

Additional Information
December 12, 2017 Board Meeting

The following additional information was provided regarding the December 12 Board meeting agenda:

Item 3.a, Purchase Order Listing:

1. P0120678: Isn't the Foundation going to cover the costs associated with the Memorial Bridge and Plaza? **These are consulting fees to create the fundraising brochure, so the campus is covering this cost. You are correct that we will be fundraising through the Cypress College Foundation for the Bridge and Tribute Garden, as well as scholarships for veterans.**
2. P0120715: What was the field trip to the Staples Center for? **The field trip to Staples Center was one in which Fullerton College international students attended a pre-season basketball game between the Los Angeles Lakers and Utah Jazz. The purpose of the trip was to assist international students with social programming and community development by exploring a facet of American popular culture.**
3. P0121063: Did Fullerton College have a booth for this event? How do the colleges determine which city events to participate in? **Yes, the Office of Campus Communications had a booth at the Fullerton Winter Market. Events are selected based on ability to staff them and if they are the right fit for the College.**

Item 3.b, 2017-18 Budget Transfers:

1. The NOCRC website needs to be updated to show NOCE's name change. **The NOCRC Program Director has this already in process and is awaiting the corrections by the person who updates the NOCRC website.**

Item 3.c, Separate Bank and Investment Accounts:

1. Do the accounts needs to reflect NOCE's name change? **NOCE staff is working on submitting the name changes.**
2. Are there any accounts that are not listed that would be eliminated should this item pass? **Accounts are handled based on the operational needs of the departments which require the account. New accounts and existing accounts are taken to Board for authorization and designation of signers. Closing of accounts are done based on operational decisions driven by department needs and does not require further board action.**

Item 4.a, 2017-19 Integrated Plans:

1. Were any changes made from the first reading to the second reading? **Yes. Cypress College made the changes requested by the Board, and this is an updated version. The only change NOCE made was to insert a coordinated response to question 8 asking how the colleges would coordinate integrated planning efforts in multi-college districts. Based on recommendations at the last Board of Trustees meeting, Fullerton College revised question # 8 to include consistent language from all three schools (Fullerton, Cypress and NOCE). Dr. Cherry Li-Bugg crafted the language, and it reads as follows:**

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“We will coordinate our efforts utilizing existing Districtwide venues such as Strategic Conversations and District Strategic Planning activities that involve all District entities in dialog and crafting action plans to work with diverse student populations. In addition, there has been ongoing Districtwide SSSP, BSI and SE meetings with faculty, staff and administrators that aligned Districtwide collaborative efforts in common assessment, created a Districtwide Student Equity Symposium and coming in spring 2018, a Districtwide Integrated Planning Summit.”

Fullerton College also included the following language to the SSSP column on page 12 (goal # 2, question # 2 regarding closing achievement gaps for disproportionately impacted groups): “Provides funding for counseling services for general counseling as well as a number of special programs: Student Diversity Success initiative (SDSI), Financial Aid, EOPS, Puente, Cadena Cultural and Transfer Center, the Veteran’s Resource Center (VRC), CalWorks, and Incite (Academic Support for Student Athletes Program).

Fullerton also made a few minor adjustments as follows:

- We changed the due date from Dec 1, 2017 to Jan 31, 2018 (as it was changed by the state)**
- We added a cover page to the report (though the report will be submitted online, so the cover page will not be sent to the state)**

2. Is the Chancellor's Office providing funding or professional development opportunities for staff to learn what innovative other colleges are doing? There were a few state-sponsored IEPI workshops that were offered earlier in the year during the Integrated Planning writing state that we attended. We have not heard of any upcoming workshops concerning professional development opportunities for us to learn what other colleges are doing. However, if any are planned, the team will plan to attend.

3. What kinds of changes in organization/management/communications do we envision as a result of these plans? We expect fewer silos with near elimination of duplication of effort. We are aiming for better communication, sharing of best practices, and synergy among those areas offering high impact programs and services.

4. Will there be feedback from the State Chancellor's office on the Integrated Plans submitted? If so, will the feedback be available prior to the District 's Integrated Planning Summit scheduled for March 16, 2018? The State Chancellor's Office has only provided feedback of a technical nature on the student equity plans submitted in previous years. We assume they will do the same with the Integrated Plans, but we will reach out to the State Chancellor's Office and verify their feedback methodology on the integrated plans.

Item 4.b, Cypress College Curriculum Matters:

1. Page 4.b.17: Did Tesla get to do a final review of the proposed certificates? Yes, the certificate was developed at Tesla’s request and in consultation with Tesla. Tesla supports the certificates fully.

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Item 4.c, Fullerton College Curriculum Matters:

1. Page 4.c.2: Did high schools express interest in the Study Abroad Experience? **This class was started at the request of community rotary groups that sponsor study abroad trips for high school students. Fullerton College will be partnering with the Rotary and other groups to offer this class and extend high school students' learning beyond their study abroad experience in addition to the College's study abroad program.**
2. Page 4.c.23: PRNT 032: Is the class size of 18 an error? The other Printing classes in the list have class sizes of 20. **PRNT 032 F Flexographic Printing Skills Lab is a new course proposed at class size of 18 at the direction of the Printing Technology Advisory Board because the focus of the course is for students to learn how to safely use large format printing presses utilized in flexography. The instructor has 3 students working on each machine and cannot instruct and supervise more than a total of 18 students.**
3. Page 4.c.121: Are the certificates beginning on this page new certificates being proposed? **All of the programs on pages 121-129 are new programs being proposed; revised or modified degrees/certificates begin on page 129.**

Items 4.b and 4.c, Cypress College and Fullerton College Curriculum Matters: Much appreciation and recognition to all those who worked diligently on these curriculum revisions.

1. Kudos for the revisions to Eng. 101 F and Math 026F and Math 31F at Fullerton for rethinking and redesigning these course to allow more students to enter into transfer level courses. **Thank you.**
2. How much have the CTE advisory committees been consulted in the curriculum re-designs/updates? I did not see this mentioned in the justifications for changes, but perhaps this is happening w/out being specifically mentioned. **Advisory committees provide updated information about current trends in the industry. They provide recommendations to update content in order meet the needs of current jobs. Advisory Committees are regularly consulted about curriculum development and their recommendations are incorporated as faculty discipline experts revise and update curriculum. New and revised curriculum is thoroughly scrutinized through the many expert reviews and approvals that make up the campus curriculum approval process. Advisory Committee recommendations are frequently documented in attached files in curriculum proposals in CurricUNET. Advisory committees also provide information regarding current equipment and materials used in industry; this information (in part) supports grant (Perkins) and Strong Workforce requests.**
3. There continues to be inconsistency w/in colleges and between the two colleges regarding class size. For example: page 4.b.8 Geology 100 C has class size at 30 but Geology 101 C has class size of 25; honors courses at Cypress have class size of 20 but honors courses at Fullerton have class size of 25; and Kin 128 (Yoga) at Cypress has class size of 30 (page 4.b.2) but PE 230 Yoga teaching Training has class size of 25 (page 4.c.21). **This is a correct observation and one we are attempting to address. Class size variations within and between disciplines and colleges are based on differences in methods of instruction and methods of evaluation. For example, courses that include more individualized instruction, and/or**

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student presentations, projects, writing assignments etc. are designed for smaller class sizes. We are looking into consistencies across the District in disciplines as it relates to class size, and attempting a collegial discussion across the district on how to agree on more consistency in class sizes.

4. What is being done to standardize the class size and work towards enrollment management regarding class size in curriculum development? I understand this is an ongoing effort. **This is an ongoing effort, starting with identifying inconsistencies, such have already been noted, and looking at class size averages across divisions. During Spring 2018, the curriculum committees at Cypress and Fullerton will be discussing how this is done and collaborating on ways to improve the process for establishing maximum class size.**

5. What is being done to ensure coordination between the colleges regarding similar types of courses? For example Cypress AT Brake course 130 C (page 4.B.5) and Fullerton Auto 073, 083 Brake System and Repair (pages 4.c.38 and 4.c.40). Would it not be advantages to coordinate curriculum when possible be able to offer options for students to take similar type courses inter-changeably at the two schools? **When curriculum proposals go through the curriculum approval processes in CurricUNET, we use what we call a "crosswalk", which means that the department chair/division curriculum rep and the discipline dean receive an email notification when curriculum in their discipline is proposed by another campus or NOCE. They have an opportunity to review the curriculum proposal and enter comments/suggestions. This often initiates conversations about course numbering, sequencing, hours, units, titles, prerequisites, etc. The outcome of these conversations can be changes that align curriculum, or simply better understanding of how and why the courses/programs are different. When there are comparable courses, Counselors can assist students in identifying the equivalent course at the other college. Also, the vast majority of students typically complete the course requirements for their program at one college or the other.**

Cypress and Fullerton College curriculum has been developed independently over the decades. The advantages of this include the fact that students in our community have choices between similar programs that are in some ways unique and reflect different approaches and emphases within the discipline. The distinct differences in programs can mean that one or the other may be a better fit with a student's interests or career goals.

6. I notice that sometimes there are two similar type degrees offered. For example Communication Studies Associate in Arts Degree and the Associate in Arts Degree in Communication Studies for Transfer. How are students informed regarding which degree is best to complete? **The Associates Degrees for Transfer, or "ADTs", also called "AA-Ts" and "AS-Ts", are specifically designed for students who want to transfer to a similar major at a CSU. This is explained in the catalog description, which describes the purpose of each program to help students see the differences/advantages depending on their educational and career goals. Advising from Counselors, student services staff (Transfer Center, Career Center, etc.) and from discipline faculty is also key in assisting students in choosing the right program.**

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7. In the background information in the agenda, should Program Review be listed as one of the reasons for proposed curricular changes? Also, 4.b (Cypress) lists #6 "to provide greater consistency between Cypress and Fullerton courses" but is not listed as a reason in the 4.c (Fullerton) item. Should it be? **The Colleges will discuss the additions you have inquired about and possible revisions during the spring semester.**

8. Is Program Review the same as Six Year Review? **Six-Year Review and Program Review are separate things that are connected. Program Review is a more comprehensive process that addresses more than just curriculum (staffing, instructional materials, classroom utilization, role of the program in context of other programs and services, internal and external resources, challenges and successes, etc.). Plans for curriculum development often do come out of the Program Review process. Six-Year Review serves as an opportunity for departments to review and update all courses, degrees, and certificates.**

9. There are a number of new and revised courses that seem to relate well to Workforce Development. Which ones might lend themselves to internships? Which ones should be shared with regional and county business councils? How do we currently share this new and revised curriculum information with business and industry creating the linkages for the benefit of our students? **Both Colleges are actively working to expand their internship opportunities. In fact, SWI funds were recently approved to scale the Fullerton College Internship Center practices across the district. Through the Center's efforts, discipline faculty are encouraged to consider the development of internships across disciplines and experienced deans and faculty provide information and mentorship.**

Curriculum is shared with businesses and industry through CTE Advisory Committees and other outreach efforts that have led to businesses bringing requests for course and program development to meet employer needs, and to employers sending employees to the College to gain new skills and update existing skills through their courses and programs. Information from employers informs curriculum development in an ongoing cycle.

Item 4.e, Guided Pathways Self-Assessment:

1. Will the schools be penalized in anyway if they are mainly in the "Early Adoption" category? **The schools will not be penalized for the selected ratings. Almost all colleges in California are in Early Adoption. The goal of the Guided Pathway Self-Assessment is for colleges to begin the discussions about Guided Pathways, and to better assess the comprehensive changes needed to implement and develop a multi-year plan.**

2. Who wrote each campus self-assessment outline? **At Fullerton College, it was a team effort with large campus participation. The first draft was created by three committees: Student Success Committee, Basic Skills Committee, and SSSP Committee. The second and third draft came from faculty and staff who had extensive knowledge of specific areas. Finally, a draft was shared campus-wide through an online version, which received some feedback to be incorporated in the assessment. At Cypress College, the self-assessment was written by a 15-member Guided Pathways Task Force (which included representative staff, students, managers, and faculty), included input from the college via**

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a campus survey which was sent to all members of the campus, was shared widely with the campus and at shared governance committees, and is posted on the College's Guided Pathways website. At NOCE, a leadership group including Office of Institutional Research and Planning, deans, program directors, faculty, and the provost took a lead at developing the self-assessment draft after attending an IEPI training workshop. The draft was reviewed and completed at an open planning session of the Provost Cabinet, the NOCE shared-governance planning and decision-making committee consisting of constituent representatives and student leaders. Once approved by the Provost Cabinet, the Guided Pathways Self-Assessment document was sent to all staff via email.

3. Fullerton College 4.1: Does the 10-person team include students? **Yes, there was one student representing Fullerton.**

4. Fullerton College 6.1: Are any dual enrollment courses offering Coun 151? **Currently, Fullerton does not offer COUN 151 as a Dual Enrollment option.**

5. What is the time line for reporting progress? Is it through 2021 - 2022, five years ahead? **By legislation, the State Chancellor's Office will be doing annual progress report beginning in June 2018 through June 2022 for a total of five years.**

6. Does the CCCCO anticipate additional workshops, or a series of Workshops to provide training and guidance to keep progress moving forward? **Yes. The CCCCO has a large volume of resources available already (<http://cccgp.cccco.edu/>) but they are committed to more training and workshops to provide more information and guidance.**

7. Fullerton College mentions space limitations (p. 25) for interventions. Is the current bond measure providing additional space to meet these needs? **Yes, the upcoming Fullerton College facilities plan will address the space limitations identified in this section.**

8. I appreciated the common format for the reports and the clear and concise definitions for each of the elements for Pathways, as well as the honest self-assessments. **Thank you.**

9. There is a consistent mention among the three self-assessments for Pathways to provide the template for the three Integrated Plans at each of the Colleges and NOCE. Is there buy-in for this? **Certainly the Chancellor and Chancellor's Staff have all "bought into" the concept of using Guided Pathways as a planning framework for the District. The integrated plans were completed with that vision in mind; the District Strategic Plan 2017-2020 is also being completed under this framework. The District is also in the process of collating all enrollment management and student success reports currently available using the four pillars of the guided pathways as an organizing tool. There have been multiple conversations in District Consultation Council, the Institutional Effectiveness Coordinating Council, the Districtwide Enrollment Management Advisory Committee, the Integrated Planning Summit planning committee and the planning meetings for the Anaheim Educational Pledge around using GP as a planning framework for the District.**

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Findings of Fact for the Fullerton College FPEIR:

1. Page 16: Does the College intend to work with a preservation architect? **A preservation architect will be a part of or consult for the commensurate project design teams.**
2. Page 38: Has the College identified "noise-sensitive" lands? **Noise sensitive land uses are considered to be residential uses, schools, libraries, churches, hospitals, nursing homes. It seems like this question is asking where there might be noise sensitive uses proximate to construction which would need to be identified as part of MM-NOI-1. So for example, if construction is going to occur very close to an academic building where students will be attending class, noise mitigation measures such as those listed, would need to be employed to reduce the noise.**
3. Page 43: Is there an intent to have LED lighting for the new buildings? **Yes.**
4. Page 66: Do we have noted that with the proposed sale of lots, part of the agreement will be that the seller must move the four homes? **Yes.**

Final Fullerton College Facilities Master Plan Program EIR:

1. Page 2-109: Does the College know approximately how many students use the Plummer Parking Structure? **Approximately 684 Fullerton College students use the Plummer parking Structure. The Plummer Parking Structure has 381 parking stalls and Fullerton College students come and go throughout the day. It is estimated that 90% of the individuals using the Plummer Parking Structure are our students. It is also estimated that all available stalls will turn-over once each day as some students are leaving and others are arriving for later class starts. Other individuals can park in the Plummer Parking Structure including high school students, individuals attending high school events, those visiting downtown Fullerton businesses, and individuals using the Metro link.**
2. Page 2-129: Is there an intent to update the landscape improvements plan? **The landscape improvement plan was not updated as part of the facilities master plan update. Placement recommendations are unchanged with the exception of revised building placement. The landscape master plan will be used as a guideline for general landscape planning.**
3. Page 2-133: What is the timeline of the specific lighting plan? **The lighting plan referenced is the general characterization of lighting for future projects, and as such will be developed on a project by project basis.**