



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

MEETING: Regular Meeting in March 2018

DATE: Tuesday, March 27, 2018, at 5:30 p.m.

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

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

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

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** Members of the public may address the Board regarding items on the Agenda as such items are taken up, subject to regulations of the Board. All Board meetings, excluding closed sessions, shall be electronically recorded.
- d. **Consider Non-Personnel block-vote items indicated by [] in Sections 3, 4, and 6.**
- e. **Consider Personnel block-vote items indicated by [] in Section 5**
 Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion.

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

 Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public at the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. to 5:00 p.m.).
- f. **Reports:**
 Chancellor
 * **"Parenting: Love & Logic" NOCE Presentation**
 By: Erin Sherard, NOCE Parenting Instructor

 College Presidents/Provost
- g. **Comments:**
 Resource Table Personnel
 Members of the Board of Trustees

- h. **Approval of Minutes of the Regular Meeting of March 13, 2018.**
- i. **CLOSED SESSION: Per the following sections of the Government Code:**

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

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

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

3. **FINANCE & FACILITIES**

- [a] It is recommended that the Board authorize the requested to award RFQ/P #1718-13, Design Build of Fullerton College Instructional Building and Central Plant Expansion Project to BNBuilders, Inc.
- [b] It is recommended that the Board authorize the rejection of all bids for Bid #1718-14, Fullerton College Building 3000 HVAC Upgrade Project and authorize staff to rebid the project at a later date.
- [c] It is recommended that the Board authorize the requested to award RFQ&P 1718-16, CTE Branding, Online Optimization, and Promotion Consulting to Interact Communications., Inc.
- [d] It is recommended that the Board authorize is requested to award Bid #1718-19, Anaheim Campus 2nd Floor Counseling Offices & 5th Floor CTE Lab Tenant Improvements, to Interlog Construction as the lowest overall responsive and responsible bidder.
- [e] It is recommended that the Board authorize is requested to amend the agreement with Dudek for the preparation of the Fullerton College Sherbeck Field Improvements California Environmental Quality Act documents and extend the term effective December 30, 2017 through December 31, 2018.
- [f] Authorization is requested for Brent Kaufman, Cypress College English professor, to attend the On Belonging Conference in London, England from July 26–28, 2018.

4. **INSTRUCTIONAL RESOURCES**

- a. It is recommended that the Board approve the Guided Pathways multi-year plan by Cypress College, Fullerton College and NOCE.
- [b] Authorization is requested to accept new revenue from Master Agreement and Participation Agreements under the Strong Workforce Program – Regional Fund (SWP) Grant in the total amount of \$1,453,418.

5. HUMAN RESOURCES

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

- Retirement
- New Personnel
- Change in Salary Classification
- Leaves of Absence
- Faculty Sabbatical Leave
- Temporary Academic Hourly

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

- Resignation
- Probationary Release
- New Personnel
- Voluntary Changes in Assignment
- Professional Growth & Development
- 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 mark its ballot for the California Community College Board of Trustees Board of Directors election at this time. Official ballots must be returned to the League office, postmarked no later than April 25, 2018.
- [b] It is recommended that the Board appoint Joshua Kazarian, as the Fullerton College Student Organization Representative on the Citizens' Oversight Committee.

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	March 27, 2018	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	Award RFQ/RFP #1718-13, Design Build of Fullerton College Instructional Building and Central Plant Expansion Project		

BACKGROUND: On October 10, 2017, the Board of Trustees adopted a resolution approving the use of the design-build contract method for the Fullerton College Instructional Building and Central Plant Expansion project. California Education Code (CEC) Section 81700 authorizes community college districts to use design-build contracting for public works contracts exceeding \$2,500,000. The use of design-build contracting will reduce comparable project costs through a faster project delivery and shifting cost containment to the design-build entity. It will also allow the builder and specialty trade contractors to be involved in the design process which is a feature not available under the traditional design-bid-build contracting process.

The District publicly advertised the Request for Proposals and Qualifications for design-build delivery method for the Fullerton College Instructional Building and Central Plant Expansion Project on November 27, 2017 and December 4, 2017. On January 19, 2018, the District received eight proposals. A District selection committee was formed which included the Vice President of Administrative Services, the Dean of the Humanities Division, faculty representatives, a classified representative, Director of Physical Plant/Facilities, the Project Manager for Campus Capital Projects, and the District Director of Facilities, Planning and Construction.

The District selection committee ranked the 8 design-build proposals received for this project based on the requirements prescribed in California Education Code (CEC) Sections 81700-81708. The criteria used to score the proposals can be found in EDC § 81703, specifically c.2.C. The following minimum factors shall each represent at least 10 percent of the total weight: price, technical expertise, life cycle costs over 15 years or more, skilled labor force availability, and acceptable safety record. The remaining 50% can be allocated in a manner approved by the District and Fullerton College. The Selection Committee added a sixth factor titled "approach to design excellence." Based on the rankings, the top four (4) were short-listed for an interview. The District Selection Committee's rankings of the design-build proposals and respective price proposals are listed in the attached table. (See "ATTACHMENT A"). The District selection committee unanimously agreed to recommend BNBuilders, Inc. for the contract award to provide design-build services for the Fullerton College Instructional Building and Central Plant Expansion Project in an amount not-to-exceed \$48,125,220.

This agenda item is submitted by Rodrigo Garcia, Vice President of Administrative Services at Fullerton College, Jenney Ho, District Director, Purchasing, and Oscar

Saghieh, Project Manager, Campus Capital Projects.

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: All costs for this project will be paid with bond funds.

RECOMMENDATION: Authorization is requested to award RFQ/P #1718-13, Design Build of Fullerton College Instructional Building and Central Plant Expansion Project to BNBuilders, Inc. in the amount not-to-exceed \$48,125,220. 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

Recommended by

Approved for Submittal

3.a.2

Item No.

Attachment A
District Selection Committee Rankings of the Design-Build Proposals
Instructional Building and Central Plant Expansion Project at Fullerton College

<u>DESIGN-BUILD FIRM/ARCHITECT</u>	<u>RANK</u>	<u>PRICE (300 POINTS)</u>	<u>TECHNICAL EXPERTISE (200 POINTS)</u>	<u>DESIGN EXCELLENCE (200 POINTS)</u>	<u>LIFE CYCLE COST ANALYSIS (100 POINTS)</u>	<u>SKILLED LABOR WORKFORCE (100 POINTS)</u>	<u>PAST SAFETY RECORD (100 POINTS)</u>	<u>TOTAL SCORE (1000 POINTS)</u>	<u>EXTENDED PRICE FOR PROPOSAL EVALUATION (\$)</u>
BNBuilders/RNT	<u>1</u>	<u>255</u>	<u>188</u>	<u>188</u>	<u>88</u>	<u>100</u>	<u>100</u>	<u>919</u>	<u>\$48,125,220</u>
Harper Construction/DLR	<u>2</u>	<u>285</u>	<u>178</u>	<u>169</u>	<u>71</u>	<u>100</u>	<u>100</u>	<u>903</u>	<u>\$47,141,701</u>
Tilden-Coil/HPI	<u>3</u>	<u>285</u>	<u>164</u>	<u>166</u>	<u>72</u>	<u>100</u>	<u>100</u>	<u>887</u>	<u>\$46,973,337</u>
Rudolph & Sletten/NAC	<u>4</u>	<u>300</u>	<u>147</u>	<u>161</u>	<u>68</u>	<u>100</u>	<u>100</u>	<u>876</u>	<u>\$46,491,375</u>
Bernards/HMC	<u>5</u>	<u>240</u>	<u>183</u>	<u>157</u>	<u>76</u>	<u>100</u>	<u>100</u>	<u>856</u>	<u>\$48,729,119</u>
Balfour Beatty/R2A	<u>6</u>	<u>270</u>	<u>130</u>	<u>149</u>	<u>77</u>	<u>100</u>	<u>100</u>	<u>826</u>	<u>\$47,452,457</u>
Kemp Brothers/TSK	<u>7</u>	<u>270</u>	<u>137</u>	<u>124</u>	<u>53</u>	<u>100</u>	<u>100</u>	<u>784</u>	<u>\$47,926,692</u>
Stronghold Engineering/Ravatt, Albrecht	<u>8</u>	<u>240</u>	<u>112</u>	<u>105</u>	<u>56</u>	<u>100</u>	<u>100</u>	<u>713</u>	<u>\$48,818,082</u>

Note: See Attachment B for detailed criteria explanation

ATTACHMENT B
FULLERTON COLLEGE
INSTRUCTIONAL BUILDING AND CENTRAL PLANT EXPANSION RFP

DESIGN-BUILD PROPOSAL EVALUATION FACTORS,
RANKING AND SCORING METHODOLOGY

SCORING OF NON-PRICE FACTORS

A. Explanation

Scoring of all Non-Price Factors will be based on the gross scores received from the evaluation of the Proposer's information provided for each of the Factors listed in Part I B, above.

B. Technical Expertise

Scores for Technical Expertise shall be determined based on each of the following sub-factors, based on the information provided in the Design-Build Proposal.

1. General Firm Information
2. Firm Experience
3. Team Member Experience
4. Firm & Team References
5. Preconstruction Approach
6. Project Approach
 - a. Collaborative Teaming Experience
 - b. BIM Utilization Approach & Experience
 - c. Last Planner[®] System Scheduling Experience

C. Design Excellence

Proposals will be evaluated for sustainable design approaches that achieve a minimum LEED Silver rating for the new Instructional Building as well as approaches that integrate the new building into the existing campus architecture. It is important that the building be space efficient and remain with the allowable project budget. Approaches to massing and space layout that meet the programming criteria efficiently will be viewed more favorably. Durable materials that extend the life cycle of the building are desired.

D. Life Cycle Costs

The approach to designing major systems as well as finishes with consideration for "Life Cycle Costs" will be evaluated for each of the following sub-factors, based on the information provided in the Design-Build Proposal as to its first cost, estimated life, annual maintenance cost, operation cost and projected replacement time.

Fullerton College will require design and building energy performance for 15 to 20 percent more efficient energy use than currently required by Title 24 and utilization of LED lighting for interior and exterior applications to the extent practicable. Teams should state their approach to energy modeling of the building, continuous commissioning, and the expected design energy use intensity of the building(s). Teams should also clearly articulate their

approach to total cost of ownership decision-making for the expansion of the central plant to accommodate the additional cooling loads created by the new Instructional building.

Similarly, Fullerton College desires highly durable finishes within the available budget. Teams should discuss their approach to evaluating and selecting finishes on the basis of total life cycle.

E. Skilled Labor Force Availability

Pursuant to Education Code Section 81703, each Proposer must have an agreement with a registered apprenticeship program, approved by the California Apprenticeship Council, which has graduated apprentices in each of the immediately preceding five years. Each Proposer that has completed a Pre-Qualification Questionnaire will have already met this minimum requirement. The scoring of, "Skilled Labor Force Availability" shall be based on the extent to which the information provided in the Proposal demonstrates that the Proposer has exceeded this minimum requirement.

F. Safety Record

Per Education Code 81703, each Proposer must have an experience modification rate for the most recent three-year period is an average of 1.0 or less, and its average total recordable injury or illness rate and average lost work rate for the most recent three-year period must not exceed the applicable statistical standards for its business category, or if the (Proposer) is a party to an alternative dispute resolution system as provided for in Section 3201.5 of the Labor Code. Each Proposer that has completed a Pre-Qualification Questionnaire will have already met this minimum requirement. The scoring of this Factor, "Safety Record", shall be based on the extent to which the information provided in the Proposal demonstrates that the Proposer has exceeded this minimum requirement in respect to the following sub-factors:

1. Experience Modification Rate
2. Total Recordable Incident Rate (TRIR)
3. Days Away from Work Case(s)
4. Fatalities
5. OSHA Citation History

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 27, 2018 Resolution
SUBJECT: Rejection of All Bids for Bid #1718-14, Information
Fullerton College Building 3000 HVAC Enclosure(s)
Upgrade Project

BACKGROUND: On February 27, 2018, the District Purchasing Department received five bids for the Fullerton College Building 3000 HVAC Upgrade Project. After reviewing all bids, staff determined that it would be in the best interest of the District to reject all bids and rebid the project at a later date.

This agenda item was submitted by Larry Lara, Director of Physical Plant/Facilities and Jenney Ho, District Director, Purchasing.

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

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

FUNDING SOURCE AND FINANCIAL IMPACT: No financial impact.

RECOMMENDATION: It is recommended that the Board of Trustees reject all bids for Bid #1718-14, Fullerton College Building 3000 HVAC Upgrade Project and authorize staff to rebid the project at a later date.

Fred Williams

Recommended by

Approved for Submittal

3.b

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution
DATE: March 27, 2018 Information
Enclosure(s)
SUBJECT: Award RFQ&P 1718-16, CTE Branding,
 Optimization, and Promotion Consulting

BACKGROUND: In the fall of 2017, Cypress College, Fullerton College and North Orange Continuing Education began collaborating on a Strong Workforce Program (SWP) project for Career Technical Education (CTE) Branding, Optimization, and Promotion. The stated goal of the original proposal by Cypress College was to increase CTE enrollments, certificates/degrees, employment rates, and median income for students by increasing the online discoverability of CTE programs. Specifically, the project proposed improving the course fill-rates of 26 CTE programs with an average fill-rate of 81.3% by 2-4% a year to more closely align with the non-CTE fill-rate average of 88.5% (2016-17).

The District publicly advertised the Request for Qualifications and Proposals (RFQ&P) and received five proposals. The steering committee used a Qualification Matrix published in the RFQ&P to select the vendors to interview. The steering committee included SWP deans in CTE from all three institutions, public information officers from each institution and the District, information services representatives from District and Cypress College, NOCE CTE Director, Fullerton College faculty, and Fullerton College Special Project Manager.

Below is the summary of the proposals received.

Vendor	Proposals with no specified media costs*	Finalists asked to provide a separate budget line for their recommended media costs.*	Revised proposals with media costs*
Agency 51	\$250,000	(Not applicable)	
Interact Communications, Inc.	\$240,000	Interact Communications, Inc.	\$539,200
Johnson Gray/PTS	\$363,000	(Not applicable)	
Substance Media	\$256,000	(Not applicable)	
VisionPoint Marketing	\$298,625	VisionPoint Marketing	Option A \$1,340,366 Option B \$1,137,079

*Development of an advertising media placement plan, implementation of geo-fencing ads, and development of collateral marketing material were included in the original scope of the RFP; however, recommended media costs were not provided in the initial bids. To clarify the potential cost of the project, the steering committee requested the two finalists to include a separate budget line item for their recommended ad buys.

Four vendors (Agency 51, Interact Communications, Inc., Johnson Gray/PTS, and VisionPoint Marketing) were invited to interview and present their proposals. The committee selected two finalists (Interact Communications, Inc. and VisionPoint Marketing). Additional questions were sent to the two finalists for clarifications. The committee reviewed the responses and selected Interact Communications, Inc. to provide CTE Branding, optimization, and promotion consulting in the amount of \$539,299 for the project.

Through the Strong Workforce Program (SWP), Interact Communications, Inc. will provide contract services to Cypress College, Fullerton College, and North Orange Continuing Education with marketing and branding strategies, online search engine optimization to include three main career education landing pages (one for each institution) and program landing pages (for 27 CTE Departments at Cypress College, 28 at Fullerton College, and 12 at NOCE), and promotion of CTE TOP Coded programs through advertising, including social media and YouTube, videos, billboards, and bus wraps. Interact Communications, Inc. was also contracted by the Orange County section of the Regional Consortia for a regional marketing campaign. The company will leverage the resources from the campaign to provide a short-term advertising campaign for the purpose of immediately increasing Fall 2018 enrollment.

This agenda item is being submitted by Kathleen Reiland, Interim Dean of Career Technical Education & Economic Development, Cypress College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Strategic Direction: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. It also responds to Strategic Direction #5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses. This project supports Strategic Direct #5, in that it will educate all constituents about the many excellent career opportunities offered at our three institutions.

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

FUNDING SOURCE AND FINANCIAL IMPACT: The primary funding for this project will be from the Local Strong Workforce. Additional funding may become available from the Regional Strong Workforce Program funding.

RECOMMENDATION: Authorization is requested to award RFQ&P 1718-16, CTE Branding, Online Optimization, and Promotion Consulting for NOCCCD to Interact Communications., Inc. in the amount of \$539,200. The project will begin on April 1, 2018 through December 31, 2019. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Purchasing, to execute any agreement on behalf of the District.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	March 27, 2018	Information	
		Enclosure(s)	
SUBJECT:	Award Bid #1718-19, Anaheim Campus 2 nd Floor Counseling Offices & 5 th Floor CTE Lab Tenant Improvements		

BACKGROUND: On March 12, 2018, the District Purchasing Department received three bids from the pre-qualified bidders for the Anaheim Campus 2nd Floor Counseling Offices & 5th Floor Career Technical Education (CTE) Lab Tenant Improvements.

The Project consists of tenant improvements to the existing 2nd and 5th floors of the Anaheim Campus. The improvements on the 2nd floor in Room 215, totaling approximately 383 square feet, include, but are not limited to, the addition of full height partition walls using the DIRTT Furniture System; new paint finish; and, augmentations to the fire sprinkler system, mechanical system, electrical and data system (including new light fixtures), and fire alarm system.

The improvements on the 5th floor in Room 504, totaling 1,382 square feet, include, but are not limited to, the addition of a full-height wire mesh security screen for equipment storage; new finishes including paint, flooring, wall base and corner guards; additions of overhead mounted electrical reels, new overhead supports for owner furnished video screens, new wall mounted casework, and new full-height stud partitions with aluminum sliding doors; and, augmentations to the fire sprinkler system, mechanical system, electrical and data system (including new light fixtures), and fire alarm system.

The lowest responsive and responsible bidder was Interlog Construction in the amount of \$410,000. Below is the bid summary.

COMPANY	Base Bid	Allowance	Total
Interlog Construction	\$370,000.00	\$40,000.00	\$410,000.00
Dalke & Sons Construction, Inc.	\$375,480.00	\$40,000.00	\$415,480.00
Paul C. Miller Construction Co., Inc.	\$407,000.00	\$40,000.00	\$447,000.00

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

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

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

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project will come from the Measure J bond funds.

RECOMMENDATION: Authorization is requested to award Bid #1718-19, Anaheim Campus 2nd Floor Counseling Offices & 5th Floor CTE Lab Tenant Improvements, to Interlog Construction as the lowest overall responsive and responsible bidder in the amount of \$410,000, including an allowance. 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

Recommended by

Approved for Submittal

3.d.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 27, 2018

SUBJECT: Amend Consultant Agreement with Dudek For the Preparation of the Fullerton College Sherbeck Field Improvements California Environmental Quality Act (CEQA) Documents

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

BACKGROUND: On June 13, 2017, the Board authorized an agreement with Dudek to prepare the project specific, Sherbeck Field Environmental Impact Report (EIR) and the following scope of work:

- Prepare Project Description
- Prepare Initial Study/Notice of Preparation and Scoping
- Prepare Administrative Draft EIR
- Prepare Public Review Draft EIR
- Prepare Final EIR
- Project Management and Meetings

The original six-month term of the agreement was not sufficient considering the amount of work that needed to be completed. The work comprised of the commissioning of several different studies including a sound and lighting study and a preliminary field seating design from our campus architect, which in total required coordination and timing to get the findings and results in order for Dudek to move forward. As a result, the initial study and planning required an additional year than anticipated, and the term of this agreement expired December 30, 2017. It is therefore, requested to amend the agreement with Dudek and extend the term from December 30, 2017 through December 30, 2018. This period will cover preparation of the administrative draft review, public review draft EIR and final EIR. This item was submitted by Richard Williams, District Director, Facilities, Planning & Construction and 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 6340, Contracts.

FUNDING SOURCE AND FINANCIAL IMPACT: There is no financial impact.

RECOMMENDATION: Authorization is requested to amend the agreement with Dudek for the preparation of the Fullerton College Sherbeck Field Improvements California Environmental Quality Act document and extend the term from agreement through December 31, 2018. Authorization is also requested for the Vice Chancellor, Finance & Facilities, to execute the consultant agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.e.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: March 27, 2018
SUBJECT: Cypress College
Professional Development
Out of Country Travel

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

BACKGROUND: Per Board Policy 7400, Travel and Conference Attendance, all travel outside the United States must be approved in advance by the Board. To comply with the Board Policy, the CEO must approve the out of country travel before forwarding the request to the Vice Chancellor, Finance and Facilities Office for submittal of the agenda item to the Board.

The Travel, Transculturality, and Identity, c.1550-1700 (TIDE) project (a European Research Council funded project) will hold this year's On Belonging Conference in London, England. Brent Kaufman, Cypress College English professor, will be applying for professional development funding to cover expenses related to this conference. The conference will be held at The University of Liverpool's London, England Campus from July 26, 2018 to July 28, 2018. Conference programming is designed to present on research related to TIDE's focus and the impact that this research has on the state of the field and related fields. The professor will bring back knowledge and understanding gathered at the conference to enhance the college's vision and mission by promoting Global Citizenship Education. This will be done primarily through the proposal of a Global Studies Major, which will advance the Institutional Learning Objective of Global Citizenship. If approved by the Board, all conference expenses will be reviewed by the Cypress College Professional Development Committee for approval after April 9, 2018. This item was prepared by Eldon Young, Dean of Language Arts.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses. Summer research experiences enhance transfer success and degree completion. Specifically, District Objective 1.3: NOCCCD will support programs and strategies that have demonstrated quantifiable improvement in, and those that show innovative promise for, student completion of degrees, certificates, diplomas, transfer, transfer-readiness requirements, and courses.

How does this relate to Board Policy: This item is in compliance with Board Policy 7400 Travel and Conference Attendance.

FUNDING SOURCE AND FINANCIAL IMPACT: Pending Cypress College Professional Development approval, a maximum of \$1,540 in travel, lodging and conference expenses may be paid using Cypress College Professional Development funds. Any additional expenses will be paid for by the professor.

RECOMMENDATION: Authorization is requested for Brent Kaufman, Cypress College English professor, to attend the 2018 On Belonging Conference in London, England from July 26, 2018 to July 28, 2018.

Fred Williams

Recommended by

Approved for Submittal

3.f.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	March 27, 2018	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	Guided Pathways (GP) Multi-Year Plan		

BACKGROUND: California Community Colleges Guided Pathways is a multi-year state program designed to provide all California Community Colleges with the opportunity to implement Guided Pathways for the purpose of significantly improving student outcomes.

To put it simply, Guided Pathways is a research-based approach that simplifies choices for students. Courses are grouped together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen fields. Students get intensive, targeted advising to choose a path, stay on the path, learn what they need to know and graduate.

At North Orange and across the state, Guided Pathways efforts are focused on helping more of our students - especially low-income, first-generation students and students of color-earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market.

The California Community College Guided Pathways Grant Program under the administration of the Chancellor's Office, is intended to ensure the following:

- Integration of existing student-success programs and services
- Building of capacity at community colleges for data analysis, leadership, planning, and implementation related to institutional change
- Development of clearly structured, coherent guided pathways programs for all entering students for purposes of improving student outcomes, reducing time to degree, increasing the ability of students to obtain high-paying jobs

The California state legislature allocated \$150 million over the five-year period (2017 to 2022) for the California Community Colleges to carry out this initiative. The requirements from the State Chancellor's Office for the colleges to receive this funding are:

1. Colleges must attend IEPI training on implementing guided pathways
2. Colleges must complete self-assessment prior to creating a Guided Pathways multi-year plan
3. Colleges must use the Guided Pathways funding to implement their multi-year plan

The Colleges and NOCE have attended trainings and will continue to attend trainings offered by the Chancellor’s Office on this initiative. Much work has occurred on the campuses on GP, however. The Board had previously approved the GP self-assessments from the Colleges and NOCE and reviewed summaries of the College’s and NOCE’s multi-year GP plans. . The full plans are being submitted for Board approval now.

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

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

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

RECOMMENDATION: It is recommended that the Board approve the Guided Pathways multi-year plans by Cypress College, Fullerton College and NOCE.



Guided Pathways Multi-Year

March 27, 2018

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Early Adoption	<p>Our plan for the next 18 months is to expand our campus communications and discussions on Guided Pathways to ensure full campus participation. The College has already begun discussions across the campus and constituent groups, but in the following year, our goal is to enlist all constituents in developing awareness for Guided Pathways, active discussions, aligned resource planning, development of meta major communities, reorganization of resources to support our goals, and a pilot program in 2018-19 to begin directing students into a guided Pathway experience at Cypress. The following outlines the actions we will undertake in year One:</p> <ul style="list-style-type: none"> • Complete a Mission 	<ul style="list-style-type: none"> • The College has five campus work groups working on elements of Guided Pathways: Marketing, Communication, Meta Majors, Retention, and On Boarding processes. We will continue to leverage these groups to provide feedback and ideas for developing our GP processes and support systems. • Our Charger Experience, which begins as a high school outreach and continues as a First-year experience, has many elements already in place that will help us develop more comprehensive processes to serve students in a GP model. • Embedded counseling 	<p>Success will be measured by the following metrics:</p> <ul style="list-style-type: none"> • All employees and staff will be aware of and understand Guided Pathways and can articulate a definition of the Guided Pathways model at Cypress by spring 2019. • More than 50% of students in the first Pledge cohort will have declared a Meta Major by beginning of spring 2019 and have completed a comprehensive education plan by the end of their first 	Scaling in Progress

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>Statement defining Guided Pathways at Cypress College and determine how we will "brand" this program at the college. This statement, and branding concepts will be shared and discussed at our Leadership Team summit in April, which includes over 8 campus leaders.</p> <ul style="list-style-type: none"> Continue updating the campus on the Guided Pathways webpage and the Guided Pathways blog, both which actively provide updates on the college's work group progress towards implementing Guided Pathways, shares data, and provides the opportunity for 	<p>– the college already has a counselor by major program and we will be looking to build on this program to support each meta major.</p> <p>Our outstanding cohort programs – Puente, STEM2, Legacy, Honors, EOPS, and Veterans Program lead the way in providing high touch support for students. We look to the success of these programs to build upon already proven practices while trying to figure out how to fund and organize our support so all students at Cypress have a clear pathway.</p>	<p>semester. Another 20% will have declared a meta major and completed a comprehensive education plan by end of spring 2019.</p> <ul style="list-style-type: none"> 30% of all students will understand what a guided pathway is and be able to articulate how it benefits them by summer 2019. By fall 2019, all students will identify with one of our meta majors and a support system of services and instruction within each meta major will be completed 	

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
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		<p>feedback.</p> <ul style="list-style-type: none"> • Hold a Strategic Conversations forum in spring 2018 with a student panel, table talk discussion on Guided Pathways with all constituent groups, a discussion on data surrounding the "why" of Guided Pathways, and next steps. • The College will take in its first Pledge cohort in fall 2018, which includes a directed approach and requires a commitment to 12-15 units. Although we will not be fully implementing a Guided Pathways approach, we will have many elements in place which will allow us to analyze and evaluate the gaps and 		and begin implementation.	

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
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		infrastructure required for a successful GP approach.			

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p>	Early Adoption	<p>Our plan for the next 18 months is to compile and share data that addresses the question, “why are we doing guided pathways?” in a comprehensive, clear, and meaningful way. Local research has been conducted to address pieces of this question, however this research is still missing key elements, has not been shared broadly, and has not been contextualized in a guided pathways framework.</p> <p>Specifically, the next 18 months will be used to:</p> <ul style="list-style-type: none"> • compile and organize the existing local research related to guided pathways • address the gaps in this research • clearly define metrics that can meaningfully track our progress • present this research 	<p>Existing efforts that can be leveraged to make progress on this element include:</p> <ul style="list-style-type: none"> • Guided Pathways Webpage: The college has developed a Guided Pathways webpage which can serve as a landing page for guided pathways shared metrics and other related research, and ultimately to contribute to making this information easily accessible and broadly shared. • Tableau Software: The district has a license for Tableau, a data visualization tool that can be used to develop dashboards to display our shared metrics in a way that would appeal to a broad audience. • Guided Pathways Cross-Functional 	<p>Success on this key element given the timeframe would result in:</p> <ul style="list-style-type: none"> • A clear understanding of why guided pathways is needed at our college by all campus constituents • A set of agreed upon key metrics to use as benchmarks and track progress on guided pathways that are well-understood, easily accessible, and shared broadly • Guided pathways metrics are integrated in campus planning processes (e.g., 	Scaling in Progress

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>in a way that clearly demonstrates why guided pathways is needed to help our students succeed</p> <ul style="list-style-type: none"> • ensure this research is easily accessible, well-understood, and broadly shared • facilitate the inclusion of shared metrics in campus planning processes (e.g., instructional program review, student services quality review) 	<p>Groups: The college has an established a Guided Pathways Workgroup as well as Guided Pathways Sub-Committees that can be used to discuss guided pathways shared metrics and other related research as well as facilitate the sharing of this information.</p> <ul style="list-style-type: none"> • Shared Governance Committees: The college has several shared governance committees in which guided pathways shared metrics and other related research updates can be regularly provided. • Strategic Conversations: The college will be hosting a Strategic Conversations forum focused on guided pathways in April 	<p>instructional program review, student services quality review)</p>	

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			which will include sharing Guided Pathways data.		

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	Scaling in Progress	<ul style="list-style-type: none"> • Expansion through exposure of Dual Enrollment Offerings at both on campus and HS sites. • Formalization of NOCCCD Promise Commitment with additional feeder districts. • Formal transition of HS Seniors to 1st year College (Charger Experience). • Increase CTE course offerings and program plans through Dual Enrollment. • Career Exploration partnerships with employers via Simplicity. • 	<ul style="list-style-type: none"> • Currently in 5 feeders with over 30 offerings in Dual Enrollment. • Fall 2018 will be the inaugural AUHSD Pledge through the NOCCCD Promise. • Early registration for Charger Experience students. • Currently have 4 CTE programs in Dual Enrollment. 	<ul style="list-style-type: none"> • Expansion of Dual Enrollment (10% increase in section availability). • Increase participation in the Charger Experience Program (1st & 2nd Year Prog.) to increase 3-year completion rate of 31.1% by 25% in 2021. • Development of guaranteed Academic schedules by providing block schedules for all Charger Experience/Pledge students. • Increase CTE course offerings by 20% to students in Dual Enrollment. 	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	Scaling in Progress	<ul style="list-style-type: none"> • Align current divisions as meta-majors with the messaging that incoming students receive. • Fine-tune departments or programs that can/should be cross-listed as part of multiple meta-majors. • Define an exploratory path for undecided students. • Implement CC Career Connect for use by students to connect to career options. • Identification of support services that should be centralized versus embedded within each meta-major. • Emphasis on fully- 	<ul style="list-style-type: none"> • Divisions are currently well aligned with Meta-majors. • Counselors are embedded in divisions to support meta-majors. • Veteran's Services / EOPS /STEM /Legacy /Puente programs have experienced success with learning communities and cohort-based models. 	<ul style="list-style-type: none"> • Students will identify a meta-major no later than their second semester in college. • 60% of faculty and counselors will be aware of cross-listed departments and programs that are identified in multiple meta-majors. • Students in the exploratory meta-major will continue to be advised of options for general education classes that will expose them to a variety of disciplines. • Student use of CC Career Connect 	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>staffed offices with a Navigator role, providing a warm hand-off between services and departments.</p> <ul style="list-style-type: none"> • Emphasis on cross-training opportunities for faculty/staff to better understand range of services and support across campus. • Shift toward a "no wrong door" policy in supporting student needs/questions. • Explore cohort-based learning models and expansion of learning communities. • Consider recommended "Gateway classes" within each meta-major to start 		<p>will double from Spring 2017 to Spring 2019.</p> <ul style="list-style-type: none"> • Increase the number of counselors assigned to a meta-major and Increase the number of students who meet with their embedded meta-major counselor during their first semester by 30%. • Students will have increased knowledge of support services and will increase utilization of available support services on campus by 15%. • Increase staff and faculty knowledge about a range of campus support 	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

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		students on the path.		services by 20%. <ul style="list-style-type: none"> • Faculty and staff will understand their role in a campus "no wrong door" philosophy. • Workgroup will identify potential opportunities for cohort-based models and learning communities. • Workgroup and counseling department will determine if "Gateway classes" for each meta-major are appropriate. 	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion</p>	<p>Early Adoption</p>	<ul style="list-style-type: none"> • The college is in the early stages of clarifying the path for students by using backwards design to provide students with quick reference certificate, degree, and transfer checklists. • Next, the recommended course sequences will be added for each semester in a pathway to provide students with an easy, predictable, and expeditious course map to completion. • Courses will be identified on the checklist by fall, spring, or summer so students will know how often a course is anticipated to be offered (I.e. only in the fall or every 	<p>Many CTE and Health Science programs have clear course sequence guides, but these guides will be expanded to include other programs. As part of a SWP marketing project, these guides will be added to all program websites to provide current and prospective students with easy access to pathway information. The technology integration of DegreeWorks is helping counselors and students with Student Educational Plans. Additional technology is being evaluated to mitigate challenges in the onboarding and retention of students.</p> <p>Through SWP, additional counseling resources have been added to CTE areas to provide counseling availability during key enrollment periods.</p>	<p>Students will be able to access program information checklists and course sequence guide quickly. This information will provide easy, predictable and expeditious pathways to completion.</p> <p>Students will be able to use the course sequence guide to plan their schedule over an extended period of time.</p> <p>Students will have timely access to counselors during key enrollment periods to adjust their educational pathways as needed.</p> <p>The pathway maps will provide incremental benchmarks of success to reinforce student progress along the way.</p>	<p>Scaling in Progress</p>

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
and enhanced access to relevant transfer and career outcomes).		semester). <ul style="list-style-type: none"> • The college will review the course sequences and student demand during the scheduling process to be certain that students will be able to complete their pathways. • Key milestones, such as intermediary certificates, core competencies, or unit benchmarks, will be identified on the course sequence guides. • Counseling availability during peak enrollment periods will be increased, and they will offer new students an online orientation (:30), expedited clearances, and group counseling 	Health science provides the course sequence during informational workshops along with counseling. Counselors are available before the application due dates and during critical enrollment periods. Courses are planned in sequence to accommodate part-time and full-time students. Many classes alternate between day and evening classes by semester to assist students with completion.	The college will consider the course sequence guides and student demand in the process of developing the schedules.	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		sessions by major.			

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	Scaling in Progress	<ul style="list-style-type: none"> • Increase engagement and connectedness opportunities for students to increase a safe and welcome environment through clubs, safe spaces, staff training and multicultural events. • Outline student services and academic services support for students within a semester and year. • Promote, support, and develop non-stop/technology-based support for students. • The campus will look to align staff, technology, facilities, student services and programs that combine and encourage 	<p>Accomplishments</p> <ul style="list-style-type: none"> • Currently, student services and instruction are coordinated under one administrator (EVP) who provides direction for the support and integrated services to support student success. • Embedded counseling exists where counselors are physically located in their assigned division buildings and meet with students by area of interest. Counselors collaborate with discipline faculty to a significant degree due to our intentional counseling structure. • Student Athlete Success Center was developed and implemented as a result of (1) 	<ul style="list-style-type: none"> • Work to strengthen student opportunities for acceptance and facilitate communication towards peer mentorship. Increase student involvement and create a culture that is welcoming to all groups. Expected outcomes: <ol style="list-style-type: none"> a. Scale up and expand current special programs, including but not limited to STEM, Puente, Legacy, Guardian Scholars, EOPS/CARE/CW, Veterans, DSS, Honors, International Students. b. Establish and support additional student clubs 	Scaling in Progress

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>collaboration between existing services with new concepts to enhance student completion in courses, programs and degrees/certificates.</p>	<p>demonstrating the need for a center using data and research from our Office of Institutional Research about our gaps in athletics success rates, (2) collaboration with our counseling division and Learning Resource Center, and (3) commitment of the Kinesiology & Athletics division staff to ensure appropriate support, completion coaching, and availability to all student-athletes.</p> <p>Challenges/Barriers</p> <ul style="list-style-type: none"> • No early alert system. There are no mechanisms formally in place that help faculty and staff identify students who may be at-risk. • Managing expansion of Dual Enrollment 	<p>that represent and support traditionally underserved populations including our Black Student Club.</p> <p>c. Explore the feasibility of developing a multicultural center.</p> <ul style="list-style-type: none"> • Develop and publish “what to expect” maps for students that are not unit load specific. • Enhance support services to be availability across all programs 24/7 for most administrative functions. <ul style="list-style-type: none"> a. Transition every faculty to having a Canvas shell for each CRN in order to promote uniform 	

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			exists with the increased demand of participation from the local high school Districts and limited funding to support additional opportunities for students.	<ul style="list-style-type: none"> experiences for instructional classrooms, streamlined communication and SLO processing. b. Connect student services to the Canvas courses (ex: Cranium Café and a student services portal) c. Fully implement and support DegreeWorks onto MyGateway. Advertise and support students in their use of this to allow for ongoing self-monitoring with support from counseling for progress tracking of 	

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
				<p>Student Educational Plans (SEP).</p> <p>d. Purchase, develop, and implement a campus APP that supports students' awareness and needs related to Cypress College services, procedures and policies.</p> <ul style="list-style-type: none"> As facility usage evolves and transforms with new technologies and the implementation of innovative and new programs (i.e. Student Athlete Success Center), identify permanent and appropriate space, staff and resources to support success and completion rates. 	

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard) Note: Used First-time ever in college students for 2015-2016 year	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students	2,264	To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one	20				
Average number of degree-applicable credits attempted in year one	16				
Full-time students	35%				
Persisted from term one to term two	74%				
College-level course success rate	74%				
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one	12%				
Successfully completed transfer-level English in year one	25%				
Successfully completed both transfer-level English and math in year one	7%				
FIRST TERM MOMENTUM					

Successfully earned 6+ college credits in first term	44%				
Successfully earned 12+ college credits in first term	12%				
Successfully earned 15+ college credits in first term	3%				
Attempted 15+ college credits in first term	11%				

CCC GP Guided Pathways Allocations

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.

Sample Categories	\$ (Prefilled from allocation formula)			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
Personnel or Release Time				
	60%			
Professional Development				
	10%			
Software				
	20%			
Other				
	10%			
TOTAL	100%			

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

<p>The inclusion of high school grades into the assessment/placement process</p>	<p>Cypress College started using high school GPA for assessment and placement as part of the Multiple Measures Assessment Project in Fall 2016. The first cohort included students who graduated from the top feeder high schools in Spring 2016 and was enrolling in the College in Fall 2016. High school GPA was available from the CAL-Pass Plus website. Instead of developing an algorithm for its students, the College partnered with Educational Results Partnership to use the algorithm that have been tested across the state. Initial cohort was assessed and placed for English and the scope was expanded to Mathematics subsequently. The initial learning experience exposed the need for modification of the software used by the counselors so that they can view the assessment and placement based on the traditional testing and high school GPA. Once the software was modified, the pilot was expanded from the feeder high schools to all incoming freshmen who graduated in Spring prior to enrolling in Fall. The next phase of the project is to expand the scope to all entering students.</p>
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Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

<p>An unintended consequence of using high school GPA for assessment and placement is implementing major modifications in scheduling practices. Participation in the lower level courses diminished significantly and the demand for seats in college-level courses increased. Predicting the change in demand and consequent changes in schedule was conducted manually at the College. Although the changes made worked out to accommodate the changes in demand, for easier implementation across the state, development of predictive software would be highly appreciated.</p>



Fullerton College
Guided Pathways Year One Plan
March 2018

College: *(dropdown menu with list of all colleges)*

Timeframe: *(dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019)*

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Early Adoption	<p>Dashboards with Guided Pathways data will be created to inform discussions and decisions on approach, framework, and evidence. Student focus groups and surveys will be administered to ensure the "student voice" is included in the analysis of evidence and in the decision-making process.</p> <p>In the short-term, we should continue discussions at the Student Success Committee on Guided Pathways approach, framework, and evidence. Long-term the college needs to identify a place for these discussions to occur. This can be a version of the Guided Pathways workgroup and/or pathway design teams after</p>	There are current dashboards on CalPassPlus Launchboard Guided Pathways data and dual enrollment data on our local feeder high schools. The college is experiencing significant momentum from the participation in the Guided Pathways workshop, and through the work of the Guided Pathways workgroup and the Student Success Committee.	By the end of the first year, the college will have a clear sense of our structure to foster cross-functional inquiry and type of work that will need to be done within that structure to promote success of the Guided Pathways initiative. Surveys and focus groups will be completed and reports will be available for use. Completely developed tools (dashboards/reports) will be distributed and used in discussions/decision-making.	Scaling in Progress

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		the pathways are identified. See element four for further detail.			
2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	Early Adoption	An inventory of metrics used across various initiatives across campus will be compiled. Shared metrics will be identified, discussion over what other metrics can be shared, which are only appropriate for certain areas, and what metrics are missing that would provide valuable information to the discussion. Additionally, work will begin on identifying and implementing strategies for tracking data regularly across all initiatives. This discussion will begin at the President's Advisory Council.	The college currently has the following College-wide metrics: Key Performance Indicators (KPIs), IEPI goals, and institution-set standards. Additionally, the CCCCO has created a portal for Guided Pathways data that has been visualized via Tableau for the college. The college Diversity Committee is currently analyzing responses to the Campus Climate survey. The college annually participates in the Career Technical Education Outcomes survey and is implementing a local CTE outcomes survey as a supplement to the information that is currently gathered via the CTEOS.	The college will have a document that outlines the shared metrics and how to use them. A central dashboard will be available to view shared metrics as a college and by initiative.	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>Early Adoption</p>	<p>Our plan for the next 12-18 months for creating inclusive decision-making structures consists of the following steps. The process for this will start with the formation of a Guided Pathways Steering Committee (GPSC), comprised of faculty members, classified professionals, managers, and students to oversee the creation of the pathways and also to manage the process by which input is both sought from and communicated to the campus community. Although this group should be cross-functional in its membership, it should also be small enough to build consensus and take action in an efficient manner. Ideally, this committee would consist of 8-10 people. The GPSC will be charged with</p>	<p>Fullerton College already has a robust culture of shared governance and effective cross-campus communication. For example, we were recently commended by the Accrediting Commission for Community and Junior Colleges for our <i>“culture of trust, collegiality, communication, effective working relationships”</i> and for <i>“providing frequent communication regarding campus initiatives, activities, and events through effective use of the website and social media, the president’s weekly newsletter, the Fullerton College News Center, press releases, and print publications. These efforts have created strong internal and external community engagement for Fullerton College.”</i> This culture is embodied by our three senates—Faculty, Classified,</p>	<p>We should be able to measure success by the attainment of four outcomes. First, we will have selected a Guided Pathways Steering Committee (GPSC) to help facilitate the next phases of our adoption of Guided Pathways. Second, we will begin forming workgroups who will work under the GPSC and be given discrete tasks of inquiry, design, and implementation of the Guided Pathways framework in ways that are beneficial to Fullerton College students. Third, there will be a general consensus across the college about how and why these bodies were formed and how to participate if interested. Finally, after GPSC and other workgroups have been formed, the college will</p>	<p>Scaling in Progress</p>

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>the creation of other workgroups that will help design the Guided Pathways apparatus on campus, in effect seeing that all elements will be in place within five years. The setup of these teams would be similar to those established at College of the Canyons or Bakersfield College—larger than the Steering Committee with membership geared towards specific functions on campus that would allow members to share expert knowledge that would help accomplish more discrete tasks. It would be the Steering Committee’s job to facilitate communication among these workgroups and between the workgroups and the campus community. Membership of both the Steering Committee and the workgroups will be determined by following</p>	<p>and Associated Students—as well as by the President’s Advisory Council. The Deans’ Council meets regularly, as do the Student Learning Outcomes Committee, the Curriculum Committee, and the Program Review Committee. Discussions from these bodies are routinely shared across campus, so that faculty, staff, and students regularly exchange ideas and are kept informed of the latest developments. Our Office of Campus Communication and Staff Development Committee routinely produce informative and engaging all-college events at our Fall and Spring Convocation events (this spring’s was devoted to Guided Pathways). Finally, the college president, through his monthly open forums, is able to provide an additional, informal setting in which information about Fullerton</p>	<p>be ready to begin defining and building the specific pathways.</p>	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		existing shared governance procedures. By the end of the 12-18 months, we are confident that this Steering Committee and the workgroups it will oversee will be in a great position to begin defining the clear program requirements each pathway will require.	College’s implementation of Guided Pathways can be shared. There are existing protocols in place to aid in the selection of the Guided Pathways Steering Committee, whereby nominations will be taken, evaluated, and voted on across a variety of campus channels. Such protocols were successfully utilized to create the Accreditation Steering Committee, which oversaw our recent accreditation self-study.		
5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	Our plan over the next 12-18 months is to begin coordinating with local educational agencies and industry partners. During this first stage of implementation we plan to target four groups. First, we will begin coordinating with our local K-12 partners at	Several existing partnerships with local school districts will help inform our Fullerton College Guided Pathways program requirements. The Anaheim Pledge has already been adopted and the Fullerton Pledge is in progress at this time. Another initiative is Dual Enrollment.	At the end of Spring 2019 we hope to achieve the following goals: Fullerton College will connect with Fullerton Join Union and Anaheim Union School Districts high school counselors. Fullerton College will have made contact and	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>Fullerton Joint Union and Anaheim Union High School Districts. Second, we will begin coordinating with CSU Fullerton and UC Irvine. Third, we will begin coordinating with local industry partners. Finally, we will coordinate efforts within the NOCCCD. We believe that this District work should include representatives from Fullerton, Cypress, NOCE, and the District. At a minimum, the Fullerton workgroups should include a faculty member and a counselor. The team connecting with the high schools and four-year programs should each include a representative from the Transfer Center. The starting point for contact in the K-12 schools should be the high school counseling programs. Finally, the starting point for</p>	<p>We currently teach roughly 80 sections at 19 high schools in the area. In addition, the Teacher Pathway program is designed to encourage students interested in teaching to participate in a pre-professional preparation program.</p> <p>These initiatives will provide opportunities to gather input from our K-12 partners as we design our Guided Pathways and to prepare incoming students for a successful transition to Fullerton College.</p> <p>Coordination with four-year institutions needs to be improved; however, the Associate Degrees for Transfer (ADT) and UC Pathways are existing initiatives that can help inform our program design and requirements. Fullerton College has 25 approved ADTs and there are many more that are pending state approval.</p>	<p>established a process for regular communication regarding our implementation of Guided Pathways. In addition to establishing clear and open communication between these agencies it is hoped that this Guided Pathways team will be able to help the Guided Pathways Steering Committee at Fullerton College get a better picture of our students’ educational and career goals as they enter our institution.</p> <p>Fullerton College will connect with CSU Fullerton and UC Irvine Enrollment Management teams. Fullerton College will make contact and establish a process for regular communication regarding our implementation of</p>	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>contact with the four-year institutions should be the enrollment management team.</p>	<p>These degrees are designed to better prepare students for transfer admission and major requirements and reduce the time it takes to complete a bachelor degree once at the university. UC Pathways were developed to inform students of common major preparation requirements across the UC system.</p> <p>NOCCCD has already begun organizing the district colleges (Cypress, Fullerton, and NOCE) as we collectively move forward with Guided Pathways. Strategic Planning meetings have been scheduled which will bring stakeholders from Cypress, Fullerton, NOCE and the District to discuss the implementation of Guided Pathways. Finally, the ACE program, coordinated by the career center, is a collaboration with CSUF which supports Fullerton College</p>	<p>Guided Pathways. In addition to establishing clear and open communication between these agencies, we hope Fullerton College will get a better picture of our students’ actual educational and career outcomes once they leave our institution.</p> <p>Fullerton College will connect with local industry partners. Fullerton College will make contact and establish a process for regular communication regarding our implementation of Guided Pathways. In addition to establishing clear and open communication between these agencies, we hope Fullerton College will get a better picture of our students’ actual career</p>	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			students exploring careers in allied health professions.	outcomes once they leave our institution.	
<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	Early Adoption	<p>Our plan for the next 12-18 months is to create a process to guide student entry into their likely pathway starting at our first point of contact—the student application. To properly guide students, Fullerton College needs more information about the student than we currently receive in the application process.</p> <p>Fullerton College needs to identify students’ goals beyond what is already in place at the time of initial application. To align endeavors in helping students choose and enter a pathway early on, we will need to gain a deeper</p>	<p>The Career and Life Planning Center has developed a robust schedule of workshops tailored to our undecided student population. This effort will continue and with concerted efforts to gain a better understanding of our students’ goals, the Career and Life Planning Center will be able to better identify students uncertain about their major.</p> <p>As an effort to make progress on this initiative and maximize student participation in their individual major and career decision-making, students will be advised during the Counseling Department’s Group Advising session to</p>	The pre-application methods proposed for the plan should be able to give us a better understanding of our students’ goals. We will collect data that will help identify strategies that help students move towards their goals. This will also assist in developing high-touch services and creating strategic support systems within counseling services and Career Life Planning Center activities.	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>understanding of our students’ goals and perceptions about majors and careers. The following will be investigated to address the proposed plan.</p> <p>To gain a better understanding of the current application and registration process, we are recommending that every member of the workgroup apply to the college and attempt to register for a class. By doing so, we hope to gain deeper insight as to the current process and possible challenges that students encounter.</p> <p>Investigate how MyPath may enhance our current application system through CCCApply. Our goal is to develop and customize a pre-application major/career quick inventory to gain a better</p>	<p>take an academic support course during their first year.</p>		

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>understanding of our incoming students’ goals.</p> <p>In addition to a pre-application career inventory, the Career and Life Planning Center would provide the Major Management Module, Kuder 2.0, to all new students not enrolled in Counseling 151 courses during their first semester at the college. Through this initiative, the college would provide support to sustain license for Kuder 2.0. Students participating in programs such as ESP, SDSI, INCITE and participating Anaheim Pledge students may be part of the implementation phase.</p> <p>As part of the Anaheim Pledge, students will complete Kuder 2.0 to initiate major and pathway guidance.</p>			

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		Develop a “check-in” set of questions at the point of registration in MyGateway. During the registration process, continuing students would be asked questions to check for confidence in their major choice.			
<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	Scaling in Progress	For the next 12-18 months we will be investigating the possibility of scaling up successful basic skills models, based on the shared metrics the college will be using. These programs may include the following: Entering Scholars Program (ESP), accelerated math and English courses, direct placement/enhanced instructions models (currently piloted through our BSSOT grant, the Pathway Transformation Initiative, PTI), FC MILES (Fullerton College Math Institute for Learning	We have successfully scaled ESP (our first-year experience program embedded in various basic skills courses) from 14 sections in 2014, to approximately 35 sections in 2018. We recognize that there are several key components in this student success model: a specially-trained faculty member; an embedded academic tutor; a counselor who visits the class and encourages educational planning; and a student support professional (SSP) who provides communication and a link between instruction and student services.	<p>Identify additional courses that are part of our new pathways that meet the basic skills criteria and could potentially be a part of ESP</p> <p>Identify pathways that incorporate the accelerated math and English courses</p> <p>Investigate the possibility of scaling up FC MILES and Incite</p> <p>Investigate providing more timely academic support to students based on the most</p>	No change

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>Enhancement Success) and Incite (Academic Support for Student Athletes). Fullerton College has had success in various basic skills programs when there is the multi-pronged approach to support: a specially-trained faculty member, a counselor, and some form of embedded support. Depending on the program model, embedded support can be tutors, supplemental instruction (SI) leaders, classified professionals, or academic coaches embedded in designated courses or in other academic support settings. Our comprehensive vision for scaling up includes investigating ways to increase collaboration and sharing of student progress data in instructional programs with student support services.</p>	<p>We are piloting through our BSSOT grant (Pathway Transformation Initiative, PTI) direct placement to transfer courses in English and math. As we continue to advise students on direct placement, we need to develop processes with counseling regarding how to integrate this student advising process into the greater vision of Guided Pathways.</p> <p>We have begun to scale up FC MILES and Incite and will continue to investigate the feasibility of scaling further.</p>	<p>current student academic performance information available</p> <p>Work to stabilize and institutionalize the funding sources of these programs</p>	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	Early Adoption	<p>For the next 12-18 months we will be creating inclusive decision-making work groups to address two goals: 1) access for all faculty to students' educational plan and status and 2) access to information regarding students' progress by both instructional and student support staff.</p> <p>We also recognize it is crucial that students complete educational plans and get on a pathway within the first semester at Fullerton College. Furthermore, we need a system to obtain access to</p>	Processes and tools are in place to monitor student progress and provide timely support. There are a few avenues for support services staff, counseling faculty and instructional faculty to meet and to collaborate. For instance, our Student Success Committee (SSC) has discussed strategies for Instruction and Student Services to collaborate and ways in which Instruction can support Counseling to encourage more students to complete their comprehensive educational plans.	All faculty will ideally have a way to determine whether or not a student has completed an Educational Plan. We hope to have improved mechanism(s) for faculty to report student progress information. We hope to scale up existing models that have proven successful in helping students stay on the path through integrated student support including the Entering Scholars Program (ESP), the Growth Mindset Student Ambassadors (part of our PTI Project) as well as our	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>student academic progress data from instructors in order to provide more timely academic support to students based on the most current student academic performance information available, in order to accurately target academic support and counseling resources. Specifically, our goal is to investigate various processes and/or technology that would allow us to monitor student progress, including a method and mechanism to gather feedback from faculty about student progress in order to more accurately target resources and instructional support services for students in a timely manner.</p> <p>We will consider creating a Student Success Expo, similar to the expo put on by Basic Skills last year. We also hope to provide information to more students about the</p>	<p>In the Fall 2017, our Basic Skills Committee piloted a Student Success Expo that invited instructional, academic support and student services programs to provide resource information to students.</p> <p>In the Fall 2018, we will launch the Anaheim Pledge with the Anaheim Union High School District. Participating students will be required to enroll in both Reading 127 and Counseling 148 during their first year at Fullerton College. This cohort will pilot both a reporting system to inform faculty about completed student Educational Plans, and processes and tools for reporting student progress to counselors and academic support professionals.</p>	FC MILES and INCITE programs.	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

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		various instructional, academic support and student services programs available on campus.			

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	\$ <i>(Prefilled from allocation formula)</i>			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
Personnel or Release Time				
Professional Development				
Software				
Other				
TOTAL	100%			

Required per EC Section 88922 (c)

Briefly describe the college’s efforts on the following issue:

CCC GP Action Plan, Timeline, and Allocation Summary

The inclusion of high school grades into the assessment/placement process	Fullerton College continues to use high school grades in the consideration of placement as a component of multiple measures.
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Based on the college’s planning and self-assessment dialogue and activity, what support could the Chancellor’s Office provide to expand or support the next steps (optional question):

We would appreciate additional IEPI workshops that showcase colleges that are implementing Guided Pathways. We found the workshops very helpful in the design phase, and we would like to receive additional support and models of best practices as we begin to implement this initiative.

North Orange Continuing Education
 Guided Pathways Action Plan
 Spring 2018-Summer 2019

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>Early Adoption</p>				

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p>	Early Adoption				
<p>3. Integrated Planning - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.</p>	Early Adoption				

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>Early Adoption</p>				

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>Early Adoption</p>				
<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>Early Adoption</p>	<p>NOCE will use the following strategies to assist students with guided major and career exploration:</p> <ul style="list-style-type: none"> • In alignment with its curricular pathways, expand "Visual Road Maps" for all programs. The road maps will include student services available at key progression points. • Upon evaluation of its effectiveness, institutionalize FasTrack to expedite the onboarding process. • Explore and identify meta-majors that are aligned with K-12 and colleges. • Utilize the Career Coach Software to help students identify their pathways. • Implement the EL Civics Integrated Education and Training model to aid ESL student exploration of career pathways. 	<p>NOCE's existing strategies will be built upon to further the progress of this element:</p> <ul style="list-style-type: none"> • Connecting the Dots Brochure as a visual pathway to college. • Career exploration workgroup within the Career Services framework for NOCE. • Continuous evaluation of the FasTrack on-boarding event. • NOCRC off-site ESL and DSS counselors will aid students in exploring additional inter-program transitional pathways while on their current pathway. 	<p>By focusing on Guided Majors and Career Exploration, NOCE expects the following short, medium, and long-term outcomes:</p> <ul style="list-style-type: none"> • Short-Term <ul style="list-style-type: none"> ○ Reduced percentage of students enrolled in academic programs who declare a general field of study ○ Increased percentage of CTE students identified as program concentrators ○ Accelerated onboarding • Medium-Term <ul style="list-style-type: none"> ○ Increased student retention 	<p>Anticipated Change in Scale of Adoption during timeframe:</p> <p>From Early Adoption to Scaling in Progress</p>

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
				<ul style="list-style-type: none"> • Long-Term <ul style="list-style-type: none"> ○ Increased certificate/diploma completion rates for students in academic programs over a 6-year timespan. ○ Increased number of inter-program student transitions: <ul style="list-style-type: none"> a. HS-CTE b. ESL-CTE c. DSS-CTE d. CTE-HS e. ESL-HS ○ Development of new and clarification of existing pathways based on Career Coach analytics. <p>In meeting these goals, NOCE hopes to improve student success by focusing on “Entering a Pathway” and assisting students to stay on their paths.</p>	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning). College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	<p align="center">Early Adoption</p>				
<p>8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is</p>	<p align="center">Early Adoption</p>	<p>NOCE will clarify the path for their students by implementing the following strategies:</p> <ul style="list-style-type: none"> • Design and implement career exploration boot camps that will increase students' awareness of program sequences and the multiple programs and opportunities offered. • Institutionalize Degree Works for students to give them access to a degree audit, i.e., information on progression through their pathway and completion requirements. 	<ul style="list-style-type: none"> • SPMS course taxonomy to clarify the courses for each program and align the course naming convention with data collection requirements. • Comprehensive catalog listing all program requirements. 	<p>Because of these efforts, NOCE's goal is to meet the following:</p> <ul style="list-style-type: none"> • Increased retention • Increased enrollment 	<p align="center">Anticipated Change in Scale of Adoption during timeframe:</p> <p align="center">From Early Adoption to Scaling in Progress</p>

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).					

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
9. Proactive and Integrated Student Supports - (Help Students Stay on the Path). College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are engaged in these services.	Early Adoption				
10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path). College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.	Early Adoption	<p>NOCE will place an emphasis on improving the current technological infrastructure to retain and maintain students on pathways. Furthermore, NOCE will improve technology for the purposes of professional development. NOCE plans to implement the following strategies:</p> <ul style="list-style-type: none"> A mobile application to guide students along their chosen pathway featuring visual transcripts, positive reinforcement, and alerts for available student services at each progression point. RFP for the NOCE permanent website. 	<ul style="list-style-type: none"> Alignment of the AEBG Project Management Tool development with NOCE’s Guided Pathways strategic framework. Alignment of the SLO framework (Improve/TracDat) with NOCE’s Guided Pathways priorities. Revision of the current temporary NOCE website to support students’ entry into and progression through pathways. 	<p>By improving its technological infrastructure, NOCE wishes to accomplish the following:</p> <ul style="list-style-type: none"> Improvement of implementation of AEBG strategies through integration of the AEBG Project Management Tool with the Guided Pathways framework. Increased usage of the NOCE website and the resources found therein. Increased enrollment due clarified programs and pathways. <p>Through meeting these goals, NOCE hopes to improve student success and retention through better-trained personnel and increased student knowledge of programs and offerings.</p>	<p>Anticipated Change in Scale of Adoption during timeframe:</p> <p>From Early Adoption to Scaling in Progress</p>

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>Proposed changes include revised design to ease navigation, pathway roadmaps, links to professional development for faculty and staff, “how-to” videos narrated by students and faculty, and alumni testimonials.</p> <ul style="list-style-type: none"> • Translation of online content to other languages commonly used by students. 			
<p>11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p align="center">Scaling in Progress</p>	<p>NOCE will expand professional development opportunities for all faculty and staff to ensure their understanding of the Guided Pathways Framework, NOCE’s implementation strategies, and best practices. NOCE will:</p> <ul style="list-style-type: none"> • Incorporate professional development modules into the Canvas Learning Management System (LMS) for distance education opportunities for adjunct faculty. Furthermore, NOCE will offer faculty and staff trainings in the use of Canvas. • Train faculty and staff to navigate the NOCE website to find resources and learning materials. 	<ul style="list-style-type: none"> • NOCE will incorporate existing professional development software solutions into the proposed software enhancements. Currently used applications such as Tutor Lingo and the STARS LMS may be used as models for these enhancements. • NOCE will align the drafted Pro D plan with the Guided Pathways strategic priorities and framework. • NOCE will designate a professional development faculty coordinator and continue to develop themes for professional development to ensure learning. 	<p>Through these efforts, NOCE wishes to meet the following goals:</p> <ul style="list-style-type: none"> • Improve access to professional development opportunities to all faculty and staff. • Increase participation in professional development opportunities overall and across all constituencies. • Increase the number of faculty using CANVAS as an instructional tool. <p>In meeting these goals, NOCE expects to build rapport amongst colleagues thereby increasing the sense of community within NOCE while also training faculty and staff to better support and serve student needs, leading to increased student achievement.</p>	<p align="center">Anticipated Change in Scale of Adoption during timeframe:</p> <p align="center">Advancement towards Full Scale</p>

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<ul style="list-style-type: none"> • Create a video repository of training modules for faculty and staff, readily accessible from a single online location. • Survey faculty and staff to determine future topics of interest for professional development and to assess the effectiveness of the professional development learning opportunities. • Provide trainings for Degree Works and Career Coach. 			
<p>12. Aligned Learning Outcomes - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p align="center">Scaling in Progress</p>				

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent ongoing assessment of learning is taking place to assess students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>Early Adoption</p>				
<p>14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated within and/or amongst programs.</p>	<p>Early Adoption</p>				

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry			X	
2. Shared metrics		X		
3. Integrated planning			X	
Design (4-8)				
4. Inclusive decision-making			X	
5. Intersegmental alignment			X	
6. Guided major and career exploration opportunities	X			
7. Improved basic skills				X
8. Clear program requirements	X			
Implementation (9-14)				
9. Proactive and integrated student supports				X
10. Integrated technology infrastructure	X			
11. Strategic professional development	X			
12. Aligned learning outcomes		X		
13. Assessing and documenting learning opportunities		X		
14. Applied learning opportunities		X		

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018- Summer 2019	Fall 2019- Summer 2020	Fall 2020- Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	\$ <i>(Prefilled from allocation formula)</i>			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
Personnel or Release Time				
Professional Development				
Software				
Other				
TOTAL	100%			

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

The inclusion of high school grades into the assessment/placement process	Describe here
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Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

Describe here

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	X
DATE:	March 27, 2018	Information	
		Enclosure(s)	X
SUBJECT:	Cypress College, Fullerton College, and North Orange Continuing Education Master Agreement and Cypress College, Fullerton College, and North Orange Continuing Education Participation Agreement under the Strong Workforce		

BACKGROUND: Cypress College, Fullerton College and North Orange Continuing Education are the recipients of a Participation Agreement under the NOCCCD Master Agreement with Rancho Santiago Community College District (RSCCD) as fiscal agent, for the Strong Workforce Program – Regional Fund (SWP) Grant in the total amount of \$1,453,418. The Master Agreement with individual Participation Agreements and budgets from Cypress College, Fullerton College and North Orange Continuing Education are attached. The Master Agreement establishes RSCCD as the fiscal agent responsible for making payments in accordance with the Participation Agreements. The Participation Agreements attached, and the associated budgets, represent that portion of the overall regional funding attributable to Cypress College’s, Fullerton College’s and NOCE’s participation in the SWP Regional Fund.

The Participation Agreement identifies two separate projects for Cypress College: The Automation Pathway (\$60,000) and the K-12 – Community College Crosswalk Enrollment Tool (\$350,000 for year one). For Fullerton College, the projects are: The Automation Pathway (\$60,000) and the Biotechnology Collaborative (\$45,000). For NOCE, the project is: Work-based Learning & Job Placement (\$938,418). For these projects, RSCCD will distribute funds to NOCCCD on behalf of Cypress College, Fullerton College and NOCE. The project descriptions and amounts attributable to them are reflected on the attached Participation Agreement–Summary Sheet. The performance period for the Master Agreement is July 1, 2017 through December 31, 2019, at which time all of the first year funds must be expended.

This agenda item is being submitted by Joyce Carrigan, District Director, Workforce and Economic Development.

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

How does this relate to Board Policy: This item is in compliance with Board Policy 3280 Grants (1.0) The Board will be informed about all grants received by the District; and, (2.0) The

Chancellor shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College, Fullerton College and NOCE are the recipient of three separate Participation Agreements under the NOCCCD Master Agreement with Rancho Santiago Community College District (RSCCD) as fiscal agent, for the Strong Workforce Program – Regional Fund (SWP) Grant in the amount of \$410,000 for Cypress College, \$105,000 for Fullerton College and \$938,418 for NOCE. All funding will be received following Board approval and must be spent on program workplans for the Participation Agreement projects by December 31, 2019.

RECOMMENDATION: Authorization is requested to accept new revenue from Master Agreement and Participation Agreements under the Strong Workforce Program – Regional Fund (SWP) Grant in the total amount of \$1,453,418. It is also requested that a resolution be adopted to accept new revenue and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, Section 58308. Further authorization is requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 27, 2018 Resolution _____
Information _____
SUBJECT: Academic Personnel Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

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

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.a.1

Item No.

Academic Personnel
March 27, 2018

RETIREMENT

Cordell, Bruce	FC	Physics Instructor Eff. 05/27/2018 PN FCF631
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NEW PERSONNEL

Edwards, Arnette	FC	Counselor/EOPS Second Year Probationary Contract Class F, Step 10 Eff. 07/01/2018 PN FCF618
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Gonzalez, Juan Pablo	FC	Counselor/EOPS Second Year Probationary Contract Class C, Step 8 Eff. 07/01/2018 PN FCF747
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Heredia, Ernesto	CC	Counselor/SEM Second Year Probationary Contract Class B, Step 4 Eff. 07/01/2018 PN CCF720
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Sherard, Erin	NOCE	Parenting Non-Credit Instructor Second Year Probationary Contract Class E, Step 3 Eff. 09/06/2018 PN SCF966
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CHANGE IN SALARY CLASSIFICATION

Do, Mina	CC	Mathematics (ADJ) From: Column 1, Step 1 To: Column 2, Step 1 Eff. 01/29/2018
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Academic Personnel
March 27, 2018

LEAVE OF ABSENCE

Pope, Daniel	FC	Art Instructor Family Medical Leave (FMLA/CFRA) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 01/25/2018-03/06/2018 (100%) Eff. 03/07/2018-03/21/2018 (33.33%)
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FACULTY SABBATICAL LEAVE

Henderson, Angela	FC	Reading Instructor Eff. Fall 2018
Henke, Carol	FC	Art Instructor Eff. Fall 2018
Henke, William	FC	Art Instructor Eff. Fall 2018
Hughes, Deidre	FC	Reading Instructor Eff. Spring 2019
Liu, Annie	FC	English Instructor Eff. Fall 2018
Mande, Anupama	FC	History Instructor Eff. Spring 2019
Mang, Cathleen	NOCE	ESL Instructor Eff. Fall 2018
Melella, Laura	FC	Office Technology Instructor Eff. Spring 2019
Sallade, Douglas	CC	Air Cond/Refrig Instructor Eff. Spring 2019
Snyder, Pete	FC	Physical Education Instructor Eff. Fall 2018

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2018 SPRING SEMESTER,
TRIMESTER

Dale, Michelle	CC	Column 1, Step 1
Donald, Monica	CC	Column 3, Step 1

Academic Personnel
March 27, 2018

Gorrell, Thomas	FC	Column 2, Step 1
Larsen, Erika	NOCE	Column 1, Step 1
LeGarra, Richard	CC	Column 2, Step 1
Martin, Debbie	NOCE	Column 1, Step 1
Mojo, Brittany	FC	Column 1, Step 1
Phillips, Dewetha	CC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

McMillan, Jeff	CC	Column 1, Step 1
Musgrave, Alla	CC	Column 1, Step 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 27, 2018 Resolution _____
Information _____
SUBJECT: Classified Personnel Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

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

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.b.1

Item No.

Classified Personnel
March 27, 2018

RESIGNATION

Balderas, Armando FC Campus Safety Officer
12-month position (100%)
Eff. 04/01/2018
PN FCC742

PROBATIONARY RELEASE

@01712663 FC Skilled Maintenance Mechanic
Eff. 03/14/2018
PN FCC612

NEW PERSONNEL

Gerardo, Roseanne AC Executive Assistant III
12-month position (100%)
Range 30C, Step A
Confidential Salary Schedule
Eff. 04/02/2018
PN DEN990

Park, A-Hang CC Accounting Technician
12-month position (100%)
Range 36, Step B
Classified Salary Schedule
Eff. 04/09/2018
PN CCC956

Moscol, Megan FC Assistant Project Manager, Campus Capital Projects
12-month position (100%)
Range 13, Column G
Management Salary Schedule
Eff. 05/01/2018
PN FCM949

VOLUNTARY CHANGES IN ASSIGNMENT

Cota, Yvonne CC Administrative Assistant I (100%)

Temporary Change in Assignment
To: CC Administrative Assignment III
12-month position (100%)
Range 41, Step B +15% Longevity
Classified Salary Schedule
Eff. 02/20/2018 – 06/30/2018

Classified Personnel
March 27, 2018

Sestito, Teresa	CC	PE-Athletic Equipment Attendant (100%) Temporary Change in Assignment To: CC Athletic Equipment Coordinator 10-month position (100%) Range 37, Step A + 10% Longevity Classified Salary Schedule Eff. 03/01/2018 – 03/14/2018
Young, Lynette	CC	Administrative Assistant II (80%) Temporary Increase in Months Employed From: 10 month To: 12 months Eff. 05/01/2018 – 05/31/2018 Temporary Increase in Percent Employed From: 80% To: 100% Eff. 05/01/2018 – 05/31/2018

PROFESSIONAL GROWTH & DEVELOPMENT

De Robles, Roque	FC	Laboratory Clerk/Biology (100%) 5 th Increment (\$350) Eff. 07/01/2020
Flores, Hugo	FC	Student Services Specialist (100%) 3 rd Increment (\$350) Eff. 07/01/2020
Huynh, Thydan	FC	Student Services Specialist (100%) 1 st Increment (\$350) Eff. 07/01/2018

LEAVES OF ABSENCE

Abelon, John	FC	Student Services Technician (100%) Military Leave With Pay (USERRA) Eff. 03/14/2018
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Classified Personnel
March 27, 2018

Angevine, Julie	CC	Administrative Assistant I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/06/2018 -- 02/14/2018 (Consecutive Leave) Eff. 02/15/2018 – 03/06/2018 (Intermittent Schedule)
Arreguin, Juan	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/28/2017 -- 03/22/2018 (Consecutive Leave)
Cirrito, Janine	FC	Career Center Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/13/2018 -- 04/24/2018 (Consecutive Leave)
Hoang, Elizabeth	FC	Administrative Assistant II (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 03/26/2018 – 04/20/2018 (Consecutive Leave)
Jajo, Astiphan	NOCE	Facilities Custodian (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 03/01/2018 -- 03/14/2018 (Consecutive Leave)
Oropeza, Elaine	FC	Financial Aid Technician (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/09/2018 -- 04/06/2018 (Consecutive Leave)
Sanchez, Lizeth	AC	Human Resources Coordinator (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 04/02/2018 – 05/25/2018 (Consecutive Leave)

Classified Personnel
March 27, 2018

Verdugo, Manuel	CC	PE Athletic Equipment Coordinator (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/01/2018 -- 03/14/2018 (Consecutive Leave)
Villasenor, Elizabeth	AC	Payroll Specialist (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 02/06/2018 -- 05/31/2018 (Consecutive Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 27, 2018

SUBJECT: Professional Experts

Action	X
Resolution	_____
Information	_____
Enclosure(s)	X

BACKGROUND: Professional Experts within budget.

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

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.c.1

Item No.

Professional Experts
March 27, 2018

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Adams, Virgil	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Benson, Thomas	AC	Technical Expert II	District Services – 2018 Health and Wellness Fair	5	04/11/2018	04/11/2018
Biggs, Steven	FC	Project Expert	High School Theatre Festival 2018 Judges Coordinator	13	03/23/2018	03/24/2018
Carmona, Mirta	NOCE	Project Expert	Project Expert	26	04/09/2018	05/18/2018
Cole, Janet	AC	Technical Expert II	District Services – 2018 Health and Wellness Fair	5	04/11/2018	04/11/2018
De Roo, Robin	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Gonzalez, Juan Pablo	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Grande, Jolena	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Haptonstall, Joelle	CC	Project Coordinator	AEBG DSS Workgroup Project Coordinator	26	03/05/2018	03/23/2018
Haptonstall, Joelle	CC	Project Coordinator	AEBG DSS Workgroup Project Coordinator	26	04/02/2018	06/15/2018
Harless, Zachary	FC	Technical Expert I	Lighting CAD and Network Maintenance	20	03/10/2018	06/30/2018
Ho, Josephine	FC	Project Expert	High School Theatre Festival 2018 Judges Coordinator	13	03/23/2018	03/24/2018
King, Katie	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	15	01/18/2018	01/24/2018
Lorenzetti, Rachael	FC	Project Expert	High School Theatre Festival 2018 Judges Coordinator	13	03/23/2018	03/24/2018
Loy, Michelle	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Makabali, Jason	NOCE	Project Expert	Research Analyst, Professional Expert	26	03/09/2018	04/18/2018
Martinez-Cuadra, Jenny	NOCE	Project Expert	Assessment Proctor	26	01/02/2018	06/29/2018
McMillin, Jennifer	FC	Project Expert	High School Theatre Festival 2018 Judges Coordinator	13	03/23/2018	03/24/2018
Miller, Jacqueline	FC	Project Expert	Certified Assistant Athletic Trainer	26	03/14/2018	06/30/2018
Mittler, William	FC	Project Expert	High School Theatre Festival 2018 Judges Coordinator	13	03/23/2018	03/24/2018
Neider, Kayli	NOCE	Project Expert	Mobility Trainer/Vocational Specialist	26	04/16/2018	06/29/2018

Professional Experts
 March 27, 2018

Pacheco, Mayasell	AC	Technical Expert II	District Services – 2018 Health and Wellness Fair	5	04/11/2018	04/11/2018
Pavelek, Karin	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Pham, Thu	NOCE	Project Expert	Inclusive Excellence Curriculum Development Seminar	20	01/18/2018	01/24/2018
Runde, Jessica	FC	Project Expert	High School Theatre Festival 2018 Judges Coordinator	13	03/23/2018	03/24/2018
Runde, Jessica	FC	Project Expert	Make Up Design Supervisor	10	03/26/2018	05/26/2018
Williams, Courtney	NOCE	Project Expert	Job Coach	26	04/02/2018	06/30/2018
Worley, Glen	FC	Project Expert	FC Athletic Life Coach	26	02/28/2018	06/30/2018

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: March 27, 2018
SUBJECT: Hourly Personnel

Action X
Resolution _____
Information _____
Enclosure(s) X

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

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

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

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

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

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

Irma Ramos

Recommended by

Approved for Submittal

5.d.1

Item No.

Hourly Personnel
 March 27, 2018

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Barondeau, Shannon	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	03/28/18	06/30/18	TE I 2
Chavira, Celeste	FC	Para/Paraprof - Assist the Campus Safety Department with various duties	04/16/18	06/30/18	TE B 3
Fawwaz, Nicholas	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	03/28/18	06/30/18	TE B 2
Hagmaier, Maite	FC	Clerical/Secretarial - Clerical assistance in Cosmetology Department	04/11/18	06/30/18	TE B 4
Mueller, Eric	FC	Clerical/Technical - Assist in Student Activities Office	04/02/18	06/29/18	TE A 4
Ngo, Matthew	FC	Tech/Paraprof - Assist ACT with various projects	05/14/18	06/30/18	TE A 2
Plascencia, Gabrielle	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	03/28/18	06/30/18	TE B 2
Valdivieso, Marie Ciara	FC	Clerical/Secretarial - Clerical assistance for Academic Computing	04/02/18	06/30/18	TE B 3

Professional Medical Employees

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Henein, Mary	FC	Medical - Clinical Psychologist for campus Health Center	04/11/18	06/30/18	ME D 4

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Botello, Stacy	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Bounacday, Laylah	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Echeverria, Gisselle	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Garcia, Bryan	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Gonzalez, Daniela	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Imbre, Naomi	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Penaloza Hernandez, M.	NOCE	Direct Instr Support - Tutor Students in ESL, FL, and Citizenship Prep	03/01/18	06/30/18	TE A 4
Saire, Nick	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
Serna, Daisy	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3

Hourly Personnel
March 27, 2018

Vo, Hanh	FC	Direct Instr Support - Tutor for the Supplemental Instruction Program	03/28/18	06/30/18	TE A 3
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Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
De Anda, Elvia	FC	Tech/Paraprof - Substitute for Classified employee on leave	04/07/18	06/30/18	TE B 4
De Avila, Danielle	FC	Tech/Paraprof - Substitute for Classified employee on leave	03/08/18	06/29/18	TE B 3
Hagmaier, Maite	FC	Tech/Paraprof - Substitute for Classified employee on leave	03/14/18	03/31/18	TE B 4
Hoang, Wendy	FC	Tech/Paraprof - Substitute for Classified employee on leave	03/13/18	03/20/18	TE B 4
Hoang, Wendy	FC	Tech/Paraprof - Substitute for Classified employee on leave	04/03/18	04/20/18	TE B 4
Taylor-Parker, Kelan	FC	Clerical/Sec - Substitute for Classified employee on leave	03/10/18	04/20/18	TE A 4

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Benson, Fred	FC	Work Study Student - Assist in the Math Lab	03/28/18	06/30/18	TE A 2
Choe, Grace	FC	Full-time Student - Ambassador for the Transfer Achievement Program	03/28/18	06/30/18	TE A 1
Choi, Min Jin	FC	Full-time Student - Tutor for the Incite Program	03/28/18	06/30/18	TE A 2
Guillen, Lauren	FC	Full-time Student - Tutor for the English Department	03/19/18	06/30/18	TE A 1
Handy, Jaylin	FC	Full-time Student - Clerical assistance for the Umoja Office	03/05/18	06/30/18	TE A 2
Krall, John	FC	Full-time Student - Tutor for the Incite Program	03/28/18	06/30/18	TE A 2
Lazor, Quinley	CC	Full-time Student - On call Theater crew for campus productions	03/08/18	06/30/18	TE A 1
Pleasant, Moriah	CC	Full-time Student - Assitst with duties in the Art Computer Graphics Dept	03/12/18	06/30/18	TE A 2
Serrano, Rosa	FC	Full-time Student - Tutor for Strong Workforce Regional Grant	03/07/18	06/30/18	TE B 3
Tran, Duy	NOCE	Full-time Student - Tutor for the ESL Learning Center	03/19/18	06/30/18	TE A 1
Trout, Bradley	CC	Full-time Student - Assist in the Journalism Department	03/28/18	06/30/18	TE B 1
Yoon, Sangjun	FC	Full-time Sudent - Clerical assistance for the International Student Center	04/02/18	06/30/18	TE A 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 27, 2018

SUBJECT: Volunteers

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

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

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

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

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

Irma Ramos

Recommended by

Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
March 27, 2018

Name	Site	Program	Begin	End
Flanagan, Timothy	FC	Internship - Physical Education	04/11/2018	05/26/2018
Ittanonghk, Jonathan	NOCE	DSS - Personal Care Attendant	02/28/2018	06/29/2018
Jin, Zhenni	NOCE	Internship - ESL Program	03/28/2018	06/19/2018
Mangrum, Leslie	FC	Internship - Counseling	04/11/2018	05/26/2018
Tarkhani, Shayda	NOCE	Internship - ESL Program	04/04/2018	06/29/2018

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	March 27, 2018	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	California Community Colleges Trustees Board of Directors Election	Enclosure(s)	<u> X </u>

BACKGROUND: The Board is asked yearly to vote to fill certain vacancies on the Board of Directors of the California Community Colleges Trustees (CCCT). This year there are five (5) seats up for re-election on the Board. Each community college district governing board of the Community College League of California shall have one vote for each of the nine vacancies on the CCCT Board of Directors. Only one vote may be cast for any nominee or write-in candidate. The five candidates who receive the most votes will serve three-year terms.

The seven trustees who have been nominated for election to the CCCT Board are listed on the enclosed copy of the ballot.

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

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board mark its ballot for the California Community College Board of Trustees Board of Directors election at this time. Official ballots must be returned to the League office, postmarked no later than April 25, 2018.

Cheryl Marshall
Recommended by

Approved for Submittal

6.a.1
Item No.



**CCCT 2018 BOARD
OFFICIAL BALLOT**

Vote for no more than five (5) by checking the boxes next to the names.

NOMINATED CANDIDATES

List order based on Secretary of State's February 9, 2018 random drawing.

- *Ann Ransford, Glendale CCD
- Eric Payne, State Center CCD
- Greg Pensa, Allan Hancock CCD
- Greg Bonaccorsi, Ohlone CCD
- *Brent Hastey, Yuba CCD
- *Don Edgar, Sonoma County CCD
- Suzanne Woods, Palo Verde CCD

* Incumbent

WRITE-IN CANDIDATES

Type each qualified trustee's name and district on the lines provided below.

Board Secretary and Board President or Board Vice President must sign below:

This ballot reflects the action of the board of trustees cast in accordance with local board policy.

District: _____

Secretary of the Board

President or Vice President of the Board

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 27, 2018 Resolution
SUBJECT: Appointment of Representative to the Information
Citizens' Oversight Committee Enclosure(s)

BACKGROUND: Assembly Bill 1908 specifies procedures for appointing a Citizens' Oversight Committee which is responsible for informing the public concerning the expenditure of bond proceeds and actively reviewing and reporting on the proper expenditure of taxpayers' money for school construction.

The individual identified below has expressed interest in serving on the committee. Members of the Citizens' Oversight Committee serve for a term of two years, and for a maximum of three consecutive terms, without compensation. A student representative may, at the discretion of the Board, serve up to six months after graduation, if their enrollment with the college ends during their term.

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

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6740, Citizens' Oversight Committee.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board appoint Joshua Kazarian, as the Fullerton College Student Organization Representative, to serve for a term of two years and for a maximum of three consecutive terms, without compensation, on the Citizens' Oversight Committee for the North Orange County Community College District bond projects.

Cheryl Marshall
Recommended by

Approved for Submittal

6.b
Item No.