Additional Information
March 13, 2018 Board Meeting

The following additional information was provided regarding the March 13 Board meeting agenda:

Item 4.a, Purchase Order Listing:

1. <u>P0122169</u>: Please contextualize this purchase. Is this a result of the self-assessment staff did to improve safety? **Yes, this is an ongoing three-year project to upgrade and secure the safety features across campus.**

2. <u>P0122169, P0122176, & P0122541</u>: These are three purchase orders for security items for Cypress College. Are these related? Are any related to the recent security "threat?" **Yes. All items are part of ongoing efforts to upgrade our campus security. These items have been part of a three-year process to equip all outside facing windows with a bullet-proof film, and have all buildings on auto lockdown in an emergency. The security camera request was in response to the recent incident – we discovered when the person of interest climbed the mural and was able to access the secured balcony on the third floor, that we had no security cameras in which to identify this person. We are correcting that with this order. Are any related to the recent security "threat?" Yes and No (see above).**

Item 4.c, Approval of Relocatable Modular Building using Piggyback Bid:

1. Does the softball program also use the same building? **No, the Cypress College softball program does not use the baseball facilities. They are on opposite areas on different fields.**

2. What's the size of this modular? **The building is a 40' x 60' modular facility.**

Item 4.d, Lease Proposal for Chapman Avenue Parking Lot for Off-site Parking:

1. Part of the recommendation has been cut off between the bottom of page 4.d.1 and the top of page 4.d.2. **Correct. The last sentence on page 4.d.1 should read, "In addition, a security deposit equal to $12,000, none of which shall be applied to any rent owed to landlord at any time *during the lease term, is required. The District has an early termination option commencing on* the thirty-seventh (37th) month. [Emphasis added.] Attached is a copy of Item 4.d with the complete language.**

2. Is the security deposit refundable? **Yes, the security deposit is refundable.**

3. The total cost for 83 months is $800,950, which breaks down to $5,500 per space. How does this compare with cost per space in a parking structure, and comparison with space on surface lots? **The projected cost per space in a parking structure continues to rise. Per space costs from past projects varied from $22,000 to $25,000. Per space costs for the current project are estimated at $35,000 (Total budget of $28,937,954 ÷ Total Spaces of 840 = $34,450). There are many variables affecting cost on surface parking lots, including the availability of such lots in a reasonable proximity to the college. At present, such availability is severely limited. The comps indicate the price per square foot is competitive.**

4. What does the rental property income come from and how much is it? **The properties are owned by the District. We currently collect $5,850 in rental income, minus expenses. We are in the process of repairing additional units. Rental prices have yet to be determined, but the aggregate of rental income will exceed the monthly lease amount of the parking lot.**

5. In addition to the rental costs what are the estimated costs of surface improvements, fencing, if any, and commissions. **Commissions are paid by the owner, as well as surface improvements and repairs for the first year. At this point in time, signage and minimal striping to delineate the lot as Fullerton College are the only anticipated modifications to the lot. Once in use, adjustments may be made if non-college use becomes an issue.**

Item 4.e, Award Bid #1718-18, Cypress College Parking Lot 5 Expansion: **This item will pulled from block vote to allow for discussion.**

Item 4.f, Innovation Performance Solutions, Inc. Purchase Order Increase:

1. Could we receive more information (perhaps a demonstration) regarding what this Innovative Performance Solutions will do – especially the single mobile application. **Nicola Perry is the principal of Innovative Performance Solutions. In her work on student onboarding , three mobile apps are being explored in collaboration with the campuses and District IS. Mobile apps can be customized to fit the campus and are designed to support student engagement, registration, and communication. Typical functions include enrollment and registration, event calendars, campus announcements, maps and tours, and emergency communications. Another advantage will be the collection of data around use and student preferences.**

2. The text implies that part of the requested $50K increase is for additional work that was requested (paragraph 2), but part is for the originally contracted work that was not completed according to the terms of the existing Purchase Order (paragraph 1). Is this correct? If so, no justification has been given for increasing the PO for the original work, and an increase should only be for the additional work. (I'm assuming the PO has completion requirements for specific tasks, not simply "work for X number of hours and do whatever can be done in that time.") **During the first year of engagement, completed projects included Online Time & Attendance for hourly and students, electronic Personnel Action Forms and Position Management and Onboarding of new employees. Outstanding items include Online Time & Attendance for all other employees, coordinating the building and adoption of the Learning Management System (LMS) purchased last year by HR, and evaluating revisions to the FY 18/19 Salary Roll with Strata Information Group (SIG) and HR leaders, among other projects.**

During the existing contract period, the original Scope of Work was expanded to include a Business Process Analysis (BPA) of current student onboarding practices, and assistance in the recommendation and implementation of changes as a result of the BPA. This expanded work was at the request of the Chancellor's Office and Office of Educational Services and Technology. Since the BPA, Nicola Perry has guided district-wide efforts that include campus teams, Counseling, Admissions & Registration, Institutional Research and the CCC Tech Center to coordinate the implementation of

MyPath, **the State's website and online tool for connecting students with colleges and programs.**

A second recommendation from the BPA was to increase student communication and engagement across the District by implementing a district-wide, but college-specific, mobile app. This recommendation requires Nicola Perry to work directly with campus ACT Managers to coordinate vendor visits and demos, communicate frequently to Chancellor's Staff and to campus leadership teams about engagement and adoption strategies across the campuses, and research best practices for staff and student mobile app adoption. Cypress College aims to adopt and test the mobile app during summer 2018, and go live for the Fall 2018 semester. Fullerton College and NOCE are exploring best use cases while campus teams continue to gather student feedback.

Item 5.a, Cypress College Curriculum Summary:

1. My copy does not include any curriculum changes after page 5.a. Is there supposed to be an additional attachment? **Attached are pages 5.a.2 and 5.a.3 which were inadvertently excluded from the agenda printing. Copies of the attachment were provided to the agenda distribution list yesterday, and the agenda file that was uploaded onto the District website on Friday did include the agenda item in its entirety.**

2. The three automotive sections, 130, 140 and 150, add a hybrid component. What portion is hybrid between lecture and lab? **The course is still taught as usual, but the hybrid option will affect the lab portion, allowing automotive technology students to complete lab sheet sections that only require use of their text or related on-line service information (T-TEN students currently have 24/7 access to this type of information and other students could be set up for this if a non-T-TEN course section desired to use the hybrid modality). The student would be able to complete web-based presentations that support the content covered in the various text books used in each course. This would better prepare the students for a shorter focused lecture on content that they did not understand or desire additional information and their time at the college would primarily be in the related lab for each unit assignment.**

3. Will we evaluate successful completion of these course changes with the hybrid addition? **Yes, we will be able to track the success of this courses comparing the traditional delivery and this new hybrid web enhancement.**

Item 5.c, Budget Adjustments: Is the amount listed under "total adjustment" the amount awarded or the new total? **The amount listed is the difference between the original budget and the new adjusted amounts; it is not the new total.**

Item 5.d, Guided Pathways Multi Year Plans:

1. Page 5.d.3: Was the survey sent to students? Can you elaborate a little more on the role of career coaches? **At Cypress College the feedback survey was sent to all constituents in the fall to provide input on our self-assessment. We received excellent feedback which was incorporated into the plan. The recent multiyear plan was posted on the website with a discussion board for comments and feedback.**

Yes, at Fullerton College all surveys throughout the entire Guided Pathways planning process have been sent to students. The work plan will also be shared with AS, and the College will continue to integrate student feedback, from new, continuing and even former students, to help build their Guided Pathways framework. Fullerton College also sent students to the IEPI workshops and have students on their Guided Pathways workgroup. While they haven't identified career coaches in their plan, they have seen models at other schools and may explore this concept in the future.

Career coaches are part of an Adult Education Block Grant workforce preparation strategy. They are professional experts who provide group services, such as New World of Work workshops on employability skills, and individual services, such as case management, i.e., helping students enroll in a program of their interest and develop resumes. At NOCE, representatives of the Student Leadership team participated in the Provost's Cabinet planning session dedicated to the review and approval of the Guided Pathways Plan. The voice of the NOCE student leaders was especially important when identifying potential barriers during the student journey mapping activity.

2. Page 5.d.4: Will faculty and staff have enough time for feedback? Cypress College used workgroups in the fall and spring that cast a wide net so the plan reflects active dialogue from across campus. Due to the short deadline from the State, one week for campus review was allotted. Since the plan is a living document, Cypress College is very confident that campus constituents will have an ongoing ability to offer comments and suggestions.

The Fullerton College campus community has played an active role in preparing their Guided Pathways plan. As an example, their self-assessment document was reviewed by a number of cross-disciplinary and shared governance groups before it was shared with the entire college community for feedback. Similarly, their Spring 2018 Convocation day was focused on Guided Pathways. In addition to the large theater event, they conducted subsequent breakout sessions where over 200 people engaged in discussion and offered ideas about the Guided Pathways Work Plan. From there, the College established a 19-member work group (that consists of faculty, classified professionals, managers and students) that was tasked with developing the Guided Pathways Work Plan. The foundation of this Work Plan was formed through the notes and feedback received at the Convocation breakout sessions. Finally, the entire campus community will have one final opportunity to review and offer feedback to the Guided Pathways Work Plan when it is shared between March 14-21, 2018.

At the onset of the Guided Pathways Initiative, NOCE identified the Provost's Cabinet as the vetting body for the deliverables. The Provost's Cabinet includes representatives of all NOCE's constituents, plus student representatives. When it came to approving the Guided Pathways Self-Assessment and, later, the Guided Pathways Plan, the Provost's Cabinet held two extended planning sessions with an open invitation for all staff to attend. That said, the process of developing and vetting of the Guided Pathways Plan seemed rushed mostly due to the State-imposed short timeline. NOCE team understands that it is a living document and a multi-year plan, which is subject to revisions as we receive more training and dive into implementation.

3. Page 5.d.5: What were some of the barriers participants highlighted in the planning session? **At Cypress College, the barriers identified are bringing the approach to scale, using technology to provide intrusive advising, identifying and adding personnel, and reorganization of divisions and areas to address the high touch, high contact needs of a Guided Pathways model.**

At Fullerton College, one identified barrier is that many of their highlighted and successful student success programs are funded through categorical allocations, so they are challenging to scale. Also, the College currently doesn't have the technology necessary to provide the high touch, high tech support for their students that they have identified in their plan. Finally, the accelerated timeframe and lack of specificity from the State initially led to hesitancy and resistance on the part of some campus constituents; however, the College has experienced stronger participation this year.

NOCE participants reported the following barriers:
- **Connection to School: cumbersome website, fear to ask questions due to limited English skills, not knowing the correct person to ask.**
- **Program Entry: long wait time, limited evening services, information overload**
- **Progress: missed deadlines, lengthy programs, learning disabilities, lack of life support services, inability to access student resources, such as textbooks, uniforms, etc.**
- **Completion: life difficulties, lack of engagement, academic rigor**

4. Page 5.d.1, third bullet: "reducing time to degree..": Does this also include certificate programs in Career Technical Education, in addition to degree? **Yes, all references to reducing time for students applies to degrees and certificates.**

5. Page 5.d.5: Is #3 missing? **The colleges are not being asked to develop a plan in year one that addresses each of the 14 key elements. For year one, Fullerton College has decided to focus on seven key elements: Elements 1, 2, 4, 5, 6, 7, and 9. The College will be addressing element 3 in future planning.**

Item 6.b, Classified Personnel: Page 4-6, Leaves of Absence: How do we cover for the intermittent leaves? **Intermittent leaves are handled on a case-by-case basis, and are operationally similar to employee vacation, sick/personal days, or jury duty with other staff providing coverage as needed. Consecutive leaves of absence may require a regular employee to agree to a voluntary change in assignment or hire a temporary hourly employee to backfill.**

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 13, 2018

SUBJECT: Lease Proposal for Chapman Avenue Parking
               Lot for Off-site Parking

Action ____X____
Resolution _____
Information _____
Enclosure(s) _____

BACKGROUND: The list of bond-funded projects includes a new parking structure, which will result in a net increase in parking spaces on the Fullerton College campus. Originally planned as one of the first projects, State funding for the 300/500 building renovations impacted project sequencing. Instead, the new instructional building will be built first, not only to accommodate future growth, but to eliminate or reduce the cost of temporary swing space needed while the 300/500 buildings are renovated. A chiller plant expansion is necessary since the existing chiller plant does not have the capacity to cool the new instructional building. Both the instructional building and chiller plant will be built on existing parking lots, eliminating parking spaces. Construction of the new parking structure will begin after the 300/500 building renovations. To help compensate for parking spaces lost due to the construction of the instructional building and chiller plant, the college has identified a parking lot offsite that is available for lease. Shuttle services will be provided at the beginning of each semester. Shuttle travel time will be minimal since the lot is less than a mile from campus. This item was submitted by Rodrigo Garcia, Vice President of Administrative Services at Fullerton College.

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

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6500, Property Management.

FUNDING SOURCE AND FINANCIAL IMPACT: The funding source is derived from rental property income.

RECOMMENDATION: Authorization is requested to enter into a lease agreement with Hill Ranch Partnership, a California General Partnership for Chapman Avenue Lot off-site parking. The lease term will begin on April 1, 2018 and will be eighty-three (83) months with an end date of February 28, 2025, at a monthly rate of $9,650 per month, which shall be increased on the anniversary date of the Lease Term by an amount equal to two percent (2.00%) over the preceding year's rental rate or an amount equal to the Consumer Price Index for the Los Angeles/Long Beach/Orange County area, whichever is greater. In addition, a security deposit equal to $12,000, none of which shall be applied to any rent owed to landlord at any time during the lease term, is required. The District has an early termination option commencing on

4.d.1
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Item No.

the thirty-seventh (37th) month. Should the District elect to terminate the lease early, the District shall pay the unamortized incremental amount of all District improvements, costs and commissions. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute any agreements and related documents on behalf of the District.

Fred Williams		4.d.2
Recommended by	Approved for Submittal	Item No.

CYPRESS COLLEGE CURRICULUM
Board Agenda
March 13, 2018

(DCCC approved February 9, 2018)

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
AT 130 C Auto Chassis and Brake Systems Units: 12 Lecture: 9 Laboratory: 9	* Hybrid added	24	All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees 0both general automotive and Toyota) the recommendation was follow NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4.	2018 Fall	Previous revision approved: Curriculum 10-17-17 DCCC 11-17-17 Board 12-12-17 Adding Hybrid
AT 140 C Auto Drivetrains/ Transmissions Units: 12 Lecture: 9 Laboratory: 9	* Hybrid added	24	All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees 0both general automotive and Toyota) the recommendation was follow NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4.	2018 Fall	Previous revision approved: Curriculum 10-17-17 DCCC 11-17-17 Board 12-12-17 Adding Hybrid
AT 150 C Auto Performance and Driveability Units: 12 Lecture: 9 Laboratory: 9	* Hybrid added	24	All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees 0both general automotive and Toyota) the recommendation was follow NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4.	2018 Fall	Previous revision approved: Curriculum 10-17-17 DCCC 11-17-17 Board 12-12-17 Adding Hybrid

REVISED DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Mortuary Science	Bachelor in Science Degree in Funeral Service **Prerequisite –Associate Degree from ABFSE-Accredited Funeral Service Mortuary Science Program (41-50 units in the major)**	2018 Fall	Adding NEW upper division general education courses HS 361 C and PHIL 400 C Total units change from 42 to 41-42

**Acceptance into Baccalaureate degree pilot program
and Embalmer License
and Funeral Director License
or Funeral Services Practitioner certification**

Required upper division major courses (32 units) of which 12 units will be from MORT 497 C and MORT 498 C

		Units
MORT 402 C	Funeral Service Standards of Practice	3
MORT 430 C	Cemetery and Crematory Operations	3
MORT 450 C	Issues and Trends in Funeral Service	3
MORT 482 C	Clinical Embalming Externship	4
MORT 492 C	Funeral Service Externship	4
MORT 495 C	Mortuary Jurisprudence	3
MORT 497 C and MORT 498 C (12 units total)		12
Upper division general education courses (9 units minimum)		
ANTH 308 C	Anthropology of Death for Mortuary Science	3
COMM 340 C	Communication for Mortuary Science	3
ENGL 310 C	Advanced Writing in the Health Sciences	4
HS 361 C	Dying/Death and Grief/Mourning	3
PHIL 400 C	Business Ethics	3
Total Units		41-42