievement gaps and increase student achievement.
Responsible Parties: SLO Coordinator, AUO Coordinator
Status: Work in Progress
Narrative: The goal of establishing a "Committee of Chairs" was to increase collaborations across campus in order to work together to increase student achievement. When the Committee of Chairs proposal was presented in various leadership meetings, a number of concerns were raised about committee proliferation as well as overlap of various existing committees since the same people tend to sit on multiple committees. A "new" committee with a different mix of the same voices was deemed repetitive and unnecessary. Given these concerns, the creation of the Committee of Chairs was postponed until other options had been explored.

Instead, efforts to collaborate and decrease the work being conducted in "silos" has taken other forms. First, there has been an effort to integrate representation on Instructional and Student Services Program Review Committees. This integration allows for better understanding of the needs identified by programs during their review process. For example, the Student Services

Program Review (SSPR) liaison who sits on the Instructional Program Review (IPR) Committee is able to hear about student service needs identified and is able to align processes more directly (QFE1.7 - Instructional Program Review Committee Membership).

A second effort to collaborate across areas has been the increased collaboration between Instructional and Non-Instructional SLO Coordinators. Prior to the implementation of the COA plan, the SLO Coordinator was in Instruction. While SLO efforts in Student and Campus Services had been ongoing, they were limited by the lack of an official Non-Instructional SLO Coordinator and the work in each area had been independent of each other. The Instructional and Non-Instructional SLO Coordinators have been working together on the Accreditation SLO Subcommittee and are identifying appropriate ways to integrate their efforts to help increase student achievement.

Third, the work in Guided Pathways has increased cross collaboration across the campus in multiple ways. The Guided Pathways Steering Committee is co-chaired by faculty and management, with membership representing all areas of the campus. In addition, the College received a Title V Grant that resulted in the creation of cross-functional Completion Teams to help facilitate student equity and achievement that are comprised of faculty, student services, and management personnel (QFE1.8 - Completion Team Structure).

Finally, instead of creating the proposed Committee of Chairs, the College has made efforts to utilize existing shared governance committees such as President's Advisory Council (PAC) and the Planning and Budget Committee (PBC) to have more robust dialogue and discussion about student achievement data and related institutional effectiveness metrics (QFE1.9 - PAC Minutes; QFE1.10 - PBC Minutes). The impact of these efforts will be examined over time to determine whether they have successfully improved collaboration and student achievement, and adjustments will be made accordingly.

Action Step 4: System for SLO Tracking and Disaggregation
The College will secure an improved information system to house SLO tracking and disaggregation amongst cross platform integration.
Responsible Parties: SLO Coordinator, AUO Coordinator
Status: Complete
Narrative: The College obtained the eLumen learning outcome management information system in 2017. CSLOs and Instructional ISLO/PSLOs have been entered into the system and are being utilized by instructional departments in both CSLO assessment discussions and Instructional Program Review. Since eLumen was initially configured for courses, the College has encountered challenges in trying to utilize eLumen for non-instructional areas, however various solutions are currently being explored.

As the focus of SLO efforts has been on increasing participation rates and integrating SLOs into Program Review, the College has not yet disaggregated SLO data. The integration of SLO data into program review has come in stages. First, CLSO data was included for department review, then PSLO data was added. In order to avoid overwhelming faculty, many of whom were new to

CSLO discussions, the decision was made to delay introduction of disaggregated CSLO data until all departments go through the current cycle and will begin in Fall 2022 (QFE1.11 - Email Evidence).

Evidence:
- QFE1.1 - COA Plan
- QFE1.2 - Program Review Cycle
- QFE1.3 - External Evaluation Report
- QFE1.4 - SSPR Report
- QFE1.5 - ISLO/PSLOs
- QFE1.6 - Program Review Summary
- QFE1.7 - Instructional Program Review Committee Membership
- QFE1.8 - Completion Team Structure
- QFE1.9 - PAC Minutes
- QFE1.10 - PBC Minutes
- QFE1.11 - Email Evidence

Quality Focused Essay 2: Distance Education

Desired Goal for QFE 2

Cypress College will continue its efforts to improve and expand its DE program to meet current definitions and standards for distance education and to address the needs of 21st century learners. This includes a reorganization of the DE Program, evaluation of the current courses and technology utilized, and writing and finalizing a new DE plan.

Action Step 1: Reorganize Distance Education Personnel

The College will increase program and institutional effectiveness by reorganizing the Distance Education Program personnel.

Responsible Parties: President, Academic Senate

Status: Complete and Ongoing

Narrative: The Distance Education (DE) program was initially supported by a full-time faculty coordinator, a full-time instructional designer, and an administrative assistant. After Title V grant funding expired in 2013 and a series of personnel changes, the coordinator position remained vacant for 2.5 years. From 2014-2016 the DE program was supported by an administrative assistant and a temporary special projects director. During this time, the context for the DE Program changed substantially and the Distance Education Advisory Committee (DEAC) was not empowered to make decisions related to the implementation of changes as necessary.

In 2016, the duties of the faculty DE Coordinator were revised and assigned 60% reassigned time beginning Spring 2017. In addition, the College assigned a Dean of Distance Education to provide administrative support. The DE team also includes a full-time, temporary Special Projects Manager and full-time DE Assistant, and is further supported by the DE Committee

comprised of faculty representatives from each of the divisions, a Disability Support Services (DSS) specialist, and the Academic Computing manager.

Plans to further reorganize the infrastructure of the DE Program have been outlined in the new DE Plan and DE Program Review. The plans include, reclassifying the DE Assistant, establishing a permanent DE Project Manager, reassessing the duties and compensation of the faculty DE Coordinator, and hiring an instructional designer (QFE2.1 - 2017-2023 Distance Education Plan; QFE2.2 - Distance Education Program Review).

Action Step 2: Update Literature to advertise the Distance Education Program
The College will update campus literature to effectively advertise the DE program and clarify course criteria and expectations as defined by delivery mode.
Responsible Parties: Distance Education Coordinator, Department Coordinators, Deans
Status: Complete and Ongoing
Narrative: The College has made efforts to improve the clarity of information regarding Distance Education (DE) course offerings in campus publications in several ways. Previously, DE courses were identified in the Class Schedule by type of DE mode utilized, "online" and "hybrid," and distinct icons were used to identify each. However, confusion regarding what constituted a "hybrid" course ensued as each instructor was able to set their own parameters and had varying conceptions of what "hybrid" meant.

The College adopted the definitions developed jointly by the Distance Education and Education Technology Advisory Committee and California Community Colleges Chancellor's Office (QFE2.3 - Distance Education Guidelines). The DE Guidelines recognize and define the three types of online courses, "Fully Online" (FO) and "Partially Online" (PO) and "Online with Flexible In-person Component" (OFI). Whenever an online, partially online or OFI section requires an activity that cannot be completed online or asynchronously, that requirement must be noted in the Schedule of Classes. In addition, the College defines Web-Enhanced courses as in-person classes that offer students access to class materials and resources online (QFE2.4 - 2017-2023 Distance Education Plan).

The College planned to utilize the updated terminology and new icons for 2020-21 before COVID-19 forced the campus to move to remote instruction. Instead, the Fall 2020 and Spring 2021 Class Schedules required detailed explanations of the nature of the remote instruction utilized for each course. Distinctions between "Online," "Remote," and "Hybrid" modes were defined and identified so that students would know whether the courses were to be taught asynchronously or synchronously, or a combination of both (QFE2.5 - Fall 2020 Schedule; QFE2.6 - Spring 2021 Schedule). Plans to implement the new terminology and updated icons as well as the specific on-campus requirements for partially online courses are planned for both the pdf and searchable Class Schedules when the College returns to more regular on-campus instruction (QFE2.7 - Cassens Email).

Action Step 3: Evaluate Needs of Distance Education Students and Faculty

The College will administer a survey to identify and calculate the specific needs of DE students and faculty.

Responsible Parties: Distance Education Coordinator, Faculty Distance Education Coordinator, Institutional Research and Planning Office

Status: Complete and Ongoing

Narrative: Ascertaining the needs of Distance Education (DE) students and faculty has been an ongoing endeavor of the DE Program for several years. Results of the student and faculty surveys conducted in 2016-17 provided the basis for many of the goals and objectives of the DE Plan. The DE Faculty Satisfaction Survey identified various needs including technical support and access to training. As a result, plans to revise DE instructor training included increasing availability and frequency, providing more online training options, compressing content to reduce training length, increasing support for training, accessibility and course development, and creating certification processes for previous online teacher training. The DE team began implementing these goals and the number of faculty completing training to become DE certified increased substantially which resulted in significant growth in DE instruction (QFE2.8 - 2017-2023 Distance Education Plan).

In the DE Student Satisfaction Survey conducted in Fall 2016, students expressed that regular and substantive interaction (RSI) (between students and with the instructor) contributed to their satisfaction with online learning and was critical for learning and persistence. In addition, survey results indicated that students highly value timely feedback, instructor responsiveness, and student-student interactions in discussions. The DE Plan specifically details the standards online courses must meet with regard to RSI (QFE2.9 - 2017-2023 Distance Education Plan). In Spring 2020, the DE Committee developed an RSI Policy which reflected the 2019 changes to Title 5, Section 55204. The RSI Policy was amended in Fall 2020 to reflect changes in federal guidelines issued by the Department of Education in August 2020, and it was approved by the Academic Senate in January 2021 (QFE2.10 - RSI Policy).

In Spring 2020, distance education at the College changed dramatically as a result of COVID-19 and the move to remote instruction for the entire campus. The DE Team facilitated this transition within days of the campus closure; the campus closed on a Friday and classes resumed 5 days later. With such an abrupt shift to online teaching, the College worked to ensure that students would be able to finish the semester by providing equipment, additional training for students and instructors, and increased support for the various tools necessary for a successful transition. The College conducted numerous surveys in Spring 2020 of both staff and students to determine what their needs were in the remote environment for both the remainder of Spring 2020 (QFE2.11 - Employee Telecommuting Results; QFE2.12 - Student Needs for Remote Instruction Survey) and the subsequent terms (QFE2.13 - Student Survey Results; QFE2.14 - Student Survey Results).

Plans for regular and ongoing surveys are in progress but have been delayed until the College returns to campus and resumes the previous more traditional forms of DE instruction used prior to COVID-19. The DE team hopes to provide time for students to better understand the difference between traditional "online" classes versus "remote" instruction before administering

surveys to ensure more accurate results. In addition, the College is discussing plans to participate in the Chancellor's Office survey used to complete its biennial DE Report that was originally scheduled for Spring 2020 but delayed due to COVID-19 (QFE2.15 - McAlister Email).

Action Step 4: Create a Distance Education Plan

The College will create a Distance Education Plan to update policies and practices related to distance education and improve program quality.

Responsible Parties: Distance Education Coordinator, Faculty Distance Education Coordinator

Status: Complete

Narrative: The Cypress College Distance Education Plan 2017-2023 had been in development since the expiration of the previous plan in 2017. As the Distance Education (DE) program went through a transitional period from 2017-2019, the plan's development was delayed which is explained in the Forward of the DE Plan. The DE Plan was completed in 2020 but campus approval was delayed due to the shift to remote instruction. The Plan was approved by the Academic Senate, and President's Advisory Council (PAC) in Spring 2021 (QFE2.16 - Senate Minutes; QFE2.17 - PAC Minutes). The DE Plan updates campus policies and practices related to DE instruction, outlines DE course guidelines, identifies student and faculty support structure, and sets program goals and objectives to promote learning and ongoing student success (QFE2.18 - 2017-2023 Distance Education Plan).

Evidence:
- QFE2.1 - 2017-2023 Distance Education Plan
- QFE2.2 - Distance Education Program Review
- QFE2.3 - Distance Education Guidelines
- QFE2.4 - 2017-2023 Distance Education Plan
- QFE2.5 - Fall 2020 Spring Schedule
- QFE2.6 - Spring 2021 Spring Schedule
- QFE2.7 - Cassens Email
- QFE2.8 - 2017-2023 Distance Education Plan
- QFE2.9 - 2017-2023 Distance Education Plan
- QFE2.10 - RSI Policy
- QFE2.11 - Employee Telecommuting Results
- QFE2.12 - Student Needs for Remote Instruction
- QFE2.13 - Student Survey Results
- QFE2.14 - Student Survey Results
- QFE2.15 - McAlister Email
- QFE2.16 - Senate Minutes
- QFE2.17 - PAC Minutes
- QFE2.18 - 2017-2023 Distance Education Plan

Quality Focused Essay 3: Extended-Day Funding

> **Desired Goal for QFE 3**
> Budget Centers within NOCCCD should receive from the District sufficient resources to be able to meet their FTES targets within their allocations.

Action Step 1: Modify the Extended Day Funding Model

The College will work with the District to modify the EDFM to provide adequate resources to meet and sustain college FTES targets.

Responsible Parties: District Consultation Council, Board of Trustees

Status: Complete

Narrative: During the preparation of the ISER in 2017, the College identified concerns related to the budgeting model being utilized at the time. Historically, the campuses received an ongoing allocation through the District's Extended Day Funding Model (EDFM) as part of the budget process. That allocation only covered a portion of the total amount spent on extended day expenses and the campuses were dependent on using carryover funds to supplement these costs (QFE3.1 - 2020-21 Proposed Budget). Over several years, the College was seeing increasingly significant drops in carryover balances as the funds provided by the District were deemed insufficient and the campus was required to use local revenue to fund instruction (QFE3.2 - 2017 ISER).

As a result of the ISER and the Recommendation for Improvement received from the accreditation visiting team, the District began a major review of the budgeting process and ultimately developed the recently implemented Resource Allocation Model (RAM) (see District RFI 3). While the RAM was in development, the District provided annual one-time funding allocations to the College to cover the EDFM deficits (QFE3.3 - Porter Email).

In addition to the development and implementation of the RAM, the introduction of the Student-Centered Funding Formula (SCFF) by the State Chancellor's Office fundamentally changed how community colleges received their funding. Previous funding mechanisms relied primarily on FTES, however, the SCFF changed the funding formula to a combination of FTES and other performance and population-based metrics. The District incorporated the SCFF into the RAM under development (QFE3.4 - CBF Minutes).

The implementation of the RAM and SCFF have profound impacts on how instruction and other expenses are funded at the College. The RAM identified four "budget centers," the three colleges Cypress, Fullerton, and NOCE, and District Services. Resources are allocated to the three campuses, where each contribute 9.25% of revenues to District Services. The model incorporates the SCFF apportionment revenues, other state revenues, and other/local revenues. All personnel and operating costs are covered by the individual budget center and Districtwide expenses are paid for by all four budget centers (QFE3.5 - CBF Minutes). By "pushing out" the revenues to the budget centers, the responsibility, decision-making, and control of resources is shifted to the College.

The SCFF has also had significant impacts on revenue received by the College. While the majority of funding (70%) still comes from FTES, the College has the ability to generate the remaining 30% by serving specific student populations and increasing various student success metrics resulting in the institution having an additional means to impact the revenue earned than in the previous model.

The greater control over budgeting decisions at the College as a result of the RAM, in addition to the greater influence on revenues received as a result of the SCFF, empowers the College to determine how best to allocate resources. The College is able to fully fund all instruction (regular and extended day) first, and budget other expenses accordingly. As such, the College is no longer reliant on the funding allocated from the District, but rather on its own earnings and management of resources. However, it should be noted that the transition of responsibility has underscored the importance of developing effective enrollment management strategies given the impacts on revenue available for other resource allocation requests (QFE3.6 - Porter Email). In turn, the Colleges will need to rely on carryover funds to supplement their needs (QFE3.7 - 2020-21 Proposed Budget).

The RAM was implemented for the first time in 2020-21 and the impacts will be evaluated at the end of the fiscal year and adjustments made by the District accordingly. At the campus level, the impacts of the RAM and SCFF will be discussed as part of the annual evaluation of budgets.

Evidence:
- QFE3.1 - Proposed Budget and Finance Report 2020-21 pp. 43-60
- QFE3.2 - ISER pp. 434-436
- QFE3.3 - Porter Email
- QFE3.4 - CBF Minutes 040819
- QFE3.5 - CBF Minutes 110220
- QFE3.6 - Porter Email
- QFE3.7 - Proposed Budget and Finance Report 2020-21 pp. 43-60

Fiscal Reporting

Insert ACCJC Annual Fiscal Report

Appendices

Appendix A: Acronyms Page

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Fullerton College
                Accreditation Midterm Report (Draft)

Action	
Resolution	
Information	X
Enclosure(s)	X

BACKGROUND: In Spring 2015, Fullerton College began to prepare for reaffirmation of accreditation by developing an Institutional Self-evaluation Report for a site visit in October 2017 by the Accrediting Commission of Community and Junior Colleges (ACCJC). The seven-year accreditation cycle includes a Midterm Report in the fourth year that reports on the progress made to recommendations resulting from the 2017 accreditation site visit. The Midterm Report, due to the Commission by October 15, 2021, also includes college and district-identified improvement plans and was drafted with input from all campus constituencies.

This agenda item is submitted by Dr. José Ramón Núñez, Vice President, Instruction.

How does this relate to the five District Strategic Directions? This item responds to all five District Strategic Directions.

How does this relate to Board Policy: The item relates to Board Policy 3200, Accreditation.

FUNDING SOURCE AND FINANCIAL IMPACT: All items related to accreditation are within budget.

RECOMMENDATION: It is recommended that the Board receive as information a draft of the Fullerton College Accreditation Midterm Report.

Cherry Li-Bugg
Recommended by

Chris H Marshall
Approved for Submittal

4.b.1
Item No.

Accreditation Midterm Report
October 2021

Submitted by
Fullerton College
321 E. Chapman Ave.
Fullerton CA 92832

Submitted to:

Accrediting Commission for Community and Junior Colleges,Western

Association of Schools and Colleges

Date Submitted:

To: Accrediting Commission for
Community and Junior Colleges,
Western Association of Schools and
Colleges

From:

_____
(*Name of Chief Executive Officer*)

_____
(*Name of Institution*)

_____
(*Address*)

I certify there was broad participation/review by the campus
community and believe thisreport accurately reflects the nature
and substance of this institution.

Signatures:

_____
(*Chief Executive Officer*)   (Date)

_____
(*Chairperson, Governing Board*)   (Date)

_____
(*Name, Title, Representing*)   (Date)

_____
(*Name, Title, Representing*)   (Date)

_____
(*Name, Title, Representing*)   (Date)

_____
(*Name, Title, Representing*)

Section 4: Preparation of Midterm Report

To prepare the 2020 Midterm Report, the college generally followed the process used to prepare the 2017 Instructional Self-evaluation Report (ISER). This process allowed for broad participation among college constituencies and ensured that the resulting report reflected the entire college community. It should be noted that much of the work of the report was done at a time when the campus was closed due to the Covid-19 pandemic, which required creative and varied ways to share information and collect feedback.

The Accreditation Steering Committee (ASC) had previously been an *ad hoc* committee that was formed at the midpoint between accreditation visits. This approach may have worked in the past, but following the completion of the 2018 follow up report, the college determined that a standing committee would better serve its needs, and it approved the structure of a permanent ASC in Fall 2019.

The committee divided responsibility for monitoring the projects and initiatives that would be the basis for much of the midterm report, including college's response to recommendations from the visiting team, progress on action plans identified in the 2017 ISER and the two quality focus projects outlined in the Quality Focus Essay (QFE). The committee met monthly to share progress and updates and to evaluate the status of the work on the recommendations and the stated goals outlined in the ISER and QFE. The committee also met with key constituencies on campus to share progress. These included Faculty Senate, President's Advisory Council (PAC), Institutional Integrity Committee, Classified Senate, Associated Student Senate, and Deans' Council.

4.1 ASC Membership:
- Co-chairs:
  - Vice President for Instruction, who serves as the college's Accreditation Liaison Office
  - A member of the faculty selected by the Faculty Senate and the college President
- Members:
  - Six faculty, elected by Faculty Senate, with no more than three from any one academic division
  - Six managers, selected by the college President
  - Two classified professionals, selected by the classified employees bargaining group
  - Two students, selected by Associated Students
- Resource members:
  - Director of Institutional Research
- Meetings:
  - Third Monday of the month 3-5 p.m.

Section 5: Plans Arising out of the Self-Evaluation Process

In the 2017 ISER, the college identified three self-improvement tasks. With the North Orange County Community College District, four additional self-improvement tasks focused on district processes were identified. This section will focus on the progress the college and district have made on accomplishing these tasks.

5.1 Include institution set standards in the College Catalog (I.B.3)

Rationale: Setting and monitoring institution-set standards are an important way the college evaluates its effectiveness. The college and local community should be provided with information about the standards and how the college is working to maintain them.

Plan: The college will include a description of the standards in the online college catalogue with a link to a web page containing the most recent information about the college's performance against the standards.

Status: Language for the catalogue was drafted and approved by the Institutional Integrity Committee. The catalogue administrator was notified of the change and the catalogue was updated in February 2021 to include the description of the standards and a link to current information.

5.2 Distance Education Advisory Committee (II.A.16)

Rationale: The Distanced Education Advisory Committee had been formed prior to 2010 as an *ad hoc* group to prepare a Distance Education Strategic Plan. Once the plan was accepted, the committee's work was combined with an ongoing committee focused on technology. However, during the self-evaluation process, the Accreditation Steering Committee realized that an ongoing committee focused on distance education pedagogical practices was needed to ensure the college was engaging in best practices for distance education. In October 2015, Faculty Senate approved the formation of a permanent subcommittee, and DEAC began meeting in Nov. 2015.

Plan: Based on the recommendations of the "Reac DEAC" workgroup, the senate will create a subcommittee that ensures DE courses have sufficient academic rigor, that DE students have access to student support services, and that DE classes are part of institutional planning.

Status: DEAC is a standing subcommittee that reports to Faculty Senate. The committee meets monthly. According to its mission statement, "DEAC defines a common vision for distance education at the College. It establishes goals and charts the coordinated implementation of distance learning across the campus. In addition, DEAC positions the College to respond most effectively and efficiently to growth in demand and to the rapidly changing technological opportunities within the field of e-learning. Among DEAC's goals are to: 1) increase student success and retention, 2) establish a comprehensive program for student learning outcome assessment (SLOA) in distance education (DE) courses, 3) increase student access, 4) establish a permanent DE Director and Instructional Technology Center, 5) increase faculty training in DE methods, technologies, and assessment practices, 6) increase student support and training for application to DE classes, 7) ensure and maintain the academic rigor of the DE curriculum, 8) ensure and maintain academic integrity."

Membership:

Milestones and Highlights:
- Updated Online Teaching Certificate training to be fully online
- Developed a Title 5 training for faculty teaching remotely
- Developed the role of Distance Education Division Reps
- Updated and published the Fullerton College Distance Education Handbook

5.3 Institutional Integrity Committee

Rationale: While various existing college committees were conducting the work of reviewing and evaluating college effectiveness, there was no centralized place or structure for ensuring that these evaluations were done on a regular basis and that the results were used as part of the planning and review process. The ASC recommended to Faculty Senate and to the President's Advisory Council that a new committee be formed to take on that role.

Plan: In Fall 2016, the Accreditation Steering Committee worked with Faculty Senate and the President's Advisory Council to develop the mission and makeup of the Institutional Integrity Committee. The focus of the committee would be evaluating the College's processes, practices, procedures, and publications to ensure the integrity and effectiveness of the College's planning and decision-making process and its alignment with the College's mission. The committee would report to both PAC and Faculty Senate, and its membership would be drawn from all constituent groups: faculty, managers, classified professionals, and students.

Status: The IIC began meeting in February 2017 and has held bi-monthly meetings since then. Membership on the committee has continued to include a mix of faculty, managers, classified professionals, and students.

Membership: 6 Faculty reps (elected by Faculty Senate, with no more than 2 members per academic division; one faculty member becomes co-chair), 3 Management reps, 3 Classified professional reps, 3 Associated Students reps

Major Milestones / Highlights
[from draft IIC annual report; revise when final report is available]

- Reviewed the 10 Institution-Set Standards using data through the 2019-2020 academic year.
- Published a review of the 2019-2020 Institution-Set Standards and presented the findings to the campus community.
- Incorporated the Institution-Set Standards into the College Catalog.
- Discussed and supported the proposed Protocols for Participatory Governance Committees, which was approved at Faculty Senate and PAC and which will be incorporated into the Integrated Planning Manual.
- Reviewed the Global Awareness ISLO for the 2020-2021 academic year (in progress).
- Reviewed the program-level assessments of Institution-Set Standards (course completion and course success rates) and Institutional Student Learning Outcomes (specifically, the Communication ISLO)

5.4 Review and revise the management appraisal instrument (III.A.5)

Rationale: The Chancellor identified a work group to be charged with analyzing, revising, and/or creating a new management evaluation process. In addition, an accreditation site visit team identified the review and revision of the management appraisal instrument to assess the effectiveness in encouraging improvement through learning outcomes. Lastly, the existing appraisal instrument was antiquated and not aligned with management performance best practices.

Plan: Grounded in research and best practices, the Management Evaluation work group planned to create an appraisal instrument that would be effective and efficient for both the immediate management supervisor and the employee as well as support employee engagement. In November 2019, the Management Evaluation work group began the research of external institutional appraisal systems, review of peer-reviewed journals addressing performance management best practices, and reviewed management survey results for the current appraisal system provided by a sub-group (Leadership Academy group). The work group also planned to share, once drafted, the proposed appraisal instrument District-wide and with the applicable governance groups to gather and incorporate additional feedback.

Status: A new proposed appraisal instrument, with supporting guides for both the immediate management supervisor and the employee, was developed. The new appraisal instrument incorporates goal-setting and is based on eleven core leadership (behavioral) competencies, with a continuous check-in process to develop the competencies while accomplishing the identified goals. The new appraisal instrument was presented in open-forum sessions for management employees and applicable shared-governance groups. Feedback was incorporated from those sessions and groups. The final draft of the appraisal instrument was presented at the April 26 DCC meeting (second read) and will be reviewed at the May 25, 2021 Board of Trustees meeting.

Major Milestones / Highlights

- 2019 DMA workgroup identified
- Dec 2019 – Leadership Academy conducted management appraisal instrument survey
- Jan 2021 – Completed draft of process, guides, and appraisal instrument.
- Feb 2021 – Presented process to Vice-Chancellor of Human Resources
- Mar 4, 2021 – Presented to DMA at a regularly scheduled meeting
- Mar 9, 2021 – Presented to NOCE management team
- Mar 15, 2021 – Presented at open-forum sessions for all management staff
- Mar 17, 2021 – Presented to the Executive team at Chancellor's Staff meeting
- Mar 22, 2021 – Presented to DCC (first read)
- Apr 26, 2021 – Presented to DCC (second read)
- May 25 – Will be reviewed at Board of Trustees meeting for final approval

Evidence:
- PPT: Management Evaluation Process
- Guides: Goal-Setting (for employee to establish goals); Goal-Setting and Employee Self-Evaluation (for employee to use to document finalized goals and capture accomplishments); Ongoing Check-In Guide (for manager when conducting quarterly employee check-ins)
- Management Performance Evaluation (for manager to complete at end of performance cycle); Comprehensive Rater's Evaluation Form (for 3-year comprehensive evaluation by various raters).

5.5 Implement EEO Plan 2016-2019 (III.A.12)

Rationale In 2015, the District hired a Director, EEO and Compliance (Director, EEOC), to focus on EEO education, initiatives, and compliance requirements. The Director, EEOC, established an EEO advisory committee (EEOAC) comprised of faculty and staff from the three campuses and District to assist with the development and implementation of EEO initiatives, including the implementation of the EEO Plan. Implementing the EEO plan initiatives would enhance employee learning and understanding of DEI competencies, support the District DEI values and goals, use workforce data for data-driven decision-making, increase student-learning outcomes, ensure compliance with Title 5 and District policies, evaluate and address campus climate, and increase overall recruitment, retention, and employee engagement.

Plan: The Director, EEOC and the EEOAC identified short-term and long-term initiatives to develop, support, and maintain an environment that integrates and values diversity, equity, inclusion, and anti-racism. The identified initiatives would be implemented in phases of the three-year span (2016-2019).

I.   DATA COLLECTION AND ANALYSIS - Ongoing Activities
- Campus climate surveys will continue to be conducted and the Director will analyze and explore efficient use of data in planning and institutional effectiveness related to EEO.

- Data will be used for analysis and reporting to the board in the Annual Institutional Commitment to Diversity report and to determine what efficiencies will be created and or improved.

Year One (2016/17)
- New employee survey will be created and implemented.

Year Two (2017/18)
- Develop a plan for a drill down data analysis by department.

Year Three (2018/19)
- Exit surveys will be conducted for all voluntary separations and a report generated for analysis to determine ways to retrain qualified and diverse staff.

- Conduct analysis of and reporting on, the drill down departmental data analysis developed in year two.

II.   BUILDING AN INCLUSIVE WORKPLACE ENVIRONMENT - Ongoing Activities

- Professional Development opportunities focused on diversity and equity.
- Director will present an Annual Institutional Commitment to Diversity Report to the Board of Trustees with the understanding that transparency promotes shared, institutional interest and inquiry.
- As a part of building an inclusive work environment, the Plan supports activities that promote an inclusive educational environment. Such an environment will be more attractive to employees who bring to their work a sensitivity to the diversity of community college students. The District believes that this can have a positive effect on its efforts to recruit diverse applicant pools and retain diverse employees.

    o   Recurring activities that reflect curiosity, understanding, interest, and/or celebration of cultural differences.
    o   The Director will work with Human Resources staff to ensure the timely, thorough investigation of employment related harassment and/or discrimination complaints.

Year One (2016/17)
- Review and revise Board Policy 7100, Commitment to Equal Employment Opportunity and Diversity.

III.   BUILDING HIGHLY QUALIFIED AND DIVERSE APPLICANT POOLS - Ongoing Activities
- Continued review of recruitment efforts to determine measures to attract a diverse pool for each discipline/position.
- Provide "Hire Me" Trainings to prospective faculty applicants on the application process and/or interview process.
- Instituting mechanisms for giving meaningful consideration to applicants' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students.
- Utilize job fairs.
- Utilize CCC Registry.
- Highlight the District's EEO efforts and policies, commitment to diversity and inclusive work culture in job postings and other publications.

Year One (2016/17)
- Foster relationships with higher educational institutions and professional organizations.
- Provide "Hire Me" workshops for classified employees.

Year Two (2017/18)

4.b.11
Item No.

- Develop mentorship programs, skill building and other career pathways.
- Participate in the statewide "AA to MA" program.

IV.   ELIMINATION OF BIAS IN THE SELECTION PROCESS - Ongoing Activities
- The Director will train staff on EEO, diversity, inclusivity, cultural competence and elimination of bias. The training attendees will be entered into the HRIS system for reporting purposes.
- Data will be collected and analyzed with regard to all initial and qualified applicant pools to identify possible underrepresentation and irrational barriers to employment.
- Training will occur across the institution on EEO hiring and elimination of bias, and the laws prohibiting discrimination in employment, including for:

  o The Board of Trustees (effective 2016/2017)
  o EEO Advisory Committee
  o Screening/selection committees
  o Screening/selection committee EEO representatives
  o Anyone involved in the screening/selection process

- Trained EEO representatives will participate on each screening /selection committee to assist the committee in compliance with this EEO Plan, the District's hiring procedures, and the law related to EEO hiring. To ensure the neutral role of the EEO representative, he/she serves as a non-voting member of the screening/selection committee, unless the hiring procedures otherwise require that person's participation on the committee.
- Job descriptions will be regularly reviewed and updated.

Status: All identified initiatives and/or activities have been completed. In some cases, the initiatives and/or activities are ongoing, and staff has continued the implementation. See the documentation in the Evidence section.

Evidence:
- EEO Plan 2016-2019
- *Diversity Reports*
- Recruitment Process Survey
- Exit Interview
- Board Policy 7100
- 2017 Hire Me Workshops
- 2018 Hire Me Workshop
- 2019 Hire Me Workshop
- Future Instructor Training Program
- Leadership Academy
- Mentorship Program
- EEO Representative Workshops

5.6 Evaluation of management employees (IV.C.3)

Rationale: The District identified a need to evaluate the current management performance evaluation process (Administrative Guide Policy #2002) and create a new Administrative Procedure because the current process did not act as an effective tool to identify goals, drive results, and increase and sustain employee engagement.

Plan: A workgroup was formed to develop a more effective management evaluation process Led by Simone Brown Thunder, District Manager of Human Resources, and Ty Thomas-Volcy, DMA President-Elect, the workgroup consulted with 2019-20 District Leadership Academy Management Evaluations Group, who researched the current process and conducted a District-wide survey. To develop the new policy, the workgroup reviewed resources from the Society for Human Resources Management and the American Association of Community Colleges. Reviews were also conducted of the performance evaluation processes used at Cal State Long Beach, Los Rios Community College District, UC Riverside, University of Minnesota – Twin Cities, and the State Department of California. The proposed policy was reviewed and supported by the Human Resources Management Team, Chancellor's Staff, DMA membership, and the NOCE Management Team.

Status: AP7240-7 identifies several new appraisal instruments, including a Management Performance Evaluation form, self-evaluation tools, goal-setting guide, and informal check-in guidelines. The policy was approved in April 2021 by the NOCCCD District Consultative Council and is pending approval by the NOCCCD Board of Trustees.

5.7 Review of Board Policies and Administrative Procedures (IV.C.7)

Rationale: In response to the Recommendation for Improvement issued by the visiting team, the NOCCCD Board of Trustees (BOT) held a Board Policy Study Session on September 25, 2018 to review and discuss development and review processes utilized for District policies and procedures. In this study session, the BOT determined that a subcommittee to review policies should be established to gain a mutual understanding of what needs to be updated and to determine priority and future action (evidence: BOT Minutes 9/25/18 p. 133).

Plan: Starting in 2016, all chapters of the Board policies and associated administrative procedures will be reviewed on a six-year cycle. Each chapter of Board policies will have a senior lead-administrator. Consulting with the personnel in his or her area, the lead-administrator will examine each policy with respect to the District's mission and strategic plan. He or she will also follow regular updates from the CCLC Policy and Procedure Service. Drafts of recommended revisions to policies and procedures will then be forwarded to Chancellor's Staff, which comments on the revisions and either approves them or returns them to the lead-administrator. The Chancellor will take the finalized set of policies to the Board for a vote. Administrative

procedures do not require a Board vote. The Chancellor takes draft administrative procedures to DCC for consideration. If DCC approves a new or revised procedure, the Chancellor will inform the Board. This improved process will help ensure that the Board is regularly assessing its policies for their effectiveness, and appropriateness to the College mission.

Status: The North Orange County Community College District (NOCCCD) has implemented the 6-year review cycle for Board Policies (BP) and Administrative Procedures (AP) to ensure ongoing review and updates of all seven chapters.

The Board Policy and Administrative Procedures review process begins in District Consultation Council (DCC). As a shared governance committee, DCC utilizes the Microsoft Teams platform to provide members ample opportunity to comment on policies and procedures to be reviewed prior to DCC meetings. All comments are shared during the meeting to facilitate the review. Once approved, the policies and procedures are forwarded to the Board of Trustees for their review and posted to the District website upon approval. The established BP and AP Review Cycle and related processes ensure that all board policies and procedures are reviewed over a 6-year cycle.

Evidence:
- BP/AP Review Cycle: https://www.nocccd.edu/files/bp-ap-continuous-review-cycle--fall-2020_48166.pdf
- DCC Minutes 04/22/19: https://nocccd.edu/district-consultation-council-dcc
- BOT Minutes 04/23/19: https://nocccd.edu/meeting-agenda-and-minutes
- BOT Minutes 09/25/18: https://nocccd.edu/meeting-agenda-and-minutes
- BP and AP Review Status Report (previously provided)

Section 6: Institutional Reporting on Quality Improvements
6A: Response to Team Recommendations for Improvement

6.A.1 Institution-set standards

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the college broadly communicates the institution-set standards and the results of its assessment and evaluation activities so that the college uses the information to set appropriate priorities at department and institutional levels. (Standards I.B.3; I.B.8)

Note: The status of communicating and sharing institution-set standards is discussed in Section 5.1 and Section 6.C.2.

6.A.2 Integrated Planning Manual

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that processes identified in the Integrated Planning Manual are systematically assessed to determine the effectiveness of committees and the results are used for continuous quality improvement. The access to committee minutes, current committee membership, and committee goals and accomplishments will support effective communication. (Standards I.B.1, I.B.3, I.B.7).

Component 1: Review and update the Integrated Planning Manual to ensure it accurately reflects the processes of governance groups

Background: The existing Integrated Planning Manual was first published in 2014 and last updated in 2016-2017.

Plan: The Institutional Integrity Committee took primary responsibility for conducting a review of the Integrated Planning Manual.. An initial review of the IPM identified some steps to improve the accuracy and usefulness of the information it contains:
- Reorganize manual into sections
- Update description of governance processes
- Update information about the college

The IIC began by presenting the existing manual to shared governance for review. This included reviewing the description of the group's mission and makeup as well as reviewing descriptions of the college's planning processes. Because all shared governance groups have membership on the President's Advisory Council (PAC), this work was initiated at a PAC meeting on March 11, 2020.

Status: The revised Integrated Planning Manual was approved at PAC in April 2021. The new manual is divided into three sections:

- SECTION I: Fullerton College and the North Orange County Community College District
  - This section outlines the relationship between the college and the district and establishes the district's mission and planning structure.
- SECTION II: Fullerton College Integrated Planning and Decision-making
  - This section describes the college's mission, its planning structure, and outlines all of the decision-making processes and how they are connected
- SECTION III: Fullerton College Participatory Governance
  - This section describes all of the college's participatory governance groups and the mission and reporting structure for the groups' subcommittees

Component 2: Develop an efficient method for sharing committee minutes, membership, goals, and accomplishments and establish a clear protocol for what information committees will share and when and how they will share it.

Background: During the most recent Institutional Self-evaluation, Fullerton College recognized the need for a centralized method for storing committee minutes, agendas, and reports. The Office of Institutional Research and Planning (OIRP, since renamed the Office of Institutional Effectiveness) established a searchable Document Warehouse that was accessible to all college employees via their Fullerton College sign in information. This storage method had several advantages, key being that it was searchable, stable, and secure. However, it was not easily accessible for either contributing or retrieving documents, and few people were aware of its existence.

In addition, there was no college-wide practice for sharing minutes and agendas. Outside of adhering to Brown Act requirements for posting meeting agendas for groups, each committee developed its own practices.

Plan: The Institutional Integrity Committee took the lead on developing college-wide practices for sharing committee information. The goal was to identify a method that would allow any member of the college community to learn what committees existed at the college, the nature of their work, and specific details about meetings. The method selected needed to be easy to find and access from the college's homepage, and the process for keeping it updated needed to be simple and intuitive.

The IIC also developed a protocol for committees to follow to document their mission, membership, work, and accomplishments.

Status: In Spring 2021, the college soft launched a [webpage](#) with information about all shared governance committees at the college. The list of committees is organized by reporting structure, and each committee is identified by name and a brief description of its purpose. From this landing page, links are provided for each committee's meeting agendas and minutes, current membership roster, and other relevant documents. For committees that maintain webpages with this and other information, links to those pages is provided.

Webpage administration will be done through the Office of Communications, which is responsible for receiving and updating information from committees.

Also in Spring 2021, the college's shared governance groups reviewed proposed protocols outlining how and when committees should review their mission, membership and leadership roles, and meeting processes, how and when they should publish meeting agendas and minutes or notes from meetings, and how and when committees should review and report on progress towards goals and other accomplishments.

6.A.3 Disaggregation of Student Services data

Background: Student support programs and services at Fullerton College participate in the college's comprehensive program review process by completing a self-study every four years as well as an annual update. Assessment of Service Area Outcomes and Student Learning Outcomes is a central part of this process, and each non-instructional program is expected to include both results of assessment and discussion of how the assessment data is used to identify strengths and opportunities for improvement. Each program collects assessment data differently, and while some collect in such a way that disaggregating results by subpopulations is possible, other programs do not track student demographic information when measuring student learning. Additionally, the college did not routinely provide non-instructional programs with disaggregated data during the program review cycles.

Plan: In order to introduce the use of disaggregated data in the program review process, the college developed the following plan:

- Fall 2020
  - The Office of Institutional Research began developing data dashboards for student support programs and student services areas to display relevant data disaggregated by race and ethnicity and gender, as well as additional demographic information relevant to the particular program/service.

Status: Data Dashboards

Phase 1 Spring 2021	Phase 2 Fall 2022
• Admissions and Records • Dual Enrollment • FC Promise Program • Transfer Center • FC STEM Cohort • FYSI • Umoja • Hornets Tutoring	• EOPS • Veterans Resource Center • International Students Center • Career Planning • Student Life • Student Health Services • DSS

- Fall 2021
  - Deans overseeing student support programs and services will facilitate a review and evaluation of the non-instructional program review process and tools (self-study and annual update templates) to identify opportunities for improvement, including ways that disaggregated data from student learning outcomes and service area outcomes assessment can be used to improve student support programs and services. GOAL: Revised annual update template for programs and services to use in Spring 2022.
  - Office of Institutional Research will continue developing data dashboards for student support programs and services. GOAL: All programs and services will have data dashboards showing disaggregated data by Fall 2022
- Spring 2022
  - Selected student support programs and services will pilot the revised annual update template. Participation will be based on those who have access to disaggregated data relevant to the program's/service's work.
  - Work will continue to revise the comprehensive self-study template and the larger non-instructional program review process.
- Fall 2022
  - All student support programs and services will complete revised comprehensive self-study using disaggregated assessment data.

6.A.4 ISLO

College Recommendation 1 *(Compliance): In order to meet the standard, the team recommends that the college assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs. (Standards I.B.1; II.A.2; II.A.3)*

Update to College Response to Recommendation 1

The following statement was included in the 2019 Follow Up report:

The college is committed to continuing the process of maintaining the use of ISLO assessment data in its planning and decision-making processes. The IIC has instituted an annual cycle to compile ISLOA results, identify key findings, and prepare a report to be shared with campus shared governance groups and academic divisions for review and discussion.

Current Status

As of Spring 2021, three of the four ISLO clusters have been assessed, reviewed, and discussed by the college.

- Spring 2019: Critical Thinking ISLO Cluster
    - **Summary of Findings**: Analysis of disaggregated assessment data showed that the achievement gap between the highest performing group (white non-Hispanic) and the lowest performing group (African-American) was significantly smaller than the achievement gap for course success and retention data for those same groups.
    - **Dissemination Process**: The report was sent to Associated Students, Classified Senate, President's Advisory Council, and Faculty Senate, and each academic division, with the following discussion questions:
        - What might account for the discrepancy between ISLO attainment and course success?
        - What steps can the college take to ensure that students who have attained CSLOs and ISLOs successfully complete classes?

- Spring 2020: Communication ISLO Cluster
    - **Summary of Findings:** Communication ISLO attainment is relatively high among all students assessed. Between 87% and 92% of students assessed in the various dimensions of the Communication ISLOs meet or exceed expectations. While there were high proportions of students who met expectations, there were inconsistencies with the use and distribution of students who "exceeded expectations." While the percentages in "exceed expectations" category are relatively low, they are even lower for disproportionately impacted students, including African American, Native American and Hispanic/Latinx students (see Tables 2 and 3). These differences in the level of Student Learning Outcome achievement by race / ethnicity is necessary to explore and address.

- o **Dissemination Process:** The report was sent to Associated Students, Classified Senate, President's Advisory Council, and Faculty Senate, and each academic division, with the following discussion questions:
    - ▪ What may be causing even fewer students of color to exceed expectations?
    - ▪ How can the College be equitable in the assessment of Student Learning Outcomes?
- Spring 2021: Global Awareness ISLO Cluster
  This section will be update in May after the last IIC meeting on May 11
    - o Summary of Findings:
    - o Dissemination Process

The 2019 Follow-up Report also included the following statement:
Additionally, IIC and the Program Review and Planning Committee have collaborated to incorporate a section on ISLOs in the Program Review Self Evaluation. This will document the discussions programs have on ISLOs and how their instruction and services impact student attainment of ISLOs.
Finally, OIE continues to develop tools for the assessment of ISLO attainment. On the horizon is a dashboard that will link course SLO attainment rates, by course, to specific ISLOs. This will provide the college with information on where ISLO attainment is occurring in a manner that is accessible and easily understood.

Current Status
Beginning in the 2020-2021 academic year, the [Instructional Program Annual Update](#) includes the following directions:

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the relevant ISLO, compare to Fullerton College's ISLO attainment?
2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

The Program Review and Planning Committee is also identifying ways to modify the Program Review Self-Studies conducted every four years to include more direct engagement with ISLO assessment data.

6.A.5 Distance education

Update to College Response to Recommendation 2 (Compliance):

In order to meet the standard, the team recommends that the college develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development. (Standards II.A.2,II.A.7).

Note: The status of projects related to Distance Education is discussed in Section 6.C.1.

6B: Reflection on Improving Institutional Performance:

6.B.1 Student Learning Outcomes (Standard I.B.2)

Strengths of the assessment process

The primary strength of the Student Learning Outcome assessment process at Fullerton College is the oversight and leadership provided by the SLO Assessment Committee (SLOAC). This committee includes representation from each academic division, and it works closely with both the Curriculum Committee, of which it is a subcommittee, and Faculty Senate.

Under the guidance of SLOAC, the college continually improves the SLOA process. The recommendations include simple but effective changes, such as standardizing a streamlined two-point assessment (Meets the outcome/Doesn't meet the outcome), as well as more significant changes. For example, the committee strengthened the SLOA process by recommending an increase in the frequency with which course SLOs are assessed. Previously, the recommend timeline was to assess CSLOs every three years but starting Fall 2021, the recommendation is to assess each course every semester. To provide evidence of assessment, faculty can use the student portfolio feature in eLumen, which is the college's assessment management system, to upload samples of student work used for the assessment.

Another strength of the SLO assessment process is that it includes reflection on results. In addition to entering the results of CSLO assessment, faculty are prompted to engage in a reflection on the significance of the results, including identifying potential improvement measures. After entering the results from assessing CSLOs, faculty are asked a set of reflection questions:

- What were the most important findings from the assessment?
- How did the results compare to previous assessment results (if applicable)

After reflecting on the results, faculty are then asked to consider how to improve SLO attainment:

- What improvement measures will be used to address the needs and issues revealed by your assessment? (This question includes a link to some common interventions that faculty can consider as they plan improvement measures)
- How will you implement these measures?
- What are the expected outcomes?

As configured by the college, eLumen provides an effective mix of faculty privacy and program- and college-level data collection. The assessment system is set up so that individual faculty members are the only users in eLumen who can view their own section-level data. Course Coordinators, Department Coordinators, and Data Stewards (SLO Coordinators and others who

work on SLOs) can view course, discipline, and department-level reports that show aggregated data at the respective level. eLumen is also programmed to map CSLOs to Program SLOs and to map CSLOs to Institutional SLOs, which allow for data collection and assessment of PSLOs and ISLOs

While SLOAC provides continuity and consistency in leadership, the work of improving and strengthening the college's SLO assessment process is shared by other committees and entities. One significant improvement to the ISLOs and the way they are assessed was a result of work done by the Institutional Integrity Committee, the Guided Pathways Workgroup, and SLOAC.

Previously, the college had 14 ISLOs organized into four clusters, which reflected the historical development of SLOs from the course level up. Having more than a dozen individual ISLOs made assessment challenging as well as less effective at capturing a genuine assessment of the institution's impact on student learning. The Guided Pathways initiative offered the perfect opportunity for the college to reevaluate its ISLOs to be more student-facing in design and to invite more authentic assessment at the institutional level.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

- Currently, CSLOs are mapped only to ISLOs, but the college is working on ways to link course level data to Program Student Learning Outcomes. This should be completed by Fall 2022. The college is also exploring how to link eLumen with Canvas, the college's learning management software. This link would facilitate ongoing assessment and could also support "closing the loop" reflection and planning activities.
- A portfolio assessment project is being piloted by Guided Pathways Workgroup 4. This high-impact practice offers the potential for students to collect work over the course of their academic progression at the college that can be assessed by both the student and their instructors.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

- o Examples from program review will be provided here.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.

In Fall 2020, the college conducted an informal audit of CSLO assessment and determined that although there had been a significant increase in the number of courses that had assessed SLOs from 2018 to 2019, the Spring 2020 assessment results dropped. As this coincided with intense

campus activity to respond to the pandemic crisis, it is likely that faculty were focused on helping students complete their coursework and connecting them to resources related to housing, healthcare, and other immediate needs. In addition, the statewide and nationwide increase in students who withdrew from classes or simply stopped attending left many instructors unsure of how to adopt assessment methods and protocols for the unprecedented situation the college was experiencing.

In Spring 2021, the college took several steps to support faculty in assessing CSLOs.

- The SLOA committee division representatives shared videos and "How to" documents with faculty at division meetings and through the SLOAC webpage.
- Data stewards offered to work with faculty to complete CSLO assessments and enter into eLumen.
- The Program Review and Planning Committee is looking at how the comprehensive self-study process will ask programs to include an update on the status of CSLO according to the college's timeline

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	1,127	1,125	1,125
Number of Courses Assessed	185	255	205
Number of Programs	223	223	223
Number of Programs Assessed	110	148	131
Number of Institutional Outcomes	14	14	14
Number of Institutional Outcomes Assessed	14	14	14

6.B.2: Institution Set Standards (Standard I.B.3)

Has the college met its floor standards?

Data from the most recent annual report (2020) shows that the college has consistently exceeded the "floor" standards it established for the metrics for which standards have been set and, collectively, the college stayed out of the "warning" zone established for each metric.

Metric	Performance	Standard	Difference
Course Completion	83.7%	75%	+8.7%
Course Success	69%	61%	+8%
Degrees Awarded	3683	2352	+1,331
Certificates Awarded	1866	553	+1,313
Transfer Volume	2209	1854	355
Transfer Velocity	42.2%	38%	+4.2%
Persistence	74.5%	69.3%	+5.2%
Completion of transfer-level math and English	NYA	11.5%	
Increase in Job Earnings	NYA	39.9%	
Cosmetology and Barbering Licensing	• 96.2% (practical exam) • 87.5 (written exam)	80%	+16/2% +7.5%

Has the college achieved its stretch goals?
Work with IIC to update.

What initiatives is the college undertaking to improve its outcomes?

Although the college has consistently met or exceeded the floor in each category, looking at the data in the aggregate does not allow for a detailed look at individual programs. To provide for a closer look at two performance metrics that shape institutional effectiveness--Course Completion and Course Success—and to examine data from an equity focus, the program review annual update template was revised to include the following tasks:

1. Review course completion and success rates and compare to the Institution Set Standards for those metrics
2. Discuss what might contribute to a program's success in meeting or exceeding the standard
3. Identify appropriate steps for addressing course success and retention rates that did not meet the standard

The completed annual updates were reviewed by the Institutional Integrity Committee over the course of several meetings. Committee members looked for common themes in the discussions and prepared a report summarizing the findings.
[The following section will be completed when the final report from IIC is available]:

How does the College inform its constituents of this information?
The college's performance against institution set standards is compiled into a report that is shared in a number of ways.

- An annual report is prepared and posted on the Office of Institutional Effectiveness web page. A link to this page is also included in the college catalogue (See section 5.1 above).
- The Institutional Integrity Committee presented the results to the following committees and governing bodies during the 2020-2021 academic year:
    - Associated Students Senate
    - Classified Senate, Dean's Council
    - Faculty Senate
    - Pathways Steering Committee
    - President's Advisory Council
    - Program Review and Planning Committee
    - Student Equity and Achievement Committee
    - Student Learning Outcomes Assessment Committee.
- As part of the documents prepared for the program review update, instructional programs were provided with the report as well as data regarding their performance against relevant standards

Section 6: Report on the Outcomes of the Quality Focus Projects

Background

Fullerton College's 2017 Institutional Self-evaluation Report outlined two projects in the Quality Focus Essay:

- Action Plan 1: Improving Online Education
- Action Plan 2: Regular Evaluation of Institutional Effectiveness

These projects were the result of broad consensus among members of the college about opportunities for improvement that would have the greatest impact on student learning and overall institutional effectiveness.

The External Evaluation Report prepared by the visiting team noted they observed "a genuine desire to include collective voices in [the] process" for selecting the projects as well "shared values related to communication, trust, and collaboration" that will serve the college well in reaching its goals. The committee offered two suggestions for the plans outlined in the QFE.

- The college was encouraged to "empower the recently reactivated Distance Education Advisory Committee (DEAC) and to incorporate the distance education training opportunity that embeds a best practices approach into the college's overall faculty training initiatives."
- The committee also suggested the college's decision-making processes referred to in AP 2 could be strengthened so that the shared governance process "is informed by transparency that shares committee structures and documentation, annual goals, accomplishments as well as assessment of effectiveness."

The following section describes Fullerton College's progress on the two Action Plans, changes made to each project since the initial plans were adopted, and discussion of the context for the changes.

6.C.1: Action Plan 1: Improving Online Education

For this project, the college set two outcomes for measuring success and established benchmarks for tracking progress. In addition, the college identified three components that would be key to ensuring the college met these benchmarks. This section will outline the steps taken to establish the components and analyze achievement of benchmarks.

Outcomes

1. Instructors teaching Online Education courses will maintain regular and effective contact in accordance with college and district policies.
2. Success and retention rates in Online Education courses will increase.

To achieve the two Distance Education Action Plan outcomes, the college developed a plan and timeline based on three components:

1. **Development of a certification process for online teaching.** This component was seen as essential to meeting both outcomes: As instructors were provided with training in and support for best practices in online instruction, regular and effective contact with students would increase, which would then lead to an increase in success and retention rates.
2. **Publication of a Distance Education Handbook.** This component was also seen as essential for both outcomes. The handbook's collection of college policies serves as a resource for instructors in the day-to-day best practices for online teaching related to regular and effective contact needed to sustain the effort to improve student success and retention.
3. **Implementation of a Student Readiness Plan.** This component focused on increasing success and retention by helping students prepare for the requirements of online learning.

Data Snapshot for Action Plan 1: Success and Retention Rates

Online Class Success and Completion by Academic Year.

Academic Year	Course Success	Course Completion
AY 10/11	54.1%	74.1%
AY 11/12	57.7%	77.3%
AY 12/13	56.7%	78.6%
AY 13/14	56.0%	76.7%
AY 14/15	56.4%	76.3%
AY 15/16	56.5%	75.7%
AY 16/17	57.8%	78.3%
AY 17/18	61.1%	79.2%
AY 18/19	64.1%	81.9%
AY 19/20	64.8%	79.2%

Evidence of meeting outcomes:

As the chart above indicates, overall success and retention rates in online classes have risen steadily since 2015, which provides direct evidence that outcome #2 has been met as well as indirect evidence that outcome #1 has been met.

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Working Draft

Data Snapshot for Action Plan 1: Certification of Online Instructors

Certification Method	Completed as of January 2019	Completed as of July 2019	Completed as of January 2020	Completed as of July 2020	Completed as of January 2021	Completed as of July 2021
Fullerton College Online Training Certificate	168	193	217	311	380	NYA
Equivalency	44	53	64	126	270	NYA
TOTAL	212	246	278	437	650	NYA

Background:
In accordance with the Quality Focus Action Project, Fullerton College implemented a voluntary Online Teaching Certificate (OTC) in Fall 2016. Based on recommendations from the Distance Education Advisory Committee (DEAC), the Professional Learning Committee (formerly called the Staff Development Committee) worked with faculty and staff to develop a series of workshops and training modules with a focus on current and innovative pedagogy, technologies, and best practices related to online teaching and web-enhanced instruction. Instructors earned a certificate by completing 20 hours of workshops from core and supplemental categories.

Benchmarks:
The initial benchmarks were set based on a percentage increase from the 17 instructors who had received the OTC as of May 2017. By the start of Fall 2018, the number was set to increase by 50% to 24 instructors with the OTC followed by an increase of 25% (30 instructors) by May 2020. After that, growth in OTC attainment was set to stabilize at a rate commensurate with the number of instructors teaching online classes.

Revisions to Action Plan:
After receiving a distance education Recommendation for Compliance in January 2018, the college made the OTC or equivalent training a requirement for all instructors who elected to teach an online class. DEAC created an Equivalency Standard for evaluating prior training done at other institutions and identified courses offered by @ONE that could be used in place of the college's training. All of this was done to ensure that all instructors who needed certification, which was estimated at 202, would be able to do so by the start of Fall 2018. The college was successful at reaching this goal, which meant the benchmarks initially set for Fall 2018 and subsequent semesters were exceeded at the start of Fall 2018. (A more detailed description of the college's response to College Recommendation 2 from February 2018-Feburary 2019 is provided in FC's Follow Up Report of March 2019.)

Recertification

After obtaining initial online teaching certification through one of the approved options, faculty members are required to be recertified. The recertification process involves both ongoing professional development and a self-assessment of online pedagogy that is reviewed by a Distance Education Division Representative (DEDR).

Online Course Survey

Fullerton College's Online Course Survey is designed to help instructors achieve the best online pedagogy in their online course. The survey originally contained a set of six questions for instructors to rate and demonstrate how they achieve regular and effective contact with and between students and six questions regarding how they ensure accessibility of content.

For example, one question asks instructors to *Rate how your course conveys an instructor communication plan to students and uses different contact modes for regular and effective contact*.

Instructors are provided with examples of how this can be achieved, including possible Exemplary practices.

> *Potential Examples:*
> - *Instructor contact information is in a clearly labeled location which is easy for students to find and access*
> - *The instructor provides an explanation of the communication plan*
> - *Various instructor initiated contact modes are discussed and utilized*
> - *Exemplary: Instructor utilizes discussion boards, announcements, emails, and grade feedback, among other forms of communication.*

Following the question asking for a rating, instructors are prompted to upload a screenshot or screenshots representing the practice(s) they used to evaluate this particular element of their instruction.

After instructors complete the online course survey, the evaluations and uploaded examples are reviewed by the Distance Education Division Representative. The DEDR gives feedback to instructors, including confirmation of alignment with expectations and suggestions for improvement. Based on the DEDR's review, the instructor's certification is either confirmed for three more years or the instructor and the DEDR work to bring the course into alignment with best practices for regular and effective contact and accessibility. In the event the DEDR and instructor are not able to bring the course into alignment, the instructor is given one year to make the necessary changes in order to be recertified. If alignment is not achieved at that time, the instructor's certification can be suspended by the Distance Education Director and Vice President of Instruction.

After the first survey was conducted during the Spring 2018 semester, the DEDRs and members of DEAC shared information on how to improve the survey both in instructor experience and DEDR review experience. The survey was then revised for Spring 2019 according to these recommendations and all revisions reviewed by DEAC. Question were revised to contain a set of six questions for instructors to rate and demonstrate how they achieve regular and effective contact with and between students and six questions regarding how they ensure accessibility of content.

After the second survey was conducted during the Spring 2019 semester, the survey experience was once again reviewed and revised with feedback from both the DEDRs and DEAC. The current survey is broken into two surveys – one with five questions for instructors to rate how they achieve regular and effective contact with and between students each question is followed by a place for faculty to upload screenshots to support their rating and five questions regarding how they ensure accessibility of content each question is followed by a place for faculty to upload screenshots to support their rating.

For the 2020-2021 semester, online course surveys are being completed in both the fall and spring semester due to the huge increase in online instruction. For Spring 2019 and Spring 2020, all online course surveys were hosted in a Canvas shell. DEDRs accessed their faculty in the shell and did a separate report that was submitted to the DED. For the 2021 semester, each division has its own shell. The survey and all DEDR feedback happen inside the Canvas course shell.

Data Snapshot for Action Plan 1: Recertification of Online Instructors

	Spring 2019	Spring 2020	2020 - 2021
Recertification Attempted	90	49	NYA
Recertification Achieved	86	45	NYA

Response to COVID-19 Pandemic Campus Shutdown

In March 2020, the college responded to the COVID-19 pandemic by moving all instruction off campus. To facilitate continuity of instruction, the college set aside three days (March 13, 16, and 17) for faculty to receive training in using Canvas, the college's LMS, and other strategies and best practices to assist with teaching remotely. While classes shifting to remote instruction were not classified as or officially considered by the college to be distance education courses, the resources developed as a result of the Action Project were critically important to the massive undertaking that occurred at that time and became infrastructure for the next adjustment that occurred.

In May 2020, FC and the North Orange County Community College District announced that all courses for Summer 2020 and Fall 2020 would be offered off campus via remote and distance education. Prior to this decision, the college encouraged faculty scheduled to teach during the summer session to complete the OTC in anticipation that instruction would continue to be offered remotely, and a special OTC cohort was implemented for the approximately 181 instructors who did not already have OTC certification. By the start of summer instruction, all of the instructors teaching online in Summer 2020 had completed the OTC or equivalency.

Once the decision was made for Fall 2020 to be conducted remotely, the college created additional training options to ensure that all instructors would be able to meet Title V requirements for maintaining regular and effective contact, ensuring accessibility of material, and meeting course outcomes. These options included the following:
- Emergency Title 5 Training
    - Five hours of paid training focused on Title 5 requirements
- Added OTC cohorts in summer and fall 2020 and Summer 2021

In anticipation of an ongoing need for remote instruction and distance education, the college developed a self-assessment for instructors who had participated in Title 5 training to ensure that minimum requirements for regular and effective contact and accessibility were met in the various remote and online formats used to continue the college's educational mission.

The self-assessment consisted of 14 questions. The first two questions faculty to self-assess their use of modules and tools used for instruction in Canvas. Faculty were then given a chance to reflect on further training and support they needed in presenting course outcomes. The next question asked faculty to self-assess their use of tools for regular and effective contact. They were again given a chance to comment on further training and support they would like. They remaining questions asked about accessibility feature usage in Canvas, Microsoft Word, Google Docs, and captioning. After faculty self-assessed, they were asked for what further support and training they needed. Each division had a Canvas shell for hosting both the Title 5 training and the survey. The distance education division representatives and the distance education director are analyzing the surveys in order to provide the support and training requested.

Data Snapshot for Action Plan 1: Title 5 training and self-assessment

	Fall 2020	Spring 2021
Title 5 training completed	431	NYA
Title 5 self-assessment completed	239	NYA

Component 2: Distance Education Handbook

From the 2017 ISER:
Faculty teaching online at Fullerton College are provided a number of resources to assist in developing effective practices via links on the College's Distance Education webpage. While these links can provide valuable information, the College recognizes the need to develop its own materials suited to the specific needs of Fullerton College instructors teaching Fullerton College courses and Fullerton College students. Therefore, a Distance Education handbook is being developed to guide and assist faculty as they teach and develop online courses.

Process: Work began on compiling a distance education handbook in Fall 2018. Members of the Distance Education Advisory Committee (DEAC) identified potential topics, focusing on what faculty new to online teaching would need to know to be successful, with a focus on Title 5 requirements as well as concerns specific to Fullerton College. The committee reviewed handbooks from other community colleges, previous DE handbooks and materials provided by the college, and other resources already provided to faculty.

Once the material was identified, it was organized to guide faculty from preparation to teaching online to principles of online learning to best practices with examples

Status: In Spring 2021, the final draft of the Fullerton College Distance Education Handbook was published on the college's Distance Education webpage and provided to Distance Education Division Representatives to share with faculty. The handbook is also included as a resource in the college's Online Teaching Certificate training.

Note: Link not yet active on FC's DE webpage.

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Component 3: Student Readiness Plan

Background: The California Virtual College Online Education Initiative (CVC OEI) provides a series of online readiness tutorials called Quest for Success. It is a robust program with assessments and tutorials at different levels. For FC's Flex Professional Development Day in Fall 2019, instructors were invited to be part of a team to evaluate the Quest for Success to use at Fullerton College. Eleven faculty from four divisions attended this Flex session and were put into the program as students to test the different elements.

After reviewing the program individually, the faculty met to evaluate Quest for Success. Based on the initial evaluation, the college developed a student training module called Becoming an Effective Online Learner, comprising the tutorials faculty felt were the most useful. This module was piloted in Fall 2019 by faculty involved in the Flex day activity. **Fifty-seven students participated in the pilot and gave feedback that was used to make modifications for Spring 2020.**

In response to the rapid closure of the campus in Spring of 2020, a modified Quest for Success was launched, with additional material added to promote student success during the pandemic. Students began enrolling immediately and **eventually 2077 students joined.** Fifteen faculty were recruited to help give students feedback to their written responses. This feedback was robust and positive in order to assist students and have them feel supported during this challenging time.

In Fall 2020, the course returned to the original name of Becoming an Effective Online Learner. A badging system was added so students can retrieve a badge as proof of completion.

In addition, in Summer of 2020, a self-paced Canvas student orientation course was offered online. Prior to that semester, in person Canvas orientations were offered.

Data Snapshot for Action Plan 1: Student Participation in Online Readiness Training

Term	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Students enrolled	57	2077	**214**	857	88

Data Snapshot for Action Plan 1: Student Participation in Online Canvas Orientation

Term	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Students enrolled	N/A	N/A	**286**	1141	143

Evidence
- Canvas student orientation S2021 - https://fullcoll.instructure.com/enroll/Y9L7GR
- Becoming an Effective Online Learner S2021 - https://fullcoll.instructure.com/enroll/64CCWA

Section 6.C.2: Regular Evaluation of Institutional Effectiveness

As with Action Plan 1, for this project, the college set two outcomes for measuring success. In addition, the college identified three components that would be key to ensuring the college met these outcomes. This section will outline the steps taken to establish the components and analyze achievement of outcomes.

1. The College will monitor performance on student achievement indicators and assess results against the institution-set standard for each indicator.
2. The College will integrate institutional-set standards performance data into decision-making processes.

To achieve the two Institutional Effectiveness Action Plan outcomes, the college initially developed a plan and timeline based on three components:

1. **Annual Review of Institution-set Standards** (ARIS) The development of institutional-set standards is a first step towards establishing a more comprehensive and consistent approach to evaluating the College's effectiveness. In order to use this standard, the data will need to be collected and analyzed against the standards set. The indicators around which data is collected will need to be evaluated to determine whether additional indicators need to be included, and standards themselves will also need to be reviewed to ensure they continue to provide meaningful information about the College that can guide decision-making and planning. The development of ARIS will pull together all relevant data and information related to institution-set performance standards on an annual basis.

2. **Enhance Existing Planning with Institution-set Standards Data.** While ARIS will be a key tool to evaluating the overall effectiveness of the institution, the performance standards set by the College should also be considered as groups and committees plan and evaluate their own practices and programs. This component of the Action Project will focus on identifying relevant and appropriate reports and other documents to which can be added data about performance relevant to the standards.

3. **Action Plan Protocols (APPs)** In addition to monitoring performance of the identified indicators, the College needs to develop a method for responding if performance drops below the standard. Rather than create entirely new planning structures, the College will develop APPs using existing planning and decision-making processes and tool.

Revision to Initial Action Plan:
Soon after the Quality Focus project for Institutional Effectiveness was finalized and published in the college's ISER, two developments created an opportunity to revise the project. First, the introduction of Guided Pathways meant the college would be placing an increased focus on completion of degrees and certificates. While course success and retention rates are still seen

as important, the college wants to ensure that comprehensive outcomes were a more significant element in the review of institution-set standards.

Second, the Program Review and Planning Committee began re-evaluating the process used for instructional and noninstructional program review. Seeing an opportunity to eliminate a redundancy in reporting requirements and achieve the goal of enhancing existing planning stated in Component 2, the Institutional Effectiveness Committee recommended to the college's shared governance committees that the review of Institution-set standards be incorporated into the program review process. In Fall 2018, both Faculty Senate and the President's Advisory Council agreed that program review was an appropriate mechanism for examining performance indicators.

As a first step to adding institution-set standards to the program review process, Tableau, the college's data dashboard used for program review, was revised to include two levels of performance against the standard:

- Institutional Standard: Indicated on bar chart with a red line. The standard is set using the five-year average success rate for the indicator.
- Institutional Warning: Indicated on the bar chart with a yellow line. The warning level is 4 percentage points above the standard for the indicator.
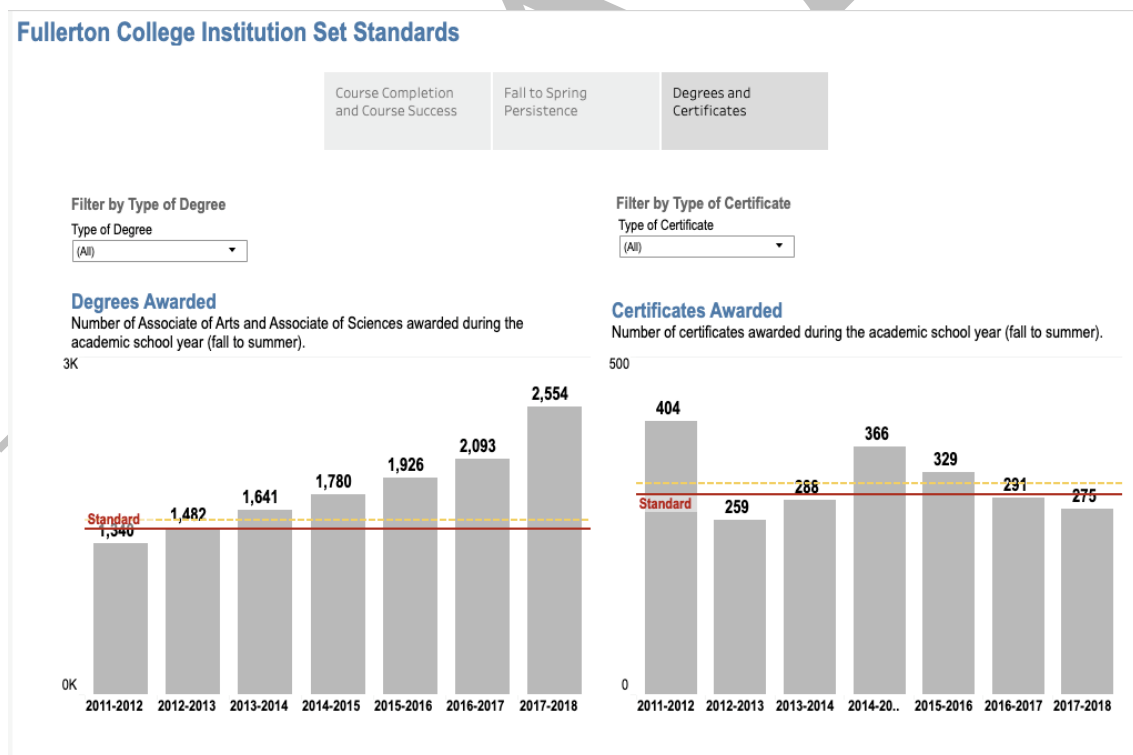
Update of Program Review Process:

For the 2020-2021 academic year, the Program Review Annual Update template was revised to include a section for programs to review performance on key indicators against the college's institutional set standards. Programs were directed to *1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates. 2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.*

The completed annual updates were shared with the Institutional Integrity Committee for review and analysis. Based on the first use of the revised annual updates, the IIC prepared a report with the following conclusions:

[From Draft of IIC's report; will be updated when final report is completed]

1. While the open-ended nature of the questions provided flexibility for programs, the open-ended nature ultimately resulted in very different types of responses. The many different responses made it difficult to identify patterns or common themes in respect to the way programs understand and leverage the Set Standards and ISLOs for planning and continual improvement.
   a. For example:
      i. Some programs included the data provided in their APRU, others did not.
      ii. Some programs brought in outside data, others did not.
      iii. Some programs examined course-level data, others did not.
      iv. Some programs commented in a few sentences, others used several paragraphs.
2. The Institution-Set Standards provide a clear benchmark for the programs to use when comparing program-level or course-level data; however, the Institutional Student Learning Outcomes did not have as clear of a reference point. In both cases, the questions and the accompanying data did not clarify what comparisons were to be made, nor were the data reports structured to easily facilitate the comparisons. The bigger picture questions involve reviewing what it means to compare and what data points are to be compared.
3. Greater clarity and support are needed to address the issue of "gaps." Within the template, the term "achievement gap" term is used without contextual definitions or guidance or how to identify and understand the gaps. In addition, many reviews did not specially address differences in ISLO outcomes or the concept of gaps.
   a. When programs did address the issue of different outcomes by students' identities, there were multiple comments that dismissed the differences due to small sample sizes or insufficient data. While disaggregated data can lead to smaller group sizes, there appeared to be insufficient information and support for all programs to effectively understand and address "gaps" in student outcomes.

4. The exercise provided programs with an opportunity to examine what was happening as well as reflect upon what might be driving particular outcomes, both positive and negative. However, the reflection needs to be structured for programs to consider both what might be happening as well as why in ways that go beyond standard responses.
   a. Several programs attributed above-standard course outcomes to skilled instruction and professional learning, student-centered pedagogy, student preparation and tutoring support, and grading changes such as fewer high-stakes assessments.
   b. Below-standard course outcomes was attributed to the COVID-19 pandemic, the difficult course material, and underprepared students (e.g., new or late-enrolling students, insufficient prerequisites).
5. The questions about the ISLOs assumed all programs would be at a certain stage and would be prepared to review ISLO assessments; however, the questions revealed how departments were at different stages, with some departments indicating that they spent time reviewing how their course-level SLOs were mapped or understanding the extent to which assessments were available for review. Some departments appeared to find value and/or frustrations with addressing elements of their ISLO data that were not specially included in the reflection questions, such as whether their courses were properly mapped or why they did not have the assessment data they had anticipated using.

Recommendations:
From these observations, the IIC recommended the following revisions to the program review annual update:

1. Rather than a series of questions, similar assessments of the Set Standards and Institutional Student Learning Outcomes should include questions that are more discrete, bite-sized, and pointed.
2. In its work in looking at institution-level outcomes, the Institutional Integrity Committee can help direct the campus to look at more specific issues that link to larger issues. In this way, the IIC can help narrow the scope and inform the more discrete, pointed questions from Recommendation #1.
3. The data and questions should better align, so programs are able to have the information they need and in the proper format to reflect and answer the questions.
   a. Programs could benefit from a sample answer or a template that could be used in addressing the questions.
4. The questions, particularly for the Institutional Student Learning Outcomes, could provide an opportunity to reflect and comment upon the process rather than just the outcomes. In this way, the assessments could be process oriented as well as, or in place of, strict assessment of outcomes.

5. Reconsider whether a review of the Set Standards and ISLOs should be included in each APRU.

Status: By incorporating institution-set standards into the Program Review and Planning process, the college's overall performance on the identified metrics are now reviewed on an annual basis, which addresses the first component of the action plan: *Annual review of Institution-set Standards*. They are also now a significant element of a key tool the college uses in planning, which is the second component of the action plan: *Enhance Existing Planning with Institution-set Standards Data*. Finally, the third component of the plan, *Develop Action Plan Protocols*, is met as well through the existing requirement that programs use all of the data provided, including the program's performance against the institution-set standards, when planning.

Appendices: Evidence in Support of Midterm Report

DRAFT

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Academic Personnel

Action   X

Resolution

Information

Enclosure(s)   X

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions?   NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

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 25, 2021

<u>CHANGE IN RETIREMENT DATE</u>

Kaneko, Brian   FC   Applied Design Instructor
                                                From: 06/29/2021
                                                To: 06/30/2021
                                                PN FCF862

<u>PHASE-IN RETIREMENT</u>

Chan, Theodore   FC   Chemistry Instructor
                                                From: Fall Sem. 100%/Spring Sem. 100%
                                                To: Fall Sem. 50%/Spring Sem. 50%
                                                Eff. 08/19/2021
                                                PN FCF645

Lopez-Casillas, Lupe   FC   Counselor
                                                From: Fall Sem. 100%/Spring Sem. 100%
                                                To: Fall Sem. 85%/Spring Sem. 85%
                                                Eff. 07/01/2021
                                                PN FCF958

<u>RESIGNATION</u>

Wheeler, Terri   CC   Director, Nursing
                                                Eff. 07/31/2021
                                                PN CCM988

<u>NEW PERSONNEL</u>

Ignatovski, Stefan   FC   Accounting Instructor
                                                First Year Probationary Contract
                                                Class B, Step 1
                                                Eff. 08/19/2021
                                                PN FCF583

<u>ADDITIONAL DUTY DAYS @ PER DIEM</u>

Name		Position	Days
Baum, Chad	FC	Head Coach, Baseball	15 days
Bevec, Gina	FC	Head Coach, W's Track & Field	15 days
Duron, Yolanda	FC	Head Coach, Tennis	13 days
Lewin, Pamela	FC	Head Coach, Lacrosse	13 days
Plum Widner, Alix	FC	Director of Dance Productions	4 days
Price, Rhett	FC	Asst. Coach, Men's Swim/Dive	8 days
Rapp, Eddie	FC	Head Coach, Men's Volleyball	13 days
Rosa, Melanie	FC	Director of Dance Productions	4 days
Sheil, Sean	FC	Head Coach, Men's Track & Field	15 days

Academic Personnel
May 25, 2021

Webster, Perry FC Asst. Coach, Baseball 11 days

PAYMENT FOR INDEPENDENT LEARNING CONTRACT

Assef, Cecilia	FC	$30.00
Eisner, Doug	FC	$10.00
Gonzalez, Amber	FC	$10.00
Klippenstein, Stephan	FC	$20.00
Siskind, Jeremy	FC	$10.00

LEAVE OF ABSENCE

@01565952 CC Counselor
SB 95 (SPSL)
Paid Leave using Supplemental Paid Sick Leave
Eff. 04/26/2021 (1.5 hours)

Combs, Jennifer FC Student Development Instructor
Family Medical Leave (FMLA/CFRA) (100%)
Paid Leave using Regular and Supplemental
Sick Leave until Exhausted; Unpaid thereafter
Eff. 05/12/2021-08/15/2021

Lawrence, Roberta CC Dental Hygiene Instructor
Family Medical Leave (FMLA/CFRA) (100%)
Paid Leave using Regular and Supplemental
Sick Leave until Exhausted; Unpaid thereafter
Eff. 04/05/2021-04/30/2021 (100%)
Eff. 05/01/2021-05/22/2021 (30%)

Pimentel, Sylvia FC Counselor
Load Banking Leave With Pay (34.80%)
Eff. 2021 Spring Semester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 SUMMER
INTERSESSION

Carter, Chivone	NOCE	Column 2, Step 1
Parks, Brian	FC	Column 3, Step 1
Perkins, Justin	CC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 FALL SEMESTER

Huynhle, Martin CC Column 1, Step 1

Academic Personnel
May 25, 2021

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Brydges, Michael	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Chao, Christina	CC	Title V Summer Training Stipend not to exceed $75.00 Eff. 05/25/2021
Cobb, Tonya	CC	Title V Summer Training Stipend not to exceed $75.00 Eff. 05/25/2021
Cutrona, Piero Sergio	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
De Dios, Angela	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
DeMagalhaes, Nzuji	CC	Title V Summer Training Stipend not to exceed $75.00 Eff. 05/25/2021
Estrada, Steven	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Grande, Jolena	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Hutting, Anthony	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Jones, Sarah	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Manjra, Samreen	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021

Academic Personnel
May 25, 2021

Martin, Karen	NOCE	Online Teaching Certificate Training Stipend not to exceed $250.00 Eff. 03/01/2021-04/30/2021
Moady, Alireza	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Nusbaum, David	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Owen Driggs, Janet	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Pham, Thu	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Sutfin, Thomas	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Takeda, Nancy	NOCE	Online Teaching Certificate Training Stipend not to exceed $250.00 Eff. 03/01/2021-04/30/2021
Tran, Stephanie	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Valdez, Ediberto	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021
Velasco, Kendra	CC	Director of Dental Hygiene Class E, Step 17 Lecture Rate, Regular and Contract Faculty Summer Intersession Teaching Schedule Eff. 07/01/2021-07/29/2021
Wada, Kathy	CC	Title V Summer Training Stipend not to exceed $225.00 Eff. 05/24/2021-05/27/2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Classified Personnel

Action   X
Resolution
Information
Enclosure(s)   X

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions?   NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

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 25, 2021

RETIREMENT

Caudillo, Julie   NOCE   Instructional Assistant/DSPS
                                       11-month position (100%)
                                       Eff. 06/01/2021
                                       PN SCC993

RESIGNATION

Hite, John Vito   AC   District Manager, Audit and Contract Management
                                       12-month position (100%)
                                       Eff. 05/21/2021
                                       PN DEM980

NEW PERSONNEL

Gutierrez, Danny   AC   Groundskeeper
                                       12-month position (75%)
                                       Range 29, Step E
                                       Classified Salary Schedule
                                       Eff. 06/01/2021
                                       PN DEC937

                                       Irrigation Specialist
                                       12-month position (25%)
                                       Range 37, Step E
                                       Classified Salary Schedule
                                       Eff. 06/01/2021
                                       PN DEC948

Malone, Sean   AC   District Manager, Audit and Contract Management
                                       12-month position (100%)
                                       Range 19, Column G
                                       Management Salary Schedule
                                       Eff. 06/14/2021
                                       PN DEM980

Myers, Melony   AC   District Director, Information Technology
                                       Infrastructure and Operations
                                       12-month position (100%)
                                       Range 31, Column G
                                       Management Salary Schedule
                                       Eff. 06/01/2021
                                       PN ISM995

Classified Personnel
May 25, 2021

Ramirez, Sara	FC	Special Projects Coordinator, Contact Tracing Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 05/26/2021 – 06/30/2021 PN FCT591

REHIRES

Ali, Mir	CC	Special Projects Director/Medical Director and Supervising Physician of Cypress College Health Ctr Temporary Management Position (31%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT994
Altoma, Noor CC		Special Project Coordinator, Transfer Coach Title V Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT711
Avila, Brandi	FC	Special Project Director, UMOJA Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN FCT976
Flores, Stephanie	CC	Special Project Manager, Dual Enrollment Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT725
Ghatikar, Rachel	CC	Special Project Director, College Foundation Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT718
Gleason, Terence	CC	Special Project Manager, Distance Learning Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT727

Classified Personnel
May 25, 2021

Gutierrez, Nicholas	CC	Special Project Coordinator, Veteran Resource Ctr. Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT710
Juarez Valencia, Daniela	CC	Special Project Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT721
Marriott-Simes, Deborah	CC	Special Project Coordinator, COVID-19 Contact Tracing and Reporting Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 12/31/2021 PN CCT708
Mulholland, Grainne	FC	Special Project Director, Health Center Temporary Management Position (31.41%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN FCT983
Payan-Hernandez, Martha	FC	Special Project Director, Career Technical Education Temporary Management Position (100%) Range 3, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN FCT971
Ramirez, Sara	FC	Special Projects Coordinator, Contact Tracing Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 12/31/2021 PN FCT591
Rocha, Sandra	CC	Special Project Coordinator, Dual Enrollment Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT716

Classified Personnel
May 25, 2021

Thrift-Johnson, Anastasia	CC	Special Project Coordinator, CTE Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT716
Tran, Luu	CC	Special Project Coordinator, Student Equity Temporary Management Position (100%) Range 1 Special Project Admin Daily Rate Schedule Eff. 07/01/2020 – 0630/2021 PN CCT981
Truong, Pryscilla	CC	Special Project Coordinator, Charger Experience Temporary Management Position (100%) Range 1 Special Project Admin Daily Rate Schedule Eff. 07/01/2021 – 06/30/2022 PN CCT720

VOLUNTARY CHANGES IN ASSIGNMENT

Tucker, Rachel	FC	Clerical Assistant (40%) Temporary Increase in Percentage Employed From: 40% To: 100% Eff. 07/01/2021 – 12/31/2021

STIPEND FOR ADDITIONAL MANAGEMENT DUTIES

Guerrero, Juan	CC	Manager, Custodial Services (100%) 10% Stipend Eff. 03/01/2021 – 10/11/2021

LEAVES OF ABSENCE

Anaya De Guerra, Miryam	NOCE	Instructional Aide, High-School Lab (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/19/2021 – 05/02/2021 (Consecutive Leave)
@01250082	CC	Instructional Assistant, Career Center (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/28/2021 (3 hours); 05/26/2021 (3 hours)

Classified Personnel
May 25, 2021

@01509906   FC   Campus Safety Officer (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 01/19/2021 (8 hours); 01/20/2021 (8 hours);
01/21/2021 (8 hours); 01/24/2021 (8 hours)

@00349231   FC   Campus Safety Officer (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/29/2021 (8 hours); 04/20/2021 (8 hours);
04/21/2021 (8 hours)

@00004644   CC   Instructional Technician, Biology & Chemistry (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/08/2021 (2.5 hours); 04/05/2021 (2.5 hour);
04/06/2021 (2 hours)

@01810323   FC   Library Assistant I (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/05/2021 (2.5 hours); 03/26/2021 (2.5 hours)

@01264501   FC   Admissions and Records Coordinator (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 04/07/2021 (2 hours); 04/08/2021 (10 hours)

@0114737   FC   Student Services Specialist, Counseling (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/29/2021 (1.25 hours); 04/19/2021 (1.5 hours);
04/20/2021 (6.5 hours)

Fowler, Anthony   CC   Manager, Manager, Maintenance and Operations
Military Leave With Pay (USERRA)
Eff. 10/22/2020 – 12/09/2020 (Consecutive Leave)

Military Leave Without Pay
Eff. 12/10/2020 – 10/10/2021 (Consecutive Leave)

@01348813   CC   Interpreter Coordinator (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 04/26/2021 (10 hours)

Classified Personnel
May 25, 2021

@01520042	NOCE	Student Services Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/07/2021 (8 hours); 04/08/2021 (8 hours)
@01472739	FC	Senior Research and Planning Analyst (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/07/2021 (4 hours)
@00007037	FC	Admissions and Records Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/05/2021 (9 hours)
@00757480	AC	Graphic Designer (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/15/2021 (8 hours)
@01822198	FC	Senior Research and Planning Analyst (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/06/2021 (2 hours); 04/07/2021 (7 hours)
@01767770	AC	IT Project Leader (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/08/2021 (9 hours)
@01228628	NOCE	Student Services Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/26/2021 (4 hours)
@00339825	CC	Groundskeeper (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/30/2021 (8 hours)
Nguyen, Jeannie	FC	Student Services Specialist, Counseling (100%) Family Medical Leave (FMLA/CFRA/CAPDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 05/11/2021 – 07/06/2021 (Consecutive Leave)

Classified Personnel
May 25, 2021

@00007788   CC   Instructional Assistant, Learning Resource Ctr (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 04/12/2021 (8 hours); 04/13/2021 (8 hours)

@00202296   NOCE   Instructional Assistant, ESL (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/25/2021 (5 hours); 04/16/21 (8 hours)

Perryman, Kimberly   AC   Benefits Coordinator (100%)
Unpaid Personal Leave
Eff. 04/12/2021 (4 hours)

Pickler, Kirk   CC   Instructional Assistant, Visual Arts (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Family Illness Leave and Personal
Necessity Leave Until Exhausted; Unpaid Thereafter
Eff. 03/22/2021 – 06/03/2021 (Intermittent Leave)

@00620072   FC   Administrative Assistant II (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 04/22/2021 (4 hours)

@00752552   FC   Accounting Specialist (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/17/2021 (1 hour); 04/07/2021 (2 hours);
04/21/2021 (2 hours)

@01264193   FC   Building and Maintenance Coordinator (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 05/05/2021 (8 hours)

@01678818   FC   Student Services Technician (45%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 04/26/2021 (6 hours)

@01562547   AC   Communications Coordinator (100%)
SB 95 (SPSL)
Paid Leave Using Supplemental Paid Sick Leave
Eff. 04/21/2021 (8 hours)

Classified Personnel
May 25, 2021

@01410553	FC	Administrative Assistant II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/08/2021 (8 hours); 04/05/2021 (4 hours); 04/06/2021 (8 hours)
@01610652	FC	Student Services Specialist, Matriculation (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/06/2021 (2 hours)
@01134335	CC	Facilities Custodian I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/17/2021 (8 hours); 04/14/2021 (2 hours)
@01069326	FC	Accounting Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/06/2021 (2 hours)
@01607243	FC	Administrative Assistant II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/13/2021 (9 hours)
Sloan, Crystal	NOCE	Account Clerk II (50%) California Pregnancy Disability Leave (CAPDL) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 06/03/2021 – 07/15/2021 (Consecutive Leave)
@01288499	FC	Admissions and Records Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/08/2021 (2 hours)
@00898835	FC	Admissions and Records Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/08/2021 (3 hours); 04/09/2021 (1 hour)

Classified Personnel
May 25, 2021

Tang, Kim	NOCE	Manager, CTE (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 04/30/2021 – 05/08/2021 (Consecutive Leave)
@01593478	CC	Facilities Custodian I (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/04/2021 –01/08/2021 (40 hours); 01/11/2021 – 01/15/2021 (40 hours)
@00005894	FC	Instructional Assistant, Business & CIS (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/26/2021 (8 hours)
@01075520	AC	Purchasing Assistant (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/05/2021 (9 hours); 04/06/2021 (9 hours)
@00638272	NOCE	Instructional Aide, High-School Lab (50%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/21/2021 (5 hours)
@01223090	FC	Campus Safety Officer (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/07/2021 (8 hours)
@00166395	FC	Administrative Assistant II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/13/2021 (2 hours); 05/11/2021 (2 hours)
Williams, Richard	AC	District Dir., Facilities Planning/Construction (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 04/12/2021 – 04/23/2021 (Consecutive Leave) Eff. 04/26/2021 – 05/24/2021 (Intermittent Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

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? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

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 25, 2021

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Alofaituli, Kimberly	CC	Technical Expert I	Psych Tech Student Cohort Remediation	26	05/24/2021	06/30/2021
Athey, Tessa	FC	Project Expert	Re-Entry Connect	26	05/12/2021	06/30/2021
Brown, Anthony	CC	Technical Expert I	Psych Tech Student Cohort Remediation	40	05/10/2021	06/30/2021
Floerke, Brandon	FC	Project Manager	Hornets Tutoring Faculty Coordinator	10	05/24/2021	06/30/2021
Flores, Klarissa	FC	Project Expert	High School Liaison	26	05/12/2021	06/30/2021
Gopar, Gary	CC	Technical Expert II	Commencement Music – National Anthem	15	05/01/2021	05/31/2021
Johnstone, Deborah	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	26	06/02/2021	06/13/2021
Lundberg, Kurt	FC	Assistant Coach 3	Men's Volleyball	12	05/10/2021	06/23/2021
Manfredonia, Brandy	CC	Project Expert	Perkins V Counseling	26	05/17/2021	06/15/2021
Marquardt, Marcus	CC	Technical Expert I	Psych Tech Student Cohort Remediation	40	05/10/2021	06/30/2021
McMillan, Marcus	CC	Technical Expert II	Commencement Music – National Anthem	15	05/01/2021	05/31/2021
Padilla, Debra	NOCE	Project Coordinator	CTE SoCal Sheet Metal JATC	15	06/02/2021	06/13/2021
Sevilla, Grace	FC	Project Expert	High School Liaison	26	05/12/2021	06/30/2021
Snook, Dan	CC	Technical Expert II	Strong Workforce Vehicle Vinyl Wrap	40	05/10/2021	06/30/2021
Tomlinson, John	FC	Technical Expert I	Audio Editing	12.5	05/14/2021	05/18/2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	May 25, 2021	Information	
		Enclosure(s)	X
SUBJECT:	Hourly Personnel		

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? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

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	*Chris A Marshall*	5.d.1
Recommended by	Approved for Submittal	Item No.

Hourly Personnel
May 25, 2021

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Amarillas, Cindy	FC	Technical - Assist in EOPS Office	06/07/21	06/30/21	TE A 2
Arellano, Eliza	FC	Technical - Assist in EOPS Office	06/07/21	06/30/21	TE A 2
Davisson, Marissa	FC	Technical - Assist in EOPS Office	06/07/21	06/30/21	TE A 1
Gonzalez, Diana	FC	Technical - Assist in the Counseling Office	05/25/21	06/30/21	TE A 2
Gonzalez, Elizabeth	FC	Technical - Assist in Counseling Office with recruitment	05/26/21	06/30/21	TE A 1
Hwee, Mikayla	AC	Technical - Assist in District Payroll Office	06/01/21	06/30/21	TE A 3
Macedo, Emily	FC	Technical - Assist in Admissions and Records	07/01/21	06/30/21	TE A 1
Martinez, Jaime	FC	Technical - Assist in Counseling Office with recruitment	05/26/21	06/30/21	TE A 1
Shah, Jarvish	FC	Technical - Assist in Admissions and Records	07/01/21	06/30/21	TE A 1
Soulong, Yazid	CC	Technical - Assist in Dual Enrollment	06/09/21	06/30/21	TE A 2
Tran, Anh	CC	Technical - Assist in Dual Enrollment	06/09/21	06/30/21	TE A 2

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Leomiti, Alika	NOCE	Direct Instr Support - Interpreter for hearing impaired students	05/26/21	06/30/21	TE E 4
Leomiti, Alika	NOCE	Direct Instr Support - Interpreter for hearing impaired students	05/26/21	06/30/21	TE F 4

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Dauki, Omar	FC	Work Study Student - Assist Promise students remotely	05/26/21	06/30/21	TE A 1
Lacorte, Erin Michelle	AC	Full-time Student - Student Trustee	06/01/21	06/30/21	TE A 1
Lacorte, Erin Michelle	AC	Full-time Student - Student Trustee	07/01/21	05/31/22	TE A 1
Menacho, Ariana	FC	Work Study Student - Assist Promise students remotely	05/26/21	06/30/21	TE A 1
Pandian, Meena	AC	Full-time Student - Student Trustee	06/01/21	06/30/21	TE A 1
Pandian, Meena	AC	Full-time Student - Student Trustee	07/01/21	05/31/22	TE A 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Volunteers

Action X

Resolution

Information

Enclosure(s) X

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? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

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 25, 2021

Name	Site	Program	Begin	End
McManus, Joshua	FC	Intern - Veterans Resource Center	05/12/2021	06/30/2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: 2021 Board of Trustees Assessment

Action	
Resolution	
Information	X
Enclosure(s)	X

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 23, 2021.

The assessment instrument was distributed electronically on April 13, 2021, and 20 completed instruments were submitted to the Chancellor's Office. Evaluation summaries are provided and include:

- Summary of seven Trustees and no Student Trustees' responses (pages 6.a.2 – 6.a.14)
- Summary of eight Resource Table and five Audience responses (pages 6.a.15 – 6.a.30)

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board review the 2021 Board Assessment summaries.

Cheryl Marshall
_____
Recommended by

_____
Approved for Submittal

6.a.1
_____
Item No.

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(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 programs and services.					
1.	The Board has clearly defined institutional goals with desired outcomes both short and long-term.	**6.5***	**93%**	Excellent	• Yes, the BOT has defined goals and will continue to work towards defining further.
		0.5*	**7%**	Acceptable	
		0	**0%**	Needs Improvement	
		0	**0%**	Unsatisfactory	
		0	**0%**	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**
2.	The Board's highest priority is student learning and student success.	**5**	**71%**	Excellent	• We say this, but sometimes I think folks egos get in the way. • Yes, Institutionalized Effectiveness Report.
		2	**29%**	Acceptable	
		0	**0%**	Needs Improvement	
		0	**0%**	Unsatisfactory	
		0	**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.	**6.5***	**93%**	Excellent	• Mission Statement needs to be revisited –perhaps simply readopted– when we did the EFMP this should have come first. • DEI is being included in the recent revisions.
		0.5*	**7%**	Acceptable	
		0	**0%**	Needs Improvement	
		0	**0%**	Unsatisfactory	
		0	**0%**	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**
3b.	The Board reviews the mission and vision statements every three years.	**5**	**71%**	Excellent	• See comment above. [Mission Statement needs to be revisited – perhaps simply readopted - When we did the EFMP this should have come first.] • No knowledge
		1	**14%**	Acceptable	
		0	**0%**	Needs Improvement	
		0	**0%**	Unsatisfactory	
		1	**14%**	No Knowledge of	
	Totals	**7**	**99%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
3c.	The Board regularly reviews its policies to be consistent with its mission.	4	57%	Excellent	• The Board is actively engaged in reviewing its policies. • We do review the policies, but I think we also should be afraid [no additional text provided.] • Policies can be reviewed.
		3	43%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
4.	The Chancellor's goals, as affirmed by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration.	4	57%	Excellent	• The priorities are strategic and manageable individually, but they may be unmanageable in total. The Board needs to be careful about asking more than is reasonably possible. • Sometimes I think that we ask too much of the Chancellor. • We also receive updates on the progress of these goals. • Yes.
		2	29%	Acceptable	
		0	0%	Needs Improvement	
		1	14%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
5a.	The Board upholds a code of ethics and conflict of interest policy.	2.5*	36%	Excellent	• This clearly has been a controversial area for multiple individuals, but the Board as an entity endorses the code and policy. • BOT does uphold code of ethics, recent incidents could have been handled better.
		3.5*	50%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**
5b.	The Board has a clearly defined policy dealing with violations.	2	29%	Excellent	• This never has been an issue before, but the policy is being actively reviewed for revisions. • This is in the process of being revised.
		4	57%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
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.	6	86%	Excellent	
		1	14%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	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.	6	86%	Excellent	• If resources are not being approved, it's either that they are not available or they have not been appropriately requested. • With the Pandemic it was apparent that resources were needed. Food pantry, internet, laptops, mental health services, and other resources were provided for students. Additional faculty/staff was provided to meet the needs of the students.
		0	0%	Acceptable	
		0	0%	Needs Improvement	
		1	14%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
8.	The Board regularly evaluates its processes to support continuous improvement.	3	43%	Excellent	• There is some disagreement among board members regarding roles – this spills over to processes. • Could do better in providing decisions in relation to Budget allocations and improvement in the process of project allocation.
		3	43%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	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 programs and services."

- 2.9
- 4
- I think we have to be more comfortable with board members introducing recommendations to policies that are not necessarily suggested by the CCLC.
- 3 = Acceptable
- Overall Score is a 4. The Board has been solid with new policy decisions and have regularly reviewed existing Board policies.

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
As an independent policy-making body that reflects the public interest, the Board acts as a whole. The Board advocates for and defends the institution and protects it from undue influence or political pressures.				
9. Directions to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.	4	57%	Excellent	• Official directions come from majority decisions. But sometimes individuals try to go around these decisions for their own agendas. • Mostly this is true, sometimes a member thinks a comment made by them implies that should be the direction of the entire board. • I appreciate how we all have an opportunity to chime in.
	2	29%	Acceptable	
	1	14%	Needs Improvement	
	0	0%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	**7**	**100%**		
10. Board members respect each other's opinions.	1	14%	Excellent	• For the most part true, but members need to be cognizant about stating opinions. There remains a fine line between personal convictions and one's public role. • In general this is true. We could do better in supporting other goals.
	5	71%	Acceptable	
	0	0%	Needs Improvement	
	1	14%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	**7**	**99%**		
11. Discussions are structured so that all have an opportunity to contribute to the decision.	7	100%	Excellent	• Everyone is given fair opportunities to be heard and express their viewpoints. • The President makes sure everyone contributes by purposely calling on those that have not contributed before on a decision.
	0	0%	Acceptable	
	0	0%	Needs Improvement	
	0	0%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	**7**	**100%**		

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
12.	Board members have adequate information upon which to base decisions.	4	57%	Excellent	• If someone feels more information is needed, those requests are handled promptly.
		2	29%	Acceptable	• Who knows if it is adequate. The board makes decisions based on the information provided it whether it is an informed decision or the right decision or a different decision might have been made if more information was provided the board.
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	• Yes, opportunity is available for questions or information to help support items of meeting discussion.
	Totals	**7**	**100%**		
13.	The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Chancellor.	5.5*	79%	Excellent	• Some seem influenced by constituency groups.
		1.5*	21%	Acceptable	• The board does. But does the Chancellor have all the available background data and is the data not only made available to the board but is indeed given to the board?
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	• Yes.
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**
14.	The Board's delegation of administrative authority to the Chancellor is clear to all parties.	1	14%	Excellent	• The trustees do not have a uniform understanding and agreement about the delegation limits and about how proper oversight and leadership differ from improper attempts to directly manage. The accreditation standards are clear about this.
		2	29%	Acceptable	
		4	57%	Needs Improvement	• NO. Some trustees need to more fully understand the delegation of administrative purview. Some are veering close to micro-managing.
		0	0%	Unsatisfactory	• Based on lengthy and at times hostile discussions of who is responsible for BP's and who is responsible for AP's I would say is not clear. Furthermore I believe that board members have entered into changing, correcting and changing the wording of AP's.
		0	0%	No Knowledge of	
					• The limits of administrative authority may not be clear to all parties.
					• Plans go without being brought to the Board for discussion.
	Totals	**7**	**100%**		

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

- 2.3
- 3.5

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
• 3.6 = Acceptable • Overall Score is a 4. The Board has done well at acting as a whole and has worked hard to ensure the Zoom meetings have been just as effective as traditional in-person meetings.				

Board meetings run effectively:				
15. Board members are punctual to and attend all Board meetings to conclusion.	**7**	**100%**	Excellent	• For the most part everyone is on time. Recommendation: provide less transitional time between main session and closed session.
	0	**0%**	Acceptable	
	0	**0%**	Needs Improvement	
	0	**0%**	Unsatisfactory	
	0	**0%**	No Knowledge of	
Totals	**7**	**100%**		
16. The Board reviews agenda materials and is prepared for Board meetings.	**4**	**57%**	Excellent	
	3	**43%**	Acceptable	
	0	**0%**	Needs Improvement	
	0	**0%**	Unsatisfactory	
	0	**0%**	No Knowledge of	
Totals	**7**	**100%**		
17a. New Board members, including student trustees, receive an orientation to roles and responsibilities and District mission and policies.	**1**	**14%**	Excellent	• This could be improved. • The orientation I received was OK but could be improved and perhaps has been. Board policy is now more specific as what should be included. I will be interested to see the responses of the new trustee and student trustees. • I think Trustee Rosales can give greater feedback on this question. • Have the orientation be set up in segments with some readings to follow. Have the orientation be aligned with a follow up session that will provide a quick intro with various campus stakeholders. Shorter sessions, provide a more in dept orientation that includes a list with Administrative tasks that need to be completed.
	6	**86%**	Acceptable	
	0	**0%**	Needs Improvement	
	0	**0%**	Unsatisfactory	
	0	**0%**	No Knowledge of	
Totals	**7**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
17b.	The Board members engage in ongoing professional development.	4	57%	Excellent	• Some much more so than others. • In-house sessions engage all trustees and conferences engage most. We should do more in-house sessions which are probably more cost-effective, can be tailored to specific needs, and can ensure all trustees receive training. Ethics training should be recurring. • I appreciate the additional document that highlights what we've done. • Yes, everyone has demonstrated professional development. We track it. Suggestion: to have some in-house trainings throught the year.
		2	29%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
18.	The Board agendas focus on policy issues that are relates to Board responsibilities.	4	57%	Excellent	• Could do better in this area.
		3	43%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
19.	The Board conducts its meetings in compliance with state laws, including the Brown Act.	7	100%	Excellent	
		0	0%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(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.	4	57%	Excellent	• Yes, especially the review of legislative action. It would be nice if the reps for the legislative taskforce regularly reported – although now the chancellor is including notes in her report. • For the last few months the Weekly Legislative Report has been forwarded to the Board as well as the slide deck of the South Coast Community College District political consultants presented at the monthly Orange County Legislative Task Force meeting. But no, never have I seen legislative issues in agendas. • Agendas include legislative priorities but the Board has delegated responsibility for taking positions on bills to the Chancellor. According to the Trustee Handbook, taking positions on bills is a Board responsibility, so those legislative issues should be agendized. • I also appreciate the weekly legislative updates. • For the most part.
		1	14%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	14%	No Knowledge of	
	Totals	**7**	**99%**		
21.	Board meetings include some education or information time.	3.5*	50%	Excellent	• There is a deliberate effort to do this. • We have gotten a bit away from the study session – in part due to covid, in part because of the enormous work they entail. • Suggestion: a brief introduction summary for each of the voting items.
		3.5*	50%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**
22.	Board meetings provide adequate time for discussion.	6.5*	93%	Excellent	• I would encourage all to make sure comments are relevant to the discussion and not grandstand ideology.
		0.5*	7%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**

Overall rating for "Board meetings run effectively."

• 3.1
• 3.7

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
• 3.6 = Acceptable • Overall Score is a 4. The Board has done well to respectfully read and listen to all comments. The individual Trustees have each had opportunities to engage in open dialogue and come to decisions.				

Board members are actively knowledgeable about and engaged in the District community:				
23a. Board members are knowledgeable about community college and state related issues.	3.5*	50%	Excellent	
	3.5*	50%	Acceptable	
	0	0%	Needs Improvement	
	0	0%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	7	100%		***.5 scores reflect a "4/3" rating provided by one respondent.**
23b. Board members are knowledgeable and take an appropriate role in the accreditation process.	4	57%	Excellent	• Board members are knowledgeable about the process but we should have study sessions on the standards themselves, which are not generally covered in conference sessions on accreditation. • Professional development is in place.
	2	29%	Acceptable	
	1	14%	Needs Improvement	
	0	0%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	7	100%		
24. The Board acts as an advocate for community colleges.	2	29%	Excellent	• I don't think the Board does this, but I think members do. However, we don't really know what members are doing. We should think about how the Board might do this or help members to do it. • Not clear knowledge
	2	29%	Acceptable	
	2	29%	Needs Improvement	
	0	0%	Unsatisfactory	
	1	14%	No Knowledge of	
Totals	7	101%		

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
25.	Board members are available to District employees for comments and suggestions.	3	43%	Excellent	• Trustees are available to everyone through established email accounts in addition to being open to phone calls and personal meetings, and every Board meeting provides time for public comments. • I am almost positive that members of the Constituent Group representatives at Board meetings would say no. I would say board members are not available because it would mean Board members would be on campuses regularly where employees frequently congregate. Availability to me means dialogue. • With the campuses mainly closed, there were less opportunities for interaction over the 2019 year. Graded the Board down here, but not necessarily due to anything the Board did or didn't do.
		3	43%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
26.	The Board shows its support for the District through members attending various events.	3	43%	Excellent	• Trustees often attend a wide variety of events. • In general, members attend events. I think some attend more than others but we don't keep track of that so it's hard to assess. In any case, as long as members attend some events I think that shows Board support for students and programs. • Not always mentioned or tracked. Suggestion: better tracking to provide a list of collective Board attendance to various District events throght the year (without tracking who attended). • Less opportunities to participate with only a few events on Zoom, which are very different than in-person events.
		3	43%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		
27.	The Board is knowledgeable about the District's history, values, strengths, and weaknesses.	2	29%	Excellent	• Individual Board members may have unintentionally learned bits or pieces of history, values, strengths, & weaknesses by there shear magnitude of the number of years on the Board or can guess from each member's perspective what the District's strengths & weaknesses are. A history needs to be written. • The Board is knowledgeable about the District's values and strengths but we don't really talk about its history or weaknesses. I think it would be a good idea to do so. • I would like to have a better understanding, we do not have discussion on history, strengths and talk more about weaknesses. I would welcome common knowledge of the history of the district.
		4	57%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	14%	No Knowledge of	
	Totals	**7**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(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.	3.5*	50%	Excellent	• DEI focused.
		2.5*	36%	Acceptable	
		0	0%	Needs Improvement	
		1	14%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "4/3" rating provided by one respondent.**
29.	The Board has processes in place for appropriately involving the community in relevant decisions.	5	71%	Excellent	• In addition to the opportunities for personal contacts with trustees, there are community advisory committees for various purposes, and community members are included on some hiring committees.
		1	14%	Acceptable	
		0	0%	Needs Improvement	• The Board respects the rights of members of the public to comment on matters under its jurisdiction.
		1	14%	Unsatisfactory	• There were fewer decisions that involved community outreach over the last year.
		0	0%	No Knowledge of	
	Totals	**7**	**99%**		
30.	The Board helps promote the image of the District in the community.	2	29%	Excellent	• Trustees participate in community events and District public events. But there have been instances of trustee attacks on the District's positions and interests in public, which harms the District's image in the community.
		1	14%	Acceptable	
		2	29%	Needs Improvement	• There are only 3 Trustees that promote the image of the District in the city tin which they reside with one city having 2 involved Trustees. It is doubtful that any Trustee promotes the District's image throughout the whole District. There is one Trustee that regularly attends the same annual event in three cities.
		1	14%	Unsatisfactory	
		1	14%	No Knowledge of	
					• See comments for #24 [I don't think the Board does this, but I think members do. However, we don't really know what members are doing. We should think about how the Board might do this or help members to do it.]
					• I understand that we'll have a more defined role when we meet for our board retreat.
					• Not clear knowledge
	Totals	**7**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(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.	2.5*	36%	Excellent	• Not all trustees acknowledge that their role is not supposed to be partisan promoters of the bargaining units' demands. • I think members have a basic understanding but also have questions. I think we should have study sessions on this complex and important topic which is not generally covered in conference sessions or webinars. We should also look at interest-based bargaining. • It is veigue
		3.5*	50%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		***.5 scores reflect a "3/4" rating provided by one respondent.**
32.	The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget.	1.5*	21%	Excellent	• This means to me that the Board needs to see how the numbers were arrived at for each category and line item. Schedules and internal reports should be made available to the Board. In other words, as in math classes we were required to show our work; how we arrived at our answers. • I think members have a basic understanding but also have questions. Recurring study sessions are good but could perhaps include greater focus on "how adopted priorities are addressed within the budget."
		4.5*	64%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	14%	No Knowledge of	
	Totals	**7**	**99%**		***.5 scores reflect a "3/4" rating provided by one respondent.**
33.	The Board gives adequate attention to the mission and goals of the District.	5	71%	Excellent	
		1	14%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**99%**		
34.	The Board has a procedure for annual evaluations of the Chancellor.	7	100%	Excellent	
		0	0%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	7 Trustees and 0 Student Trustees

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
35.	The Board demonstrates a good understanding of collegial consultation and related processes.	4.5	64%	Excellent	• The Board understands this better than some employee groups give us credit for; they want "consultation" to mean "agree with everything we say."
		1.5	21%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	14%	No Knowledge of	
	Totals	**7**	**99%**		*.5 scores reflect a "3/4" rating provided by one respondent.
36.	In general, what rating does the Board as a whole deserve?	2*	29%	Excellent	• For all categories, 3.6. But if that is the question, it should not be included in this category. If it is asking for an overall rating in this category, it seems to be the same as the question that follows.
		4*	57%	Acceptable	
		1	14%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**7**	**100%**		*** Reflects "3/4" and "3.6" ratings provided by two respondents.**

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

- 1.7
- 3.4
- Overall Score is a 4. The Board is full of knowledgeable and experienced Trustees. Engaging with the district community was very difficult outside of the virtual board room, and the virtual board room was often not welcoming due to contentious negotiations, but the Board did well to take a balanced approach to dealing with those who did not engage in respectful discourse.

37.	**General Comments/Suggestions:**

- I am concerned that as we go into the Chancellor search and onboarding process of the new Chancellor, that we are not on the same page. Somehow we need to get back to the point that we are here to serve the students and the community – and prioritize that as a primary focus. We need to be in the same boat, rowing in the same direction – not sure how to convince independent minded folks to do this. I hope that each of us can relinquish independent agendas for the good of the district.
- Each statement for grading and comment implies a "Should be," or "Should have," implying that each statement needs to be addressed to insure a grade of 4. If it is not important enough to improve it should not be on the annual Board of trustees Assessment.
- In a difficult year, the Board should be proud of what was achieved.

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 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 programs and services.				
1. The Board has clearly defined institutional goals with desired outcomes both short and long-term.	5	38%	Excellent	• Perhaps I missed them, but the goals for the Board should be more clearly communicated. They should also be more ambitious and specific. • It looks like the defined goals are given to the Board instead of being clearly defined by the Board. • The Chancellor and campuses have goals, but the Board doesn't appear to have any.
	5	38%	Acceptable	
	3	23%	Needs Improvement	
	0	0%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	13	99%		
2. The Board's highest priority is student learning and student success.	6	46%	Excellent	• It is evident that certain board members have their own personal interest and push their own agenda regardless of student learning and success. • Often, it seems to me that the Board's highest priority is self-promotion. The comments during reports, especially, seem focused on this, as does much of the posturing around certain agenda items. In other words, it seems that some members of the Board act in ways/say things to appeal to their constituents. • The recent issues with students created negativity between Trustees and the students. • Yes, I believe that it's the Board's highest priority, but their actions don't always demonstrate that. My belief has nothing to do with salary negotiations, but rather with what they seem to prioritize even in their questions and discussions.
	4	31%	Acceptable	
	3	23%	Needs Improvement	
	0	0%	Unsatisfactory	
	0	0%	No Knowledge of	
Totals	13	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.	7	54%	Excellent	• Unsure if the NOCCCD Educational and Facilities Master Plan completed last year fulfills this element. • The EFMP has been created. I'm not sure that this question has that in mind or something else. If so, certainly the Board did not create the EFMP. I suppose it approved it.
	5	38%	Acceptable	
	0	0%	Needs Improvement	
	0	0%	Unsatisfactory	
	1	8%	No Knowledge of	
Totals	13	100%		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
3b.	The Board reviews the mission and vision statements every three years.	5	38%	Excellent	
		5	38%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		3	23%	No Knowledge of	
	Totals	13	99%		
3c.	The Board regularly reviews its policies to be consistent with its mission.	6	46%	Excellent	• There appears to be a consistent BP Review. • While the scheduled reviews and revisions are good, such a system promotes revisions that are reactive and not proactive. Those who work in the district can tell you right now which policies they interface with are a hot mess. Why wait until their turn in the queue for discussion?
		6	46%	Acceptable	
		1	8%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	13	100%		
4.	The Chancellor's goals, as affirmed by the Board, establish priorities that are both strategic and manageable and provide Board direction for the administration.	5	38%	Excellent	• The Board is led by the Chancellor and her staff in terms of administration in some places where Board prerogative and boad direction in the opposite direction is more warranted. • The Chancellor's goals are strategic, but not necessarily manageable.
		7	54%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	8%	No Knowledge of	
	Totals	13	100%		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
5a.	The Board upholds a code of ethics and conflict of interest policy.	1	8%	Excellent	• It continues to be apparent that self interest drive various board members. Ethics, professionalism, and the District's best interest are not evident. Board meetings have become embarrassing and sad. Most meetings are 75% waste of time. • The Board is currently revising its code of ethics. Hopefully, the new code will be stronger than the last. It seemed at times that the Board did not want to review complaints. • The code until very recently was inadequate. Revisions are a step in the right direction, but whether the Board follows them and upholds them when violated remains to be seen. • The Board has a Code of Ethics, but they struggle to uphold its tenants and to hold their own accountable.
		3	23%	Acceptable	
		6	46%	Needs Improvement	
		3	23%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
5b.	The Board has a clearly defined policy dealing with violations.	0	0%	Excellent	• There appeared to be confusion as to how to handle complaints and investigations. • The Board has struggled with holding members accountable for behaviors detrimental to the District at large. The current policies are not clear on what actions the Board can or should take when a Board member does not uphold the behaviors that support the Board as a whole or students. • I'm assuming the "violations" has to do with violations of the code of ethics...While there is a policy, it remains unclear in terms of exactly how to discipline Board members, especially for behavior that is clearly inappropriate but may not rise to violating policy. • The recent inability to adequately deal with complaints toward a Board member who violated policy is evidence that the policy was poorly defined. • The Board seems to want to be above having to deal with this serious issue. • The recent formal complaints laid bare the clear deficiencies in the policy.
		3	23%	Acceptable	
		8	62%	Needs Improvement	
		2	15%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
6.	To ensure the institution is accomplishing its goals for student success, the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	7	54%	Excellent	• I prefer a more hands-off approach in this regard. • The Board regularly requests and receives information about student success from District Services and the campuses.
		5	38%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	8%	No Knowledge of	
	Totals	**13**	**100%**		
7.	The Board approves appropriate resources (human, physical, technology, and financial) to support an effective student learning program.	7	54%	Excellent	• The Board usually approves requests sent from the sites. It recently questioned one of the requests in what I considered an inappropriately invasive and micro-managing way instead of trusting the college faculty to know what it needs to support student learning. I don't think that overreach is appropriate. • Scrutiny given to requests for resources is hit and miss; some requests get an oversized amount of the Board's attention, other requests that should get scrutiny to their appropriateness fly right on by and it's hard to tell why some get scrutiny and others do not. • It is unclear how much the Board members actually understand except what is told to them by a very small group of people. • The term "appropriate" is relative. There doesn't ever appears to be agreement between administration and the constituent groups due to vested interests.
		4	31%	Acceptable	
		2	15%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
8.	The Board regularly evaluates its processes to support continuous improvement.	2	15%	Excellent	• The Board seems to generally only ask questions that already have established answers in order to maintain their comfort level.
		7	54%	Acceptable	
		3	23%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	8%	No Knowledge of	
	Totals	**13**	**100%**		

Overall rating for "The Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services."

• 4
• 3
• 3

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
• 3 • 3 • 3 • Rating = 4				

<table>
<tr><td colspan="5">As an independent policy-making body that reflects the public interest, the Board acts as a whole. The Board advocates for and defends the institution and protects it from undue influence or political pressures.</td></tr>
<tr><td>9.</td><td>Directions to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.</td><td>4</td><td>31%</td><td>Excellent</td></tr>
</table>

Question	Rating	%	Rating Scale	Comments
9. Directions to staff are based on a consensus of a majority of the Board. Individual Board members do not assume authority.	4	31%	Excellent	• There could be improvement in this area; individual board members still seem to be unclear on their own roles as a Policy-making Board versus an operational Board.
	4	31%	Acceptable	• Past and present Board Presidents misuse their position as chair to dominate discussion and drive consensus. Half the Board are silent, or nearly silent, on most issues, yielding to the chair's authority when they should be speaking up.
	3	23%	Needs Improvement	
	1	8%	Unsatisfactory	• At times an individual Board member will ask staff to perform work, though for the most part, the Board considers such directives through formal action and a majority of the Board voting in support of the request.
	1	8%	No Knowledge of	• Not always.
Totals	**13**	**101%**		
10. Board members respect each other's opinions.	3	23%	Excellent	• Lopez and Blount not only do not respect other board members but they do not respect staff either.
	5	38%	Acceptable	• This question is odd since I can't see inside the brains of the Board members. However, I have noticed that Board members, while polite enough to each other at Board meetings, don't seem to respect each other much. One member is especially rude and interrupts speakers.
	3	23%	Needs Improvement	
	2	15%	Unsatisfactory	• There are clear ongoing micro aggressions by certain Board members. Certain Trustees are marginalized and even overtly bypassed.
	0	0%	No Knowledge of	• Overall the Board has been respectful to other members of the Board, though at times an individual Board member has been disrespectful to another Board member.
				• Begrudgingly, but there are times they don't appear to respect each other, much less their opinions. The hostility is palpable and honestly, it's embarrassing.
Totals	**13**	**99%**		

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
11.	Discussions are structured so that all have an opportunity to contribute to the decision.	8	62%	Excellent	• Generally, yes. • The Board Presidents and occasionally others will promote a rapid pace at the meetings to discourage input on items when they don't want any input and slow down the pace on items when they do want input. • The Board controls the discussion. Even public comments are cut off and dismissed. • The Board President does a good job of making sure all Board members have an opportunity to express their views and provide input. • All trustees are heard and called upon if they don't speak up during discussions.
		1	8%	Acceptable	
		4	31%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**101%**		
12.	Board members have adequate information upon which to base decisions.	8	62%	Excellent	• Sometimes Board members seem to have no clue how community colleges function. How could they? Most are elected members of a community without necessarily having any background in higher ed/community colleges (except perhaps as a student). • When was the last time the Board questioned what was being presented to them by a vice-chancellor or the chancellor in a meaningful way? They accept the information given to them at face value far too often, assuming that it's accurate (it often isn't) and represents an unbiased perspective (it often doesn't) • The Board does not seem to critically question information coming from District administration. Budget items go unchecked and it is unclear if the Board ever looks at the actual ending balances that are sent to the state way after the budget is presented.
		1	8%	Acceptable	
		3	23%	Needs Improvement	
		1	8%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**101%**		

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 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.	5	38%	Excellent	• I am assuming and hoping that the Board relies on the Chancellor. That is difficult to know based on what I witness at Board meetings, as the Board members only very rarely directly ask any questions or solicit input from the Chancellor. • The data summaries presented to the board are not so much summaries but sales pitches, with data cherry picked to promote some perspectives and decisions while discouraging others. • This is unclear when the District has one of the highest ongoing ending balances in the state and the Board is still unable to change the negative negotiation stance. Maybe the Board should look at the actual ending balance numbers sent to the state and look at what the Districts around us are doing.
		3	23%	Acceptable	
		4	31%	Needs Improvement	
		1	8%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
14.	The Board's delegation of administrative authority to the Chancellor is clear to all parties.	4	31%	Excellent	• There has been overall improvement in this area, although certain individual board members still struggle with this delegation of duties. • See my answer to #13. [I am assuming and hoping that the Board relies on the Chancellor. That is difficult to know based on what I witness at Board meetings, as the Board members only very rarely directly ask any questions or solicit input from the Chancellor.] Also, sometimes the Board asks questions or makes statements that seem to have nothing to do with the Chancellor. I'd like to see the Chancellor brought into the Board meeting agenda items/discussions much more intentionally and often. • It's not clear to me, and it sure isn't clear to the Board or, in some cases, to the Chancellor. • At times, there is disagreement among Board members as to when authority is be delegated to the Chancellor. • There is one trustee who struggles with this and adamantly opposes it even when confronted by his fellow trustees, board policy, and accreditation standards.
		4	31%	Acceptable	
		3	23%	Needs Improvement	
		2	15%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		

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

- 4
- 2
- 4
- 2

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments
• 2 • 4 • Rating = 3				

Board meetings run effectively:					
15.	Board members are punctual to and attend all Board meetings to conclusion.	9	69%	Excellent	• One Trustee has been late to a few meetings, citing other obligations.
		3	23%	Acceptable	
		1	8%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
16.	The Board reviews agenda materials and is prepared for Board meetings.	6	46%	Excellent	• Generally, yes. But often some Board members ask questions or make suggestions that indicate to me that they are seeing an item for the first time at the Board meeting.
		6	46%	Acceptable	• The Board often gets 'into the weeds' on an agenda item, asking questions that easily could have been asked ahead of time. Clarifying questions and discussions about interpretation are one thing, but all too often the Board is asking for additional information that reveals last minute reviews of the agenda.
		1	8%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
					• Sometimes it seems like Board members are just reading things for the first time when they sit down. • Most Board members appear to be prepared for each meeting. • It is always clear which trustees did not read materials in advance of the meeting. Particularly when questions are asked and the answer is included in the Board agenda itself.
	Totals	**13**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
17a.	New Board members, including student trustees, receive an orientation to roles and responsibilities and District mission and policies.	5	38%	Excellent	
		4	31%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		4	31%	No Knowledge of	
	Totals	**13**	**100%**		
17b.	The Board members engage in ongoing professional development.	3	23%	Excellent	• Board members report frequently on the conferences and meetings they attend to improve their service as board members. • There is one exception. • Uneven across Board members. Pres. Dunsheath is a super star in this regard. I noticed that a couple of members have yet to attend a single DEIA professional development opportunity. This should be required. • While acceptable, a lot of the professional development seems reactive and not proactive. • There has been a marked improvement in this area from last year. Possibly due to the availability of Zoom attendance, so it will be interesting to see if this continues post-pandemic.
		9	69%	Acceptable	
		1	8%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
18.	The Board agendas focus on policy issues that are relates to Board responsibilities.	4	31%	Excellent	
		9	69%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
19.	The Board conducts its meetings in compliance with state laws, including the Brown Act.	7	54%	Excellent	• It seems there is an inconsistent approach to when the 20 minutes per topic in comments is applied and the actual process for extending time.
		6	46%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
20.	Agendas include legislative and state policy issues that impact the District.	6	46%	Excellent	• There's not nearly enough of a focus on this in Board agendas. Our district is systemically disadvantaged by legislative and policy decisions in Sacramento. The advocacy to change these decisions and policies is kicked to consultants, who report in vague terms once or twice a year.
		5	38%	Acceptable	
		2	15%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**99%**		
21.	Board meetings include some education or information time.	7	54%	Excellent	• It is not always clear what is trying to be accomplished. • They include information time via presentations and the sharing of campus reports, but not education time.
		5	38%	Acceptable	
		1	8%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
22.	Board meetings provide adequate time for discussion.	7	54%	Excellent	• Sometimes resources table members are made to feel like they should not contribute to discussion or should be incredibly brief. This is does not contribute to a collegial atmosphere.
		3	23%	Acceptable	
		2	15%	Needs Improvement	• Both the past and present Board President have chilled discussion at Board meetings, especially from members of the resource table, and especially on topics or agenda items where dissent is obvious. Half of the dais is afraid to speak up, the other half are unafraid but not given the opportunity.
		1	8%	Unsatisfactory	
		0	0%	No Knowledge of	
					• The Board provides adequate time for themselves.
					• At times it feels like too much time is provided.
	Totals	13	100%		

Overall rating for "Board meetings run effectively."

- 4
- 4
- 3
- 4
- 2
- 2
- Rating = 3

Board members are actively knowledgeable about and engaged in the District community:					
23a.	Board members are knowledgeable about community college and state related issues.	3	23%	Excellent	• I can't be certain about this, but sometimes members of the Board seem pretty uninformed about community college issues.
		7	54%	Acceptable	• Board members often focus on whatever their last retreat or professional development opportunity was about, but there are significant gaps among members of the board regarding their knowledge overall. There's also been a narrowing of what the Board's purview is thought to be, esp. controversial topics
		3	23%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	• Not particularly.
	Totals	13	100%		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
23b.	Board members are knowledgeable and take an appropriate role in the accreditation process.	4	31%	Excellent	• The Board members seem limited to surface knowledge and assumptions. • Trustee Dunsheath is knowledgeable and the rest defer to her expertise.
		7	54%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		2	15%	No Knowledge of	
	Totals	**13**	**100%**		
24.	The Board acts as an advocate for community colleges.	6	50%	Excellent	• Locally? Yes. At the state level? Not as much as they should. • Not sure.
		4	33%	Acceptable	
		2	17%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**12***	**100%**		*** One respondent did not answer this question.**
25.	Board members are available to District employees for comments and suggestions.	5	38%	Excellent	• It's one thing to be "available" (and I am unsure as to how available they actually are) and another thing to be open to comments and suggestions... • The Board is responsible for negative employee relationships because employees are told that the Board makes all the decisions. Why would an employee feel comfortable talking to a Trustee when negativity is the message they hear.
		4	31%	Acceptable	
		3	23%	Needs Improvement	
		1	8%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
26.	The Board shows its support for the District through members attending various events.	5	42%	Excellent	• Some more than others • Don't know. • This is very important to students, faculty and staff, and we appreciate it when Board members take time to attend campus events and activities.
		5	42%	Acceptable	
		2	17%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**12***	**101%**		*** One respondent did not answer this question.**

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
27.	The Board is knowledgeable about the District's history, values, strengths, and weaknesses.	3	23%	Excellent	• I don't think that all Board members are knowledgeable about the district's values. They sometimes don't uphold those values, at any rate. • Institutional memory on the Board has been lost with retirements. Values and strengths tend to be mentioned, but weaknesses do not.
		6	46%	Acceptable	
		4	31%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
28.	The Board understands, appreciates, and is responsive to the diverse community which it serves.	2	15%	Excellent	• There is one exception. • Some Board members seem to be. Others, not so much. The community it serves is, by and large, NOT white, right wing, or upper-middle class. Being appreciative of diversity does not mean enjoying Mexican food or going to "let's-celebrate-diversity" type of events. • If you're Fullerton College's well-off neighbors, sure. You get a half dozen meetings to discuss Sherbeck Field improvements and have your concerns heard. If you're a not-so-well-off student, the Board is less understanding, less appreciative, and less responsive. • At the last Board meeting, the statement regarding discrimination and hate crimes against Asian Americans and Pacific Islanders was cut off with only 30 seconds left to be read. This was painful, and it was a reminder of the pain of the summer. We should not be subjected to this. • It is difficult to provide a high score for all trustees when one trustee has openly expressed opposition to use of the term anti-racist and unapologetically continues to demonstrate behavior that contradicts understanding, appreciation, or responsiveness to diversity.
		5	38%	Acceptable	
		4	31%	Needs Improvement	
		2	15%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**99%**		
29.	The Board has processes in place for appropriately involving the community in relevant decisions.	3	25%	Excellent	• I'm not sure. But there are public hearings, as appropriate. • The Board's recent internal investigation did not involve the community (namely, Fullerton College students) appropriately. There's work to be done there. • Don't know.
		6	50%	Acceptable	
		3	25%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**12***	**100%**		***One respondent did not answer this question.**

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
30.	The Board helps promote the image of the District in the community.	4	36%	Excellent	• Some Board members, perhaps. Others actually do the opposite and cause serious damage to the image of the district through their inappropriate behavior. • Don't know.
		3	27%	Acceptable	
		3	27%	Needs Improvement	
		1	9%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**11***	**99%**		*** Two respondents did not answer this question.**
31.	The Board understands the collective bargaining process and its role in the process.	4	31%	Excellent	• You direct the chancellor and vice-chancellors in negotiations, not the other way around. The horribly executed collective bargaining with AdFac, UF, and CSEA is proof of that the Board doesn't understand its role in the process and fails to direct district employees adequately. • The Board is a hindrance to collective bargaining because there seems to be so little desire to make progress. There seems to be a lack of understanding about the importance of contractual obligations under PERB for positive collective bargaining and creating a positive culture. • For the most part. However, a couple of trustees either don't understand or don't care about pandering to the unions that helped elect them and how that behavior is to the detriment of the process and the entire Board.
		3	23%	Acceptable	
		3	23%	Needs Improvement	
		2	15%	Unsatisfactory	
		1	8%	No Knowledge of	
	Totals	**13**	**100%**		
32.	The Board is involved in and understands the budget process and how adopted priorities are addressed within the budget.	4	31%	Excellent	• A vice-chancellor presents budget figures that came 'from his head' and they're not scrutinized as much as a request from faculty for a piece of equipment. • The Board seems to accept whatever they are told by Fred Williams. There does not seem to be any true oversight by the Board. • Again, for the most part and with some taking more of an interest than others.
		6	46%	Acceptable	
		1	8%	Needs Improvement	
		1	8%	Unsatisfactory	
		1	8%	No Knowledge of	
	Totals	**13**	**101%**		

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

	Question	Rating	%	Rating Scale	Comments
33.	The Board gives adequate attention to the mission and goals of the District.	4	31%	Excellent	• The Board struggles to operationalize commitments to diversity, equity, inclusion, and anti-racism in its day to day practice.
		7	54%	Acceptable	
		2	15%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**13**	**100%**		
34.	The Board has a procedure for annual evaluations of the Chancellor.	7	54%	Excellent	
		5	38%	Acceptable	
		0	0%	Needs Improvement	
		0	0%	Unsatisfactory	
		1	8%	No Knowledge of	
	Totals	**13**	**100%**		
35.	The Board demonstrates a good understanding of collegial consultation and related processes.	4	33%	Excellent	• The board has to be consistently reminded by the unions, by the senates, and by others what collegial consultation looks like. District constituencies have to direct the Board to the need for this; it's not woven into the fabric of the Board's past or current practice.
		4	33%	Acceptable	• Don't know.
		3	25%	Needs Improvement	
		1	8%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**12***	**99%**		*** One respondent did not answer this question.**
36.	In general, what rating does the Board as a whole deserve?	2	17%	Excellent	• Needs improvement. We hear racist comments. We see privileged attitudes. We hear patronizing speeches. We see rude behaviors. Employees have been traumatized by the Board's behaviors, and yet the Board still causes negative negotiations and a demoralizing culture.
		5	42%	Acceptable	
		5	42%	Needs Improvement	
		0	0%	Unsatisfactory	
		0	0%	No Knowledge of	
	Totals	**12***	**101%**		*** One respondent did not answer this question.**

BOARD ASSESSMENT SUMMARY

Evaluation Year:	April 2021
Respondents:	8 Resource Table Members & 5 Audience Members

(All percentages rounded to the nearest whole number)

Question	Rating	%	Rating Scale	Comments

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

- 3
- 4
- 2.5
- 4
- 2
- The Board has as a whole is knowledgeable and engaged in the District community. Some individual Board members participate actively, and that is very much appreciated.

37.	General Comments/Suggestions:

- N/A
- I don't think members of the Board should be allowed to give "reports" that have absolutely nothing to do with Board or District issues or business. Let the Board members provide written reports, if anything. Otherwise, they are a waste of time at the Board meetings. Also, the previous Board President clearly had no idea about how to run a meeting in a fair and collegial way. The Board is incredibly fortunate to have Alba Recinos to help it out. Also, meetings go on way too long, many times unnecessarily.
- The Board as a whole has shown improvement in listening to fellow members of the Board and exchanging ideas and recommendations in a respectful manner. When the Board acts in this way, it models respect and courtesy for others. At times, some individual Board members do not treat faculty, staff or students in a way that demonstrates respect.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	X
DATE:	May 25, 2021	Information	
		Enclosure(s)	X

SUBJECT: Resolution No. 20/21-22, Affirming the North Orange County Community College District's Commitment to Diversity, Equity, Inclusion, and Anti-Racism

BACKGROUND: As the largest system of higher education in the country with more than 2.1 million students attending 116 colleges, the California Community Colleges serve the most diverse student population of any system of higher education in the state. The California Community Colleges and the Board of Governors are committed to ensuring our faculty, administration and staff are reflective of our diverse student population to ensure we are supporting students toward the completion of their educational goals in an equitable manner. A commitment to Diversity, Equity, and Inclusion enriches the vision of equity outlined in the Vision for Success and fosters an inclusive, anti-racist campus culture.

On June 5, 2020, the CCC Board of Governors released a Call to Action letter where Chancellor Oakley called for our system to respond to systemic racism by urgently working to: 1) conduct a system-wide review of law enforcement officers and first responder training, 2) host open dialogue and review campus climate, 3) audit classroom climate and create inclusive classrooms and antiracism curriculum, 4) review and update Equity Plans, 5) shorten the time frame for full implementation of the Diversity, Equity and Inclusion (DEI) Integration Plan, and 6) system wide engagement in the Vision Resource Center "Community Colleges for Change." In the few months since the Call to Action was released, the statewide DEI Implementation Workgroup has made progress by integrating DEI into the organizational structure of statewide associations and collaborating with system partners to implement all 68 recommendations of the Integration Plan.

This item was submitted at the request of Board President Dr. Barbara Dunsheath.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 20/21-22, Affirming the North Orange County Community College District's Commitment to Diversity, Equity, Inclusion, and Anti-Racism.

Barbara Dunsheath	*Chyss & Marshall*	6.b.1
Recommended by	Approved for Submittal	Item No.

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

**Resolution No. 20/21-22, Affirming the North Orange County Community College
District's Commitment to Diversity, Equity, Inclusion, and Anti-Racism**

WHEREAS, the North Orange County Community College District's Mission Statement asserts that the District is a welcoming and inclusive equity-minded, anti-racist learning environment where diverse students are supported to pursue and attain student success. The District provides solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment; and

WHEREAS, the diverse student population of the North Orange County Community College District is one of its greatest assets and closely reflects the diverse population of California, where nearly 46% of its students are Latinx, 16% are White, 19% are Asian American Pacific Islander, and 3% are Black; and

WHEREAS, diversity enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking; and helps people learn to communicate effectively with others of varied backgrounds; and

WHEREAS, diversity strengthens communities; prepares students to become globally responsible citizens in an increasingly complex, global society; fosters mutual respect and teamwork; helps build communities whose members are judged by the quality of their character and contributions; enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace; and

WHEREAS, there are significant equity gaps in completion rates among student populations, and the Vision for Success calls on the system to integrate equity throughout all efforts to increase student success and to eliminate those equity gaps by the year 2026-27; and

WHEREAS, the North Orange County Community College District has adopted local Vision for Success goals centered on improving students success, including increasing degree and certificate attainment, closing achievement gaps, increasing transfers to four-year institutions, and securing gainful employment; and

WHEREAS, faculty and staff diversity is a driver for the educational achievement and the social mobility of students; documented by established peer reviewed literature that affirms that students who benefit from a racial and ethnic diverse faculty are better prepared for leadership, citizenship, and professional competitiveness; and

WHEREAS, recognizing the importance of faculty and staff as key drivers of student success, the Board of Governors of the California Community Colleges has adopted the Diversity,

6.b.2
———————
Item No.

Equity and Inclusion Integration Plan, consisting of 68 hiring, recruitment and retention strategies to address the lack of diversity among full-time and part time faculty, classified staff and educational administrators. The Board of Governors also adopted title 5 regulation changes acknowledging that racism, discrimination, and biases exist and the goal is to eradicate them from our system and embrace diversity; and

WHEREAS, the North Orange County Community College District is a public California Community College District, and accepts the responsibility to address the needs of the diverse institutions and populations within its service area; and

WHEREAS, the North Orange County Community College District has taken the following actions to support diversity, equity, inclusion, and anti-racism at our campuses:

- Passed Board Policies and resolutions in support of DEIA
- Provide annual updates to the Board of Trustees on hiring trends
- Established an Office of Diversity and Compliance to promote DEIA and ensure EEO compliance
- Instituted the DEI Faculty Fellows
- Prepared a Districtwide EEO Plan based on local data
- Provided districtwide and campus professional development including national and local leaders as speakers
- Promoted curricular changes to support DEIA through the Curriculum Transformation Seminar
- Enhanced the hiring process for all employees to include DEIA assessments through training, toolkits, and department specific data
- Included DEIA as a component of the new Educational and Facilities Master Plan
- Promoted broad dialogue at the District and campus levels to address DEIA issues and to make plans
- Revised the management evaluation process to include a DEIA competency area

NOW, THEREFORE, BE IT RESOLVED, that we, the North Orange County Community College District Board of Trustees, hereby reaffirm strongly our support for diversity in faculty and staff hiring; diversity among faculty, students, staff, and programs; and expect everyone in the District community, through their roles and responsibilities, to implement the District's diversity initiatives and maintain a climate of respect, civility, anti-racism, and inclusion as part of the institution's commitment to educational excellence; and

BE IT FURTHER RESOLVED, that the North Orange County Community College District Board of Trustees will support and implement the recommendations from the California Community Colleges Chancellor's Office Vision for Success Diversity, Equity and Inclusion Task Force Report dated April 24, 2020, and biannually participate in implicit bias and cultural competency training; and

BE IT FURTHER RESOLVED, the North Orange County Community College District Board of Trustees shall publicly review on an annual basis the District's compliance with the California Education Code Equal Employment Opportunity standards and Chancellor's Office Certification Form that incorporates multiple methods to address diversity, including, but not

limited to, board policies and adopted resolutions; incentives for hard-to-hire areas/disciplines; focused outreach and publications; procedures for addressing diversity throughout hiring steps and levels; consistent and ongoing training for hiring committees; professional development focused on diversity; diversity incorporated into criteria for employee evaluation and tenure review; grow-your-own programs; an analysis of why staff leave the District; and the make-up of hiring committees.

PASSED AND ADOPTED by the Governing Board of the North Orange Community College District, this ___ day of _____ 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

_____
Barbara Dunsheath
Board President

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	X
DATE:	May 25, 2021	Information	
		Enclosure(s)	X
SUBJECT:	Resolution No. 20/21-23, Condemning the Recent Surge in Hate Crimes Targeting Asian Americans		

BACKGROUND: This resolution has been brought forward for a number of reasons: 1) May has been designated as Asian American Pacific Islander (AAPI) Heritage Month, 2) the United States has recently seen an alarming increase of anti-Asian hate crimes and acts of violence against its citizens, 3) the California Community College Trustees Board has asked its districts to adopt strong statements "denouncing xenophobia and anti-Asian sentiment arising due to fears of the COVID-19 pandemic."

A sizable number of students at NOCCCD institutions self-identify as being AAPI; almost 20% report being Asian, Filipino, or Pacific Islander. In the 2021-2030 NOCCCD Educational and Facilities Master Plan, our District pledged to undertake substantial efforts to promote diversity, equity, inclusion and anti-racism throughout our classrooms, offices, and other work sites. This resolution would strengthen those objectives while also supporting our students, staff, and community.

This item was submitted at the request of Board President Dr. Barbara Dunsheath.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 20/21-23, Condemning the Recent Surge in Hate Crimes.

Barbara Dunsheath	*Chxxx A Marshall*	6.c.1
Recommended by	Approved for Submittal	Item No.

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

Resolution No. 20/21-23, Condemning the Recent Surge in Hate Crimes Targeting Asian Americans

WHEREAS, twenty three million Asian Americans and Pacific Islanders (AAPI) account for seven percent of the Nation's population in the United States; and over two million Asian Americans and Pacific Islanders are working on the frontlines of this COVID–19 pandemic in health care, law enforcement, first responders, education, transportation, supermarkets, and other essential service industries; and

WHEREAS, in Orange County, one of the first minority-majority counties in the nation, Asians are the third largest minority group and currently make up 21 percent of the county's population; and

WHEREAS, the recent rise of violence against Asian Americans is part of a larger history of violence against communities of color, we must work together to create community-centered solutions that stop the violence in all communities; and

WHEREAS, the North Orange County Community College District recognizes that past statements at the federal level have played a role in furthering anti-Asian sentiments, including references to the COVID-19 pandemic by the geographic location of its origin; and

WHEREAS, such inflammatory rhetoric is inaccurate and stigmatizing and has put AAPI persons, families, communities, and businesses at risk; and

WHEREAS, these remarks tend to incite fear and xenophobia, and have exacerbated Racism against individuals of Asian ancestry by putting them at risk of retaliation; challenges to accessing resources and services; appearing in public; and expressing their identity; and

WHEREAS, Stop AAPI Hate—a hate-incident-reporting website launched by the Asian Pacific Policy and Planning Council and Chinese for Affirmative Action— has received over 3,000 reported incidents of racism and discrimination targeting Asian Americans across the U.S., with over 700+ occurring in the Bay Area, including incidents of verbal harassment, shunning, acts of vandalism, and physical violent assault including death; and

WHEREAS, despite a new Presidential Administration in office since January 2021, Asian Americans have continued to experience more horrific and senseless attacks particularly against elderly API individuals that have resulted in hospitalizations and death; and

WHEREAS, racism, discrimination, bigotry, violence, hate, and oppression have no place at the North Orange County Community College District or in our community and will not be tolerated; and

6.c.2

Item No.

WHEREAS, the Board of Trustees of the North Orange County Community District vehemently denounces the violence against Asian American and Pacific Islanders and wishes to affirm its commitment to the well-being and safety of Asian American and Pacific Islander students and community members and ensure they know they are not alone and that they can speak out to help stop the spread of bigotry; and

NOW, THEREFORE, BE IT RESOLVED, the North Orange County Community College District Board of Trustees reaffirms that the North Orange County Community College District is a community that values diversity, equity, inclusion, and anti-racism; and

BE IT FURTHER RESOLVED, that the North Orange County Community College District Board of Trustees stands with the Asian American and Pacific Islander (AAPI) community and calls on all citizens and leaders to join us in condemning racist attacks against Asian Americans, in all forms; commit to helping end racism through educating our communities on the rich history and culture of Asian Americans; renew our commitment to speak out against such attacks; defend and protect those targeted; and seek out and punish those who commit hate crimes against AAPI members of our community.

PASSED AND ADOPTED by the Governing Board of the North Orange Community College District, this ____ day of _____ 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

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_____
Barbara Dunsheath
Board President

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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: New Board Policy 3580, Sustainability Plan

Action	X
Resolution	
Information	
Enclosure(s)	X

BACKGROUND: Initial interest in the development of a District sustainability Board Policy was expressed by Trustee Jacqueline Rodarte with support from the Board. BP 3580 was later developed based on campus interest and has been vetted and approved by the following:

- September 23, 2020 – Fullerton College President's Advisory Council
- March 25, 2021 – Cypress College President's Advisory Council
- April 8, 2021 – Anaheim Campus Sustainability Committee
- April 20, 2021 – NOCE President's Cabinet

The District Consultation Council reviewed, discussed, and reached consensus on BP 3580 on April 26, 2021.

The Board had a first read of BP 3580 on May 11, 2021, and recommended that the proposed language be rearranged (noted in blue) and the addition of new language (noted in red).

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 1) Student Experience & Success – NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt new Board Policy 3580, Sustainability Plan.

Cheryl Marshall		6.d.1
Recommended by	Approved for Submittal	Item No.

BP 3580 Sustainability Plan

1.0 ~~District Sustainability Plan~~ **The North Orange County Community College District (NOCCCD) holds environmental sustainability to be a foundational principle in shaping the present and its vision of a future. As a responsible steward of natural resources and the environment, and in alignment with recommendations from the Board of Governors to California Community Colleges, NOCCCD will work towards minimizing the ecological footprint of its institutions by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, constructing efficient buildings, promoting interdisciplinary environmental education in our campus communities, and developing partnerships that will further these activities.**

  ~~1.1 The North Orange County Community College District (NOCCCD) holds environmental sustainability to be a foundational principle in shaping the present and its vision of a future. As a responsible steward of natural resources and the environment, and in alignment with recommendations from the Board of Governors to California Community Colleges, NOCCCD will work towards minimizing the ecological footprint of its institutions by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, constructing efficient buildings, promoting interdisciplinary environmental education in our campus communities, and developing partnerships that will further these activities. The District shall maintain and continue to evaluate a Sustainability Plan that aims to monitor and achieve ongoing sustainability goals.~~

2.0 The District shall maintain and continue to evaluate a Sustainability Plan that aims to monitor and achieve ongoing sustainability goals. The Chancellor shall report periodically to the Board on the status and progress of the various sustainability goals.

  ~~1.2 The Board of Trustees delegates authority to the Chancellor, or designee, to establish administrative procedures for sustainable practices of NOCCCD campuses in the areas of academics, student engagement, planning and administration, and operations.~~

3.0 The Board of Trustees delegates authority to the Chancellor, or designee, to establish administrative procedures for sustainable practices of NOCCCD campuses in the areas of academics, student engagement, planning and administration, and operations.

Date of Adoption: TBD

Approved by the District Consultation Council on April 26, 2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: New Administrative Procedure 7240-7,
                        Management Employees – Evaluation

Action	X
Resolution	
Information	
Enclosure(s)	X

BACKGROUND: The District identified a need to evaluate the current management performance evaluation process (Administrative Guide Policy #2002) and create a new Administrative Procedure because the current process does not act as an effective tool to identify goals, drive results, and increase and sustain employee engagement. Additionally, the Cypress College Accreditation Site Visit Team issued a plan for improvement (#13) to "Review and revise the Management Appraisal Instrument – the District will work with District Management Association (DMA) to revise the Management Appraisal Instrument to assess the effectiveness in encouraging improvement through the use of Learning Outcomes."

Chancellor Marshall identified a work group to be charged with analyzing, revising, and/or creating a new management evaluation process. The workgroup was led by Simone Brown Thunder, District Manager of Human Resources, and Ty Thomas-Volcy, DMA President-Elect.

The enclosed, new AP 7240-7, AP 7240-7, Management Employees – Evaluation, is the product of that workgroup. The workgroup consulted with 2019-20 District Leadership Academy Management Evaluations Group, who researched the current process and conducted a District-wide survey. Before developing AP 7240-7, the workgroup reviewed resources from the Society for Human Resources Management and the American Association of Community Colleges. Reviews were also conducted of the performance evaluation processes used at Cal State Long Beach, Los Rios Community College District, UC Riverside, University of Minnesota – Twin Cities, and the State Department of California.

The proposed creation of AP 7240-7 and the supporting documents were vetted by the Human Resources Management Team, Chancellor's Staff, a DMA membership meeting, and the NOCE Management Team. Three additional open session meetings to provide all managers for an opportunity to review.

The District Consultation Council reviewed, discussed, and reached consensus on AP 7240-7 on April 26, 2021.

The Board had a first read of AP 7240-7 on May 11, 2021, and the noted numbering errors in Sections 1.2.1.3 – 1.2.1.5 have been corrected.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 1) Student Experience & Success – NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt new Administrative Procedure 7240-7, Management Employees – Evaluation and formally rescind Administrative Guide Policy #2002, Management Evaluation.

AP 7240-7 Management Employees - Evaluation

1.0   **Evaluation Process of Management Employees**

    1.1   Process for Implementing the Management Performance Evaluation:
The Immediate Management Supervisor will complete a performance evaluation (evaluation) for each direct report (employee). The following steps outline the performance evaluation format.

        1.1.1   Frequency of Evaluation:

            1.1.1.1   The evaluation will be completed during the probationary period for a new employee and no later than the eleventh month of employment.

            1.1.1.2   The evaluation along with the additional components (1.2) will be completed every (3) fiscal years as scheduled by the District.

            1.1.1.3   The evaluation may be completed annually as an option for formal recognition of accomplishments; to support development needs; or to address performance issues.

        1.1.2   Annual/Third-Year Evaluation:

            1.1.2.1   The Office of Human Resources Office will notify both the employee to be evaluated and the Immediate Management Supervisor at the following time period:

                1.1.2.1.1   Probationary: will be based upon date of hire.

                1.1.2.1.2   Third-Year: March 15 when a third-year performance evaluation is due.

            1.1.2.2   The Immediate Management Supervisor will schedule a meeting with the employee prior to April 15, to formalize employee goals for the forthcoming evaluation period and address the following additional topics:

                1.1.2.2.1   Goals/objectives of the employee. Review employee goals provided on the Goal Setting and Employee Self-Evaluation Guide, Part 1. Goals should be long-term, structured (simple, measurable, achievable, relevant, timely), and support the strategic objectives identified by the District, Institution, and/or Department.

                1.1.2.2.2   Leadership (behavioral) competencies. Review and discuss the process of evaluating the employee using these competencies, how achieved accomplishments

AP 7240-7 Management Employees - Evaluation

are evaluated, and how they relate to the job responsibilities and expectations.

1.1.2.2.3   Commitment to diversity, equity, inclusion, and anti-racism.

1.1.2.2.4   Commitment to and adherence to the District Mission.

1.1.2.3   The Immediate Management Supervisor will meet with the employee throughout the evaluation period to discuss goals and performance. The meetings will be conducted in the following manner:

1.1.2.3.1   Meetings will occur at a minimum of every three months.

1.1.2.3.2   Meetings will be informal, up to 30-minutes in duration, and address the long-term and short-term goals, challenges, development opportunities, accomplishments, and any support needed from the Immediate Management Supervisor to achieve the identified goals.

1.1.2.4   At the conclusion of the evaluation period, the employee will complete their self-evaluation in the Goal-Setting and Employee Self-Evaluation Guide, Parts 2 and 3, and submit it to the Immediate Management Supervisor by April 15.

1.1.2.5   The Immediate Management Supervisor will complete the Management Performance Evaluation form by June 1 and consider the following:

1.1.2.5.1   The Goal-Setting and Employee Self-Evaluation Guide, including established goals, accomplishments, and behavioral competencies developed during the evaluation period.

1.1.2.5.2   The informal quarterly meetings that were held with the employee related to the established goals.

1.1.2.5.3   The impact of the accomplishments with regard to the District/Institution.

1.1.2.6   Prior to June 30, the Immediate Management Supervisor will schedule a conference with the employee to review and discuss the evaluation. At the conference, the Immediate Management Supervisor will address the following:

AP 7240-7 Management Employees - Evaluation

1.1.2.6.1 The rating of the behavioral competencies, achievements, and overall performance evaluation rating.

1.1.2.6.2 The opportunities for development in the various behavioral competencies.

1.1.2.7 Following the conference, the Immediate Management Supervisor will finalize the evaluation, obtain the employee's signature and provide a copy to the employee, and submit to the Office of Human Resources by June 30.

1.1.2.8 In the event it is determined that the evaluation is unsatisfactory or there is need for improvement, the Immediate Management Supervisor will meet with the employee being evaluated to develop a performance improvement plan. Once developed, the Immediate Management Supervisor will forward the document(s) through the proper channels. The report will be placed in the employee's personnel file.

1.1.2.9 Following the receipt of an evaluation, the employee may submit a response, not to exceed three (3) pages in length, which shall be attached to the evaluation.

1.2 Process for Implementing the Third-Year Performance Evaluation:
The evaluation will be aligned with the Performance Evaluation Format (1.1.2). The following steps outline the additional components in the performance evaluation format.

1.2.1 Third-Year Performance Evaluation:

1.2.1.1 The Office of Human Resources will notify both the employee to be evaluated and the Immediate Management Supervisor by March 15.

1.2.1.2 The Office of Human Resources will also notify the following constituent groups by March 15, to appoint one employee to the committee and notify the Immediate Management Supervisor by April 15 of the appointment:

1.2.1.2.1 Academic Senate (from the applicable campus; for District Services, the three Academic Senates may each appoint a member).

1.2.1.2.2 CSEA

1.2.1.2.3 DMA

AP 7240-7 Management Employees - Evaluation

1.2.1.3   The Immediate Management Supervisor and employee will identify the raters by April 15, using the following criteria:

    1.2.1.3.1   The number of raters identified will be at a minimum of five employees.

    1.2.1.3.2   All direct reports will be included.

    1.2.1.3.3   In addition to direct reports, the raters may include a combination of peers, colleagues (faculty or classified), and others (e.g., students or community members).

    1.2.1.3.4   Selected raters must have sufficient working experience with the employee, typically employees within the department.

    1.2.1.3.5   Selected raters should be comprised of an adequate number and equitable, diverse mix of constituent groups to ensure feedback is accurate and balanced.

    1.2.1.3.6   Selected raters will be notified that their responses are confidential and anonymous. The rater's ratings will not be a part of the employee personnel file.

    1.2.1.3.7   The selected raters will submit their completed evaluation to the Immediate Management Supervisor by May 1.

1.2.1.4   The role of the committee (1.2.1.2) is to:

    1.2.1.4.1   Review the ratings completed by the raters, synthesize the information, and identify themes derived from the ratings and recommendations.

1.2.1.5   The Immediate Management Supervisor will evaluate the rater's ratings and ensure the following:

    1.2.1.5.1   Confidentiality and anonymity in the process. The names of those who rated the employee will not be disclosed.

1.2.1.6   The Immediate Management Supervisor will send the rater's completed forms to the committee no later than one week after May 1.

AP 7240-7 Management Employees - Evaluation

1.2.1.7 The committee will complete the Summary of Ratings form. Once completed, the committee will submit the form to the Immediate Management Supervisor by June 1.

1.2.1.8 The summary of rating information and the rater's ratings will be used for development purposes. The Immediate Management Supervisor will use this information for recognizing performance and identifying development opportunities when completing the Management Performance Evaluation.

1.2.1.9 The Immediate Management Supervisor will complete the Management Performance Evaluation form and conduct the employee conference by June 30.

2.0 **Evaluation of Executive Officers**:

2.1 The Chancellor shall implement an annual evaluation for the Executive Officers of the District, which shall include the following elements:

2.1.1 Frequency of Evaluation:

The evaluation will be completed annually.

The comprehensive evaluation will be completed every (3) fiscal years.

2.1.2 The evaluation process shall be conducted by the Chancellor.

2.1.3 The evaluation process shall fairly attempt to measure effectiveness in performing the duties set forth in the Executive Officer's job description and incorporate key leadership (behavioral) competencies.

2.1.4 A written evaluation shall be completed for each Executive Officer.

2.1.5 The Chancellor shall review the Executive Officer evaluation and recommendations for the extension or renewal of the Executive Officer's employment contract with the Board of Trustees.

2.3 Evaluation instruments shall be developed by the Chancellor and may be modified from time-to-time by the Chancellor. The Chancellor shall have the discretion to utilize a single evaluation instrument for all Executive Officer positions, instruments particularized for each position, or a combination of both types of instruments.

2.4 Evaluations shall be based primarily upon the direct observation of the Chancellor, but may also consider other relevant information, which is within the knowledge of, or brought to, the attention of the Chancellor. In consultation with the Executive Officer, the Chancellor may identify a list of individuals who are knowledgeable of the Executive Officer's work, from whom the Chancellor may solicit information appropriate to the criteria being employed and the responsibilities being evaluated.

AP 7240-7 Management Employees - Evaluation

2.5   A pre-evaluation conference with the Executive Officer may be conducted if deemed necessary by the Chancellor.

2.6   A final written narrative evaluation shall be prepared in a manner deemed appropriate by the Chancellor, in consultation with the Executive Officer.

2.7   Prior to June 30, the Chancellor will schedule a conference with the Executive Officer to review and discuss the evaluation.

2.8   The evaluation shall be signed and dated by the Executive Officer. A signed copy of the evaluation will be retained by the Executive Officer and a copy will be placed in the Executive Officer's personnel file.

2.9   Following the receipt of an evaluation, the Executive Officer may submit a response, not to exceed three (3) pages in length, which shall be attached to the evaluation.

3.0   **Evaluation of the Chancellor**:

3.1   The Board of Trustees will annually evaluate the performance of the Chancellor based on goals, objectives, and other appropriate criteria mutually established by the Chancellor and the Board (see Board Policy and Administrative Procedure 2435).

Date of Adoption: TBD

Approved by the District Consultation Council on April 26, 2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Trustee Misconduct Recommendations:
                        Reconsideration of Sanctions

Action _____X_____
Resolution _____
Information _____
Enclosure(s) _____

BACKGROUND: The Board of Trustees received two formal complaints of trustee misconduct related to Trustee Ryan Bent centered on his behavior at the Fullerton College Associated Students meeting on October 27, 2020. At its November 24, 2020 meeting, the Board formally received the complaints and appointed trustees to an ad hoc committee, as outlined in Board Policy 2715, to investigate the complaint allegations.

At its February 9, 2021 meeting, the Board took action to accept the report developed by the ad hoc committee and approved their recommendations which included, in part, the following:

1. A formal and public apology to the students, especially Trustee Chloe Reyes, be made and that Trustee Ryan Bent not be allowed to hold leadership roles in the Board (Secretary, Vice President, President) until such apology is made.

2. That trustees, especially Trustee Ryan Bent, receive professional development regarding Diversity, Equity, Inclusion, and Anti-Racism (DEIA).

This item was submitted at the request of Trustee Ryan Bent in light of having met the obligations against him and requesting that the ban on executive officer positions be lifted.

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

How does this relate to Board Policy: This item is in accordance with Board Policy 2715, Code of Ethics/Standards of Practice.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board remove the temporary ban from executive officer positions against Trustee Ryan Bent.

<table>
<tr><td>Ryan Bent</td><td>Chris A Marshall</td><td>6.f</td></tr>
<tr><td>Recommended by</td><td>Approved for Submittal</td><td>Item No.</td></tr>
</table>

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: May 25, 2021

SUBJECT: Future Board Agenda Items

Action	
Resolution	
Information	X
Enclosure(s)	

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

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

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

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

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

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

Cheryl Marshall	*Cheryl A Marshall*	6.g
Recommended by	Approved for Submittal	Item No.

UNAPPROVED
MINUTES OF THE SPECIAL MEETING/EEO TRAINING WORKSHOP
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

May 11, 2021

The Board of Trustees of the North Orange County Community College District met for a Special Meeting/EEO Training Workshop on Tuesday, May 11, 2021, at 4:00 p.m. via Zoom teleconference and YouTube livestream.

President Barbara Dunsheath called the meeting to order at 4:03 p.m. and led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, and Evangelina Rosales. Absent: Student Trustees Ester Plavdjian and Chloe Reyes.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor; Irma Ramos, Vice Chancellor, Human Resources; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Danielle Davy and Arturo Ocampo from the District Office.

VISITORS: Public participation was provided via YouTube livestream.

COMMENTS: MEMBERS OF THE AUDIENCE: There were no comments from members of the audience.

EQUAL EMPLOYMENT OPPORTUNITY TRAINING WORKSHOP: Chancellor Marshall introduced Arturo Ocampo, District Director of Equity & Compliance, who conducted the mandatory Equal Employment Opportunity (EEO) training, as outlined by the District EEO Plan, which is required for anyone involved in the selection/hiring process.

(See Supplemental Minutes #1274 for a copy of the complete training presentation.)

ADJOURNMENT: At 4:56 p.m., it was moved by Trustee Stephen T. Blount and seconded by Trustee Jacqueline Rodarte to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

_____
Prepared By Recording Secretary for
Ed Lopez, Secretary, Board of Trustees

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

May 11, 2021

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, May 11, 2021, at 5:30 p.m. via Zoom teleconference and YouTube livestream.

President Barbara Dunsheath called the meeting to order at 5:31 p.m. Cypress College Student Josh Boynton led the Pledge of Allegiance to the Flag and provided a statement on what democracy means to him.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustee Ester Plavdjian. Student Trustee Chloe Reyes arrived at 6:41 p.m. Absent: None.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Lisa McPheron, representing the District Management Association; Jennifer Oo, representing the NOCE Academic Senate; Craig Goralski, representing the Cypress College Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Pamela Spence representing CSEA; Tonya Cobb, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Paul de Dios, Lee Douglas, and Alex Porter from Cypress College; Gil Contreras, Rod Garcia, Jose Ramon Nuñez, and Joe Ramirez from Fullerton College; Karen Bautista, Dulce Delgadillo, and Jennifer Perez from North Orange Continuing Education; and Danielle Davy and Chelsea Salisbury from the District Office.

VISITORS: Josh Boynton. Public participation was provided via YouTube livestream.

COMMENTS: MEMBERS OF THE AUDIENCE: Prior to the reading of the public comments, Board President Barbara Dunsheath outlined the three-minute per comment and 20-minute per topic policy for comments. Then, the following public comments, received via email, were read into the record by the Recording Secretary and staff:

A.   **Cherol Katz** provided a statement to the Board expressing her disappointment over a video of a recent classroom exchange between a teacher and two students, how Cypress College appears opposed to the promotion of the free exchange of ideas or civil discourse, how the District does not appear to offer a balanced viewpoint, and how teachers are to teach and not project their own opinions or biases.

        (See Supplemental Minutes #1275 for a copy of the statement.)

B.   **Beth Williams** provided a statement to the Board stating that we must allow individuals to express their points of view openly without suppression and that we punish and replace those who feel they are the only voice to be heard and do not respect differing opinions.

(See Supplemental Minutes #1275 for a copy of the statement.)

C.   **NOCCCD Student Coalition** provided a statement to the Board to share a list of demands out of serious concern regarding the hostile treatment of an adjunct faculty member, the larger implications that resulted from the incident, the District response that created a chilling effect inhibiting the legitimate exercise of academic discourse, and the volatile role of adjunct faculty as disposable employees.

(See Supplemental Minutes #1275 for a copy of the statement.)

D.   **Alex Hamilton** provided a statement to the Board stating that conservative students will be subjected to radical indoctrination with an Ethnic Studies graduation requirement as witnessed in the Cypress College video exchange and noted that the student involved did not identify the faculty member, who was instead identified by a GoFundMe page that also slandered the student.

(See Supplemental Minutes #1275 for a copy of the statement.)

E.   The Board received an **Anonymous** statement noting that all teachers are not heroes and are being exposed because of Zoom meetings. The statement cited suicide rates and bullying, accused the Cypress College teacher of bullying the student, and stated that teachers should not hide behind administrators and unions.

(See Supplemental Minutes #1275 for a copy of the statement.)

F.   **Josh Ashenmiller** provided a statement to the Board asking the Board to listen to its students and faculty members instead of hired media consultants, noting that the viral video incident is an ongoing threat to workplace safety and education. He expressed his support for **Professor Salim**, who was not denying free speech rights, but was carrying out a lesson plan and managing a discussion in an academic environment, and asked the Board to take stronger action to support her.

(See Supplemental Minutes #1275 for a copy of the statement.)

G.   **South West Asian North African Faculty Staff Association** provided a statement to the Board regarding the media's twist of an instance where a Professor was challenging a student's presented argument at Cypress College and stated their belief that it is an opportunist attack on a Middle Eastern, Muslim woman orchestrated by white supremacy. They expressed support of faculty, especially those of minority backgrounds and condemned the District's lack of leadership in response to the false claims.

(See Supplemental Minutes #1275 for a copy of the statement.)

H.   **Maureen Blackman** provided a statement to the Board calling for the removal of the Cypress College professor claiming that police are racists.

         (See Supplemental Minutes #1275 for a copy of the statement.)

I.   The Board received an **Anonymous** statement outlining how they were appalled by the unprofessional behavior of the Cypress College teacher who was teaching students what to think through shaming and bullying tactics.

         (See Supplemental Minutes #1275 for a copy of the statement.)

J.   **Michael Mueller** provided a statement to the Board regarding the College and administration response to the recent events at Cypress College that was not an equitable and balanced statement of support for academic freedom and discourse relating to both students and faculty. He criticized the administration's directive to the faculty member to not speak and called on the District to create clear, actionable steps to rectify the damage caused by the response to the incident.

         (See Supplemental Minutes #1275 for a copy of the statement.)

K.   The Board received an **Anonymous** statement calling the Cypress College video disturbing because the classroom was not a safe space for intellectual discussion and freedom of expression and included the bullying and humiliation of a student for expressing his views.

         (See Supplemental Minutes #1275 for a copy of the statement.)

L.   **Jeff Tucker** provided a statement to the Board regarding the Cypress College video which he labeled as the shutting down of free speech because of the "tolerant left" and noted that being American means defending the right of someone to say the very thing you are against.

         (See Supplemental Minutes #1275 for a copy of the statement.)

M.   **NOCCCD Latino Faculty and Staff Association** provided a statement to the Board expressing support of faculty and in protecting their academic freedom and right to feel they are in a safe work environment, free of hostility and threats to their emotional wellbeing and physical safety. They supported United Faculty's request for a strong public statement in support and requested that the District clearly outline the meaningful steps they plan on taking to protect and support members.

         (See Supplemental Minutes #1275 for a copy of the statement.)

N.   **Dana Gharaibeh** provided a statement to the Board noting that the Cypress College faculty member gained wrongful notoriety last month after a clip of her Zoom class was taken out of context and as a result will not be returning to the college and is on leave for the rest of the semester. She is a minority woman, but if the professor had been a white male that was advocating for police, he would not lose his job over it, and the clip would have never made it to the news.

         (See Supplemental Minutes #1275 for a copy of the statement.)

O.   **Brittany Rodriguez** provided a statement to the Board demanding a public apology to **Professor Faryha** and an opportunity for her to share her side that will be supported by Cypress College.

         (See Supplemental Minutes #1275 for a copy of the statement.)

P.   **Kate Polezhaev** provided a statement to the Board calling for the firing of the Cypress College faculty member for not promoting a safe learning environment and bullying a student for his views.

         (See Supplemental Minutes #1275 for a copy of the statement.)

Q.   **Ed Giardina** provided a statement to the Board stating that the administration of Cypress College and NOCCCD failed by not providing a full-throated response to counter the racist and misogynistic attacks in the press and social media that ultimately resulted in the campus being shuttered. The strategy to hide and wait it out is not being anti-racist and helps to maintain white supremacy while faculty lives are threatened with bodily harm by clearly violent and racists mobs online.

         (See Supplemental Minutes #1275 for a copy of the statement.)

R.   **Dawnmarie Neate** provided a statement to the Board calling them a performative only body by refusing to acknowledge the racist comments made by a fellow trustee which emboldened hate groups, and now faculty are being harassed, threatened, and intimidated without the District publicly addressing the situation. Employees can now see where the Board's allegiance lies while marginalized employees are left unprotected while being forced to hear repeated claims of inclusion.

         (See Supplemental Minutes #1275 for a copy of the statement.)

S.   **Mohammad M. Abdel Haq**, Fullerton College Faculty, provided a statement to the Board stating that minority faculty in the District do not feel appreciated, but feel like targets who are being silenced and fear retaliation. He criticized the District and Fullerton College responses and handling of the media reports relevant to the attacks on colleagues and their failure to protect the instructor involved.

         (See Supplemental Minutes #1275 for a copy of the statement.)

T.   **Katie Boynton** provided a statement to the Board expressing her concern regarding the events that took place in the Zoom video that was made public and has been turned into a race and sexual orientation issue, instead of focusing on the true issue: the treatment and respect of other views and opinions.

         (See Supplemental Minutes #1275 for a copy of the statement.)

U.   **Carlos Lima** provided a statement to the Board expressing his disappointment with the video of a student and his professor where she attempted to intimidate and shut down fair discussion in the classroom and not allowing the free expression of ideas. He condemned a Fullerton College student newspaper article that called the student a white supremacist in an attempt to smear him. He called on the Board to

take a thorough look at what is occurring under their jurisdiction to ensure that the expression of ideas is not drowned out by professors with personal agendas.

(See Supplemental Minutes #1275 for a copy of the statement.)

V.   **Racial Justice and Equity Committee** provided a statement to the Board in support of **Professor Faryha Salim** and the right of all faculty to have a safe work environment free of hostility and threats, and expressing their concern on the impact the Cypress College incident has had on all employees in the District, the vulnerable position the instructor has been placed in, and the College and District's unwillingness to immediately speak out against the mischaracterizations in the media. They called on the District to use the moment to reflect on the harm that has been caused and invited all District leaders to engage in genuine and critical transformative justice approaches moving forward.

(See Supplemental Minutes #1275 for a copy of the statement.)

W.   **Wendy Nelson** provided a statement to the Board expressing her deep concern with the handling of Mr. Ellis's apparent violation of California Education Code and District Board Policies, his actions that bypassed the appropriate channels for addressing concerns, and the resulting personal and professional danger he placed an adjunct faculty member in. She also expressed concern with the lack of action by Cypress College and NOCCCD to protect adjunct faculty in their service and academic freedom, and to inform them of legal representation options, and to protect the virtual classroom.

(See Supplemental Minutes #1275 for a copy of the statement.)

X.   **Cynthia Guardado**, Fullerton College Faculty, provided a statement to the Board regarding the events surrounding the targeted attack of **Professor Salim's** academic freedom. She cited the District and administrators lack of statements or support for her as evidence that they only care about anti-racism when it makes them look good and questioned how inclusive and anti-racist the District actually is when it does not act. She expressed concern for the safety of BIPOC faculty, requested support for **Professor Salim**, and the student be reprimanded for violating Board Policy 5500, Standards of Student Conduct and Discipline.

(See Supplemental Minutes #1275 for a copy of the statement.)

Y.   **Megan Lorraine Debin** provided a statement to the Board noting the serious concerns of faculty regarding the District and Cypress College's handling of the situation with **Professor Salim**, academic freedom, protection of employment status, the unauthorized distribution of class materials, and the lack of protection that the District has provided to faculty who have become victims of racist and misogynistic attacks.

(See Supplemental Minutes #1275 for a copy of the statement.)

Z.   The Board received an **Anonymous** statement from a student outlining three things from the recent video incident: 1) Institutions are quick to issue statements of solidarity and a commitment to pursuing an anti-racist campus after national

incidents, but don't know how to; 2) College campuses need to allow for diverse discourse without the threat of termination of faculty or academic consequences for students; and 3) Police discourse is uncomfortable. The student stated that they would have hoped to see a clear and bold statement from the District the minute the video was released instead of waiting for the backlash to die out.

(See Supplemental Minutes #1275 for a copy of the statement.)

AA.   **Carly Cretney**, Adjunct Faculty, provided a statement to the Board expressing her outrage that an edited video that changed the context of a classroom interaction has resulted in the professor facing harassment, but no repercussions for the student. She noted that teachers should not have to fear teaching their students or pushing them outside of their comfort zones so they can learn perspectives outside of their own. She expressed fear of being targeted next and what the College will become when we teachers are too afraid to really teach because of how they could be targeted. She urged the Board to take this matter seriously, as it is part of a larger trend, and support faculty so they can do their jobs without facing witch hunts.

(See Supplemental Minutes #1275 for a copy of the statement.)

BB.   **Kylee Evette Martin**, Fullerton College Student, provided a statement to the Board to share that she was disturbed by the mishandling of adjunct faculty **Professor Salim** by Cypress College and the District. The issues surrounding the incident are not only about academic freedom for professors and students, but center on racism and sexism as well. She noted that being anti-racist requires taking action, standing by BIPOC faculty when they are attacked, and creating a safe academic space to challenge white supremacy and engage in anti-racist work. By not taking a stand, the District is sending a message that it is not willing to engage in that work.

(See Supplemental Minutes #1275 for a copy of the statement.)

CC.   **District Office of Diversity and Compliance and the Diversity and Inclusion Faculty Fellows** provided a joint statement to the Board to stand in solidarity with the concerns raised by various District constituency groups regarding the recorded exchange between a Cypress College instructor and a student. Research shows that faculty of color are more likely than their white counterparts to be chastised for bringing a critical lens to issues of social justice. The District must acknowledge that reality, speak up when those injustices occur, stand by and support faculty, staff, and students in instances when they are attacked for espousing equity, social justice, and anti-racism that the campuses and the District have committed to uphold. To do otherwise results in further marginalization of the historically underrepresented. They urged leadership to make a clear statement supporting faculty and staff's right to engage students in difficult conversations around equity and antiracism; to consult with DEIA experts within the District when addressing future incidents; and to implement a policy that prohibits the sharing of class recordings to protect the academic freedom of faculty and ensure the safety of employees and students against organized attacks against critical thinking and who oppose the values of diversity, equity, social justice, and anti-racism.

(See Supplemental Minutes #1275 for a copy of the statement.)

DD. **Fullerton Associated Students** provided a statement to the Board stating they were deeply troubled by the actions of Cypress College regarding the faculty/student video which illustrates to all students and faculty that freedom of expression only extends to certain perspectives. They highlighted that Cypress College did not hold the student, who obtained the classroom recording illegally, accountable for violating District policies and state laws. They requested that Fullerton College: 1) Continue to execute and expand their anti-racist policy to stand with their students and faculty; 2) Enforce the rule of requiring written consent before recording and distributing, including disciplinary action; and 3) Distribute a clear statement regarding the law when it comes to illegally recording students or faculty. They called on Fullerton College to provide a safe learning environment and support diversity by moving beyond performative anti-racism statements.

(See Supplemental Minutes #1275 for a copy of the statement.)

EE. The Board received an **Anonymous** student statement noting that the District cannot allow hateful ideology and racism to continue on its campuses. If the District is attempting to increase diversity, equity, and inclusion there needs to be a strong statement of support for the faculty member, and an increase in anti-racist policies to support students of color, faculty and especially adjuncts. Racism is a systemic issue on a global scale and must be addressed with action and not performative statements that are only a Band-Aid.

(See Supplemental Minutes #1275 for a copy of the statement.)

FF. **Ness** provided a statement to the Board stating her disappointment, but not surprise, with the recent faculty/student incident. The noted the lack of defense against white supremacy, bigotry, and gendered attacks reinforces the notion that the District does not support its BIPOC student body or professors, and is instead more concerned about their reputation and image.

(See Supplemental Minutes #1275 for a copy of the statement.)

GG. **Markus Burger**, District Faculty, provided a statement to the Board stating that the District has the obligation to create an environment where faculty and student views can be exchanged, debated, and articulated in a protected environment, and to also protect the academic curiosity, integrity, and diversity of academic approaches of the faculty it hires and expose students to a diverse intellectual approach and different opinions. The District must protect its employee's privacy rights, especially when they get violated like in the much-debated case that was presented in a distorted way by the mainstream Media.

(See Supplemental Minutes #1275 for a copy of the statement.)

HH. **Katie King**, Fullerton College Faculty, provided a statement to the Board speaking on behalf of community members of color who have been consistently terrorized by the District's complicity with white supremacy—from Fullerton College's refusal until last year to take down a portrait of Klansmen **Louis Plummer** from its Library, to **Trustee Bent's** harassment of students of color, to the letting-go of **Professor Salim** who was using her First Amendment right to provide counterarguments to

narratives that seek to traumatize and re-traumatize BIPOC. She urged the Board to align actions with words and right the wrong committed against **Professor Salim**.

(See Supplemental Minutes #1275 for a copy of the statement.)

II.   **Fullerton College Geography Department** provided a statement to the Board urging District leadership to respond to the heavily funded and concerted effort to target college professors and discredit academia with the nonconsensual dissemination of work that has been decontextualized and weaponized. They noted that what happened to a faculty member at Cypress College is not an incident, but a context, and questioned what the District is doing to support faculty in the new context. They requested that the Board awaken to the national context and mobilizations to censor faculty via academic freedom, and denounce the violent threats, doxxing, and harassment of its District employees, specifically the Communications Professor whose safety is jeopardized.

(See Supplemental Minutes #1275 for a copy of the statement.)

JJ.   **Gay & Lesbian Association of District Employees** provided a statement to the Board regarding the Cypress College classroom interaction that has been grossly mischaracterized in the media and to express their concern with the lack of transparency regarding the true context of the classroom interaction. They deemed the following essential to nurture true equity, inclusion, and anti-racism in the District: 1) District and college leadership must always challenge and speak truth to disinformation that puts members of their community at risk; 2) the District and colleges must ensure a fair process for everyone, which requires making more appropriate initial public statements; 3) the District and colleges must have more transparent and readily accessible policies regarding student complaints and clearly delineated consequences for students; 4) The District and colleges must reexamine the processes and systems by which complicated situations are navigated; 5) The District must develop clear policies prohibiting the sharing of classroom recordings without direct faculty/student consent; 6) The District and colleges must be explicit about what measures are being taken to ensure the safety of the specific adjunct professor involved, as well as all faculty, staff, and students.

(See Supplemental Minutes #1275 for a copy of the statement.)

KK.   **Matt Tribbe**, Fullerton College Faculty, provided a statement to the Board regarding the video of the Cypress College Communications professor and the troubling way the College and the District responded to it. He likened the incident to the 1962 firing of a Fullerton College instructor for his political beliefs and affiliations during a time in American history when opportunists used such charges as weapons to attack their enemies and purge schools of those they deemed politically suspect by, among other things, quoting people out of context and doctoring media in order to tarnish the reputations of those they wanted to destroy. He cautioned that the current incident will not go away by ignoring it; there will continue to be organized efforts to encourage students to record their teachers saying what they believe to be unacceptably left-wing things and then publicize them in an attempt to tarnish the teaching profession and institutions of higher learning. He expressed hope that the District will act courageously and honorably, and at a minimum, forcefully assert its support for students and faculty expressing

their ideas and discussing difficult topics in the classroom rather than cowering in fear at the first sign of manipulative media outrage.

(See Supplemental Minutes #1275 for a copy of the statement.)

LL.   **Monica Hagmeier**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

MM.   **Laurie Triefenbach**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

NN.   **Lucy Bal**, NOCE Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

OO.   **Debra J. Smith**, NOCE Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

PP.   **Antoinette Triefenbach**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

QQ.   **David Soto**, NOCE Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

RR.   **Cathy A. Wells**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

SS.   **Leslie Mahoney**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

TT.   **Sharon Cox**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

UU.   **Carol Rehfield**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

VV.   **Christopher Caccavo**, Anaheim Campus Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

WW.   **Pamela Spence**, Anaheim Campus Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

XX.   **Jennifer Shields**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

YY.   **Marbelly Jairam**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

ZZ.   **Mark Bounpraseuth-Hao**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

AAA.   **Ingrid Serna**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

BBB.   **Kevin Tran**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

CCC.   **Meg Alton**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

DDD.   **Michael Neate**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

EEE.   **Olivia Perez**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

FFF.   **Terry Carpenter**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

GGG.   **Brian Boss**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP

from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

HHH.   **Blanca Dobson**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

III.   **Linda Redd**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

JJJ.   **Mirna Vargas**, Anaheim Campus Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

KKK.   **Elizabeth Murray**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

LLL.   **Cynthia Sands**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

MMM.   **Sharon Bataran**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

NNN.   **Margaret Cortez**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

OOO.   **Teresa Johnston**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

PPP.   **Sarah Plescher**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

QQQ.   **Vivian Giang**, Anaheim Campus Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

RRR.   **Melisa McLellan**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

SSS.   **Stephanie Rodriguez**, Fullerton College Employee, provided a statement to the Board outlining how the District does not support its employees and cited the incomprehensible negotiations with CSEA and the complete lack of support provided to an adjunct faculty member who was illegally recorded in her virtual classroom.

(See Supplemental Minutes #1275 for a copy of the statement.)

TTT.   **Marwin Luminarias**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

UUU.   **Marylou Garibaldi**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

VVV. **Summer Justice**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

WWW. **Mazen Itani**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

XXX. **Jennifer Merchant**, Fullerton College Employee, provided a statement to the Board stating she was appalled with the District's negotiating tactics which demonstrate they don't care about classified staff. She noted that the District suspended a faculty member for disagreeing with a student instead of supporting her and using the situation as an opportunity to demonstrate how the District does indeed embrace diversity, equity, and inclusion.

(See Supplemental Minutes #1275 for a copy of the statement.)

YYY. **Aziz Biatani**, Fullerton College Employee, provided a statement to the Board expressing his dissatisfaction with District policies and practices over the last few weeks. He cited the disrespect for classified employees via the District negotiation practices, the lack of District support for faculty and educational rights, and the performative actions from the Board that lack substantive action.

(See Supplemental Minutes #1275 for a copy of the statement.)

ZZZ. **Rabia Khan**, Fullerton College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith. She also expressed support for the faculty and students who want the District to stand up against threats that compromise the integrity and safety of colleagues, learning environment, and overall campus community.

(See Supplemental Minutes #1275 for a copy of the statement.)

AAAA. **Jeanne Thompson**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

BBBB. **Teresa Sestito**, Cypress College Employee, provided a statement to the Board expressing support for the CSEA negotiation team's request to separate the SERP from contract negotiations and urging the Board to direct the District team to negotiate in good faith.

(See Supplemental Minutes #1275 for a copy of the statement.)

Board President Barbara Dunsheath thanked everyone for their passionate comments and reiterated the policy of the Board to not respond to public comments. She noted that the Board can only speak with one voice and must do so in public, and prior to the meeting the Board had not had the opportunity to do so. She stated that matters related to negotiations and potential litigation would be discussed in closed session.

BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Jeffrey P. Brown that the following non-personnel items be approved by block vote:

Finance & Facilities: 3.a, 3.d, 3.e, 3.f, 3.g, 3.h, 3.i, 3.j, 3.k, 3.l
Instructional Resources: 4.a, 4.b, 4.c, 4.d, 4.e

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.

BLOCK VOTE APPROVAL OF PERSONNEL ITEMS: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Evangelina Rosales that the following personnel items be approved by block vote with the noted corrections to the retirement dates for Brendan O'Neill and Bill Pinkham:

Human Resources: 5.a, 5.b, 5.c, 5.d, 5.e, 5.f, 5.g, 5.h

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.

CHANCELLOR'S REPORT

A.   **Chancellor Marshall** made the following statement: "As we've heard tonight, the events surrounding the release of the Cypress course video have caused pain, evoked strong emotions, and spurred a range of opinions. The issues in this instance are a microcosm of the political environment in our country today. The pain felt by many is legitimate and reflects the need for deeper and more productive discourse.

The difficult decisions made during this time were made not based on popularity but instead they were rooted in a dedication to protecting the safety of everyone at Cypress College. We agree that fully understanding the implications of the video and its release to the public are critical to moving forward. To that end, an impartial review in is progress that will provide us with the information to move forward and continue the mission of the district.

I am confident that when the review has been completed, we will see more clearly that over the past two weeks decisions have been made for the right reasons. As we heal from the hurt and wounds felt by members of our community with differing perspectives, it is time to lay the groundwork for an even stronger academic environment where academic freedoms and education work in harmony. This is our challenge moving forward and we are committed to achieving this goal."

B.   **North Orange Continuing Education "State of the College" Presentation**: As part of the Chancellor's Report, **Valentina Purtell**, NOCE President, presented the "State of NOCE." The presentation included the NOCE Institutional Effectiveness Report and a video highlighting their response to COVID-19 with distance education; faculty completion of distance education online training certificates; virtual student services and emergency aid; a digital marketing campaign and new NOCE and NOCRC websites; faculty on the COVID-19 frontlines; the Kindness Campaign; wellness, connect and grow, and mindfulness workshops; accreditation; a racial equity Call to Action Plan; and student success.

Subsequent to the presentation, President Purtell addressed questions regarding the ratio between student gender, the linkage between District goals and NOCE goals, and future marketing efforts. Trustees also commended NOCE for their comprehensive and reflective Institutional Effectiveness Report, their ability to quickly pivot to an online platform to support a vulnerable student demographic, for creatively engaging with one another and their students, and thanked President Purtell for her leadership.

COMMENTS

A.   **Fred Williams** reported that the Governor's May Revise will be released on May 14 and staff anxiously await it in order to develop the District's Tentative Budget which will be presented to the Board at its June 22, 2021 meeting.

B.   **Valentina Purtell** read the new NOCE Mission, Vision, and Values Statements that were approved by the Board during block vote and noted that they close the loop on the major rebranding efforts related to their name change.

C.   **JoAnna Schilling** commended **President Valentina Purtell** on her NOCE presentation and acknowledged everyone who expressed their thoughts during public comments. She noted that while she would normally share the great things happening at Cypress College during her report, she instead addressed the events that have unfolded over the last 13 days and recognized the hurt that many are feeling and the wounds that will need to be addressed. She noted that the difficult decisions made over the last two weeks were made with the safety and well-being of the campus community as the priority and were in response to the avalanche of calls and threatening emails to the campus and the instructor. She emphasized that the instructor was not disciplined; the decision was to act on her behalf and with the belief that going back in to that classroom would have put her at even more risk.

She expressed sadness with the words expressed by BIPOC colleagues and stated, "I grieve with you for the pain you, and we, are feeling. And I am committed to working with you on how we prevent such an attack on our freedoms in the future." She stated her commitment to work collaboratively to proactively protect the free and necessary exchange of ideas in the classroom, but cautioned that there is a need to have deep and honest conversations about "how we engage in more productive and restorative discourse on topics we don't see in the same way." Dr. Schilling concluded her remarks by saying she is honored to serve the students at Cypress College, with colleagues she respects and admires, at a college that she loves deeply and noting her confidence in finding a way forward together.

(See Supplemental Minutes #1275 for a copy of the report.)

D. **Greg Schulz** directed everyone to his written report, but highlighted that Fullerton College Student **Omar Garcia** was selected as a recipient of the 2021 Jack Kent Cooke Foundation Undergraduate Transfer Scholarship. He also reported on the passing of **Cruz Reynoso**, the first Latino Justice on the California Supreme Court and Fullerton College Alumnus.

E. **Jennifer Oo** provided a brief statement sharing her pride in the racial equity work that NOCE has undertaken this year, and expressed her hope to continue to work on the pressing issues within the nation and the District.

F. **Craig Goralski** read a statement of support and solidarity on behalf of the Cypress College Academic Senate expressing their disappointment, anger, and outrage by the response of the Cypress College administration to the viral clip of a Cypress College faculty member interacting with a student in their class. The statement noted that the Cypress College administration, having viewed the full recording in its proper context, has still not made any effort to clear the name of the faculty member who has been attacked without consequence, and that an attack on the academic freedom of one faculty member is an attack on the academic freedom of all faculty members.

He concluded his report by noting that this would be his last Board meeting as President of the Cypress College Academic Senate; **Damon De La Cruz** will attend future Board meetings as the new President.

(See Supplemental Minutes #1275 for a copy of the report.)

G. **Kim Orlijan** expressed her appreciation for the comments made by classified and faculty colleagues during public comment and those of the Resource Table members. She then read a statement of support and solidarity on behalf of the Fullerton College Faculty Senate specifying that while details of the recent situation are unknown, the messaging from Cypress College failed to show clear support and protection for the instructor and, by extension, for all faculty. The framing of the messaging suggested that the instructor was guilty and placed on leave, and it did not clarify the District's commitment to academic freedom. The statement noted disappointment and anger with the lack of public support from the District for the faculty member and expressed the need for faculty to know and hear that the Colleges and District will defend them.

(See Supplemental Minutes #1275 for a copy of the report.)

H. **Christie Diep** reported that the narrative from Cypress College is that a student was bullied and silenced and has led to hate and attacks on the instructor and other faculty based on a video that was taken out of context. She stated that it is the administration's responsibility to present the truth and that has not happened because an investigation was not immediately launched in order to follow process, take responsibility, and protect faculty and students. She then read a statement from the professor who took over the class after the incident which outlined the events that occurred, supported the instructor's teaching method, noted that it was a matter of academic freedom, and expressed the need for more protection of their colleague. She questioned why the campus community was not provided that information, criticized the lack of District response, and demanded the truth.

(See Supplemental Minutes #1275 for a copy of the report.)

I.   **Pamela Spence** urged the District to settle ongoing negotiations with CSEA, to provide an on-schedule salary increase, and to separate the SERP from negotiations. She also stated that CSEA stands in solidarity with United Faculty and Adjunct Faculty United on the faculty matter.

J.   **Tonya Cobb** responded to the on-going crisis at Cypress College by quoting **Dr. Martin Luther King Jr.** noting that an injustice anywhere is an injustice everywhere. She categorized the incident as a violation of academic freedom, cited the inadequate administration response, called for a review of policies on response to violations, and expressed support for the faculty member who was a victim of a targeted attack from a movement with a political agenda. She stated that Adjunct Faculty United stands in solidarity with both of the academic senates and those organizations that have voiced their support for the instructor involved.

K.   **Student Trustee Chloe Reyes** read a statement provided by the Fullerton College Associated Students urging the District to come together to fight racism and noting the expectations of Fullerton College from students as a result of the Cypress College video incident.

L.   **Trustee Jeffrey P. Brown** expressed his admiration and complete support for Cypress College President **JoAnna Schilling** who he deemed a shining star who has been a leader in promoting DEIA efforts, academic freedom, and high quality education. He also reported on his virtual attendance at the CCLC conference that included incredibly useful information on various topics, and encouraged everyone to view the conference recordings which are available for 30 days.

M.   **Trustee Jacqueline Rodarte** expressed her appreciation for the thought and reflection made during the evening's comments.

N.   **Trustee Ed Lopez** voiced his support for both of **Trustee Jeffrey P. Brown's** statements.

O.   **Trustee Stephen T. Blount** requested a copy of all of the public comments related to the Cypress College incident, along with the comments made by **Craig Goralski**, **Kim Orlijan**, and **Christie Diep**.

P.   **Trustee Evangelina Rosales** thanked everyone for their comments and reported on her attendance at the Cypress College Puente Program 25th Anniversary celebration.

Q.   **Trustee Barbara Dunsheath** reported that the Board completed EEO training in preparation for interviews of Chancellor candidates, applauded **Trustees Brown**, **Lopez**, and **Rosales** for attending the CCLC conference, and shared that the CCCT Board met and announced its new slate of officers. She alluded to the Cypress College video incident, noted that it is hard to maintain clear thoughts when emotions are high, and read an excerpt from "Teaching to Transgress" by **Bell Hooks**.

MINUTES: It was moved by Trustee Stephen T. Blount and seconded by Trustee Jeffrey P. Brown to approve the Minutes of the Regular Meeting of April 27, 2021 with the noted correction to page 122 and the public comments regarding Items 3.a, 3.b, and 3.c. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

FINANCE & FACILITIES

Item 3.a: By the block vote, authorization was granted ratify purchase order numbers P0144244 - P0145039 through April 28, 2021, totaling $5,408,545.66, and check numbers C0052534 – C0052583, totaling $28,235.62; check numbers F0272397 – F0272998, totaling $138,851.51; check numbers Q0000000 – Q0000000, totaling $0.00; check numbers 88511593 – 88512573, totaling $14,865,641.45; check numbers V0031835 – V0031835, totaling $1,367.00; check numbers 70115175 – 70115436, totaling $50,156.89; and disbursements E8940671 – E8955237, totaling $9,257,770.87, through April 30, 2021.

Item 3.b: The Board received and reviewed the District's Quarterly Financial Status Report for the quarter ended March 31, 2021, as required by §58310 of Title 5.

Item 3.c: The Board received and reviewed the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended March 31, 2021.

Item 3.d: By block vote, authorization was granted to accept new revenue and to make adjustments to General Fund revenue and expenditure budgets in accordance with the revised and new fiscal year 2020-2021 allocations totaling $259,087. It is further requested that resolutions be adopted to adjust budgets, to accept new revenue and authorize expenditures within the General Fund pursuant to the California Code of Regulations Title 5, Section 58308.

Further authorization was granted 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.

Item 3.e: By block vote, authorization was granted to approve the 2020-2021 General Fund, General Obligation Bond Fund, Capital Outlay Fund, and Financial Aid Fund transfers netting to the amount of $713,057 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Item 3.f: By the block vote, authorization was granted to declare the attached list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

Item 3.g: By block vote, authorization was granted for the disposal of Class 3 Disposable Records after July 1, 2021, from the District's Business Office, and the respective Bursar's Office of Cypress and Fullerton colleges and North Orange Continuing Education as listed on the attached inventory pursuant to Title 5, §59020 of the California Administrative Code.

Item 3.h: By the block vote, authorization was granted to enter into an Architectural Services Agreement with DLR Group in the total amount of $423,156, inclusive of reimbursable allowance expense.

Further authorization was granted for the Vice-Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the amendment to the agreement on behalf of the District.

Item 3.i: By block vote, authorization was granted to enter into a Consultant Services Agreement with Dovetail Decision Consultants, Inc. in the total amount of $210,060, inclusive of reimbursable allowance expense.

Further authorization was granted for the Vice-Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the amendment to the agreement on behalf of the District.

Item 3.j: By block vote, authorization was granted to approve Change Order #1, Bid #1920-12, Greenhouse Replacement Project at Fullerton College with RT Contractor Corp in the amount of $41,627.58 increasing the contract from $1,293,000 to $1,334,627.58 and extending the contract time to 298 days.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the change order on behalf of the District.

Item 3.k: By block vote, authorization was granted to file the Notice of Completion for Bid #1920-12, Greenhouse Replacement project at Fullerton College with RT Contractor Corp. and pay the final retention payment when due.

Item 3.l: By block vote, authorization was granted requested to enter into an agreement with the North Orange County Regional Occupational Program (NOCROP) to reimburse them in compliance with the approved proposal from the North Orange County Regional Consortium under the California Adult Education Program in an amount not to exceed $312,000.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Item 3.m: The Board received and reviewed an update on Diversity, Equity, Inclusion, and Anti-racism (DEIA) initiatives. Trustee Jeffrey P. Brown stated his appreciation for the Colleges allocating a portion of the funding for mental health counseling for students.

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted to approve the 2021-24 NOCCCD and Anaheim Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

Item 4.b: By block vote, authorization was granted to approve the 2021-24 NOCCCD and Garden Grove Unified School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

Item 4.c: By block vote, authorization was granted to approve the 2021-24 NOCCCD and Los Alamitos Unified School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

Item 4.d: By block vote, authorization was granted to approve the summary of curriculum changes for Cypress College to be effective Fall 2021. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and approved by the District Curriculum Coordinating Committee.

Item 4.e: By block vote, authorization was granted to approve the NOCE Institutional Core Statements which include the NOCE Mission, Vision, and Values Statements.

HUMAN RESOURCES

Item 5.a: By block vote, authorization was granted for the following academic personnel matters, which are within budget:

<u>RETIREMENTS</u>

Bedard, Dana	CC	Counselor Eff. 06/30/2021 PN CCF985
Beidler, Larry	CC	Physical Education Instructor Eff. 05/23/2021 PN CCF984
Berger, Margaret	FC	Radio/Audio Production Instructor Eff. 06/28/2021 PN FCF648
Goldstein, Jay	FC	Communications Instructor Eff. 05/24/2021 PN FCF901
Greenhalgh, Mark	FC	Dean, Mathematics/Computer Science Eff. 12/31/2021 PN FCM973
Hartmann, Richard	FC	Dean, Natural Sciences Eff. 06/30/2021 PN FCM994
Holmes, Ian	CC	Multimedia Instructor Eff. 05/31/2021 PN CCF760
Kaneko, Brian	FC	Applied Design Instructor Eff. 06/29/2021 PN FCF862
Lee, Callista	FC	Psychology Instructor Eff. 05/27/2021 PN FCF840
Lozinsky, Richard	FC	Earth Sciences Instructor Eff. 05/23/2021 PN FCF826

Lujan, Zaida Patricia   NOCE   Counselor
Eff. 06/30/2021
PN SCF988

Medina-Bernstein, Denise   CC   Nursing Instructor
Eff. 05/23/2021
PN CCF739

O'Neill, Brendan   FC   Physics Instructor
Eff. 05/23/2021
PN FCF753

Pinkham, Bill   CC   Physical Education Instructor
Eff. 05/29/2021
PN CCF827

Realista, Katy   CC   Dean, Fine Arts
Eff. 12/31/2021
PN CCM985

Rodine, Jeffrey   FC   Reading Instructor
Eff. 05/23/2021
PN FCF859

Smith, Charmaine   FC   Accounting Instructor
Eff. 06/30/2021
PN FCF736

Talwar, Ambika   CC   English Instructor
Eff. 05/23/2021
PN CCF791

Tebay, John   FC   Dean, Fine Arts
Eff. 12/31/2021
PN FCM996

Villasenor, Carole   CC   Counselor
Eff. 06/30/2021
PN CCF846

Vincent, Susan   FC   Counselor
Eff. 06/15/2021
PN FCF708

Willoughby, Dan   FC   Dean, Humanities
Eff. 12/31/2021
PN FCM985

Young, Eldon   CC   Dean, Language Arts
Eff. 12/31/2021
PN CCM982

CHANGE IN RETIREMENT DATE

Crowell, Benjamin   FC   Physics Instructor
From: 05/23/2021
To: 05/31/2021
PN FCF937

RESIGNATION

Smith, Susan   CC   Nursing Instructor
Eff. 06/25/2021
PN CCF830

NEW PERSONNEL

Cisco Reuter, Hilary   CC   Psychology Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/19/2021
PN CCF704

Ortiz, Aydinaneth   CC   Photography Instructor
First Year Probationary Contract
Class B, Step 1
Eff. 08/19/2021
PN CCF895

ADDITIONAL DUTY DAYS @ PER DIEM

| House, Joshua | CC | Forensics Coach | 11 days |
| Page, Jennifer | CC | Forensics Coach | 11 days |

LEAVE OF ABSENCE

@00006314   FC   Counselor
SB 95 (SPSL)
Paid Leave using Supplemental Paid Sick Leave
Eff. 01/04/2021 (3.5 hours); 01/05/2021 (7.5 hours);
01/06/2021 (3.5 hours); 01/07/2021 (4 hours);
01/11/2021 (2.5 hours); 01/12/2021 (2 hours);
01/13/2021 (3 hours); 01/14/2021 (3 hours);
01/21/2021 (1.25 hours); 03/04/2021 (2hours)

@00902422   FC   Instructor
SB 95 (SPSL)
Paid Leave using Supplemental Paid Sick Leave
Eff. 03/10/2021 (5 hours)

@00002974   FC   Instructor
SB 95 (SPSL)
Paid Leave using Supplemental Paid Sick Leave

Eff. 02/01/2021 (3.3 hours)

Nielson, Toni	FC	Communications Instructor Family Medical Leave (FMLA/CFRA) (Intermittent) Paid Leave using Regular and Supplemental Sick Leave until Exhausted: Unpaid thereafter Eff. 05/07/2021-05/22/2021

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 FALL SEMESTER

Boyer, Brandi	FC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Aceves, Natalie	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Arambula, Michael	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Ayala, Eduardo	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Biganeh, Maryam	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Blumer, Collette	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Calabretta, Nina	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Cherney, Julia	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 25 hours Eff. 05/24/2021-07/29/2021
Davis, Melanie	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021

Gamble, Malcolm   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Garcia, Corinne   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Gavitt, Erika   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Gray, Sarah   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Guilford, Melinda   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Johnson, Jacquline   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Larez, Jennie   CC   Hiring Committee Service
                                     Lab Rate, Regular and Contract Faculty
                                     Overload Teaching Schedule
                                     Class D
                                     Not to exceed 25 hours
                                     Eff. 05/24/2021-07/29/2021

Middleton, Donna   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Obrite, Patricia   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Orr, Alyesse   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Ortega, Valerie   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Peters, Ashley   FC   Humanities Professional Learning Day
                                     Stipend not to exceed $100.00
                                     Eff. 05/27/2021

Raleigh, Samual   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Richards, Heather   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Shaw, Jessica   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Shiba, Lisa   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Silva, Joel   CC   Hiring Committee Service
Lab Rate, Regular and Contract Faculty
Overload Teaching Schedule
Class E
Not to exceed 25 hours
Eff. 05/24/2021-07/29/2021

Sterling, Rebecca   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Tapia, Jessica   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Tira, Diana   CC   Hiring Committee Service
Lab Rate, Regular and Contract Faculty
Overload Teaching Schedule
Class E
Not to exceed 25 hours
Eff. 05/24/2021-07/29/2021

Turrubiartes, Daniel   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Vandever, Nicole   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Vo, Criss   FC   Humanities Professional Learning Day
Stipend not to exceed $100.00
Eff. 05/27/2021

Weil, Alex	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Whitehall, Brianna	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021
Zeledon, Selena	FC	Humanities Professional Learning Day Stipend not to exceed $100.00 Eff. 05/27/2021

ACADEMIC MANAGEMENT JOB DESCRIPTION, NEW

Director, Student Development and Engagement
Range 16
Management Salary Schedule

ACADEMIC MANAGEMENT JOB DESCRIPTION, REVISED

Director, College Health Services
From: Range 20
To: Range 26
Management Salary Schedule

Item 5.b: By the block vote, authorization was granted for the following classified personnel matters, which are within budget:

RETIREMENT

Cortez, Margaret	CC	Administrative Assistant II 11-month position (100%) Eff. 11/01/2021 PN CCC957
Grein, Cynthia	FC	Manager, Campus Accounting 12-month position (100%) Eff. 01/01/2022 PN FCM987
Ho, Co-Nghiep	FC	Manager, Systems Technology Services 12-month position (100%) Eff. 01/01/2022 PN FCM964
Karvia, Nick	FC	Director, Bookstore 12-month position (100%) Eff. 01/01/2022 PN FCM990

Tucker, Scott   CC   Athletic Therapist
                                            12-month position (100%)
                                            Eff. 07/20/2021
                                            PN CCC825

Valentine, Debbie   AC   District Manager, Environmental, Health, & Safety
                                            12-month position (100%)
                                            Eff. 07/01/2021
                                            PN DEM991

RESIGNATION

Bongco, Timothy   FC   Laboratory Technician, Child Care
                                            12-month position (100%)
                                            Eff. 06/09/2021
                                            PN FCC786

NEW PERSONNEL

Aceves, Alicia   NOCE   Grants and Special Projects Assistant
                                            12-month position (100%)
                                            Range 41, Step D
                                            Classified Salary Schedule
                                            Eff. 05/17/2021
                                            PN SCC831

Do, Kimberly   AC   Buyer II
                                            12-month position (100%)
                                            Range 41, Step B
                                            Classified Salary Schedule
                                            Eff. 05/17/2021
                                            PN DEC966

Hazlett, Erin   FC   Evaluator
                                            12-month position (100%)
                                            Range 36, Step C
                                            Classified Salary Schedule
                                            Eff. 05/24/2021
                                            PN FCC604

Maciag, Andrea   FC   Student Services Specialist, Veterans Center
                                            12-month position (100%)
                                            Range 36, Step B
                                            Classified Salary Schedule
                                            Eff. 05/12/2021
                                            PN FCC599

VOLUNTARY CHANGES IN ASSIGNMENT

Arellano, Alexis   CC   Dental Hygiene Clinical Technician (100%)
                                            Temporary Increase in Months Employed

From: 11-months
To: 12-months
              Eff. 07/01/2021 – 06/30/2022

Chavez, Sandra   FC   Administrative Assistant II/Special Programs
                                                      12-month position (100%)
                                                       PN FCC606

                                                      Permanent Lateral Transfer
                                                      To: NOCE ESL Administrative Assistant II
                                                                    12-month position (100%)
                                                                    Eff. 06/01/2021
                                                                    PN SCC975

Domingo, Diana   CC   Administrative Assistant (100%)

                                                      Temporary Increase in Months Employed
                                                      From: 11-months
                                                      To: 12-months
                                                                    Eff. 07/01/2021 – 06/30/2022

Dominguez, Ernesto   CC   Administrative Assistant II (100%)

                                                      Temporary Increase in Months Employed
                                                      From: 11-months
                                                      To: 12-months
                                                                    Eff. 07/01/2021 – 06/30/2022

Douglass, Julie   FC   Instructional Assistant (100%)

                                                      Temporary Increase in Months Employed
                                                      From: 10-months
                                                      To: 10-months + 15 days
                                                                    Eff. 06/07/2021 – 06/30/2021

Rios, Bernarda   CC   Dental Hygiene Services Assistant (100%)

                                                      Temporary Increase in Months Employed
                                                      From: 11-months
                                                      To: 12-months
                                                                    Eff. 07/01/2021 – 06/30/2022

STIPEND FOR ADDITIONAL AMINISTRATIVE DUTIES

Brown, Alexander   FC   Student Services Specialist (100%)
                                                      6% Stipend
                                                      Eff. 05/01/2021 – 06/30/2021

LEAVES OF ABSENCE

@00360504   FC   Administrative Assistant II (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 03/10/2021 (2 hours); 04/07/2021 (5 hours);
                               04/08/2021 (8 hours)

@01801998   FC   Financial Aid Technician (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 04/21/2021 (2.5 hours)

@01201830   AC   IT Project Leader (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 04/30/2021 (2 hours)

@01009187   AC   Facilities Custodian I (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 01/21/2021 (8 hours); 01/22/2021 (8 hours);
                               01/25/2021 (8 hours)

@00634403   CC   User Support Analyst (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 03/26/2021 (4 hours); 04/16/2021 (4 hours)

@00311153   FC   Facilities Custodian I (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 04/21/2021 (8 hours)

@01825656   CC   Campus Safety Officer (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 01/01/2021 (12 hours); 01/02/2021 (12 hours);
                               01/03/2021 (12 hours); 01/08/2021 (4 hours)

@00722225   CC   Library Assistant II (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 04/16/2021 (8 hours)

@00373441   CC   Administrative Assistant III (100%)
                               SB 95 (SPSL)
                               Paid Leave Using Supplemental Paid Sick Leave
                               Eff. 04/13/2021 (1.5 hours)

@00537667   NOCE   Administrative Assistant II (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 03/29/2021 (2 hours); 03/30/2021 (4 hours);
                                 04/26/2021 (2 hours); 04/27/2021 (8 hours)

@00964195   NOCE   Student Records Technician (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 04/21/2021 (2 hours)

@00004484   FC   IT Specialist, Systems Applications (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 04/16/2021 (4 hours)

@01201079   AC   Executive Assistant III (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 01/25/2021 – 01/29/2021 (40 hours);
                                 02/01/2021 – 02/05/2021 (40 hours)

@01137290   CC   Facilities Custodian I (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 04/06/2021 (8 hours); 04/07/2021 (8 hours);
                                 04/21/2021 (5 hours)

@00536473   CC   Administrative Assistant III (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 01/05/2021 – 01/08/2021 (32 hours);
                                 01/11/2021 – 01/15/2021 (32 hours)

@00612114   NOCE   Instructional Assistant, ESL
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 04/22/2021 (8 hours); 04/23/2021 (8 hours)

@01264519   CC   Facilities Custodian I (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 01/27/2021 – 01/29/2021 (24 hours);
                                 02/09/2021 – 02/11/2021 (24 hours);
                                 02/17/2021 – 02/19/2021 (24 hours);
                                 04/19/2021 (8 hours)

@00154537   AC   Risk Management Technician (100%)
                                 SB 95 (SPSL)
                                 Paid Leave Using Supplemental Paid Sick Leave
                                 Eff. 04/20/2021 (1 hours); 04/21/2021 (6 hours);

04/22/2021 (3 hours)

@00004593	NOCE	Admissions and Records Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/03/2021 (8 hours); 02/16/2021 – 02/19/2021 (32 hours); 02/22/2021 –02/23/2021 (16 hours); 03/09/2021 (8 hours)
@01813270	CC	IT Technician II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/16/2021 (2 hours); 03/17/2021 (8 hours)
@01629407	CC	Student Services Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/07/2021 (1 hours); 04/08/2021 (8 hours)
@01068214	FC	Executive Assistant II (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/13/2021 (8 hours); 04/14/2021 (8 hours)
@01134253	CC	Student Services Specialist, Transfer Center SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 02/16/2021 – 02/19/2021 (32 hours); 02/22/2021 – 02/26/2021 (40 hours); 02/17/2021 – 02/19/2021 (24 hours); 03/10/2021 (2 hours); 04/07/2021 (3 hours)
@00314075	FC	Admissions and Records Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/12/2021 (6 hours)
@001212912	FC	Admissions and Records Technician (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/23/2021 (5 hours)
@01018789	NOCE	Catalog and Scheduling Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 01/04/2021 (8 hours); 01/05/2021 (8 hours); 01/08/2021 (8 hours): 01/15/2021 (8 hours)
@01703796	AC	Payroll Specialist (100%) SB 95 (SPSL)

Paid Leave Using Supplemental Paid Sick Leave
Eff. 03/26/2021 (2 hours); 04/16/2021 (2 hours)

@00006830   CC   Admissions and Records Specialist (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 03/10/2021 (2 hours); 04/06/2021 (1.5 hours)

@01150954   FC   Facilities Custodian II (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 04/14/2021 (8 hours); 04/15/2021 (8 hours)

@01173571   FC   Administrative Assistant III (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 03/11/2021 (2 hours); 04/08/2021 (2 hours)

@01028222   CC   Accounting Technician (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 04/08/2021 (1.5 hours); 04/09/2021 (8 hours)

@00006981   NOCE   Director, Campus Communications (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 01/19/2021 – 01/21/2021 (32 hours);
                                01/25/2021 – 01/29/2021 (40 hours)

@00209038   FC   Administrative Assistant III (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 04/08/2021 (4 hours); 04/09/2021 (8 hours)

@01729731   NOCE   Administrative Assistant III (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 04/19/2021 (6.5 hours); 04/20/2021 (8 hours);
                                04/21/2021 (8 hours)

@01570687   FC   Evaluator (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 04/05/2021 (1 hours); 04/06/2021 (10 hours);
                                04/07/2021 (10 hours); 04/08/2021 (10 hours)

@01718751   NOCE   Administrative Assistant II (100%)
                                SB 95 (SPSL)
                                Paid Leave Using Supplemental Paid Sick Leave
                                Eff. 04/21/2021 (4 hours); 04/22/2021 (8 hours)

@00004968	FC	Director, Financial Aid (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/15/2021 (8 hours); 04/12/2021 (8 hours);
@00534385	FC	Student Services Specialist, Counseling (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/10/2021 (1.5 hours); 04/08/2021 (1.5 hours); 04/09/2021 (8 hours)
Tarnay, Lorena	FC	Athletic Therapist (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 03/09/2021 – 03/30/2021 (Consecutive Leave)
@01148764	FC	Student Services Specialist, Counseling (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/10/2021 (2 hours); 04/06/2021 (1.5 hours)
@01573603	FC	Manager, Custodial Services SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/23/2021 (8 hours)
@01165576	CC	Laboratory Technician, Biology (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/06/2021 (4 hours)
@01681512	NOCE	Senior Research and Planning Analyst SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/23/2021 (1 hour)
@01502659	NOCE	Admissions and Records Specialist (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 03/29/2021 (8 hours)
@00661566	CC	Administrative Assistant II (50%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 04/12/2021 (5 hours)
@00219811	FC	Financial Aid Coordinator (100%) SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave

Eff. 01/04/2021 – 01/08/2021 (40 hours)

@01671108   CC   Campus Safety Officer (100%)
                                       SB 95 (SPSL)
                                       Paid Leave Using Supplemental Paid Sick Leave
                                       Eff. 01/05/2021 (4 hours); 01/06/2021 (12 hours);
                                       01/07/2021 (12 hours); 01/08/2021 (12 hours)

@01679330   NOCE   Administrative Assistant II (100%)
                                       SB 95 (SPSL)
                                       Paid Leave Using Supplemental Paid Sick Leave
                                       Eff. 03/09/2021 (8 hours); 04/06/2021 (8 hours)

<u>CORRECTION TO BOARD AGENDA OF APRIL13, 2021 – CHANGE IN SALARY COLUMN
PLACEMENT</u>

Ortiz, Triseinge   NOCE   Registrar
                                         12-month position (100%)
                                         Range 19, Column G
                                         Management Salary Schedule
                                         PN SCM987

                                 To: Director, Admissions and Records
                                         12-month position (100%)
                                         Range 25, Column E
                                         Management Salary Schedule
                                         Eff. 05/01/2021
                                         PN SCM987

<u>REVISED CLASSIFIED MANAGEMENT JOB DESCRIPTION</u>

Director, Campus Safety
From: Range 11
To: Range 20
Management Salary Schedule

<u>NEW CLASSIFIED MANAGEMENT JOB DESCRIPTION</u>

Director, Career Technical Education
Range 16
Management Salary Schedule

Item 5.c: By the block vote, authorization was granted for the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1275 for a copy of the professional expert personnel listing.)

Item 5.d: By the block vote, authorization was granted for the hourly listing.

(See Supplemental Minutes #1275 for a copy of the hourly personnel listing.)

Item 5.e: By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1275 for a copy of the volunteer listing.)

Item 5.f: By a block vote authorization was granted to approve a salary increase to the Temporary Special Project Administrator Daily Rate Schedule, effective July 1, 2021. The Board further approved the salary rate schedule.

(See Supplemental Minutes #1275 for a copy of the rate schedule.)

Item 5.g: By the block vote authorization was granted to revise the Nonclassified Short-Term Hourly Employee Rate Schedule, effective July 1, 2021.

(See Supplemental Minutes #1275 for a copy of the rate schedule.)

Item 5.h: By a block vote authorization was granted to revise the Professional Expert Hourly Rate Schedule, effective July 1, 2021.

(See Supplemental Minutes #1275 for a copy of the rate schedule.)

GENERAL

Item 6.a: It was moved by Student Trustee Ester Plavdjian and seconded by Trustee Stephen T. Blount that the Board adopt Resolution No. 20/21-21, Armenian Genocide Remembrance Day. Subsequent to trustees expressing their gratitude to Student Trustee Ester Plavdjian for her work in bringing this resolution forward, the **motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

Item 6.b: The Board reviewed Resolution No. 20/21-22, Affirming the North Orange County Community College District's Commitment to Diversity, Equity, Inclusion, and Anti-Racism.

Board President Barbara Dunsheath introduced the resolution by noting that CCLC and CCCT Board have both promoted approval of very similar templates. Trustees then discussed the State Chancellor's Office Vision for Success, parallels between District goals and ACCT recommendations, and whether the State Chancellor's Office Certification Form is annually submitted by the District.

Resolution No. 20/21-22 will return to the next meeting for Board consideration.

Item 6.c: The Board reviewed Resolution No. 20/21-23, Condemning the Recent Surge in Hate Crimes.

Board President Barbara Dunsheath noted that it was a first read of the resolution and Kim Orlijan, Fullerton College Faculty Senate President, provided feedback from the District Asian and Pacific Islander Faculty and Staff Association (APIA) who generally support the resolution, thanked the Board for seeking their input, and included a request to add language condemning white supremacy.

While there was universal support for the resolution, trustees were divided on whether or not to include "white supremacy" to the resolution language and discussed whether it was needed, where it would be placed, whether the violence was limited to that reason/group, whether it would overshadow the intent of the resolution, the need to understand why the APIA wanted it added, and the need to listen and respect the request of the APIA. It was ultimately decided that Dr. Kim Orlijan would follow-up with the APIA to clarify the need for the language and placement in the resolution.

Resolution No. 20/21-23 will return to the next meeting for Board consideration.

Item 6.d: The Board received as information the new Board Policy 3580, Sustainability Plan.

Trustees thanked the campuses for their efforts to develop the new Board Policy, noting the efforts of the Fullerton College Sustainability Committee who presented the lack of a policy to the Board. During the discussion, trustees recommended a renumbering to include new sections with rearranged original language and the addition of language regarding a status update on sustainability goals from the Chancellor.

The proposed revisions will be included when BP 3580 returns to a future Board meeting agenda for action.

Item 6.e: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Stephen T. Blount that the Board re-adopt Board Policy 6320, Investments. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

Item 6.f: The Board received as information revised Administrative Procedure 3410, Unlawful Discrimination. AP 3410 was revised to reflect content revisions in Section 17 to prohibit employees from entering into or maintaining a romantic or sexual relationship with a student or employee over whom that employee exercises control or authority and approved by the District Consultation Council on April 26, 2021.

Item 6.g: The Board received as information the new Administrative Procedure 7240-7, Management Employees – Evaluation.

Chancellor Marshall thanked everyone involved during the 18-month process to develop this new administrative procedure, highlighting the efforts of Simone Brown Thunder and DMA. Trustees discussed the colleges whose evaluation processes were reviewed, future timelines, planned automation, and appreciation for the effort to update the evaluation process and inclusion of the DEIA component.

Necessary corrections to the numbering on page 6.g.6 will be made before AP 7240-7 returns to a future Board meeting agenda for action.

Item 6.h: The Board considered whether an increase to compensation for Board members was desired.

During the discussion, it was moved by Trustee Ed Lopez and seconded by Trustee Stephen T. Blount to increase Board member compensation by 4%. Subsequent to trustees voicing the pros and cons of an increase for trustees, including the student trustees, and a historical perspective, the **motion failed with Trustees Blount and Lopez voting yes, and Trustees**

Bent, Brown, Dunsheath, Rodarte, and Rosales voting no, including Student Trustees Reyes and Plavdjian's advisory votes.

It was then moved by Trustee Jacqueline Rodarte and seconded by Trustee Barbara Dunsheath to increase compensation for student trustees by 4%. Trustees discussed the rationale for raising compensation for one and not the other and in the subsequent vote the **motion failed with Trustees Dunsheath, Rodarte, and Rosales voting yes, and Trustees Bent, Blount, Brown, and Lopez voting no.**

Item 6.i: Board President Barbara Dunsheath asked if there were any requests for potential future Board agenda items and there were none.

CLOSED SESSION: At 9:42 p.m., Board President Barbara Dunsheath adjourned the meeting to closed session per the following sections of the Government Code and stated that there would not be a readout:

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

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor

Per Section 54956.9(a): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

RECONVENE MEETING: At 12:34 a.m., Board President Barbara Dunsheath reconvened the meeting in open session.

ADJOURNMENT: At 12:34 a.m., it was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

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Prepared By Recording Secretary for
Ed Lopez, Secretary, Board of Trustees

UNAPPROVED
MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

May 15, 2021

The Board of Trustees of the North Orange County Community College District met for a Special Meeting on Saturday, May 15, 2021, at 9:00 a.m.

President Barbara Dunsheath called the meeting to order at 9:05 a.m. and led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, and Evangelina Rosales. Absent: Student Trustees Ester Plavdjian and Chloe Reyes.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: None.

VISITORS: Brice Harris, Consultant.

COMMENTS: MEMBERS OF THE AUDIENCE: No public comments were received.

BOARD RETREAT: Brice Harris, CCLC Board Consultant, facilitated discussion centered on the 2021 Board Self-Assessment that included the relevance of the Board evaluation process, a summary of the evaluation instrument results, a summary of conversations Dr. Harris conducted with trustees individually, an analysis of evaluation materials, and discussion on improving Board performance.

(See Supplemental Minutes #1276 for a copy of the presentation.)

CLOSED SESSION: At 3:04 p.m., Board President Barbara Dunsheath adjourned the meeting to closed session per the following sections of the Government Code:

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor

RECONVENE MEETING: At 5:00 p.m., Board President Barbara Dunsheath reconvened the meeting in open session.

ADJOURNMENT: At 5:00 p.m., it was moved by Trustee Stephen T. Blount and seconded by Trustee Evangelina Rosales to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

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Prepared By Recording Secretary for
Ed Lopez, Secretary, Board of Trustees