

**Additional Information
March 26, 2019 Board Meeting**

The following additional information was provided regarding the March 26 Board meeting agenda:

Item 3.a, Agreement with Geotechnical Solutions, Inc.: Please explain why this did not go to bid? Is it because Geotechnical Solutions is on the pre-approved list of contractors? **Yes, this is part of the reason. The other reasons are that it is for professional services that do not require a bid, and it is a time and materials contract where we will only use them if/when needed. This agenda item was prepared so that if we did have testing exceeding \$92,600 we would not have to bring an item later.**

Item 3.c, Agreement with Emsi and & Item 3.d, Agreement with Portfolium, Inc.: Will NOCE be using this information as part of Guided Pathways? **Yes. Additionally, the agreement with Emsi will help NOCE track employment outcomes of NOCE alumni and the agreement with Portfolium will help NOCE students showcase their skills and competencies when applying for employment.**

Item 3.e, NOCE California Adult Education Program: Will the Adult Education Specialist be a permanent position? **No, the position will be a temporary, yearly position that will be employed by North Orange County ROP.**

Item 3.f, Agreement with Thunderbird Leadership Consulting: When the analysis is completed and staff has participated in the process, will a report of findings and restructuring come to the Board? **Yes, and it will be shared with other committees and groups.**

Item 4.a, Fullerton College Curriculum:

1. These are more general questions about curriculum. How have the arts programs been impacted by the lack of repeatability? **At Fullerton College, the arts programs have developed families of courses to provide students with the skill building opportunities they need for courses that are no longer repeatable. At Cypress College, the lack of repeatability impacts the vitality of the arts programs as fewer students may enroll in participation skill building classes. In most cases, the maximum number of courses allowed in the community college is the minimum needed for transfer to a CSU or UC, and places the community college arts students at a disadvantage for transfer.**
2. Great job in the additional AA-T degrees. How many do the colleges have? **Fullerton College has created ADTs for each of the programs where Transfer Model Curriculum is available. They have about 30 degrees, although some are new and still in the approval process. Cypress College has 27 ADTs with 5 pending State approval for Fall 2019, which will bring the total to 32.**
3. How do we publicize these AA-T degrees? **ADT's are advertised on the Fullerton College website through a variety of links as well as at the Transfer Center, Counseling and Articulation. They also appear in the catalog with guide sheets detailing requirements. Counselors and the Transfer Center inform students of the ADT's when they attend individual appointments and/or workshops. At Cypress College, AA-T degrees are publicized in official campus publications such as the catalog, schedule, website, brochures, and other marketing collateral. These degrees are highlighted at events**

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such as commencement and in publicity related to commencement and student achievement, among other marketing efforts.

4. Are the local CSUs good at honoring the AA-T degrees (I have been hearing stories of impaction - is that impacting our Cypress/Fullerton transfers?) **All CSUs honor the ADT's. However, if a campus is impacted, students are redirected to another CSU campus with a similar major.**

5. From page 61 on there seem to be opportunities for internships in many of these technical fields. Is that part of the curriculum assignment or outside of that work? In any case, how can we ensure that internships are part of the curriculum in a comprehensive manner? **Internships are a part of the curriculum for many programs. Internship courses are developed by discipline faculty and are included in discipline degrees and/or certificates. They are designed specifically to contribute to the learning experience in a program. How and in what ways they contribute to learning is documented in curriculum proposals. Internships provide opportunities for students to apply the theories and skills they learn in class to the real world of work and sets them up to succeed in their chosen field. One of our new districtwide Strong Workforce projects focuses on improving our process for internships. As part of this project, we are using a new software called "Simplicity" which permits access to key information for students, faculty, and employers who participate with internships. Faculty members work with our students to develop three instructional goals related to the internship opportunity. The employer may review the proposed goals and later provides an assessment on whether or not the student achieved the goals.**

Item 5.f, Nonclassified Short-Term Hourly Employee Salary Schedule: How do these skilled positions reflect current market rates? They seem low. **Current market rates were reviewed and salaries were established according to District needs and resources available for these positions. In addition, managers were consulted to determine if the rates were appropriate for the positions.**