

NOCCCD 2014

# PROGRESS REPORT

on the District-wide Strategic Plan

2012-14





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Note: This progress report is a not an exhaustive compilation of all activities across the District, but rather a complete report on the activities of the NOCCCD District-Wide Strategic Plan 2012-2014 for the 2013-14 year and a few key highlights of campus initiatives underway to address the District Strategic Directions. A comprehensive report regarding the campus initiatives will be presented by each campus during their respective annual reports.





## District Strategic Direction 1

**The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.**

- District Objective 1.1: NOCCCD will provide professional development training on factors that impact student success.
- District Objective 1.2: NOCCCD will implement online systems for student educational plans and degree audits.
- District Objective 1.3: NOCCCD will fiscally 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.

# District Strategic Direction 1

## District-wide Report

### District Objective 1.1

NOCCCD will provide professional development training on factors that impact student success.

<b>Action Plan for District Objective 1.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>1.1.1. - Develop a coordinated series of training sessions on the factors that impact student success</p> <p>- Schedule the training sessions for 2013-2014</p>	District Staff Development Committee	By May 15, 2013	\$20,000	In-house training sessions were developed and implemented in the areas of: ADA 508 Accessibility Compliance; Creating a Culture of Respect; Customer Centered Service; Real Colors; The Coaching Clinic; and Great Teachers Seminar	Training session/workshop feedback evaluations will continue to be reviewed and assessed for future training and workshop sessions on student success factors.
<p>1.1.2. - Strongly encourage Trustees and administrators to attend</p> <p>- Invite faculty and staff to attend the trainings described above</p>	Chancellor	Contingent on schedule for training	\$30,000	Provided support for NOCCCD Management Retreat; Student Equity Plan Training; UC Berkeley Cntr. For Higher Ed Studies- Executive Leadership Academy. Students attending Men of Color Leadership Institute.	Offer EEO, Equity & Diversity Workshop for Trustees and Sr. Administrators. Continued support needed from administration, for classified staff participation in training.
<p>1.1.3. - Deliver and evaluate the training session</p> <p>- Analyze the results of the training and make a recommendation on whether training on the factors that impact student success should be held in 2014-2015</p> <p>- Present the recommendation regarding future training sessions to District Consultation Council</p>	District Staff Development Committee	May 15, 2014	\$48,000	Several training sessions were delivered and evaluated for their effectiveness. Training sessions were evaluated by quantitative and qualitative tools.	Conduct Second Employee Professional Development Interest Survey in 2015 to determine needs assessment and interests.

# District-wide Report (Cont'd)

## District Objective 1.1 (Cont'd)

<b>Action Plan for District Objective 1.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
1.1.4. Implement the agreed-upon plan of training sessions	District Staff Development Committee	2014-2015	\$100,000	Recommendations for future training will focus on Universal Design of Instruction; Emerging Technologies in Education; Student Learning Support Strategies; Cultural Awareness & Engaging Diverse Students in the Classroom, Eff. Practices in Online Teaching & Learning.	Imperative to have a centralized training facility with dedicated personnel staffing for the success of the training program. This is premised upon the scope, magnitude, and expected outcomes of this District-wide professional development initiative.

# District Strategic Direction 1

## District-wide Report

### District Objective 1.2

NOCCCD will implement online systems for student educational plans and degree audits.

<b>Action Plan for District Objective 1.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>1.2.1. - Following the recommendations developed in the users' group meeting held in 2011, review options for online student educational plans and degree audits</p> <ul style="list-style-type: none"> <li>- Develop a recommendation regarding online student educational plans and degree audits including estimated costs for new software and/or programming and an implementation timeline</li> <li>- Present proposal to District Consultation Council</li> </ul>	<p>Technology Coordinating Council in consultation with Banner Steering Committee</p>	<p>June 2012</p>	<p>Total cost \$429,294</p>	<p>Completed</p>	<p>N/A</p>
<p>1.2.2. – Contingent on funding, make student educational plan and degree audits available online</p> <ul style="list-style-type: none"> <li>- Create an awareness campaign to promote the use of these new features</li> <li>- Train faculty and staff on the use of the new features</li> </ul>	<p>Technology Coordinating Council, the District Public and Governmental Affairs Director, and campus Public Information Officers</p>	<p>January 2013</p>		<p>Training completed January 27-31, 2014 &amp; April 21-25, 2014; soft launch to counselors completed May 5, 2014; delay due to numerous curriculum issues which had to be corrected with the State Curriculum Inventory</p>	<p>Awareness campaign and full rollout Fall 2014</p>

# District-wide Report (Cont'd)

## District Objective 1.2 (Cont'd)

<b>Action Plan for District Objective 1.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
1.2.3. Include an evaluation of the online student educational plan and degree audits in the campus student satisfaction surveys	FC, CC and SCE Institutional Research Directors	March 2013 March 2014	-0-	Not completed	To be included in 2015 campus student satisfaction surveys
1.2.4. - Based on the feedback from the campus student satisfaction surveys, revise the awareness campaign to promote the use of the online student educational plans and degree audits as needed - Repeat the training for faculty and staff on the use of the new features	Technology Coordinating Council, the District Public and Governmental Affairs Director, and campus Public Information Officers	Fall 2013	-0-	Not completed	To be completed in 2015



# District Strategic Direction 1

## District-wide Report

### District Objective 1.3

NOCCCD will fiscally support programs and strategies that have demonstrated quantifiable improvement in, and those that show innovative promise for, student completion of degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

<b>Action Plan for District Objective 1.3</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
1.3.1. Review the criteria for allocating the Innovation Fund to ensure that the criteria for awarding funds aligns with this District Objective	Director, Equity and Diversity in consultation with District Consultation Council	October 15, 2013	-0-	Innovation Fund criteria and modifications were reviewed, and approved by District Consultation Council on October 28, 2013	N/A
1.3.2. - Modify the criteria for awarding fiscal support from the Innovation Fund if necessary - Conduct workshop on Innovation Fund application process - Distribute District-wide the criteria, proposal process, and timeline for the Innovation Fund	Director, Equity and Diversity in consultation with District Consultation Council	November 2013	To Be Determined	Innovation Fund Kick-off Event featuring Dr. Terry O'Bannon was held at Cypress College. Innovation Fund Information Sessions held at District Office, Fullerton College and Cypress College.	Present previously awarded programs and projects.
1.3.3. Review submitted proposals and make recommendations	Chancellor's Staff	March 2014	-0-	Three proposals were Recommended to Chancellor's Staff for final approval	N/A
1.3.4. Review recommended proposals for funding and consideration by the Board	Chancellor's Staff	April 2014	\$74,000	Recommended proposals were approved by chancellor's staff	N/A

# District Strategic Direction 1

## Cypress College Report

### Campus Objective

Increase faculty and student services staff participation in professional development activities.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>By Spring 2014, 60% of full-time faculty and student-related services staff (all staff who have direct contact with students on a regular basis) will have participated in professional development activities on issues such as teaching and learning, reading and writing across the disciplines, or working with diverse populations. Subsequently increase participation to 90%.</p>	<p>Staff Development Coordinator</p>	<p>Ongoing</p>	<p>\$12,200</p>	<p>In Fall 2013, approximately 58 adjunct faculty members attended the semester-opening adjunct faculty meeting, where information regarding Student Support Services, FERPA, and an overview of Staff Development resources were presented. Approximately 244 employees attended the Fall Opening Day meeting, which included an segment on "Common Core Pathways." The "Real Colors" workshop was also offered in both November and December, with approximately 20 people participating.</p> <p>The Spring 2014 adjunct meeting included a presentation for 53 participants on "Changing Trends in Higher Education" along with an overview of Staff Development resources.</p> <p>In January 2014, Staff Development and Title V jointly supported an On Course Workshop, "Innovative Strategies for Empowering your Students to Become Active, Responsible Learners." 44 faculty members finished the 3-day session.</p>	<p>Due to limited resources, there were few new offerings. Progress has been made, but more progress is needed. The training topics vary year to year, so there are no consistent common comparisons to make over time. There is recognition that the college can be more effective in this area.</p>

## Cypress College Report (Cont'd)

### Campus Objective

Establish a restructured registration process to increase the completion of a Student Educational Plan (SEP).

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Establish priority registration for 100% of students who (1) complete matriculation; (2) develop and follow a Student Educational Plan (SEP); (3) assess into basic skills; and (4) enroll in basic skills courses in first year.</i>	<i>Executive Vice President</i>	<i>Develop the process by Spring 2013 and implement beginning Fall 2013</i>	<i>N/A</i>	<i>The District is in the installation phase of implementation of DegreeWorks. With the completion of this work, students will be able to develop and monitor individual Student Educational Plans (SEP) and to select their coursework. Additionally, the College will be able to use this information to inform the development of class schedules to assure that students will have access to the courses they need. Utilization of this software in conjunction with revised registration priorities will significantly address this goal.</i>	<i>Beginning in the Fall of 2013, recently enacted state legislation fully addressed this issue. Students with greater than 100 accumulated units no longer have priority registration as a result of legislative changes. Enrollment in accord with newly established District priorities is now in place. With the adoption and implementation of educational planning software, the College will be able to become fully compliant with state regulations related to enrollment. While significant progress has been made, a robust evaluation will be conducted after DegreeWorks first semester of use in Fall 2014.</i>
<i>Identify all students with excessive units and determine appropriate registration priority.</i>	<i>Executive Vice President</i>	<i>Develop the process by Fall 2012 and implement by Spring 2013</i>	<i>N/A</i>	<i>Fully completed</i>	<i>Cypress College was in the process of determining an appropriate priority-registration process when the state enacted legislative changes. This statutory outcome fully addressed this issue. Our enrollment process now screens for excessive units.</i>



## Cypress College Report (Cont'd)

### Campus Objective (Cont'd)

Establish electronic Student Education Plans for all matriculated students to use valid and reliable measurement tools to guide/lead students to define their educational goals and plans.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p><i>Identify, select, and implement an electronic Student Educational Plan(SEP) for all matriculated students.</i></p>	<p><i>Dean of Counseling</i></p>	<p><i>Fall 2014</i></p>	<p><i>N/A</i></p>	<p><i>In order to implement an electronic SEP for all matriculated students, CC formed a DegreeWorks workgroup. DegreeWorks had a soft roll out to students in April 2014 with a revised full implementation anticipated by Fall 2015. Data and major codes were cleaned and scribe books and workbooks reviewed. Workbooks from Language Arts, Social Sciences, Math, and Computer Science were verified for remaining errors and correction. Cypress is also focusing on cleaning up program/major/certificate areas in Banner so that the data going into DegreeWorks is correct. Counselors were trained on DegreeWorks at the end of February 2014. In April, CC worked on functional testing and loading historic catalogs for scribe blocks.</i></p>	<p><i>Significant progress has been made towards an effective implementation of DegreeWorks. This action plan will be evaluated after its first semester use in Fall 2014.</i></p>

# Cypress College Report (Cont'd)

## Campus Objective (Cont'd)

Establish electronic Student Education Plans for all matriculated students to use valid and reliable measurement tools to guide/lead students to define their educational goals and plans.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p><i>Develop strategies to inform students how to define educational goals and plans (i.e. orientation, assessment, financial aid, etc.).</i></p>	<p><i>Dean of Counseling</i></p>	<p><i>Develop the process by Fall 2012 and begin implementation by Spring 2013</i></p>	<p><i>N/A</i></p>	<p><i>As of Spring 2013, this objective is complete. CC offers counseling classes where students learn about and discuss their educational goals and complete comprehensive SEPs. CC also offers new student orientations where counselors inform students about their educational options and help them complete an abbreviated SEP. Students in developmental English and math class are often required to take the College Success Factors Index. This process involves meeting with a counselor for 30 minutes to discuss the students' educational goals, obstacles, and plans. Additionally, these students attend a CSFI workshop on educational goal setting and achievement. Financial Aid informs HS seniors about the financial aid procedures and processes to reach their goals. The Career Center offers career counselors to work with students to define their educational goals and plans.</i></p>	<p><i>We need to make sure all new students understand the new requirement of SB 1456 - all students are required to be fully matriculated by Fall 2015.</i></p>



# District Strategic Direction 1

## Fullerton College Report

### Fullerton College Goal 1

Fullerton College will promote student success.

### Campus Objective 2

Increase course retention and success.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Student Success Committee will undertake an initiative that will focus on incorporating habits of mind for success into instruction and student services.</i>	<i>Student Success Committee Workgroup on Habits of Mind</i>	<i>Campus-wide roll-out at FC Convocation 2014</i>	<i>\$2,500</i>	<i>Students will be better prepared to be successful in courses and programs at the college.</i>	<i>Throughout the 2013-2014 year about 75 faculty and students have joined the workgroup implementing the habits of mind initiative.</i>
<i>The Basic Skills office will expand the supplemental instruction (SI) program, and the Humanities Division will increase its participation in the basic skills and campus-wide SI programs.</i>	<i>Basic Skills Director and Humanities Division</i>	<i>Fall and Spring 2013-2014</i>	<i>\$1,500 per section, \$40,000 per semester for SI classroom facilitators and program coordinator</i>	<i>Higher success rates for students in classes with SI.</i>	<i>The Humanities Division offered 32 sections with SI during the 2013-14 academic year; an increase from 13 sections with SI during the 2012-13 academic year. Data show that students who participate in classes with supplemental instruction have higher course success rates, 69% successful, than students in classes without SI, 61% successful.</i>





## Fullerton College Report (Cont'd)

### Fullerton College Goal 1

Fullerton College will promote student success.

#### Campus Objective 3

Increase the number of degrees and certificates awarded.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Counseling Division will increase degree/certificate completion rates through the implementation of a degree audit system.</i>	<i>Dean of A&amp;R, Dean of Counseling</i>	<i>Fall 2013 – Spring 2015</i>	<i>\$25,000</i>	<i>Soft launch of DegreeWorks to students in Summer 2014 including electronic student educational planning(SEP) feature</i>	<i>Decision-making structures within the District and IS support for the past year have resulted in nearly on-time soft launch to students. Ongoing efforts are needed to fully implement DegreeWorks features into 2014-15 and beyond.</i>
<i>Graduation applications will be evaluated and students will be notified PRIOR to the start of registration for the following term of their status.</i>	<i>Dean, Admissions and Records, and Registrar</i>	<i>Ongoing</i>	<i>No additional funding required</i>	<i>Students were made aware of the courses needed for degree attainment and were able to enroll in those courses, thereby increasing the number of degrees awarded.</i>	<i>This resulted in a 16% increase in the number of degrees awarded for the 2013-2014 academic year from the previous academic year.</i>

### Fullerton College Goal 1

Fullerton College will promote student success.

#### Campus Objective 5

Increase the persistence rate of students.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Humanities Division will increase the number of Entering Scholars Program (ESP) sections available to new and incoming students.</i>	<i>Humanities Division and the Basic Skills Director</i>	<i>Fall and Spring 2013-2014</i>	<i>\$1,500 per section, \$30,000 per semester</i>	<i>Increased success of basic skills English and reading first-time students enrolled in the ESP sections.</i>	<i>Data show that first-time students were more successful in ESP sections and were subsequently more successful in their college coursework than their non-ESP counterparts. ESP students had success rates of 70%, compared to students in non-ESP courses of 68%.</i>



# District Strategic Direction 1

## School of Continuing Education Report

### Campus Objective

Increase the rates at which students complete diplomas, certificates and goals related to academic, career and life transition.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Conduct annual research report on SCE career technical education programs supported by Perkins funding on student completion rates to inform curriculum and program improvements. Develop curriculum and additional methods of assessments aimed at increasing academic readiness and success.</p>	<p>Manager, Career Technical Education (CTE) Program; Research Office</p>	<p>May 2014</p>	<p>Staff time</p>	<p>Report studied Administrative Assistant, Pharmacy Technician, Early Childhood Education, and Medical Assistant Certificate Programs. Presented at SCE CTE Advisory Committee. Plans developed to address areas for improvement.</p>	<p>Perkins Report and Annual Institutional Effectiveness Report to contain summary of progress. This research identified areas for improvement, resulting in recommendations for curriculum revisions and review of pre-requisite requirements for specific programs. For example, research showed a significant number of students in the keyboarding course needed to take it several times to reach the required competency level. Total hours of instruction for the course will be increased to promote student success on the first attempt.</p>
<p>Develop curriculum and additional methods of assessment aimed at increasing academic readiness and success.</p>	<p>Manager of Basic Skills/Diploma Programs with support from Anaheim Campus Basic Skills and CTE program management/faculty/staff</p>	<p>Ongoing starting July 2014.</p>	<p>\$31,680</p>	<p>Development and instruction of basic skills math assessment and curriculum designed for CTE Program students in Allied Health fields. New curriculum will more effectively prepare students for academic readiness into the Pharmacy Technician and Medical Assistant Certificate Programs.</p>	<p>CTE Program students in Allied Health fields will demonstrate academic preparedness by completion of basic skills/math preparatory assessments and completion of CTE Programs in the Allied Health fields.</p>





## School of Continuing Education Report (Cont'd)

### Campus Objective (Cont'd)

Increase the rates at which students complete diplomas, certificates and goals related to academic, career and life transition.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Enroll 20 students into the Disabled Student Programs and Services' (DSPS) College to Career Program each year. Provide support necessary to enable students to successfully complete SCE, Cypress College (CC) and/or Fullerton College (FC) courses. Provide the support necessary to find, obtain, and maintain employment.</p>	<p>Director, DSPS Special Projects; Director, DSPS</p>	<p>June 2017 (End date of the-year grant)</p>	<p>\$250,000 per year provided by the Department of Rehabilitation</p>	<p>Students with intellectual disabilities will earn certificates and obtain competitive employment.</p>	<p>Increase the success and program completion rate for students served by DSPS.</p>
<p>Launch online orientation, through COMEVO, for students enrolling in SCE's High School Diploma and CTE Programs of Administrative Assistant, Early Childhood Education, Medical Assistant, and Pharmacy Technician. The online orientations outline program requirements and expectations.</p>	<p>Dean, Wilshire Center; Registrar</p>	<p>2013/14 Academic Year</p>	<p>Staff time, resources</p>	<p>Completed development and implementation of online orientations, an important element in the SB 1456 Student Success Act requirements.</p>	<p>To be tracked and reported in future years as part of the annual MIS data submission to the California Community Colleges (CCC) Chancellor's Office.</p>
<p>Develop the DegreeWorks online degree audit application for students to track goal progress. SCE staff and counselors to work with the District to tailor the application for SCE's noncredit students.</p>	<p>Dean, Wilshire Center; Registrar</p>	<p>2013/14 Academic Year; Ongoing</p>	<p>Staff time, resources</p>	<p>Complete development of educational planning tool to be used by counselors, staff members, and students.</p>	<p>To be tracked and reported in future years as part of our annual MIS data submission to the CCC Chancellor's Office</p>



## School of Continuing Education Report (Cont'd)

### Campus Objective (Cont'd)

Increase the rates at which students complete diplomas, certificates and goals related to academic, career and life transition.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Provide educational opportunities for veterans through the Veterans Nexus grant. SCE's Center for Applied Competitive Technologies (CACT) partnered with Fullerton College to support the development of CTE pathways training in CNC machine technology, welding, and label manufacturing/flexography.</p>	<p>Center for Applied Competitive Technologies (CACT) Manager</p>	<p>January 2015</p>		<p>Worked with FC Faculty and Dean of Technology &amp; Engineering to develop and strengthen pathways to serve more student veterans. For example, after the first cohort of veterans completed the 16-week training, an additional 16 weeks of welding and machining training were added to make the veterans more employable. The additional training qualified the veterans to test for the Los Angeles City Structural Certification, an internationally accepted certification which could add almost \$20 per hour to a veteran's salary. Once completed with their training, the label manufacturing students are eligible to test for their Flexology Level 1 Certification, also accepted internationally.</p>	<p>Initiative in process; data to be gathered and reported as part of grant program.</p>
<p>Additional accountability measures are used or a criterion for approval of all Basic Skills Initiative proposals. The measures include completion of and progression within Basic Skills programs.</p>	<p>Dean, Cypress Center; Basic Skills Initiative Advisory Committee</p>	<p>May 2014</p>	<p>\$350,000 BSI Grants</p>	<p>Approved BSI proposals will directly support the rates of student completion, retention, and progression.</p>	<p>Increased rates of student completion, retention, and progression.</p>

## **STRATEGIC DIRECTION 2**



## District Strategic Direction 2

**The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.**

District Objective 2.1: NOCCCD will develop, distribute, and evaluate an annual District institutional effectiveness report that disaggregates data by racial/ethnic cohorts to maintain awareness of the achievement gap and inform initiatives across the district.



## District Strategic Direction 2

### District-wide Report

#### District Objective 2.1

NOCCCD will develop, distribute, and evaluate an annual District institutional effectiveness report that includes disaggregated data by racial/ethnic cohorts to maintain awareness of the achievement gap and inform initiatives across the District.

<b>Action Plan for District Objective 2.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>2.1.1. -Develop a template for an annual NOCCCD Institutional Effectiveness Report based on ACCJC requirements for evidentiary information</p> <ul style="list-style-type: none"> <li>- Include in the NOCCCD Institutional Effectiveness Report template an inventory of current NOCCCD programs and services that specifically address the achievement gap</li> <li>- Set a schedule for the annual production of the NOCCCD Institutional Effectiveness Report</li> <li>- Collaborate with Information Services to develop data reports as needed</li> </ul>	<p>Institutional Effectiveness Coordinating Council and District Director of Information Services</p>		-0-	<p>Completed - included in campus Institutional Effectiveness Reports in Fall 2013; Assessment of the report format and content done Spring 2014; Based on the assessment results the reports provided to the campuses for inclusion in their respective Institutional Effectiveness Reports will be revised and included in the Fall 2014 campus Institutional Effectiveness Reports.</p>	N/A

## District-wide Report (Cont'd)

### District Objective 2.1 (Cont'd)

NOCCCD will develop, distribute, and evaluate an annual District institutional effectiveness report that includes disaggregated data by racial/ethnic cohorts to maintain awareness of the achievement gap and inform initiatives across the District.

<b>Action Plan for District Objective 2.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>2.1.2. – Prepare the first NOCCCD Institutional Effectiveness Report and post the report online</p> <ul style="list-style-type: none"> <li>- Distribute District-wide an executive summary with a link to the full report</li> <li>- Lead a dialogue at each campus to set annual targets for completion of degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.</li> </ul>	Institutional Effectiveness Coordinating Council.	Schedule for NOCCCD Institutional Effectiveness Reports to be determined	-0-	Included in campus Institutional Effectiveness Reports presented to the Board by each campus in Fall 2013	Institutional Effectiveness Coordinating Council to lead a dialogue to set targets in Fall 2014
2.1.3. Include an evaluation of the NOCCCD Institutional Effectiveness Report in the NOCCCD District-wide Satisfaction Survey	Institutional Effectiveness Coordinating Council and District Director of Information Services	Contingent on the schedule for the preparation and distribution of the NOCCCD Institutional Effectiveness Report	To be determined	Completed but modified – evaluation was done with input from the Board of Trustees; District Services Committee and the Institutional Effectiveness Coordinating Council	N/A
2.1.4. Based on feedback from the survey revise the data elements in the NOCCCD Institutional Effectiveness Report as warranted.	Institutional Effectiveness Coordinating Council.	Contingent on the schedule for the preparation and distribution of the NOCCCD Institutional Effectiveness Report	-0-	Not completed; in progress.	To be incorporated in Fall 2014 reports

# District Strategic Direction 2

## Cypress College Report

### Campus Objective

Reduce the achievement gap among students by removing barriers to success, specifically for at-risk students.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>Identify critical factors (both include internal and external) that contribute to differential rates of success.</p>	<p>Dean of Student Services and EOPS Manager</p>	<p>Spring 2013</p>	<p>N/A</p>	<p>The College has identified and presented in a variety of forums the factors that contribute to achievement gaps. The issue was addressed at the College Leadership Team meeting, and was a major topic of discussion at meetings of all College divisions.</p> <p>While there was robust conversation, the results of the dialogue clearly demonstrate that some college personnel do not feel it is appropriate to allocate resources to an "achievement gap" defined by any other measure than income.</p>	<p>In an effort to move from discussion to action on this agenda item, the Office of Institutional Research &amp; Planning provided a comprehensive analysis of various success measures by gender, ethnicity, age, and other demographic variables.</p>
<p>Develop and implement strategies which reduce the impact of the most critical factors that lead to differential rates of success.</p>	<p>Dean of Student Services and EOPS Manager</p>	<p>Develop strategies by Fall 2013 and implement beginning Spring 2014</p>	<p>N/A</p>	<p>As a result of the dialogue discussed above, four instructional divisions (Business, Career Technical Education, Fine Arts, &amp; Health Sciences) developed and implemented strategies attempting to reduce the impact of the achievement gap. During the Spring 2014 CC Leadership Team Meeting, faculty shared effective strategies in addressing the critical factors leading to the differential rates of success. For example, the CTE Division had the lowest achievement gap at 6% and 13% the last two years. The remaining divisions (Language Arts, Social Sciences,</p>	<p>continual evidence that students who successfully complete Math 10 will likely succeed in Math 15. Similarly, students who successfully complete Math 20 will likely succeed in Math 40. The challenge is bridging the gap for students between Math 15 and 20.</p> <p>Potential solutions may be found through exploration of successful results generated by the College's Career/ Technical Education Programs. The achievement gap is substantially absent</p>





## Cypress College Report (Cont'd)

### Campus Objective (Cont'd)

Reduce the achievement gap among students by removing barriers to success, specifically for at-risk students.

Action Plan for Campus Objective	Responsible Party	Target Completion Date	Estimated Budget	Outcome	Implications for Next Year's Action Plan
				<p>Science-Engineering-Math, and Physical Education) are still in the dialogue stage.</p> <p>CC EOPS proposed an EOPS Math Boot Camp (MBC) for students enrolling in Math 20. The MBC provides EOPS students with the opportunity to solidify their understanding of Math 15 concepts while being introduced to important Math 20 content. Recent collaboration between CC and SCE in developmental Math shows promise, but may have a detrimental impact on low-income students who need to enroll in full-time units for credit. The EOPS MBC helps NOCCCD address Strategic Directions #2 and #3 by improving successful course completion in developmental Math by historically disadvantaged students. Math 20 persists as a course with low success rates. The EOPS MBC includes 3 hours of Math Instructor-led curriculum for two weeks leading up to the semester. Student participants also complete one hour of academic support per day provided by a Course-Based Tutor. Course-Based Tutoring adds to the academic support services of Tutoring and Supplemental Instruction available.</p>	<p>in our CTE area. Evaluation of effectiveness of successful CTE strategies on the academic side of the College must await implementation beginning in the Fall 2014 term.</p>





## District Strategic Direction 2 Cypress College Report

### Campus Objective

Develop programs aimed at preparing at-risk students for success in basic skills and college-level courses.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>Initiate mandatory assessment and orientation for 100% of new students or students transferring to Cypress College with less than 12 units.</p>	<p>Matriculation Manager and Counselor</p>	<p>Fall 2013</p>	<p>N/A</p>	<p>With the soft roll-out of DegreeWorks in Spring 2014, Cypress College will begin to require assessment and orientation for all new students registering for Fall 2014. During the Spring 2014 semester, the Student Success/ Counseling Office developed and provided information to students regarding this requirement. Through emails, MyGateway messages, the campus website, posted signs, and published literature including the class schedule, students were informed that this requirement needs to be met in order to receive priority registration. If they do not meet this requirement, a hold will be placed on their record. The Assessment/Student Success Office will work with the Admission/ Records Office and District to coordinate priority registration and/or holds, if necessary.</p> <p>CC has already completed priority registration tiers to provide a framework for student</p>	<p>In order to ensure 100% compliance in Fall 2015, Cypress College is using Spring and Summer 2014 as a pilot probation period for reaching 100% mandatory assessment and orientation.</p>



## Cypress College Report (Cont'd)

### Campus Objective (Cont'd)

Develop programs aimed at preparing at-risk students for success in basic skills and college-level courses.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
				<p><i>priority registration dates. Currently, there is a SB 1456 workgroup involving Fullerton and Cypress counselors and staff from various departments. This workgroup is determining how to best inform and serve all incoming students regarding these new requirements. In February, Cypress counselors were introduced to and informed about the progress from this workgroup. In April, Cypress counselors were trained on DegreeWorks. This training provided counselors with the necessary information and skills to assist students with mandatory assessment/ orientation. Additionally, workgroups involving Cypress and Fullerton are reviewing and identifying possible new and/or updated assessment tools to be implemented in the future.</i></p>	



## District Strategic Direction 2

# Cypress College Report

### Campus Objective

Identify and connect at-risk students to appropriate campus resources.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<i>Develop an inventory of campus resources focused on helping at-risk students.</i>	<i>Faculty and Counselor</i>	<i>Fall 2013</i>	<i>N/A</i>	<i>A working draft was developed consisting of various campus resources with the primary goal of helping at-risk students. A final draft was not completed by the target date.</i>	<i>In progress.</i>
<i>Create a process to connect at-risk students to academic and campus resources focused on helping them succeed.</i>	<i>Faculty and Counselor</i>	<i>Fall 2014</i>	<i>N/A</i>	<i>We have developed an inventory manual of campus resources, which is intended to assist staff and faculty to make appropriate on-campus referrals.</i>  <i>College orientation sessions and Financial Aid seminars also target at-risk students and connect them with the services that are available. In addition, a number of instructors include class assignments that require students to locate and write about specific support services that are available.</i>	<i>In progress.</i>



## District Strategic Direction 2

# Fullerton College Report

### Fullerton College Goal 2

Fullerton College will reduce the achievement gap.

#### Campus Objective 2

Increase retention rate of Hispanic and African-American students by at least 2 percent.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Writing Center will implement strategies shown to increase retention and success of students utilizing services, particularly underrepresented groups</i>	<i>Academic Support Center Director Writing Center Coordinator</i>	<i>Ongoing</i>	<i>\$6,500</i>	<i>Higher rates of course success and a reduced achievement gap in course success for students who take advantage of resources available to them in the Writing Center.</i>	<i>In Fall 2013, the course success rates for African American students receiving tutoring in English 100 was 83% compared to 59% for African American students not utilizing the Writing Center. Similarly, the course success rates for Hispanic students receiving tutoring in English 100 was 78% compared to 64% for Hispanic students not utilizing the Writing Center.</i>

### Fullerton College Goal 2

Fullerton College will reduce the achievement gap.

#### Campus Objective 3

Increase success rate of Hispanic and African-American students by at least 2 percent.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Academic Support Center will enhance Incite: Academic Support for Student Athletes Program</i>	<i>Academic Support Center Director Tutoring Center Coordinator Dean of Counseling Dean of Physical Education Athletic Head Coaches</i>	<i>Ongoing</i>	<i>\$45,985</i>	<i>Higher rates of course success and a reduced achievement gap for student athletes who took advantage of Incite study hall</i>	<i>Data show that student athletes who take advantage of the resources offered through the Incite study hall succeed at higher rates compared to student athletes who</i>



# Fullerton College Report (Cont'd)

## Fullerton College Goal 2

Fullerton College will reduce the achievement gap.

### Campus Objective 3 (Cont'd)

Increase success rate of Hispanic and African-American students by at least 2 percent.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
					do not participate in the program. The achievement gap between African American and Hispanic student athletes compared to white student athletes is dramatically reduced when they attend study hall for at least 9 hours per semester. Overall, the course success rates for African American students participating in Incite was 64% compared to 50% for students that did not participate; the course success rates for Hispanic students participating in Incite was 72% compared to 63% for students that did not participate.
The Financial Aid Office will ensure that eligible, undocumented students will learn about and apply for available grants and fee waivers	Director of Financial Aid	Implementation in Fall 2013	N/A	Dream Act eligible AB540 students will now be able to receive the BOGG and the Cal Grant, which will help to increase the retention rate, as financial challenges are one reason students do not continue their studies	For the 2013-14 academic year, Fullerton College awarded 960 BOGG fee waivers and 57 Cal Grants to California Dream Act students
The Academic Support Center will enhance the pilot Student Diversity Success Initiative (SDSI) math cohort for at-risk African American and Hispanic males	Academic Support Center Tutoring Center Coordinator Dean of Counseling Dean of Mathematics	2013: Enhance pilot components	\$19,650	Higher rates of course success and a reduced achievement gap in math courses for students who take advantage of SDSI services	Data show that African American and Hispanic students who take advantage of the resources offered through SDSI succeed at higher rates compared to students who do not use the services. For Fall 13, the course success rates for SDSI student participants enrolled in a math course was 73% compared to 55% for students who did not participate.



# Fullerton College Report (Cont'd)

## Fullerton College Goal 2

Fullerton College will reduce the achievement gap.

### Campus Objective 4

Increase persistence rate of Hispanic and African-American students by at least 2 percent.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>The CalWORKs Program will increase student access to CalWORKs counseling staff through the addition of a bilingual adjunct counselor. Students will be required to meet with a counselor 3 times each semester/term.</p>	<p>CalWORKs Program Staff</p>	<p>2013-2015</p>	<p>N/A</p>	<p>A bilingual adjunct counselor was hired and has provided ESL students with increased access to the CalWORKs Program.</p>	<p>CalWORKs program staff report a 47% increase in new ESL counseling attendance, as well as an increase in the number of visits per student per semester from 1 visit per student to 3 visits per student each semester.</p>

## District Strategic Direction 2

# School of Continuing Education Report

### Campus Objective

Identify progress and gaps related to student success and achievement in order to close the achievement gap and ensure opportunity for all students.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
Conduct annual research report on CTE programs supported by Perkins funding on student completion rates to inform curriculum and program improvements.	Manager, CTE Programs, Research Office	May 2014	Staff time	The research study looked at student demographics, including ethnicity groups. Along ethnicity, there were no achievement gaps noted.	Perkins Report and SCE Annual Institutional Effectiveness Report to contain summary of progress.
Produce SCE Institutional Effectiveness Report to identify progress and gaps related to goal achievement.	Research Office; Dean, Wilshire Center	November 2014	Staff time	Developed and published first report. Includes outcomes and gaps related to student goal achievement.	Data to be compared and analyzed annually. This report was effective in documenting student goal and achievement patterns. The report provided ideas for additional research, especially in the area of educational goals and how that impacts persistence and transfer rates.
SCE staff and faculty to participate in the Closing the Latino Achievement Gap Summit hosted by California State University, Fullerton, and A2MEND Conference in Los Angeles.	SCE Managers, Faculty	September 2013 - Latino Achievement Gap Summit March 2014–A2MEND	Staff time	SCE staff and faculty participated in events.	SCE staff members and faculty shared information from events with others through the various committees on which they serve, including Provost Cabinet, SCE's shared governance planning committee. Concepts learned from these events will be incorporated into future strategic planning



## School of Continuing Education Report (Cont'd)

### Campus Objective (Cont'd)

Identify progress and gaps related to student success and achievement in order to close the achievement gap and ensure opportunity for all students.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Develop a system of tracking student learning outcomes (SLO) and academic progress in all SCE programs.</i>	<i>Research Office; Special Projects Manage; Staff Development and SLO; Academic Computing Department</i>	<i>2013/14 Academic Year</i>	<i>Staff time</i>	<i>Developed iTendance SLO application; trained faculty and staff members to use in 2013/14 academic year.</i>	<i>Annual analysis of progress related to student outcomes and assessment data.</i>
<i>Establish formal collaboration with NOCCCD credit college representatives to have college day/ evening visits at SCE Centers.</i>	<i>Building Connections workgroup</i>	<i>June 2016</i>	<i>Staff time</i>	<i>Connecting SCE students to CC and FC through additional credit campus tours, workshops on transitioning to college, college instructional programs and student services as well as financial aid seminars.</i>	<i>Annual analysis of progress related to student transition from noncredit to credit.</i>
<i>Disaggregate math co-lab and ESL Program achievement data by gender, ethnicity and age.</i>	<i>Basic Skills and ESL Program Managers; Research Office.</i>	<i>January 2015</i>	<i>Staff time</i>	<i>Disaggregated data will inform Basic Skills and ESL Programs of existing achievement gaps.</i>	<i>Strategies aimed to improve achievement gap in developmental Math and ESL courses.</i>



## **STRATEGIC DIRECTION 3**



## District Strategic Direction 3

**The District will annually improve the success rate for students moving into:**

- **The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and**
- **College level courses in mathematics, English, and English as a Second Language from credit basic skills courses in these disciplines and**
- **The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second Language.**

There are no District Objectives for District Strategic Direction 3. The objectives leading to achievement of this District Strategic Objectives are included in the campus Strategic Plans.



## District Strategic Direction 3 Cypress College Report

### Campus Objective

Strengthen the college readiness of incoming freshman.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>Identify gaps in English and mathematics preparation of entering freshmen and develop interventions to reduce such gaps.</p>	EOPS Manager	Fall 2012	N/A	<p>Numerous gaps have been described by faculty and verified through the Office of Institutional Research &amp; Planning. Incoming freshmen lack literacy, numeracy, time management, and study skills. Additionally, assessment exams do not always place students accurately for a variety of reasons</p>	<p>Although gaps were identified early in the process, progress toward reducing these gaps has been slowed due to insufficient funding and a lack of a unified campus commitment. Research supports a comprehensive approach as the most effective solution. CC is piloting a program that will provide new students with a reassessment chance and to provide access to a 12 unit schedule if new Student Success &amp; Support Program (SSSP) requirements are met.</p>
<p>Provide opportunities to more accurately prepare students prior to taking the math, English, or ESL placement tests.</p>	EOPS Manager	Develop the process by Spring 2013 and implement by Fall 2014	N/A	<p>Before legislative changes created the SSSP, the college had few incentives to engage students in these activities. Because of limited course offerings, many incoming students who were assessed could not enroll in classes, creating a significant delay between a assessment and instruction. Consequently, these students' skills regressed after assessment.</p> <p>We are launching a pilot program this summer to address assessments that place students significantly below their skill levels. Also, high schools are now encouraging their students to take a Mathematics course during their senior year.</p>	<p>After a significant delay, the college is now beginning to address this objective. Up to 300 students will be evaluated for consideration in a pilot program. An initial cohort of at least 70 students will participate in a math review with the opportunity for reassessment. Language Arts faculty anticipate developing a similar program for implementation next summer.</p>



## Cypress College Report (Cont'd)

### Campus Objective

Ensure resources are available to meet the changing instructional needs of our students.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
Complete a special programs needs assessment.	Executive Vice President	Spring 2014	\$5,000	Interpreting the intent of this objective posed a challenge to the college. Our Title V grant projects addressed known needs for academic support in Math English/Reading, and ESL. The CSFI student assessments measured non-academic support needs. However, a comprehensive, integrated support program has yet to be established.	Math Learning Center services were reconfigured and a new English Success Center was created. Services are structured around targeted interventions such as workshops and directed learning activities. The most-recent data show that participants had success rates that were 7% higher in ESL, and 20% higher in core English and math courses than non-participants.

### Campus Objective

Research the need and feasibility of teaching reading and writing skills across the curriculum and implement findings to improve student success.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
Explore the possibility of training full-time faculty to teach contextualized reading and writing across the curriculum.	Director of Institutional Research and Planning	Fall 2014	N/A	Faculty were surveyed about their perceptions of student's reading, writing, and study skills, as well as their ability to produce college-level work through a Title V Grant project. Interested faculty participated in Faculty Inquiry Groups to discuss content specific course strategies.	content area faculty was that students need better writing skills but that there was not sufficient time in their courses to work on specific skill building activities. There is general support for teaching these skills through other approaches, for example, as part of a college readiness course or summer program.



# Cypress College Report (Cont'd)

## Campus Objective

Improve the success rate of students progressing through a sequence of courses.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>Identify significant factors affecting the ability of students to succeed through a sequence of prescribed courses.</p>	<p>Language Arts Dean &amp; Science, Engineering and Math Dean</p>	<p>Spring 2014</p>	<p>N/A</p>	<p>The committee identified many such factors. These factors include content area knowledge gaps, time management and skills gaps, a lack of a support system outside of class, and a lack of access to classes.</p>	<p>To address academic skills gaps, basic skills faculty created targeted Directed Learning Activities (DLAs), which are written exercises and assessments on a particular topic, and incorporated these activities into their courses to great effect. These activities included specific reading, writing or mathematics supplemental instruction/assistance. Most-recent data show that in Spring, 305 students used a DLA in ENGL 60 and had a success rate of 83% in that course compared to 62% for non-participants. DLAs were completed by 255 MATH 20 students, with a success rate of 58% compared to 32% for non-participants.</p>



## District Strategic Direction 3

# Fullerton College Report

### Fullerton College Goal 1

Fullerton College will promote student success.

#### Campus Objective 1

Address the needs of underprepared students.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Mathematics and Computer Science Division will develop a series of boot camps or other interventions prior to the beginning of class to better prepare students for mathematics classes</i>	<i>Division faculty</i>	<i>Boot camps currently taking place, more in the process of being created</i>	<i>Program Review funds being used.</i>	<i>5 boot camps were held during the Spring and a similar number are planned for the Summer and prior to Fall semester. 15 or so students participated in each session, and a post-survey indicated that students were very supportive of the idea and found the boot camps beneficial.</i>	<i>Faculty were provided with a list of their students who participated in each camp and have been asked to comment whether they noticed improvement on tests for those students. That data will be collected and analyzed. Faculty reported that their students found the sessions very useful.</i>
<i>The Reading Department will establish Success Circles to enhance the effectiveness of the Weekly Arranged Lab Hour. Success Circle instructors will engage in interactive learning activities designed to further students' knowledge and abilities on a variety of language topics.</i>	<i>Reading Department Coordinator</i>	<i>Fall 2013-Spring 2014</i>	<i>N/A</i>	<i>Students who took advantage of the Success Circles had greater success in their language learning.</i>	<i>The Success Circles were very popular and well-attended. Success Circle attendees had Reading course success rates of 84% and 87% for Fall 2013 and Spring 2014, respectively, compared to non-attendees enrolled in the same courses at 71% and 62%.</i>



# Fullerton College Report (Cont'd)

## Fullerton College Goal 1

Fullerton College will promote student success.

### Campus Objective 2

Increase course retention and success.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The English Department will obtain curriculum approval for an accelerated developmental English course (ENGL 99) to move students more quickly to ENGL 100. More full-time and adjunct faculty will be trained in the pedagogical approach in Summer 2014.</i>	<i>English Department Acceleration Committee</i>	<i>2013-2014</i>	<i>\$12,000 for faculty training</i>	<i>Nine sections of ENGL 99 have been scheduled for Fall 2014. More sections are planned for Spring 2015 as training is completed.</i>	<i>Results of the now-completed accelerated pilot program of ENGL 59 show increased rates of success in ENGL 100 among students completing the accelerated pilot course. Of the students that enrolled in the accelerated course, 33% successfully completed English 100 within one academic year, compared to 27% of students who enrolled in non-accelerated English 59 courses. ENGL 99 data will be provided when available.</i>
<i>The Tutoring Center will implement strategies shown to increase retention and success of students utilizing services in the center</i>	<i>Academic Support Center Director Tutoring Center Coordinator</i>	<i>Ongoing</i>	<i>\$5,000</i>	<i>Higher rates of success for students who take advantage of resources available to them in the Tutoring Center</i>	<i>Data show that students who take advantage of Tutoring Center services have higher course success rates compared to students who do not use the services. For 2013-2014, the course success rates for students receiving tutoring in English 100 was 81% and in Math 40 was 53%, compared to 65% and 50% for students without tutoring.</i>
<i>The Writing Center will implement strategies shown to increase retention and success of students utilizing services, particularly underrepresented groups</i>	<i>Academic Support Center Director Writing Center Coordinator</i>	<i>Ongoing</i>	<i>\$6,500</i>	<i>Higher rates of success for students who take advantage of resources available to them in the Writing Center</i>	<i>Data show that students who take advantage of Writing Center services have higher course success rates compared to students who do not use the services. For fall 2013, the course success rate for students receiving tutoring in English 100 was 81% compared to 66% for students that did not utilize the services in the Writing Center.</i>





## Fullerton College Report (Cont'd)

### Fullerton College Goal 1

Fullerton College will promote student success.

#### Campus Objective 3

Increase the number of degrees and certificates awarded.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Mathematics and Computer Science Division will offer MATH 043 (Intermediate Algebra for Statistics and Liberal Arts) as an alternative course for non-STEM majors to satisfy area B2 on the FC GEN ED pattern.</i>	<i>Division faculty</i>	<i>Course first offered Spring 2014</i>	<i>N/A</i>	<i>The course was offered for the first time in Spring 2014. Approx. 200 students enrolled in 6 sections.</i>	<i>Course grades show that the success rate in MATH 043 was 59% versus 47% in the traditional MATH 040.</i>

### Fullerton College Goal 2

Fullerton College will reduce the achievement gap.

#### Campus Objective 1

Address the needs of English language learners.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The ESL Department will establish Success Circles to enhance the effectiveness of the Weekly Arranged Lab Hour. Success Circle instructors will engage in interactive learning activities designed to further students' knowledge and abilities on a variety of language topics.</i>	<i>ESL Department Coordinator</i>	<i>Fall 2013-Spring 2014</i>	<i>N/A</i>	<i>Students who took advantage of the Success Circles had greater success in their language learning.</i>	<i>The Success Circles were very popular and well-attended. Success Circle attendees had ESL course success rates of 92% and 86% for Fall 2013 and Spring 2014, respectively, compared to non-attendees enrolled in the same courses at 72% and 67%.</i>





## District Strategic Direction 3

# School of Continuing Education Report

### Campus Objective

Improve the rates of student transition in basic skills from noncredit to credit.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Identify and implement partnership opportunities and strategies for strengthening noncredit-to-credit transitional pathways in basic skills, English as a second language (ESL), and career technical education (Building Connections: NOCCCD Innovation Fund Project)</p>	<p>Dean, Cypress Center; Building Connections Workgroup</p>	<p>June 2014</p>	<p>\$2,748</p>	<ul style="list-style-type: none"> <li>- Develop and host the District-wide Building Connections Forum introducing noncredit programs and services as well as establishing discipline-based inter-District faculty groups to explore effective transitional strategies.</li> <li>- Establish a District Argos report as a data collection tool to evaluate effectiveness of developed transitional strategies.</li> <li>- Make strategic curriculum and instructional delivery changes with the goal of strengthening academic rigor of noncredit courses.</li> <li>- Pilot college intake services for identified cohorts of SCE ESL Program students.</li> </ul>	<p>Effectiveness evaluation criteria:</p> <ul style="list-style-type: none"> <li>- District awareness of the barriers experienced by noncredit students when transitioning to credit.</li> <li>- Developed and applied criteria to evaluate effectiveness of the implemented transitional strategies.</li> <li>- Changes in instructional and student service practices leading to increased numbers of SCE students transitioning to credit programs.</li> </ul>

# School of Continuing Education Report (Cont'd)

## Campus Objective (Cont'd)

Improve the rates of student transition in basic skills from noncredit to credit.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
Participate in the Building Connections Forum. Discuss and develop strategies with colleagues from CC and FC to facilitate student transition from noncredit to credit CTE Programs.	Manager, CTE Programs	May 2014	Staff time	Presented at CC Workforce Preparation Committee Meeting and FC Early Childhood Advisory Committee Meeting. Ongoing work continues.	Initial meetings between CTE representatives from SCE and the colleges were effective in advancing collaborative efforts and the development of strategies to facilitate student transition from noncredit to credit. For example, Cypress College and SCE began discussion on designing a noncredit funeral assistant program to align with the credit mortuary science program. Building Connections workgroup to discuss and evaluate future strategies.
Host college tours and seminars aimed at successfully transitioning students to college and the workforce.	Adult College and Career Transitions Program Coordinator	2013/14 Academic Year	Staff time	Tours were conducted at CC and FC for SCE students working toward transition from noncredit to credit.	Transition from noncredit to credit to be evaluated on an annual basis, through planning and SCE's Annual Institutional Effectiveness Report.
Establish and coordinate AB 86 Adult Education Regional Consortia planning effort to include NOCCCD colleges and local K12 school districts (AUHSD, FJUHSD, PYLUSD).	AB 86 Regional Consortium Professional Expert; SCE Provost; Dean, Cypress Center	June 2015	Staff time \$409,132 Planning grant awarded to North Orange County Consortium	Develop strategies to improve pathways of adult education students to college. Identify noncredit and adult education programs and services currently in place, evaluate the regional needs, and develop a comprehensive plan to meet the needs, including alignment of pathways from noncredit to credit.	AB 86 Report including qualitative and quantitative analysis to be compiled and submitted to California Community College's Chancellor's Office.
Through District-wide planning, work to update AP 5055 Enrollment Priorities to include priority registration for SCE Career Development and College Preparation (CDCP) students transitioning from SCE to the credit colleges.	District Consultation Council – SCE Representatives	October 2013	Staff time	AP 5055 was revised to include a priority for SCE transition students.	Transition from noncredit to credit to be evaluated on an annual basis, through planning and SCE's Annual Institutional Effectiveness Report.





## 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.**

District Objective 4.1: NOCCCD will implement, evaluate, and revise the district-wide integrated planning model.

District Objective 4.2: NOCCCD will implement, evaluate, and revise decision-making processes to ensure that these processes are collaborative and transparent.

## District Strategic Direction 4

### District-Wide Report

#### District Objective 4.1

NOCCCD will implement, evaluate, and revise the District-wide integrated planning model.

<b>Action Plan for District Objective 4.1a Annual NOCCCD District-wide Satisfaction Survey</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
4.1a.1. Develop the content and timeline for an annual NOCCCD District-wide Satisfaction Survey to assess satisfaction with District-wide communication and District Services (Note: This survey will be expanded in 2015 and 2018 to include assessment of District-level planning processes and District-level decision-making processes.)	District Consultation Council in collaboration with District Director of Public and Governmental Affairs and campus Institutional Research Directors	January 2014	-0-	Completed. Survey included assessment of District-level planning and decision-making.	N/A
4.1a.2. Distribute the NOCCCD District-wide Satisfaction Survey	District Director of Public and Governmental Affairs	April 2014		Completed. Survey conducted in April 2014.	N/A
4.1a.3. - Analyze results of the NOCCCD District-wide Satisfaction Survey - Report results to District Consultation Council - Distribute results to District Services Committee	District Director of Public and Governmental Affairs	June 2014 & September 2014		Results will be presented to District Consultation Council and District Services Committee in September 2014	N/A
4.1b.1. Develop the template for an annual Progress Report that will document progress on District Strategic Directions and District Objectives	Institutional Effectiveness Coordinating Council and District Director of Public and Governmental Affairs	February 2013	-0-	Completed	N/A

## District-Wide Report (Cont'd)

### District Objective 4.1 (Cont'd)

NOCCCD will implement, evaluate, and revise the District-wide integrated planning model.

<b>Action Plan for District Objective 4.1a Annual NOCCCD District-wide Satisfaction Survey</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
4.1b.1. Develop the template for an annual Progress Report that will document progress on District Strategic Directions and District Objectives	Institutional Effectiveness Coordinating Council and District Director of Public and Governmental Affairs	February 2013	-0-	Completed	N/A
4.1b.2. – Request two reports: (1) from responsible parties identified in the District-wide Strategic Plan to report progress on the Action Plans and (2) from campuses to report and evaluate the outcomes of activities undertaken to contribute to achievement of the District Strategic Directions	Institutional Effectiveness Coordinating Council	May 2014	-0-	Completed June 2014	N/A
4.1b.3. Draft the Spring 2013 (2014) Progress Report on District-wide Strategic Plan 2012–2014	District Director of Public and Governmental Affairs	June 2014	-0-	Completed July 2014	N/A
4.1b.4. - Present the draft Spring 2013 (2014) Progress Report on District-wide Strategic Plan 2012–2014 to District Consultation Council and the Board for review and comment - Incorporate changes as warranted	District Director of Public and Governmental Affairs	July 2014	-0-	To be presented to District Consultation Council and Board of Trustees Fall 2014	N/A
4.1b.5. Distribute the Spring 2013 (2014) Progress Report on the District-wide Strategic Plan 2012–2014	Chancellor	August 2014		To be completed Fall 2014	N/A

## District Strategic Direction 4

### District-Wide Report

#### District Objective 4.2

NOCCCD will implement, evaluate, and revise decision-making processes to ensure that these processes are collaborative and transparent.

<b>Action Plan for District Objective 4.2a Training for Council Members</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
4.2a.1. Develop the content for training the members of District Councils on the operating agreements that are to be followed in District Councils including (i) the responsibilities of council members to share information from District Councils meetings with constituents and (ii) the importance of posting agendas and minutes online	District Consultation Council	June 2012	-0-	Completed 2013	N/A
4.2a.2. - Add to the training template any council-specific operating agreements - Lead training on council operating agreements	Chairs of the District Councils - District Consultation Council - Council on Budget & Facilities - District Curriculum Coordinating Committee - Institutional Effectiveness Coordinating Council - Technology Coordinating Council September 2012 September 2013	September 2012 September 2013	-0-	Completed	N/A



## District-Wide Report (Cont'd)

### District Objective 4.2 (Cont'd)

NOCCCD will implement, evaluate, and revise decision-making processes to ensure that these processes are collaborative and transparent.

<b>Action Plan for District Objective 4.2a Training for Council Members</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
4.2b.1. Develop a system to ensure the decision-making processes regarding potential shifting, duplication, or articulation of all District programs, curriculum or services are collaborative and transparent and that there is dialogue with all district entities that may be impacted	District Consultation Council	June 2012	-0-	Completed; incorporated as part of training; see 4.2a.1	N/A
4.2b.2. Implement the system described above	District Consultation Council	August 2012	-0-	Completed; incorporated as part of training; see 4.2a.1	N/A
4.2b.3. Include questions about the effectiveness of the revised system for communication in the NOCCCD District-wide Satisfaction Survey (see Action Step 4.1a.1.)	District Director of Public and Governmental Affairs	January 2013 January 2014		Completed	N/A
4.2b.4. Report survey results to District Consultation Council (see Action Plan 4.1a.3.)	District Consultation Council	June 2014	-0-	To be distributed in September 2014	N/A
4.2b.5. Facilitate discussion of the feedback on the effectiveness of the revised system for communication and revisions to the communication strategies as warranted	Chancellor	September 2014	-0-	To be completed in September 2014	N/A



## District Strategic Direction 4

# Cypress College Report

### Campus Objective

Evaluate effectiveness of college functional plans on a regular basis and establish a link between them and planning and budget.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p><i>Develop and implement a framework to evaluate effectiveness of all individual college functional plans</i></p>	<p><i>Research Analyst</i></p>	<p><i>Develop the process by Spring 2012 and implement beginning Fall 2012</i></p>		<p><i>Development of a framework to evaluate effectiveness of all individual college plans was accomplished in Spring 2012. The framework identifies the main deliverables of the plan during the time-period and provides a summary of its completion stage. Although the template was developed and distributed to the entire campus, implementation of the template and its use by the planning committees were not uniform. Some planning committees such as Basic Skills and Technology used the template to evaluate their plans, while many others did not engage in any such evaluation.</i></p>	<p><i>Reasons for non-implementation are not known at this time. A concerted effort needs to be made to make sure that implementation is complete and across all plans.</i></p>



# Cypress College Report (Cont'd)

## Campus Objective (Cont'd)

Evaluate effectiveness of college functional plans on a regular basis and establish a link between them and planning and budget.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p><i>Allocate funding to plans based on demonstrated results.</i></p>	<p><i>Research Analyst</i></p>	<p><i>Develop the process by Spring 2012 and implement beginning Fall 2012</i></p>		<p><i>This objective needs modification – although planning and funding are linked via the funding request instrument, it is extremely difficult to allocate funding based on demonstrated results. Nearly 90% of the funding of the District is tied to salary and benefits; other mandatory costs such as maintenance and operation, insurance, overall operating expenses takes a large part of the remaining funds. Only discretionary money is used for emergency funding and one-time funding requests. Both of these processes recognize alignment of the initiative with strategic/functional/ master plans.</i></p>	<p><i>The connection between funding and demonstrated results can always be improved. The College reviews its funding process on an annual basis to make sure that the process takes into account the latest information available.</i></p>

# Cypress College Report (Cont'd)

## Campus Objective

Create an organizational structure and practice that maximizes shared-governance and a sense of ownership of the decision-making process within Cypress College community.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Develop a specific protocol that identifies individuals, committees, etc. responsible for dissemination of information and define the appropriate methods.</p>	<p>Dean of CTE &amp; Dean of Business and CIS</p>	<p>Fall 2013</p>	<p>N/A</p>	<p>The Strategic Direction 4 Committee obtained the most-current list of Shared-Governance Committees and a statement of the purpose, special rules and guidelines followed by each committee, and constituency composition of the committee. It also developed a SHARED GOVERNANCE at CYPRESS COLLEGE organizational chart, as a visual representation of the information-sharing that should occur throughout the campus community, emphasizing the two-way communication expectation.</p>	<p>After conducting this research, the Direction 4 Committee developed a draft Process Statement as a starting point for a complete protocol. The committee noted that a wider participation from the shared-governance groups would have contributed more fully in its development.</p> <p>The process of improvement of information dissemination is ongoing. However, the emphasis upon constituent representative responsibilities to inform their representative bodies and to provide appropriate feedback to the controlling body is now an integral part of orientation discussions for all of our participatory governance bodies. Members of these bodies are now informed of expectations regarding dissemination of information.</p>

# Cypress College Report (Cont'd)

## Campus Objective

Formalize emergency preparedness processes to promote a culture of safety.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Provide emergency preparation trainings/workshops for all employees.</p>	<p>Campus Safety Director</p>	<p>Spring 2014</p>	<p>N/A</p>	<p>A list of emergency preparedness courses was established for Floor Marshals, Building Marshals, faculty and staff, the list is not conclusive, but a list of recommendations. The goal of the training is to improve emergency management competencies for all CC employees. The modules consist of awareness, performance, management and planning level courses. Between October of 2012 and 2013, 326 Cypress College employees participated in emergency preparedness training and staff conducted two classes for Building and Floor Marshals for 27 employees. Staff conducted 5 Stryker Chair training classes in 2012 and 19 participated. In 2013, 80 employees participated in the workshop: Active Shooter on Campus Police and Fire Authority Response. In 2013, staff conducted a Building and Floor Marshal course and 19 employees participated. Staff conducted two Stryker Chair training classes in 2013 and 12 employees participated. In 2013, 71 employees on the Leadership team participated in a threat assessment workshop.</p>	<p>Participation rates for our emergency training activities has increased significantly, as has awareness of the importance for all College employees to be prepared. Participation is 100% when our emergency drills are conducted. These occur at least once a semester and include activities such as the Great Shakeout and Active Shooter scenarios.</p>



## Cypress College Report (Cont'd)

### Campus Objective (Cont'd)

Formalize emergency preparedness processes to promote a culture of safety.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Offer a training workshop to deal with disruptive, threatening, and/or difficult students.</p>	<p>Campus Safety Director</p>	<p>Ongoing</p>	<p>N/A</p>	<p>A campus Threat Assessment Planning Team convened in November of 2013. The team was responsible for developing a 10 minute video along with a model and resource guide for threat assessment that centralizes information concerning laws and policies that protect the District, staff/faculty, and students. The purpose of the model and the guide is to communicate to all campus constituents the shared responsibility of campus safety and the appropriate protocol and resources.</p>	<p>Participants in such activities assess the importance and value of the information provided at the conclusion of each session. These evaluations indicate a significant level of satisfaction with the training.</p>



## District Strategic Direction 4

# Fullerton College Report

Fullerton College supported District Strategic Direction 4 by doing the following:

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>FC will hold planning meetings, to identify strengths and weaknesses in the planning process and complete a gap analysis determining strategic objectives, current standings, deficiencies, and action plans</i>	<i>Vice President, Student Services  Director of Institutional Research and Planning</i>	<i>August 20, 2013 January 22, 2014</i>	<i>N/A</i>	<i>Gap analysis identified proposed changes to the FC integrated planning process, planning process became more transparent, data was gathered to inform ACCJC mid-term report.</i>	<i>Surveys from participants indicated a high level of satisfaction with August 2013 meeting and less satisfaction with January 2014 meeting. Future meetings will more closely follow the August format.</i>
<i>The 2013-14 academic year will be the planning year for the program review committee</i>	<i>Program Review Committee</i>	<i>May 2014</i>	<i>N/A</i>	<i>Templates for instructional, student services, and administrative area for program review were enhanced; readers' report templates were modified; and handbook for the program review process was completed.</i>	<i>As instructional areas complete the mixed-methods program review in Fall 2014, there will be a clearer understanding of what is requested and there will be a more transparent connection to College goals and objectives.</i>
<i>To enhance the evaluation of the institutional effectiveness of the college's integrated planning processes the IREC will complete a systematic assessment of the Fullerton College planning process</i>	<i>Institutional Research and Effectiveness Committee</i>	<i>May 2015</i>	<i>N/A</i>	<i>Surveys, focus groups, and analysis of results have been completed for Program review process, Student Learning Outcome and Assessment process, as well as the effectiveness of the Deans' Council, the Faculty Senate and the President's Advisory Council.</i>	<i>Committees responsible for processes or committees evaluated have been given results of IREC studies allowing changes to practices identified as needing improvement.  Committees will review IREC findings during 2014-15 year to improve individual processes and enhance overall planning.</i>





## Fullerton College Report (Cont'd)

Fullerton College supported District Strategic Direction 4 by doing the following:

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p><i>The Basic Skills annual report will be developed with input from the basic skills committee. The report for 2014-15 will also be developed in conjunction with the SSSP and Student Equity reports</i></p>	<p><i>Basic Skills Director</i></p>	<p><i>October 2014</i></p>	<p><i>N/A</i></p>	<p><i>A transparent and comprehensive plan is being developed.</i></p>	<p><i>The plan will be reviewed in fall 2014 by the Statewide BSI Coordinator who works through the State Chancellor's office.</i></p>
<p><i>The Planning and Budget Steering Committee will proactively collaborate on strategic funding allocation and funding issues. The goal is to have a planning guide that explains the budgeting process in a proactive, transparent and participatory manner.</i></p>	<p><i>Planning and Budget Steering Committee</i></p>	<p><i>May 2014</i></p>	<p><i>N/A</i></p>	<p><i>The Planning and Budget Steering Committee has demonstrated collaboration in a proactive manner on several allocation and funding issues guided by the Fullerton College Integrated Planning Manual.</i></p>	<p><i>Efforts related to this action plan are considered effective based on work completed by the Planning and Budget Steering Committee as supported by key recommendations made to the President's Advisory Council.</i></p>

## District Strategic Direction 4

# School of Continuing Education Report

### Campus Objective

Utilize information obtained through school-wide planning and assessment as a basis for resource prioritization and allocation.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Add student leaders to serve on the Provost's Cabinet and Budget Committee to gather student perspective and feedback and as an outcome of the SCE Strategic Plan and Accreditation Action Plan.</i>	<i>Provost; Manager of Administrative Services</i>	<i>September 2013</i>	<i>Staff time</i>	<i>Two students were selected for the 2013/14 academic year. For 2014/15, this opportunity will be expanded to a total of four students.</i>	<i>Evaluated and discussed at Provost's Cabinet and Budget Committees. Student representatives regularly attended the Provost's Cabinet and Budget Committee meetings in 2013/14 bringing a student perspective to these shared governance committee. Each student contributed valuable feedback at these meetings, which included strategic planning.</i>
<i>Allocate new resources for professional and staff development.</i>	<i>Budget Committee; Professional/Staff Development Committee</i>	<i>2013/14 Academic Year</i>	<i>\$10,000</i>	<i>An initial allocation of \$10,000 was made to support professional and staff development. In addition, SCE secured additional resources from District-wide staff development funds and other grants.</i>	<i>With the new allocation, SCE has been able to send employees to various conferences and workshops, including the Chief Information Systems Officers Association annual conference, the California Association for Postsecondary Education and Disability annual conference, and Autism Spectrum Disorder workshops. In all, the new funds provided more opportunities for SCE employees to collaborate with other industry professionals and share best practices within their given discipline to better serve students. Evaluated and discussed by the SCE Provost's Cabinet, Professional/Staff Development Committee, and Budget Committee.</i>

# School of Continuing Education Report (Cont'd)

## Campus Objective (Cont'd)

Utilize information obtained through school-wide planning and assessment as a basis for resource prioritization and allocation.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
Conduct annual strategic planning events that will include work in support of school wide Action Plan, WASC accreditation, and long-term strategic planning.	Accreditation Chair; Provost's Office	February 2014	Staff time	Work completed at the event led to noted progress on the SCE Action Plan and content for accreditation midterm progress report.	The Provost's Cabinet reviewed action items submitted by strategic planning event participants for inclusion in the SCE Action Plan and accreditation midterm progress report submitted to WASC. Progress on school wide Action Plan to be reviewed annually the Provost Cabinet.
Establish formal annual fiscal planning processes linked to strategic planning.	Budget Committee	June 2014	Staff time	Budget Committee established budget guidelines for resource planning and allocation as well as processes to evaluate and prioritize position needs for faculty, staff and management positions	Budget Committee to review annually. First staffing prioritization process launched in 2014 Fall Term resulting in recommendation to fill priority classified staff and management positions in 2014/15.
Evaluate and expand community services/ tuition offerings by the Lifeskills Education Advancement Program (LEAP) with emphasis on meeting community lifespan needs.	LEAP Manager	June 2016	Staff time	- Several new courses have been developed for adults as well as kids and teens. - Strengthening relationships with CC and FC; partnering with CC court reporting, FC/ CC music departments, and FC/CC athletic departments to facilitate community service offerings through SCE	Annual evaluation of community services enrollments, revenues, and expenses will be conducted. In 2013/14, collaborative efforts with sister colleges facilitated the creation of new courses for teens and skill-building courses for students enrolled in the Cypress College Court Reporting Program.
Develop a plan of allocating AB86 funds to the members of the North Orange County Regional Consortium.	AB86 Executive Committee	October 2014	Staff time	AB86 regional consortium members will have access to the process of receiving funds to plan projects aiming to improve adult education in the region.	By March 2015, the North Orange County Regional Consortium will present a plan of improving adult education services in the region.





# District Strategic Direction 5

**The District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.**

District Objective 5.1: NOCCCD will convene educational summits of K-16 leaders in the district to develop and implement strategies to increase partnerships that would enhance student success.

District Objective 5.2: NOCCCD will implement, evaluate, and revise decision-making processes to ensure that these processes are collaborative and transparent.



## District Strategic Direction 5

### District-Wide Report

#### District Objective 5.1

NOCCCD will convene educational summits of K-16 leaders in the District to develop and implement strategies to increase partnerships that would enhance student success.

<b>Action Plan for District Objective 5.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>5.1.1. -Develop a plan to host K-16 summit(s) in 2012-2013 including the participants to be invited, date, location, and agenda items</p> <ul style="list-style-type: none"> <li>- Send a "save the date" announcement to the identified participants</li> <li>- Review the plan with Chancellor's Staff and revise based on feedback</li> <li>- Review the plan with District Consultation Council and revise based on feedback</li> <li>- Invite participants to fall 2012 summit</li> </ul>	<p>District Director of Public and Governmental Affairs in collaboration with the campus CEOs or their designees</p>	<p>Save-the-date announcement: June 2012</p> <p>Complete plan for event: September 2012</p> <p>Invitations: September 2012</p>	-0-	Completed 2012	N/A
<p>5.1.2. - Host K-16 summit(s)</p> <ul style="list-style-type: none"> <li>-Ask participants to evaluate the summits</li> </ul>	Chancellor	No later than December 15, 2012	To be determined	Completed 2012	N/A
<p>5.1.3. - Use the feedback gained at the summit to prepare an evaluation of the summit and a recommendation regarding future educational summits</p> <ul style="list-style-type: none"> <li>- Develop strategies to evaluate whether the summit resulted in an increase in partnerships</li> </ul>	<p>District Director of Public and Governmental Affairs in collaboration with the campus CEOs or their designees</p>	January 2013	-0-	Completed 2013	N/A



## District-Wide Report (Cont'd)

### District Objective 5.1 (Cont'd)

NOCCCD will convene educational summits of K-16 leaders in the District to develop and implement strategies to increase partnerships that would enhance student success.

<b>Action Plan for District Objective 5.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>5.1.4. - Review the evaluation of the summit and the recommendation regarding future educational summits with Chancellor's Staff</p> <p>- Review the evaluation of the summit and the recommendation regarding future educational summits with District Consultation Council</p>	District Director of Public and Governmental Affairs	March 2013	-0-	Completed 2013	N/A
<p>5.1.5. Implement the agreed-upon plan regarding future educational summits</p> <p>- Evaluate whether the summit(s) increased partnerships</p>	District Director of Public and Governmental Affairs	To be determined	To be determined	Completed 2013	N/A





# District Strategic Direction 5

## District-Wide Report

### District Objective 5.2

NOCCCD will convene a business/industry summits for business and civic leaders to develop and implement strategies to increase partnerships between the campuses and local business and civic organizations.

<b>Action Plan for District Objective 5.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p>5.2.1. -Develop a plan to host a business/ industry summit including the participants to be invited, date, location, and agenda items</p> <ul style="list-style-type: none"> <li>- Send a "save the date" announcement to the identified participants</li> <li>- Review the plan with Chancellor's Staff and revise based on feedback</li> <li>- Review the plan with District Consultation Council and revise based on feedback</li> <li>- Invite participants to spring 2013 summit</li> </ul>	<p>District Director of Public and Governmental Affairs in collaboration with CEOs or their designees</p>	<p>Save-the-date announcement: January 2013</p> <p>Complete plan for event: February 2013</p> <p>Invitations: February 2013</p>	<p>-0-</p>	<p>The committee convened for the Summit decided not to hold the event. Instead, the committee suggested that the Chancellor meet with select local businesses on a one-on-one basis. As of July 2014, four meetings have been held, with another three being scheduled. The Chancellor will continue to identify appropriate local businesses, with the intention of creating an on-going Chancellor's Corporate Council.</p>	<p>N/A</p>
<p>5.2.2. - Host the business/industry summit</p> <ul style="list-style-type: none"> <li>- Ask participants to evaluate the event</li> </ul>	<p>Chancellor</p>	<p>No later than June 2013</p>	<p>To be determined</p>	<p>N/A</p>	<p>N/A</p>



## District-Wide Report (Cont'd)

### District Objective 5.2 (Cont'd)

NOCCCD will convene a business/industry summits for business and civic leaders to develop and implement strategies to increase partnerships between the campuses and local business and civic organizations.

<b>Action Plan for District Objective 5.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
5.2.3. - Use the feedback gained at the spring summit to prepare an evaluation of the summit and a recommendation regarding future business/industry summits - Develop strategies to evaluate whether the summit resulted in an increase in partnerships	Collaboration of District Director of Public and Governmental Affairs in collaboration with the campus CEOs or their designees	August 2013	-0-	N/A	N/A
5.2.4. - Review the evaluation of the summit and the recommendation regarding future business/industry summits with Chancellor's Staff - Review the evaluation of the summit and the recommendation regarding future business/industry summits with District Consultation Council	Collaboration of District Director of Public and Governmental Affairs in collaboration with the campus CEOs or their designees	September 2013	-0-	N/A	N/A
5.2.5. - Implement the agreed-upon plan regarding future business/industry summits and - Evaluate whether the summit(s) increased partnerships	Collaboration of District Director of Public and Governmental Affairs	To be determined		N/A	N/A

# District Strategic Direction 5

## Cypress College Report

### Campus Objective

Evaluate effectiveness of college functional plans on a regular basis and establish a link between them and planning and budget.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Develop a plan with high schools to address problem areas related to basic skills</i>	<i>Dean of Language Arts &amp; Dean of Science, Engineering and Math</i>	<i>Fall 2013</i>	<i>N/A</i>	<i>A partnership was established between CC and AUHSD to align curriculum, with goal of improving incoming student performance.</i>	<i>Solid steps have been taken, but success will depend on ongoing follow-through and the results attained related to incoming high school student performance</i>
<i>Identify focused areas for effective collaboration with K-12 schools.</i>	<i>Dean of Language Arts &amp; Dean of Science, Engineering and Math</i>	<i>Fall 2012</i>	<i>N/A</i>	<i>CC and Savannah HS are aligning Math and Language programs. The goal is for HS Seniors to achieve proficiency at MATH 40, ENGL 60 and ESL 186 levels, enabling them to start in MATH 100 and ENGL 100 in their first semester. CC is also allocating 300 slots this summer for AUHSD graduates to refresh their math skills and retest for higher placement in the math basic skills sequence.</i>	<i>Progress has been slow due to inadequate follow-up and the absence of a timeline to drive the project.</i>



## Cypress College Report (Cont'd)

### Campus Objective

Strengthen collaboration with SCE.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p><i>Develop seamless transition between SCE and Cypress College</i></p>	<p><i>Executive Vice President and Dean of Counseling</i></p>	<p><i>Fall 2014</i></p>	<p><i>N/A</i></p>	<p><i>Collaboration between SCE and CC to facilitate completion of lower-level basic skill math coursework has been successful. Students placing into MATH 10 or 15 are given the non-credit option of a guaranteed return to the College upon the successful completion of non-credit coursework. To date, 184 students have taken advantage of this opportunity. In the first cohort, SCE students had higher success rates in CC's Math 20 than native CC students. This collaboration has continued into the 2013-2014 academic year; however, subsequent data have been mixed.</i></p>	<p><i>Although cohorts are still small, results are positive and warrant continuation. The data indicate that the SCE to Cypress College pathway can result in higher subsequent student success. Serious consideration should be given to the expansion of this type of collaboration into the other basic skills disciplines.</i></p>

# Cypress College Report (Cont'd)

## Campus Objective

Strengthen collaboration with 4-year universities.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Improve transfer articulation and pathway with 4-year universities</i>	<i>Executive Vice President and Dean of Counseling</i>	<i>Fall 2014</i>	<i>N/A</i>	<i>Of tremendous significance the previous two years has been the development of associate degrees for transfer (AA-T, AS-T). CC has developed 19 AA-T degrees, 17 of which have been approved by the Chancellor's office. CC also reached transfer agreements with Arizona State University and Hope International University.</i>	<i>The outcomes here have been positive, and the progress significant. There are 24 total pathways, meaning Cypress College has already developed degrees in 80% of the areas possible. The establishment of AA-T degrees and transfer agreements with 4-year colleges and universities provides direct pathways to transfer students. As these agreements were established in 2013-14, the measure of effectiveness will be conducted in 2014-15 and beyond. Transfer agreements should continue to be developed with public and private 4-year colleges and universities.</i>

## Campus Objective

Strengthen community relationships by fostering mutually beneficial partnerships.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Work with campus vocational program advisory committees to develop and enhance partnerships with Cypress College</i>	<i>Foundation Director</i>	<i>Fall 2013</i>		<i>CC has an excellent system for meeting and interacting with more than 20 advisory committees across CTE, Health Science and the Business Divisions. Numerous partnerships have resulted; those in the Health Sciences are particularly strong.</i>	<i>Cypress College's advisory committees are effective vehicles for connecting and collaborating with local businesses. Little change is needed, except to perhaps draw advisory members even more closely into activities at the college.</i>

# District Strategic Direction 5

## Fullerton College Report

### Fullerton College Goal 3

Fullerton College will strengthen connections with the community.

### Campus Objective 2

Strengthen partnerships with local feeder high schools and universities.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Collaborate with neighboring high schools and ROPs to facilitate Career Pathways from secondary to post-secondary institutions in CTE programs.</i>	<i>Division faculty in areas identified as having related high school/ROP programs with support from the Dean and campus articulation coordinator.</i>	<i>These activities are ongoing and span fiscal and instructional calendars and cycles.</i>	<i>Activities/support of articulation coordinator will be funded through Perkins allocations.</i>	<i>Articulation evaluation and document preparation "events" were coordinated and attended by faculty representing programs in the Technology &amp; Engineering Division.</i>	<i>Articulation agreements were signed for work in Automotive, Television, CAD, Construction, Engineering, Fashion, Interior Design, Printing, and Welding.</i>
<i>The English Department will develop stronger collaboration with area high school English instructors.</i>	<i>Humanities Division Dean and English Department Coordinator</i>	<i>Spring 2014; Spring 2015 for student outcomes.</i>	<i>\$1,000</i>	<i>More area high school students will meet the prerequisite for transfer level freshman composition before entering college.</i>	<i>The English Department met with English faculty on November 1, 2013, and on May 6, 2014 to collaborate on the high school senior Expository Reading and Writing Course. Participants agreed to continue collaboration into the 2014-15 academic year. Student outcome data will be available Spring 2015.</i>

# Fullerton College Report (Cont'd)

## Fullerton College Goal 3 (Cont'd)

Fullerton College will strengthen connections with the community.

### Campus Objective 2 (Cont'd)

Strengthen partnerships with local feeder high schools and universities.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>The Business/CIS division will continue to facilitate articulation meetings between CTE program faculty and area high school technical programs.</i>	<i>CTE Articulation Coordinator and division dean.</i>	<i>2013-2014</i>	<i>N/A</i>	<i>Existing articulation agreements renewed annually with expansion in number of courses with negotiated agreements.</i>	<i>Articulation agreements were signed for work in Accounting, Business, and CIS subjects.</i>
<i>EOPS will provide early outreach awareness to 13 feeder High Schools, the School of Continuing Education, and the community to ensure successful student transition and knowledge of the matriculation process by recruiting potential EOPS students to enroll them in Counseling 50 or Step Ahead classes at Fullerton College.</i>	<i>EOPS Faculty and Staff</i>	<i>Spring 2013-Fall 2015 Assess and process data generated at the end of each semester through surveys.</i>	<i>N/A</i>	<i>Students transitioned successfully and acquired an understanding of the matriculation process when enrolled in Counseling 50 or Step Ahead courses.</i>	<i>A survey was presented to students at the end of Counseling 50 and Step Ahead Courses that identified how many EOPS students enrolled in the Coun 50 and Step Ahead courses. Results of this survey will be available in the fall.</i>



# District Strategic Direction 5

## Fullerton College Report

### Fullerton College Goal 3

Fullerton College will strengthen connections with the community.

### Campus Objective 5

Increase engagement of the college with the community through college events, community service, and other partnerships.

<b>Action Plan for District Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Outcome</b>	<b>Implications for Next Year's Action Plan</b>
<p><i>Collaborate with the School of Continuing Education and the CACT to develop and deliver grants specifically aimed at military veterans, advanced manufacturing, and high wage, high demand occupations.</i></p>	<p><i>Division faculty in areas identified under the advanced manufacturing cluster with support from the Dean and CACT staff.</i></p>	<p><i>These activities are ongoing and span fiscal and instructional calendars and cycles.</i></p>	<p><i>Activities will be supported through grant allocations and matched in kind by general fund distributions</i></p>	<p><i>The Manufacturing and Printing Technology programs at Fullerton College continues to work jointly with the CACT to train veterans in high wage, high demand occupations.</i></p>	<p><i>Thirty-two military veterans received accelerated instruction in Flexography, Welding, and CNC Machining during the 2013-14 academic year.</i></p>

## District Strategic Direction 5

# School of Continuing Education Report

### Campus Objective

Develop and strengthen relationships with educational, civic and industry partners to support student pathways related to academic, career and life transition.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Partner with Orange County Communities Organized for Responsible Development (OCCORD) to offer Citizenship Fairs and coordinate logistics including use of NOCCCD facilities</i>	<i>SCE ESL Program; OCCORD</i>	<i>2013/14 Academic Year; Ongoing</i>	<i>Staff time \$3,500</i>	<i>The SCE ESL Program has hosted three fairs at the Anaheim Campus, assisting a total of 950 community members with citizenship process and services.</i>	<i>Total number of participants served (over 250% increase from first to last fair) and overall feedback from OCCORD has been positive in terms of customer satisfaction and level of commitment from NOCCCD staff.</i>
<i>Participate in the Anaheim Collaborative Initiative.</i>	<i>Manager, CTE Programs; Manager, Basic Skills/HSDP; Manager, ESL Program; SCE faculty and staff</i>	<i>2013/14 Academic Year; Ongoing</i>	<i>Staff time</i>	<i>Review and align community programs of study to develop seamless educational pathways through neighboring high school, SCE noncredit and credit colleges.</i>	<i>Potential outcomes include articulation agreements, greater curriculum alignment, and opportunities for dual enrollment. Outcomes will be reported and documented as part of the AB 86 consortium reporting structure, where applicable.</i>
<i>Coordinate AB86 Adult Education Regional Consortia planning effort to include colleges and member school districts (AUHSD, FJUHSD, PYLUSD).</i>	<i>AB86 Regional Consortium Professional expert; SCE Provost; Dean, Cypress Center</i>	<i>June 2015</i>	<i>Staff time \$409,132 Planning Grant</i>	<i>Develop and strengthen relationships in place with educational institutions and community partners to develop comprehensive plan for noncredit and adult education in the North Orange County region.</i>	<i>AB86 Report including qualitative and quantitative analysis to be compiled and submitted to the CCC Chancellor's Office. Establish a program with members of the North Orange County Regional Consortium, including K-12 districts and various community resources.</i>



## School of Continuing Education Report (Cont'd)

### Campus Objective (Cont'd)

Develop and strengthen relationships with educational, civic and industry partners to support student pathways related to academic, career and life transition.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<p>Enhance collaborative partnership with the Department of Rehabilitation (DOR).</p>	<p>Director, DSPS; Special Projects Coordinator, DSPS</p>	<p>June 2017</p>	<p>\$100,000 current; additional \$119,000 requested as an augmentation for Workability III grant.</p>	<p>SCE, CC, and FC students with disabilities will receive employment support to obtain jobs in the community.</p>	<p>Increase in the number of students earning meaningful employment upon transition from NOCCCD. Outcomes are reported to DOR through quarterly reports that document number of students who receive job development services and placement. In 2013/14, contract goals were exceeded by more than double. For example, the placement goal was nine students, and 24 were placed.</p>
<p>Partner with Orange County Transportation Authority (OCTA).</p>	<p>Director, DSPS; Special Projects Director, DSPS</p>	<p>September 2015</p>	<p>\$175,000 provided by OCTA</p>	<p>Students with intellectual disabilities will safely utilize public transportation to get to and from work and school.</p>	<p>Increase in the number of students using independent, fixed route buses over the more costly ACCESS busses. Quarterly reports are submitted to the OCTA documenting the total number of students trained. For example, in the fourth quarter of 2013/14, 20 students received training. Since the program's inception in July 2009, 525 students received training. Potential yearly savings from students riding fixed route buses rather than ACCESS busses: \$670,599.</p>



# School of Continuing Education Report (Cont'd)

## Campus Objective (Cont'd)

Develop and strengthen relationships with educational, civic and industry partners to support student pathways related to academic, career and life transition.

<b>Action Plan for Campus Objective</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Actual Expenditures Excluding Salaries</b>	<b>Outcome</b>	<b>Evaluation of Effectiveness</b>
<i>Enhance partnership with Regional Center Orange County (RCOC).</i>	<i>Director, DSPS</i>	<i>2015</i>	<i>\$175,000 current; additional request in progress.</i>	<i>Students with intellectual disabilities will receive more inclusive education opportunities.</i>	<i>Increased independence of students with intellectual disabilities when transitioning from the SCE program through Independent Living Skills classes at SCE Wilshire and Cypress Centers. Outcomes reported to the RCOC. Request in progress for increased funding to provide services to more students.</i>
<i>Communicate the benefits of noncredit programming to legislators.</i>	<i>SCE Provost's Staff; LEAP Program; SCE managers, faculty</i>	<i>2013/14 and ongoing</i>	<i>Staff time</i>	<i>SCE partnered with District administration, Community College League of California, and Townsend Public Affairs to positively advocate to legislators the benefits of noncredit programming, and in particular, programs for parents and older adults, to ensure student access.</i>	<i>Proactive strategic meetings with key legislators led to the change in proposed policy language that would have restricted or eliminated access to noncredit classes for parents and older adults.</i>
<i>Partner with University of California, Irvine to offer workshops on the autism spectrum.</i>	<i>CTE Manager, Staff</i>	<i>2013/14</i>	<i>Staff time</i>	<i>CTE Program initiated a partnership to offer workshops on the autism spectrum. This professional development opportunity was beneficial to students training in medical, childcare, and teaching careers.</i>	<i>Pilot workshop offered as part of a workforce and economic development grant designed to prepare students for a new career. A final report was submitted to the Chancellor's Office. There were 58 students in attendance. Positive feedback was collected. The CTE Program will continue looking for funding opportunities to host more professional development workshops for students and industry partners.</i>