



District Consultation Council Meeting

April 24, 2023

2:00 p.m.

Anaheim Campus Room 105

Videoconferencing of the meeting will be available in the Cypress College President's Conference Room and the Fullerton College President's Conference Room B

AGENDA

MEETING SUMMARY

1. March 27, 2023 Summary **Action**

STRATEGIC GOALS & PLANNING

1. Educational & Facilities Master Plan Refresh **Discussion**

OPERATIONAL REVIEW

1. NOCCCD Mission, Vision, and Values **Discussion**
2. NOCCCD Decision Making Resource Manual 2022 Updates **Action**
3. NOCCCD Integrated Planning Manual 2022-23 Updates **Discussion**

POLICY

1. Revised AP 4010, Academic Calendar;
Revised AP 7230-2, Confidential Employees – Holidays; and
Revised AP 7240-2, Management Employees – Holidays **Action**

OTHER ITEMS

- 1.

DISTRICT CONSULTATION COUNCIL
March 27, 2023

SUMMARY

MEMBERS PRESENT: Jim Bunker, Byron D. Clift Breland, Damon De La Cruz, Christie Diep, Cherry Li-Bugg, Kathleen McAlister, Cynthia Olivo, Jeremy Peters, Valentina Purtell, Jeanette Rodriguez, JoAnna Schilling, Melissa Serrato, Pamela Spence, Kai Stearns, Kashu Vyas (for Fred Williams), and Annalisa Webber.

VISITORS: Pablo Arriza and Danielle Davy.

Chancellor Byron D. Clift Breland called the meeting to order at 2:07 p.m. and led a round of introductions.

MEETING SUMMARY

Summary: The summary of the February 27, 2023 meeting was approved.

STRATEGIC GOALS & PLANNING

NOCCCD Flexible (Hybrid) Work Guidelines: Chancellor Clift Breland convened a district-wide workgroup comprised of stakeholder representatives to discuss the principles and guidelines of flexible work for the District last fall. The Workgroup met three times over the course of four months, reviewed data (student success data by modality; the Education Engagement Index survey data in which students and employees expressed their preferences for different modes of work, learning and support), held robust discussions around the principles of serving students and building a flexible, responsive organization and concluded their work with their work product being the NOCCCD Flexible (Hybrid) Work Guidelines. The guidelines were presented to DCC again for review and discussion so that implementation of flexible work can occur within the guidelines.

During the discussion, Chancellor Clift Breland clarified that DCC is not expected to formally accept the guidelines, and are presented to share what the process could potentially look like and what services can be provided after contractual matters are addressed with the unions, and also thanked those who served on the workgroup. In response to a question about the forms, application, and process, Dr. Clift Breland noted that it is an on-going discussion item in order to identify how to best serve students, while allowing flexibility and the needed growth.

OPERATIONAL REVIEW

PACE Climate Survey for Community Colleges: Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology discussed the PACE survey including its purpose, content, distribution, and ideas for using results. The survey is designed by the National Initiative for Leadership and Institutional Effectiveness (NILIE) and will help the District gather employee feedback on the District's mission, leadership, decision-making, and communication as well as the racial climate of our campuses. NOCCCD administered the survey in spring 2021. With a spring 2023 administration, the results will allow for trend comparisons to review areas of growth or decline over time.

Vice Chancellor Li-Bugg provided a brief overview of the different sets of questions that comprise the PACE survey which will be open for three weeks beginning on April 4. The BELK Center will analyze the results and provide a report to the District—which will allow for trend comparison based on the 2021 results—that will be shared with governance groups in Fall 2023. She asked DCC members to encourage participation from everyone districtwide.

NOCCCD Decision Making Resource Manual 2022 Updates: DCC received a second reading of the proposed updates to the NOCCCD Decision Making Resource Manual to ensure compliance with accreditation requirements. Major updates included: 1) an updated District-wide IT governance structure is reflected in this manual including replacing Technology Coordinating Council (TCC) with District Technology Committee (DTC); 2) the deletion of several organizational groups that are no longer needed as a result of the updated IT governance structure; 3) the deletion of organizational groups that are no longer active including the District-wide Enrollment Management Advisory Committee (DEMAC); 4) updated rules regarding membership for DCC (substitutes are now permitted) and voting (procedures more clearly delineated); and 5) updating of all links, dates, names and titles where needed.

Vice Chancellor Cherry Li-Bugg also asked the group to consider if enrollment management is top of the agenda for everyone in the District, then should DEMAC not be deleted but restructured to meet the needs of the District.

During the discussion, members expressed concern with the change from a consensus majority to a 51% majority to approve items and the impact on the multiple groups with small representation on DCC who could be outvoted by larger groups. Chancellor Clift Breland sought suggestions for solutions and members noted a desire to have the percentages of members represented, offered a 60% majority, and two-thirds for approval and 75% for a super majority.

CSEA representatives requested the addition of CSEA contract language to the Manual (to be included in the appendix after being provided by CSEA) and the addition of CSEA to the listing of governance groups cited on page 13. After discussion, it was suggested that the term be changed to governance committees and consider eliminating examples because there wasn't consensus as to the meaning.

Members inquired about DEMAC, and also discussed the membership for the District Equal Employment Opportunity Advisory Committee on page 27 and noting that it did not reflect the current practice for member selection for classified, and that the focus and charge of the campus diversity committees has changed and may be outdated.

The NOCCCD Decision Making Resource Manual 2022 Updates will return to a future meeting.

POLICY

Revised AP 6250, Budget Management and Revised BP 6340, Bids and Contracts: DCC received a second reading of the proposed revisions to AP 6250, Budget Management and Revised BP 6340, Bids and Contracts. Both items were presented to DCC on February 27 and pulled from consideration at that time. Subsequent to the meeting, Vice Chancellor Fred Williams provided clarification on the applicable Title 5 Sections pertaining to AP 6250 (§58307 for sections 2.0 and 3.0 and §58308 for section 4.0) and no additional revisions to BP 6340 were deemed necessary.

There was consensus to approve BP 6340 and forward it to the Board for their consideration and approve AP 6250 and post it on the District website.

Revised BP 7240, Management Employees and Revised AP 7120-4, Management Employee Hiring: DCC reviewed a first reading of proposed revisions to BP 7240, Management Employees and Revised AP 7120-4, Management Employee Hiring as a result of suggestions made by the Board in order to ensure consistency between BP 7240, AP 7120-4, and current practice. The Board suggested that the language in section 4.2 be revised to read, “The Vice Chancellors and Presidents shall be appointed by the Chancellor with the advice and final approval of the Board of Trustees” and suggested that language in AP 7120-4, section 9.5 would also need to be revised.

Subsequent to Chancellor Cliff Breland noting that the revisions were made to clarify that the Chancellor selects, but the Board hires, **there was consensus to approve BP 7240 and forward it to the Board for their consideration and approve AP 7120-4 and post it on the District website.**

Revised BP/AP 4020, Program and Curriculum Development: DCC received a first reading on proposed revisions to BP/AP 4020, Program and Curriculum Development. In October 2021, as part of the continuous review cycle revisions, DCC requested that the District Curriculum Coordinating Committee review and provide input regarding BP/AP 4020, Program and Curriculum Development. The campus curriculum committees and the academic/faculty senates went through a detailed review and vetting process and brought their recommendations to the District Curriculum Coordinating Committee (DCCC) for review and approval last fall. DCCC, having approved the version reviewed and approved by the campuses and as a subcommittee of DCC, is bringing the BP/AP for DCC review and approval.

During the discussion, members agreed to the following revisions to AP 4020, section 7.0: revised the title to read, “Commitment to Diversity, Equity, Inclusion, Anti-Racism, and Accessibility” and revise the language to read, “...infuse an inclusive, accessible, and anti-racist perspective into the curricular offerings, and programs and curricula that include instruction from the perspective of racially minoritized, historically marginalized, and underrepresented people including individuals with disabilities.” [Emphasis added.] Subsequent to the discussion, **there was consensus to approve BP 4020 and forward it to the Board for their consideration and approve AP 4020 and post it on the District website.**

Revised AP 5070, Attendance: DCC received a first reading of proposed revisions to AP 5070, Attendance which was revised to address the changes to Title 5 regulations on student attendance accounting. The 320 Workgroup reviewed AP 5070 and recommended deleting the details on the computation of FTES for specific attendance accounting methods, and instead updating the language to reflect general compliance with the California Community College’s Chancellor’s Office and Title 5 regulations. The proposed revisions reflect the broader compliance language and clarify the positions within the District responsible for preparing, reporting, and certifying the CCFS 320 apportionment reports.

There was consensus to approve AP 5070 and post it on the District website.

ADJOURNMENT: The meeting adjourned at 3:34 p.m.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 10, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of April 24, 2023

1. AGENDA ITEM NAME

EFMP Refresh

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion	X	Action	
First Reading		Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **20 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

As we wrapped up the work on the 2021-2030 NOCCCD Educational and Facilities Master Plan in May 2020, the world was in turmoil around the significant uncertainties caused by the global pandemic. In addition to the disruptions caused by the pandemic with the need to pivot to remote teaching and learning, and to remote work, the killing of George Floyd at the hands of the police engendered a widespread racial reckoning. We therefore stated in the EFMP that we would conduct a focused assessment in two to three years' time. In 2023, on top of the factors laid out above, the significant rise in construction costs has necessitated a need to review and update our high-level space planning contained in the Facilities Master Plan. The District has reached out to the same consultants who assisted us in the drafting of the 2021-2030 EFMP and they have submitted a proposal to do the refresh work with us – see attached.

Also attached is the Steering Committee membership from 2019- 2020. As you can see, the structure of the Steering Committee is as follows:

- 1. Two faculty representative each from CC, FC, and NOCE**
- 2. Two student representatives each from CC, FC, and NOCE**
- 3. Four classified representatives, one each from CC, DS, FC and NOCE**
- 4. One Confidentials representative**
- 5. One DMA representative**

We request DCC to confirm the structure of the EFMP Refresh Committee to be aligned with the original EFMP Steering Committee and start appointing members to the Committee. The Refresh Committee should be formed and ready to go by the start of the fall 2023 semester.

5. RECOMMENDATION:

It is recommended that DCC review and discuss the EFMP refresh proposal as well as confirm the structure of the EFMP Refresh Committee.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Chancellor's Staff, District Services Committee



March 31, 2023

Ms. Cherry Li-Bugg
Vice Chancellor, Educational Services and Technology
North Orange County Community College District
1830 W Romneya Dr.
Anaheim, CA 92801

Re: Updates to the Educational and Facilities Master Plans

Dear Ms. Li-Bugg:

It was great to reconnect and discuss the potential refresh of the Educational and Facilities Master Plan for North Orange County Community College District (“NOCCCD” or the “District”). We enjoyed working with you and the District’s team on the prior planning effort. The impact of the pandemic has changed how students access education and in doing so, the ways our colleges need to engage and connect with students. You noted that the District is currently looking at a 60%/40% split between online and in-person classes and also is maintaining a flexible work policy for employees to only come in three days per week. This new education and work reality requires a revisit to the master planning document to determine the impact on space needs, use of current spaces, and the impact on future requests for spaces. This refresh is also important in determining the impacts related to state funding of projects as that is connected to available space on campus and its usage. We understand that Cambridge West Partnership has been contracted to complete a utilization analysis of academic and office spaces across the NOCCCD campuses which is to be completed in the next couple months. The Project Team’s analysis will utilize the data collected for current space usage across NOCCCD and extrapolate scenarios for future use and impacts to existing and proposed facility development.

If the other strategic drivers from the EFMP remain in place, the refresh should be focused on the demographics of NOCCCD students, the potential changes in pedagogy, the District’s population and future needs to verify if any changes are anticipated, and detailed space usage across all campuses and by programs in order to provide the necessary data to direct revised master plans for each campus. Brailsford & Dunlavey, Inc. (“B&D”) would again partner with Moore Ruble Yudell (“MRY”) to provide the holistic planning effort for the EFMP. We see that our effort for the refresh would address the following questions:

- ◆ What changes to the academic pedagogy will impact the EFMP?
- ◆ How will education be delivered in the short- and long-term?
- ◆ What changes have occurred in enrollment and demographics after the pandemic and how is that impacting overall District needs?
- ◆ What programs and spaces are experiencing higher- or lower-than-average usage?
- ◆ Have regional workforce needs changed related to the post pandemic economy?
- ◆ What barriers to education are still present in the NOCCCD community and how does that impact the master plan thinking?
- ◆ What are the current and projected physical space needs for NOCCCD?



- ◆ What campus spaces are available to be repurposed?
- ◆ How have the above changes impacted the prior EFMP and how should NOCCCD prioritize the remaining use of bond dollars?

We believe that all of these questions are necessary to answer in order for the District to proactively plan for its future serving students.

WORK PLAN

The following paragraphs reflect the B&D Team's anticipated scope of work.

- ◆ **Project Initiation and Planning / Criteria Visioning:** The Project Team will initiate the EFMP Refresh with key stakeholder meetings (the EFMP Refresh Committee) with District and College leadership to understand the key parameters and strategic outcomes of this project. The strategic drivers of the prior master plan will be reviewed to determine if they are still applicable as framework for the refresh. During this phase, the meeting schedule, committee reviews, and other milestones will be finalized and integrated into an overall schedule.
- ◆ **Demographic Analysis:** Covid has had many impacts on colleges and universities including shifts in demographics of student populations, decreased enrollment, and an increased emphasis on the value of an education given increasing costs for school and living expenses. The Project Team will work with District Institutional Research to review changes in enrollment by each campus and academic program, including non-credit programs, to understand changes in student counts. The analysis will also look at demographic factors that may have changed for populations attending NOCCCD as well as the population future enrollment. This analysis will establish the baseline population levels to be factored into future space planning.
- ◆ **Pedagogy Analysis:** One of the initial steps in the refresh and analysis is to understand the impact changes in pedagogy have had on the current delivery of education and what trends may continue in the future. As the core service provided by NOCCCD, ensuring that students are successfully receiving education is critical. The established delivery model of education has been upturned by Covid and this shift in delivery has impact on faculty, staff, students, and facilities. It is important that the Project Team understands the opportunities and challenges currently facing NOCCCD and how the Educational Master Plan must be modified to accommodate the needs of students and faculty. This analysis will include detailed meetings with stakeholders like academic senate and key faculty members along with reviewing data related to student success, faculty performance, and faculty retention. The analysis will form a base for future aspects of the Refresh so that facility needs and recommendations support the future academic needs.
- ◆ **Regional Workforce Needs Analysis Update:** The Project Team will review and update the project needs of the local workforce which connects to NOCCCD's mission and academic programs. The analysis will seek to understand if potential changes in need have a risen due to the pandemic to allow for NOCCCD to adequately shift its offerings to support future needs of the district area.



- ◆ **Student Services and Support Space Utilization Analysis:** B&D will evaluate the current usage of student life, student services, and other associated support spaces to identify space and program needs for students. As these spaces are funded differently and will not be a part of the Cambridge West Partnership utilization analysis, B&D will analyze the varied uses of these spaces across all campus locations and identify needs for the current and future populations at NOCCCD.
- ◆ **Space Needs Projection, Existing Space Reconciliation, and Sensitivity Analyses:** Data from the utilization analysis completed by Cambridge West Partnership, other consultants, and the demographic analysis will create the basis for space need projections for academic spaces as well as faculty and staff office needs. This analysis will utilize standard community college planning metrics and capacity load factors and compare the current space use to cap-loads by the state to determine areas of NOCCCD that have a demand or surplus of space through a reconciliation of existing spaces and uses. This effort will also include sensitivity analyses that connect future projections to an impact on space needs.
- ◆ **Future Space Planning / Bond Project Prioritization:** The Project Team will work with District and College leadership to prioritize space needs, space surpluses, and opportunities for space reuse. The goal of this effort is to prioritize the remaining funds available through the bond for future capital projects. This effort will establish a pathway towards the rightsizing of space needs by academic program across all the colleges. Spaces will need to be in alignment with state requirements to receive future state funding for projects and to efficiently utilize spaces across campuses. Surplus space will be analyzed to determine if reuse into other student focused areas will be of benefit to the campus, use as other program areas, or if consolidation/demolition is required. Potential phasing plans will be developed.
- ◆ **Master Plan Concept Refresh:** With the new space and program requirements generated in the prior analysis, the master plan concepts in the EFMP will be refreshed, or revised, to accurately project the future needs of the District. The analysis will include campus site plans that identify projects, sequencing, and rough scope sizes. Narratives will be provided related to space needs, phasing, sustainability opportunities, and equity and inclusion.
- ◆ **EFMP Refresh Committee Meetings:** The Project Team will meet regularly with the EFMP Refresh Committee, similar to the structure of the prior EFMP Committee, which will provide guidance throughout the analysis and engage participatory governance across the District. This group will be the participatory group engaged by the Project Team as deep levels of stakeholder engagement are not included within this scope outside of specific space and pedagogy analysis.
- ◆ **Decision Support and Documentation:** Fostering a culture of communication and consensus-building is critical to the success of any planning effort. The Project Team will coordinate the Refresh with key district staff to ensure an effective and timely process. A briefing document will be provided, and a presentation of findings given, summarizing all decision making and analysis from the EFMP Refresh, the recommended programmatic and facility improvements, the overall



impact to the District. The final deliverable will be completed as an addendum to the prior EFMP document yet survive as a standalone version.

PROPOSED FEE AND EXPENSES

Brailsford & Dunlavey strives to provide fees that are aligned with the value we create. We would like to emphasize that there is a clear and fair rationale to our fees. You should feel that you have received great value, and B&D should have had ample resources to deliver our best effort through an efficient process.

When we set a fixed fee, we:

1. Estimate the cost of completing the effort in terms of team member hours to the best of our ability; and
2. Consider the extent to which there is uncertainty around our key assumptions or whether we lack the ability to control key circumstances.

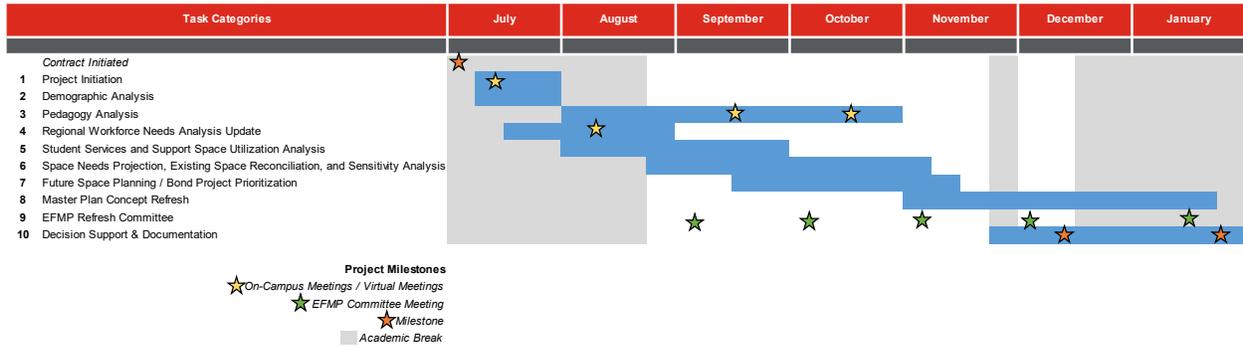
For this project and based on similar experiences, we feel there is sufficient clarity to propose a fee of \$356,530 (\$213,750 for B&D and \$142,780 for MRY) with \$7,000 in not-to-exceed reimbursable expenses including printing, materials, and other support items (\$2,000 for B&D and \$5,000 for MRY). Combined fees and expenses total \$363,530.

Task Categories	Total
EFMP Refresh	
1 Project Initiation	\$ 20,160
2 Demographic Analysis	\$ 16,340
3 Pedagogy Analysis	\$ 32,680
4 Regional Workforce Needs Analysis Update	\$ 22,150
5 Student Services and Support Space Utilization Analysis	\$ 36,490
6 Space Needs Projection, Existing Space Reconciliation, and Sensitivity Analysis	\$ 34,840
7 Future Space Planning / Bond Project Prioritization	\$ 43,370
8 Master Plan Concept Refresh	\$ 93,610
9 EFMP Refresh Committee	\$ 18,220
10 Decision Support & Documentation	\$ 38,670
Total Professional Fees	\$ 356,530
Projected Reimbursable Expenses	\$ 7,000
Total Professional Fees and Reimbursable Expenses	\$ 363,530



PROPOSED SCHEDULE

The proposed project duration is approximately 7 months to ensure that we have appropriate time for engagement with the EFMP committee, NOCCCD leadership, and align with other NOCCCD consultant deliverables. We welcome a more detailed conversation on District milestones.



* * *

Cherry, thank you again for the opportunity to present this proposal. If you have any questions or need additional information, please feel free to call me at (949) 236-4001. I look forward to talking with you soon.

Sincerely,

Matthew Bohannon
Vice President

STEERING COMMITTEE MEMBERS, 2019-2020

- Dr. Gail Arriola-Nickell, Special Project Director, Educational & Facilities Master Plan, NOCCCD
- Dr. Josh Ashenmiller, Faculty-Professor of History and Faculty Senate President Emeritus, Fullerton College
- James-Anthony Burandt, Associated Student Representative, Fullerton College
- Dr. Craig Goralski, Faculty-Professor of Anthropology and Academic Senate President, Cypress College
- Daniel Hamilton, Student Leadership, North Orange Continuing Education
- Geoff Hurst, District Director, Enterprise IT Applications Support and Development, NOCCCD
- Presten Jimenez, President, Associated Students, Cypress College
- Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology, NOCCCD
- Dr. Elaine Lipiz-Gonzalez, Dean, Student Support Services and District Management Association, Fullerton College
- Darren Macapagal, Senator, Associated Students, Cypress College
- Dr. Cheryl Marshall, Chancellor, NOCCCD
- Tatiana Melendrez, Executive Vice President, Associated Students, Cypress College
- Joy E. Miller, Academic Senate Rep. and Life Skills Education Advancement Program, North Orange Continuing Education
- Christina Mix, Confidential Representative and Interim Executive Assistant III to President, Cypress College
- Dawnmarie Neate, ACT-IT Services Coordinator I and CSEA Union President, Fullerton College
- Martha Nolasco, Associated Students, Fullerton College
- Dr. Kim Orlijan, Faculty-Professor of English and Faculty Senate President, Fullerton College
- Michelle Patrick-Norng, Academic Senate Representative and Full-Time Tenure Track Counselor, North Orange Continuing Education
- Ester Plavdjian, Student Trustee, Associated Students, Cypress College
- Valentina Purtell, President, North Orange Continuing Education
- Laura Sanchez, Associated Student Representative, Fullerton College
- Dr. JoAnna Schilling, President, Cypress College
- Dr. Greg Schulz, President, Fullerton College
- Joseph Shonkwiler, Student Activities Student Service Specialist and CSEA Union Representative, Cypress College

- Dr. Gabrielle Stanco, District Director, Research, Planning, and Data Management, NOCCCD
- Kai Stearns, District Director, Public and Government Affairs, NOCCCD
- Dr. Jason Thibodeau, Faculty-Professor of Philosophy & Religious Studies and Academic Senate, Cypress College
- Fredrick Williams, Vice Chancellor, Finance and Facilities, NOCCCD
- Chad Willis, Faculty—Professor of Music and Faculty Senate Representative, Fullerton College
- Melina Wulin, Student Leadership, North Orange Continuing Education

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 10, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of April 24, 2023

1. AGENDA ITEM NAME

Updated to NOCCCD Mission, Vision, and Values

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion	X	Action	
First Reading	X	Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **20 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Last spring (2022), DCC authorized the formation of a Districtwide Workgroup to recommend revisions and updates to BP 1000, NOCCCD Mission, Vision and Values (MVV). The duly formed Workgroup with full DW constituency representation, met and worked to update the District’s MVV last fall (2022). Sufficient time has passed for DW stakeholders to review and vet the MVV draft by the Workgroup. We are therefore submitting the draft MVV for DCC review and discussion.

5. RECOMMENDATION:

It is recommended that DCC review and discuss the draft revisions to the District’s Mission, Vision, and Values by the Districtwide Workgroup.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Districtwide Workgroup; Chancellor’s Staff, Campus PAC’s



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

DRAFT MISSION:

We at NOCCCD create and nurture inclusive, equitable learning and working environments to empower students and employees to reach their full potential. Collectively, we provide comprehensive academic programs and support services through our institutions that enable our students to achieve their educational, professional, and personal goals.

DRAFT VISION:

NOCCCD is a compassionate community where you belong and thrive.

PROPOSED VALUES:

Integrity: We uphold high standards of integrity and performance by ensuring consistency between our words and actions, and promote joy in learning, teaching, and work.

Equity: We actively dismantle practices, processes and policies that create and sustain inequity, and are committed to achieving equitable outcomes and experiences for all students and employees.

Innovation: We create a culture of innovation where faculty, staff, students, and administrators are supported in taking the necessary risk to make their best ideas come alive in service of our mission. We respond to the changing needs of our community through adaptability, technological advancement, and continuous improvement.

Collaboration: We embrace collaborative decision-making by drawing upon the collective wisdom of the institution and the perspectives of multiple constituents at all levels in the institution.

Stewardship: We are committed to responsible, transparent, and equitable stewardship of fiscal, physical, and human resources of the North Orange County Community College District and embrace a data informed approach with a focus on results.

Care and compassion: We infuse care and compassion in all we do by appreciating the social, cultural, and human assets brought to North Orange County Community College District by the internal and external communities.

Sustainability: We are committed to sustainability practices and the promotion of environmental awareness; to incorporating and teaching ecological values; to acting locally and thinking globally; and to supporting sustainability efforts in our community.

Respect: We believe that all members of the District are entitled to work and learn in an atmosphere of courtesy, civility, and collegiality by nurturing a culture of open, transparent, and authentic communication, taking care to invite traditionally marginalized voices to the center.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 10, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of April 24, 2023

1. AGENDA ITEM NAME

NOCCCD Decision Making Resource Manual 2022 Updates

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion		Action	X
First Reading		Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

This update to the NOCCCD Decision Making Resource Manual is coming to DCC for the third time to review and approve. In addition to the major updates outlined in the agenda item at the March 2023 DCC meeting, the following updates were rendered as a result of the discussions at the March 2023 DCC meeting:

- 1. Updated quorum and voting procedure for DCC**
- 2. Changed Governance Groups heading to Governance Committees/Councils**
- 3. Deleted campus examples of governance groups (one sentence)**

5. RECOMMENDATION:

It is recommended that DCC approve the fall 2022 updates to the NOCCCD Decision Making Resource Manual.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

IECC, Chancellor’s Staff, District Services Committee



**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT**

Greatness. Achieved.

**2012 Decision Making Resource Manual:
Structure, Function and Alignment**

Update Date: Fall 2022

District Offices
1830 West Romney Drive
Anaheim, CA 92801-1819
<http://www.nocccd.edu>

Cypress College
9200 Valley View Street
Cypress, CA 90630
<http://www.cypresscollege.edu>

Fullerton College
321 East Chapman Avenue
Fullerton, CA 92832
<http://www.fullcoll.edu>

North Orange Continuing Education
1830 West Romney Drive
Anaheim, CA 92801-1819
<http://www.NOCE.edu>

**North Orange County Community College District
2012 Decision Making Resource Manual:
Structure, Function and Alignment**

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Budget Officers	
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District Facilities Committee	
District Grants and Resource Development Committee	
District Services Committee	
District Staff Development Committee	
District Technology Roundtable	
Educational Technology Steering Team	
Information Services Steering Committee <u>Technology Implementation Committee</u>	
Sub-committees:	

~~Student Team~~
~~myGateway Steering Committee~~
~~Financial Aid Workgroup~~

Vice Presidents Council

NOCCCD Meeting Calendar for Governance and Organizational Groups 3540

Appendices 3762

California Code of Regulations for Collegial Consultation

Academic Senate (Title 5, Sections 53200—53206)

Faculty (Title 5, Section 51023)

Staff (Title 5, Section 51023.5)

Students (Title 5, Section 51023.7)

NOCCCD Board Policy 2510 Participation in Local Decision-making

NOCCCD Administrative Procedure 2510 Participation in Local Decision-making

Board Policies are available online at:

<https://www.nocccd.edu/policies-and-procedures>

[NOCCCD IT Governance Structure and Framework \(2021\)](#)

North Orange County Community College District
2012 Decision Making Resource Manual:
Structure, Function and Alignment

Prologue

The collegial culture in the North Orange County Community College District (NOCCCD) rests on a partnership in which Board members, faculty, staff, administration, and students participate in making decisions. The members of this District are united by a collective, shared vision that student success is the most important endeavor.

Making progress toward this important collective vision is possible only in an atmosphere of collegiality and mutual respect. Toward that goal, in July 2011, 40 NOCCCD faculty, staff, administrators, and Trustees were interviewed to ascertain their current concerns and their visions for the future of the campuses and district. The following nine themes describe the group's collective vision of NOCCCD's potential in the next decade:

1. NOCCCD will be student-centered.
2. Each NOCCCD campus will have a distinctive identity.
3. NOCCCD will be innovative.
4. NOCCCD will be courageous.
5. NOCCCD will communicate effectively within the district.
6. NOCCCD will be characterized by mutual respect for all sites within the district.
7. NOCCCD will be proactively compliant.
8. NOCCCD will have strong educational partnerships.
9. NOCCCD will reflect the community.

The fifth theme is of particular relevance to this document. The following suggestions were offered as strategies for strengthening trust in NOCCCD leadership:

- Clearly define roles for employees at all levels of NOCCCD;
- Clearly articulate decision-making processes;
- Develop goals and priorities through collaboration;
- Develop systems of accountability to ensure consistent adherence to those goals and priorities;
- Rely on data to make decisions and set priorities; and
- Create venues for representatives of the sites to collaborate with each other for the benefit of students District-wide.

The purpose of this resource manual is to describe how decisions are made in the North Orange County Community College District and has been developed with the goal of improving

communication and trust across NOCCCD. These decision-making processes reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

This document delineates the processes by which recommendations to the Chancellor are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment of the groups to one another.

This *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment* is reviewed and updated ~~annually on a regular basis~~ to maintain credibility as a valuable resource. The ~~regular annual updates prepared by the District Director of Public and Governmental Affairs reflects~~ will reflect minor changes, such as in descriptions, timelines, or processes as well as substantive updates in content and processes. The regular update and review should occur no less than every three years. ~~In addition to this annual review of content, the processes described in this document are evaluated every three years.~~ This assessment of the NOCCCD's decision making process occurs as part of the District ~~NOCCCD's~~ assessment of its overall planning processes. This timeline and assessment process is further described in the "Assessment of Planning and Decision-Making Processes" section of the *North Orange County Community College District 2012 Integrated Planning Manual*. As an overview, the assessment includes gathering input district-wide and then using those results to prepare an assessment report that is submitted to the District Consultation Council. The District Consultation Council reviews the assessment report and recommends revisions to decision-making processes as warranted based on that assessment. The *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment* is then updated to reflect any agreed-upon changes. Through these ~~two~~ review processes, ~~one completed on an annual basis and one completed every three years,~~ this document is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of NOCCCD's cycle of continuous quality improvement.

Roles of Constituents in District-level Decision Making

The constituents in NOCCCD participate in making decisions at the district level appropriate in scope to their roles within the district. The role in making decisions for each constituency described below is derived from the California Code of Regulations, NOCCCD Board Policies, and NOCCCD practices, procedures and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

The role of the Board of Trustees in making decisions is to determine policy and to serve as NOCCCD's legal and fiduciary body.

The Board of Trustees maintains, operates, and governs NOCCCD in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the NOCCCD mission is fulfilled and that NOCCCD's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of seven locally elected Trustees who represent and must reside in the trustee area they represent. One trustee is elected by the qualified voters from each of the seven trustee areas to serve four-year terms. The Board annually elects a president, vice president, and secretary of the Board. The Chancellor serves as the Board's Executive Secretary.

Two student trustees are elected annually, each representing the students at one of the two colleges. The Student Trustees have the same responsibilities as all trustees to represent the interest of the entire community. In addition, they provide a student perspective on the issues facing the Board. The Student Trustees receive all materials sent to other members of the Board, except those pertaining to closed session matters; attend all open session board meetings; ask questions; participate in discussions; and cast an advisory, nonbinding vote on the matters that come before the Board.

California State Education Code Section 70902 identifies the Board of Trustees as the NOCCCD's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role and responsibilities in *Board Policy 2200: Board Duties and Responsibilities* which includes this list of specific duties:

- Adopt policies that define the institutional mission and set prudent, ethical, and legal standards for campus operations.
- Hire a Chancellor and delegate to the Chancellor the authority to implement Board policies and decisions and other duties the Board of Trustees may prescribe.

- Establish policies for and approve comprehensive academic and facilities plans.
- Establish policies for and approve courses of instruction and educational programs, academic standards and graduation requirements, and rules governing student conduct.
- Monitor institutional performance, educational quality, and compliance with accreditation standards.
- Assure fiscal health and stability including adopting operational and capital outlay budgets and determining the need for tax or bond elections.
- Hold and convey property for the use and benefit of the District and manage and control District property.
- Employ and assign all personnel and establish employment practices, salaries, and benefits for all employees.
- Establish procedures for effective involvement of faculty, staff, and students in local governance. ~~Represent the public interest.~~
- ~~Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.~~
- ~~Hire and evaluate the Chancellor.~~
- ~~Delegate power and authority to the Chancellor to effectively lead the District.~~
- ~~Assure fiscal health and stability.~~
- ~~Monitor institutional performance and educational quality.~~
- ~~Advocate for and protect the District.~~

Chancellor

The role of the NOCCCD Chancellor in making decisions is determined by the authority delegated to this position by the Board of Trustees.

The Chancellor is the chief representative of the Board and is responsible directly to the Board. The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See *Board Policy 2430: Delegation of Authority to Chancellor.*)

NOCCCD governance and organizational groups forward their recommendations to the District Consultation Council which in turn makes a recommendation regarding the issue to the Chancellor. The Chancellor reviews the recommendation and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the District Consultation Council about the minor modification; or

- Returns the recommendation to the group that developed the recommendation for further consideration.

College and NOCE Presidents and Provost

The role of the ~~College Presidents and the Provost of the North Orange Continuing Education~~ in making decisions at the district level is to articulate recommendations directly to the Chancellor in matters assigned in their job descriptions. In addition to making decisions at the campus level, these matters include serving as the primary advocate for their college/school at the district level and with the Board of Trustees for financial needs, policy issues, special projects and the promotion of campus goals.

Faculty

The role of full- and part-time faculty members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on academic and professional matters as outlined in state regulations and
- The processes for developing recommendations that have or will have a significant effect on them.

Faculty are represented in academic and professional matters by Academic/Faculty Senates at each campus. As provided in *Board Policy 2510: Participation in Local Decision-Making*, the Board of Trustees recognizes the authority of the Academic /Faculty Senates with respect to academic and professional matters in accord with provisions of Title 5 of the California Code of Regulations. The academic and professional matters on which the Board will rely primarily on the Academic/Faculty Senates are:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Faculty roles and involvement in accreditation processes, including self-studies and annual reports; and
6. Policies for faculty professional development activities.

The academic and professional matters on which the Board will seek mutual agreement with the Academic/Faculty Senates are:

1. Educational program development and educational program discontinuance;
2. District and college governance structures as related to faculty roles;

3. Processes for program review;
4. Processes for institutional planning and budget development; and
5. Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s).

Refer to sections 2.1.2., 2.2.2., and 2.2.3. of Board Policy 2510 in the appendix of this document for processes that the Board follows when an Academic/Faculty Senates' recommendation is not accepted.

The following resources related to the role of the Academic/Faculty Senates in making decisions at the district level are included in the appendix of this document:

- (1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
- (2) California Code of Regulations Title 5, Section 53200.

For matters related to working conditions within the scope of collective bargaining, full time-time faculty are represented by United Faculty (NOCCCD, CCA/CTA/NEA) and part-time faculty are represented by Adjunct Faculty United (Local 6106, AFT/CFT).

Staff

The role of staff members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The specific matters identified as having a significant effect on classified are identified in the California Code of Regulations excerpt included in the appendix of this document.

Board Policy 2510 Participation in Local Decision-Making affirms that recommendations and positions developed by staff will be given every reasonable consideration prior to action on a matter having a significant effect on them.

There are two categories of staff members: classified staff and confidential employees. Classified staff members are represented by Classified School Employees Association Chapter 167 (CSEA) in matters related to working conditions within the scope of collective bargaining. Confidential employees do not bargain collectively, but are represented in their working

relationship with NOCCCD by the Confidential Employees Group. As the exclusive representative of NOCCCD classified employees, CSEA is responsible for appointing representatives from the classified employees to specified committees. The Confidential Employees Group is responsible for appointing representatives from the confidential employees to specified committees.

The following resources related to the role of staff in making decisions at the district level are included in the appendix of this document:

- (1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making and*
- (2) California Code of Regulations Title 5, Section 53200.

Students

The role of students in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The following specific matters are identified in the California Code of Regulations as having a significant effect on students:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

The Board recognizes the Fullerton College Associated Students and the Cypress College Associated Students as the official voices for students in NOCCCD (*Board Policy 5400: Associated Students Organization*). In accordance with *Board Policy 2510 Participation in Local*

Decision-Making, the Associated Students are given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Students are given reasonable consideration.

The following resources related to students' role in making decisions at the district level are included in the appendix of this document:

- (1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
- (2) California Code of Regulations Title 5, Section 53200.

Administrators

The role of administrators in making decisions at the district level is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

Drawn from various job descriptions for administrative positions, NOCCCD administrators are responsible to:

- Provide effective leadership and support in planning and accreditation;
- Implement and evaluate district objectives related to their area;
- Adhere to the legal and ethical standards as well as policies established by the Board of Trustees;
- Oversee the effective use of institutional resources;
- Make recommendations concerning the hiring of personnel;
- Make contributions to the development and improvement of all NOCCCD functions;
- Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors;
- Implement best practices and courses of action;
- Make appropriate decisions within their respective areas of responsibility;
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals;
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness;
- Initiate new ideas, improvements and promote quality and responsiveness in District operations; and
- Lead the units for which they are responsible.

The Chancellor, vice chancellors, college and NOCE presidents, ~~and Provost of the North Orange Continuing Education~~ are designated by the Board of Trustees as the Executive Officers of the district. Other than these Executive Officers, administrators are represented by the District Management Association, which is responsible for appointing administrators to specified committees.

Types of Groups that Develop Recommendations

All NOCCCD professionals are mission-driven, meaning that they are committed to making decisions with students' ~~academic~~ success and well-being as their primary consideration.

Within the context of a primary focus on students, decision-making in NOCCCD is grounded in respect for each constituency's roles and scope of authority. Key committees have representation from the various constituent groups and members understand that they are responsible to their particular constituency in two ways: to share input from the constituent group to the committee and to share information and dialogue from the committee with their constituent group. Committee members also understand that their collective work product is a recommendation that is subsequently forwarded to the next individual or group in the decision-making process.

The NOCCCD groups that provide recommendations in the decision-making process are organized into three categories based on the group's responsibilities and its source of authority. The groups in all three categories are essential to the involvement of the NOCCCD community in both being informed about issues of district-wide importance, making decisions, and serving as conduits of information to and from the constituents. The membership in each type of group is determined by the source of authority on which the group is based.

1. Governance ~~Groups~~Committees/Councils

Governance ~~groups~~committees/councils are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Examples of district-level governance ~~groups~~committees/councils are District Consultation Council and Council on Budget & Facilities. ~~Examples of campus governance groups are Academic/Faculty Senates and Associated Student Government.~~ Members of district-level governance ~~groups~~committees/councils represent specific constituencies and as such, serve as a liaison to bring information from the constituent group into the district-level dialogue and from the district-level governance ~~group~~committees/councils back to their constituents. The membership and charge of these ~~groups~~committees/councils are described in this document. Recommendations developed by district and campus governance ~~groups~~committees/councils flow through a sequence of well-defined steps before the recommendations are forwarded to the Chancellor.

2. Organizational Groups

Organizational groups assist the Chancellor in implementing the Board's plans and policies by coordinating operational, procedural and policy implementation. The authority for the members of organizational groups is derived from the Board of Trustees or the Chancellor through the assignment of responsibilities on job descriptions and appointment to positions within NOCCCD. Examples of district-level organizational groups are Chancellor's Staff and the [Banner Steering Technology Implementation](#) Committee. Membership in NOCCCD organizational groups is determined by the position held within the district. The membership and purpose of these groups are described in this document.

3. Ad Hoc Workgroups

Ad hoc workgroups are formed to create a venue for conversations on topics deemed by NOCCCD to require timely and concentrated district-wide energy. Instead of being required by law or regulation, these groups are charged by the Chancellor or one of the Coordinating Councils to perform specific functions that benefit the entire district. Ad hoc workgroups function for a specific purpose for a limited period of time.

Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document.

[A 2022 example of an Ad Hoc Workgroup is the Security and Compliance Workgroup, stood up to specifically address the topics and concerns as a result of the cyber security incident in January 2022.](#)

NOCCCD Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Members of NOCCCD governance groups represent specific constituencies and as such, serve as the liaison to bring information from the constituent group into the district-level dialogue and from the NOCCCD governance group back to their constituents. The NOCCCD governance structure consists of a District Consultation Council with four sub-committees.

District Consultation Council

Charge

The District Consultation Council meets monthly to:

- Make recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the district;
- Promote communication and foster an awareness of district-wide perspectives among the students, faculty, classified staff and administration concerning the welfare, growth, and sustainable quality improvement within NOCCCD;
- Identify common areas of concern that require further study and forward these to the appropriate coordinating council or operational group;
- Annually review reports of progress on District Strategic Directions and District Objectives;
- Oversee the development, evaluation and integration of the Comprehensive Master Plan; and
- Monitor compliance with accreditation standards related to district functions.

Membership

Chancellor, Chair

[Administrative Support Manager, Chancellor's Office \(Recording Secretary\)](#)

President, Cypress College

President, Fullerton College

[Provost, North Orange Continuing Education](#)

Vice Chancellor, Educational Services and Technology

Vice Chancellor, Finance and Facilities

Vice Chancellor, Human Resources

~~[Provost, North Orange Continuing Education](#)~~

District Director, Public and Governmental Affairs

~~Administrative Support Manager, Chancellor's Office~~

District Director, ~~Information Services~~Enterprise IT Applications Support and Development

District Director, ~~Equity and Compliance~~Diversity, Culture and Inclusion

President plus 1 designee, Cypress College Academic Senate

President plus 1 designee, Fullerton College Faculty Senate

President plus 1 designee, North Orange Continuing Education Academic Senate

President plus 1 designee, United Faculty Association

President or designee, Adjunct Faculty United

President plus 1 designee, Classified School Employees Association

President, Confidential Employees Group

President, District Management Association

Student Body President or designee, Cypress College

Student Body President or designee, Fullerton College

Student Leader, NOCE

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Consultation Council:

- Council on Budget & Facilities
- District Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- District Technology ~~Coordinating Council~~Committee

Membership in the subcommittees is identified in April for the next academic year.

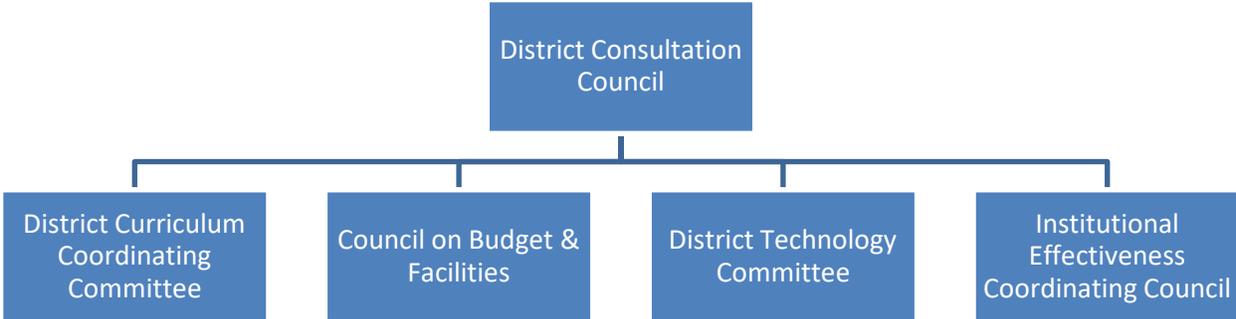
Consultation Council Subcommittees	Purpose	Membership
Council on Budget & Facilities	<ul style="list-style-type: none"> • Make recommendations to District Consultation Council on policies, planning and other matters related to fiscal resources and facilities • Ensure that NOCCCD resources are tied to the District Strategic Plan and the Comprehensive Master Plan • Monitor the NOCCCD’s fiscal solvency • Review budget assumptions • Review NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Review and discuss implementation of policies related to fiscal resources and facilities • Coordinate practices as needed related to administrative services • Serve as a forum for dialogue on ongoing fiscal and facilities activities and reporting • Review and share information on the state budget including capital outlay funds • Review the draft budget in its developmental stages 	<ul style="list-style-type: none"> • Vice Chancellor, Human Resources (Chair) • Vice Chancellor, Finance and Facilities • Vice Chancellor, Educational Services and Technology • District Director, Fiscal Affairs • VP of Administrative Services – CC and FC • Director <u>Manager</u>, Administrative Services - NOCE • One faculty from each site appointed by the Academic/Faculty Senate– CC, FC, and NOCE • Two representatives appointed by CSEA • United Faculty Representative • Adjunct Faculty United Representative • District Management Association Representative • Confidential Employees Group Representative • One student from each site appointed by Associated Students <u>or other appropriate body for NOCE – CC, and FC, and NOCE</u>
District Curriculum Coordinating Committee	<ul style="list-style-type: none"> • Reviews curriculum prior to being submitted to the Chancellor • Serve as NOCCCD’s highest authority for interpreting Title 5 curricular requirements • Serve as a resource to District Consultation Council on curricular issues 	<ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology (<u>non-voting chair</u>) • Two faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE • Administrative representative of the curriculum committee at each site – CC, FC, and NOCE • Non-voting members: CC, and FC, and NOCE <u>Presidents and NOCE Provost</u>

<p>Institutional Effectiveness Coordinating Council</p>	<ul style="list-style-type: none"> • Make recommendations to District Consultation Council on policies, planning and other matters related to accreditation and mandated reporting • Review and discuss implementation of policies related to research, accreditation and MIS reporting • Coordinate practices as needed related to research, accreditation and MIS reporting • Collaborate on the analysis and interpretation of data • Prepare <u>an annual progress reports</u> to describe progress in achieving the objectives in the District-wide Strategic Plan • <u>IECC meets four times a year (October, November, April, May); additional meetings can be called on an as-needed basis</u> 	<ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology (<u>non voting</u> Chair) • Director, Institutional Research & Planning – CC, FC and NOCE • <u>District Director, Research, Planning, and Data Management</u> • District Director, <u>Information ServicesEnterprise IT Applications Support and Development</u> • Two faculty from each site appointed by the Academic/Faculty Senate; at least one of these faculty also serves on the District Consultation Council – CC, FC, and NOCE • Accreditation Liaison Officers from each college - CC and FC • One student from each college appointed by Associated Students <u>or other appropriate body for NOCE – CC, FC, and NOCE–CC and FC</u>
<p><u>District Technology Coordinating CouncilCommittee</u></p>	<p><u>The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.</u></p> <p><u>Specifically, DTC serves the following purposes:</u></p> <ol style="list-style-type: none"> <u>1. Develop and recommend District policies, procedures, and standards that:</u> <ol style="list-style-type: none"> <u>a. Address the acquisition and use of technology.</u> <u>b. Ensure the security and business continuity of the District’s business critical systems.</u> 	<ul style="list-style-type: none"> • <u>Vice Chancellor of Educational Services and Technology (non-voting chair)</u> • <u>One faculty from each site – appointed by the Academic/Faculty Senates (3 total)</u> • <u>One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)</u> • <u>IT managers from all sites – 5 total</u> • <u>Faculty DE coordinator from each site – 3 total</u> • <u>Campus budget officers and District Fiscal Rep– 4 total</u> • <u>One student from each site – appointed by AS or other</u>

	<p><u>c. Ensure compliance with state and federal laws.</u></p> <p><u>2. Develop and regularly review the District Strategic Technology Plan to ensure that it</u></p> <p><u>a. incorporates leading practices in the District’s use of technology;</u></p> <p><u>b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;</u></p> <p><u>c. aligns with state recommendations and state’s allocation of resources;</u></p> <p><u>d. aligns with the District’s Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;</u></p> <p><u>e. aligns with the work of the colleges’ planning/budget committees and/or technology committees;</u></p> <p><u>f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.</u></p> <p><u>3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.</u></p> <p><u>4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.</u></p> <p><u>5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.</u></p> <p><u>6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.</u></p> <p><u>7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.</u></p> <p><u>8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.</u></p> <p><u>9. Provide a structure and process for identifying and evaluating emerging</u></p>	<p><u>appropriate body for NOCE (3 total)</u></p> <ul style="list-style-type: none"> • <u>1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)</u> • <u>Site based IT technical leads – appointed by CSEA (4 total)</u> • <u>1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total</u> • <u>District Director, Information Services (Co-Chair)</u> • <u>Vice Chancellor, Educational Services and Technology (Co-Chair)</u> • <u>Three faculty/staff from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE</u> • <u>Three representatives appointed by CSEA</u> • <u>Representative appointed by each of the following:</u> <ul style="list-style-type: none"> – <u>United Faculty</u> – <u>Adjunct Faculty United</u> – <u>District Management Association</u> – <u>Confidential Employees Group</u> • <u>One student from each college appointed by Associated Students</u> – CC and FC • <u>One representative from each site appointed by College President and NOCE Provost – CC, FC, and NOCE</u>
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	<p><u>technologies for possible benefit to the District and the colleges.</u></p> <p><u>10. Assure bi-directional communication between end users and IT with regard to technology.</u></p> <p><u>11. 11. Establish and oversee technology focus workgroups as needed.</u></p> <p><u>DTC meets 8 times a year during the primary terms while school is session; additional meetings can be called on an as-needed basis.</u></p> <ul style="list-style-type: none"> • Make recommendations to District Consultation Council on policies, planning and other matters related to technology • Distance Education Vision & Planning • Develop and monitor implementation of the Technology Plan • Prepare an annual progress report on the Technology Plan • Develop instructional technology standards • Review and discuss implementation of policies related to technology • Coordinate practices as needed related to technology • Serve as a forum for dialogue on ongoing technology projects 	
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Coordinating Council Structure



Operating Agreements for District Consultation Council

Protocol

District Consultation Council meetings are open meetings and may be attended by any interested person from the district or the community.

Duties of Members

Members of the District Consultation Council serve as representatives of their constituencies and as such, voice the perspectives of those they represent as well as provide feedback to their colleagues.

Any member may place an item on the agenda, bearing in mind that it should address the stated purpose and activities of the District Consultation Council.

Attendance is mandatory for members of the Council and substitutes are permitted in cases where a regular member is sick or otherwise unavailable. Substitutes have full voting responsibility just like regular members. The Chancellor may appoint an interim member when a position is vacant. Members are expected to be conversant with issues and are expected to engage in discussion and to express the perspectives of the represented constituents. Members are also responsible for keeping constituents informed on matters of the Council and for soliciting input to inform the decision making process.

Resource Personnel

The Council may enlist the assistance of persons with specialized knowledge or expertise to address specific agenda items. Such persons will be identified as "Resource Personnel" on the agenda and may not address any item on the agenda other than their own unless asked to do so by the Council.

Procedures for District Consultation Council

Quorum - A quorum of at least two-thirds of seated members is required for a vote on a recommendation. A simple majority (66.51%) vote of seated members carries. Council members can request super majority (75.60%) vote on any agenda item, but the request has to be approved by the Council before adoption. Recommendations adoption. of the District Consultation Council to the Chancellor are developed by consensus.

If a recommendation from District Consultation Council requires action by the Board of Trustees, the Chancellor reviews the recommendation and if he/she approves it, forwards it to the Board for their review and approval.

If the Chancellor does not concur with the recommendation, then it is either returned to the Council that developed the recommendation with the Chancellor's feedback for further consideration or it is forwarded to the Board with rationale for disapproval from the Chancellor. In reporting to the Board, the Chancellor will provide a full accounting of the varying points of view and the rationale for the recommendation being presented without prejudice.

If the recommendation from the District Consultation Council is related to an operational issue or other area of responsibility delegated to the Chancellor by the Board, the Chancellor reviews the recommendations and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the Council about the minor modification; or
- Returns the recommendation to the Council that developed the recommendation for further consideration.

Minutes

Minutes of District Consultation Council meetings in the form of meeting summaries shall be recorded by a designated recorder and are subject to review and approval by the Council.

These approved summaries are posted online ~~(see the employee tab in myGateway)~~ immediately after the meeting in which these are approved.

NOCCCD Organizational Groups

NOCCCD organizational groups coordinate operational, procedural and policy implementation. The authority for the members of organizational groups is through the assignment of responsibilities on job descriptions and appointment to positions within NOCCCD. Individuals other than those identified on this list are invited to attend meetings to share information or expertise as needed.

Title	Purpose	Membership
Chancellor's Staff	<ul style="list-style-type: none"> • Advise the Chancellor on matters of policy; instruction and student services; budget; the integration of planning and resource allocation; and other matters of the district • Implement and administer policies, procedures and day-to-day operations of the district • Review and discuss implementation of policy decisions made by the Board regarding the operations of the district 	Chancellor (Chair) <ul style="list-style-type: none"> • College Presidents – CC, and FC and NOCE • Provost – NOCE • Vice Chancellor, Educational Services and Technology • Vice Chancellor, Finance & Facilities • Vice Chancellor, Human Resources • District Director, Information Services • District Director, Public & Governmental Affairs • Administrative Support Manager, Chancellor's Office
Budget Officers	<ul style="list-style-type: none"> • Review and discuss implementation of policies related to fiscal resources • Develop budget assumptions • Coordinate practices as needed related to fiscal services • Review and share information on NOCCCD and state budgets 	District Director, Fiscal Affairs (Chair) <ul style="list-style-type: none"> • District Manager, Fiscal Affairs • VP, Administrative Services – CC and FC • Director, Administrative Services - NOCE • Bursar – CC and FC
DegreeWorks Management Team	<ul style="list-style-type: none"> • Set policy with regards to the operation and usage of the DegreeWorks application • Review planned usage of DegreeWorks at all campuses • Determine global practices, settings and features for the DegreeWorks application • Request necessary modifications to DegreeWorks application to accommodate the required changes in MIS reporting or other similar needs 	District Director, Information Services (Chair) <ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology • Executive V.P. – CC • Vice President, Student Services – FC • Vice President, Instruction – FC • Dean, Admissions and Records – FC and CC

	<ul style="list-style-type: none"> • Ensure that DegreeWorks system configuration and applications usage complies with regulations and Board policies 	<ul style="list-style-type: none"> • Dean, Instruction and Student Services—NOCE • Registrar—FC, CC and NOCE • Manager, SSSP—FC and CC • Counselor, Program Coordinator—FC • Dean, Counseling and Student Development—CC and FC • Manager, IT Applications Support—District • I.T. Project Leader—District • Educational Services and Technology Coordinator—District • Catalog Coordinator—CC and FC • Curriculum Specialist—CC, FC and NOCE
<p><u>District Agenda Committee</u> District Enrollment Management Advisory Committee (DEMAC)</p>	<p><u>Share information about and coordinate agenda items prior to Board of Trustees' meetings.</u> Purpose</p> <p>The purpose of DEMAC is to improve overall institutional effectiveness in student achievement and fiscal stability. DEMAC operates at a strategic level to focus on the effective and efficient execution of Districtwide enrollment management. DEMAC will inform the development of enrollment strategies to support student success and retention as well as the achievement of the District's annual enrollment goals. DEMAC works in the mode of evidence-based decision-making and helps to cultivate and promote a culture of evidence Districtwide.</p> <p><u>DAC meets twice a month on the Wednesday prior to Board meeting week</u></p> <p>Responsibilities</p> <p>Through mutually beneficial collaboration, sharing of information and constructive dialog, the Districtwide Enrollment Management Advisory Committee makes recommendation for improved efficiency, consistency and coordination in enrollment management understanding and practices across the District. The Committee will:</p>	<ul style="list-style-type: none"> • <u>Chancellor (Chair)</u> <u>College Presidents – CC, FC and NOCE</u> • <u>Vice Chancellor, Educational Services and Technology</u> • <u>Vice Chancellor, Finance & Facilities</u> • <u>Vice Chancellor, Human Resources</u> • <u>District Director, Public & Governmental Affairs</u> • <u>Administrative Support Manager, Chancellor's Office & Recording Secretary to the Board</u> • <u>VP, Instruction – CC, FC & NOCE</u> • <u>VP, Student Services – CC, FC & NOCE</u> • <u>VP, Administrative Services – CC & FC</u> • <u>Director, Administrative Services - NOCE</u> • <u>District Director, Purchasing</u> • <u>District Director, Facilities Planning & Construction</u> • <u>District Director, Grants</u>

	<ul style="list-style-type: none"> ● recommend a District definition of enrollment management; ● establish and maintain ongoing dialogue regarding Districtwide enrollment management to increase understanding of enrollment funding issues in a systematic, comprehensive manner; ● develop and/or promote Districtwide strategic enrollment management best practices; ● facilitate the coordination of Districtwide and college/NOCE enrollment management planning; ● recommend annual Districtwide initiatives that support the enrollment management plans of the colleges/NOCE; ● monitor Districtwide enrollment issues and develop recommendations for addressing issues; ● assess and recommend Districtwide policies and procedures as they affect enrollment management, student success, persistence, and retention; ● recommend Districtwide initiatives and enrollment management strategies to increase student success, persistence and retention; ● recommend Districtwide target marketing, outreach, recruitment, enrollment, financial aid and other strategies to stabilize or increase enrollment; ● assess Districtwide progress toward achievement of annual enrollment goals. 	<p><u>Presidents of: Academic/Faculty Senates; United Faculty; Adjunct Faculty United; CSEA; Associated Students (CC and FC); District Management Association; Confidential Employees Group</u> The Chancellor co-chairs the Committee with an appointed faculty member; the membership from the sites and constituency groups are as follows:</p> <ul style="list-style-type: none"> ● Executive Vice President, Cypress College ● Vice President of Instruction, Fullerton College <u>CC, FC, NOCE</u> ● Vice President of Student Services <u>CC, FC, NOCE</u>, Fullerton College ● Dean of Instruction and Student Services and/or Program Director, NOCE (3) ● Dean/Director representative, two each from <u>CC</u> and <u>FC and NOCE</u> ● Faculty representatives, <u>CC, FC, NOCE</u> (3 each to be appointed by the Senates) ● United Faculty representative (1) ● Adjunct Faculty United representative (1) ● Classified representatives, <u>CC, FC, NOCE</u> (1 each) ● District Management Association representative (1) ● District Director, Information Services <u>Enterprise IT Applications Support and Development</u> ● District Director, <u>Research, Planning and Data Management</u> ● Vice Chancellor, Educational Services and Technology
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		<ul style="list-style-type: none"> • Vice Chancellor, Finance and Facilities • District Director, Research and Planning • Student Representatives, CC, FC, NOCE (1 each)
District Equal Employment Opportunity Advisory Committee	<ul style="list-style-type: none"> • Assist the Vice Chancellor of Human Resources in the development and implementation of NOCCCD’s Equal Employment Opportunity Plan • Formulate and recommend activities to promote diversity, inclusion and multiculturalism throughout NOCCCD • Promote community relations in the area of diversity. 	<p><u>District Director, Equity & Diversity <u>EODiversity and Compliance</u></u> (Chair)</p> <ul style="list-style-type: none"> • Faculty member from the campus diversity committee appointed by the respective Academic/Faculty senates -- CC, FC, and NOCE • Classified employee from the campus diversity committee appointed by CSEA – CC, FC, and NOCE • Administrator from the campus diversity committee appointed by the District Management Association -- CC, FC, and NOCE • Confidential employee appointed by the Confidential Employees Group • District Services employee, appointed by the Chancellor • Student representative appointed by the Associated Students – CC and FC • Student representative appointed by <u>appointed by the Academic Senate</u> - NOCE • Two community representatives appointed by the Chancellor
District Facilities Committee	<ul style="list-style-type: none"> • Review and coordinate implementation of policies related to facilities • Prepare the NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Prepare and submit IPPs and FPPs for state capital outlay funding 	<p>District Director of Facilities Planning & Construction (chair)</p> <ul style="list-style-type: none"> • VP of Administrative Services - CC and FC • Director of Administrative Services - NOCE • Manager, Maintenance & Operations – CC and FC

<p>District Grants and Resource Development Committee</p>	<ul style="list-style-type: none"> • Discuss grant writing opportunities and determine best practices • Ensure that grants align with the District Strategic Directions and/or the District-wide PerCampus Strategic Plans • Coordinate grant writing activities across the district • <u>Develop data and verbiage for use in grants</u> • <u>Provide grant management program to ensure fiscal compliance</u> • <u>meets quarterly</u> 	<p>District Director, Workforce and Economic Development<u>Grants</u> (Chair)</p> <ul style="list-style-type: none"> • District Director, Fiscal Affairs • Directors, Institutional Research & Planning – CC, FC and NOCE • District Manager, Fiscal Affairs • Dean responsible for Perkins – CC, FC, and NOCE • <u>Foundation Directors or designee representative</u> – CC, FC, and NOCE • <u>CTE Grants Office, CC</u> • <u>Campus Accounting Manager, CCF</u> • <u>Business Office Specialist, CC</u> • <u>Business Office Specialist, FC</u> • <u>Grants and Special Projects Assistant, NOCE</u> •
<p>District Services Committee</p>	<ul style="list-style-type: none"> • Coordinate and communicate operational issues and initiatives related to District Services • Develop, implement and monitor a process of administrative unit review for District Services 	<p>Chancellor (Chair)</p> <ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology • Vice Chancellor, Finance & Facilities • Vice Chancellor, Human Resources • District Director, Information Services • District Director, Public and Governmental Affairs • Administrative Support Manager, Chancellor’s Office
<p>District Staff Development Committee</p>	<ul style="list-style-type: none"> • Coordinate district-wide staff development initiatives • Identifies priorities for district-wide staff development programs and processes • Implement tools to support staff development • Make recommendations to the Chancellor on allocation of staff development resources 	<p>District Director, Equity and Compliance<u>Professional Development</u> (Chair)</p> <ul style="list-style-type: none"> • Staff Development Committee Chair – CC, FC, and NOCE • Representative from District Management Association, CSEA and Confidential Employees Group • Management Support Representatives –CC, FC, NOCE and District Services

District Technology Roundtable	<ul style="list-style-type: none"> • Coordinate and communicate implementation of technology plans, initiatives, upgrades and operations across NOCCCD • Provide feedback to District Information Services on performance, reliability and training needs with regard to district-wide networking and computing infrastructure • Develop and ensure compliance with district-wide standards for best practices with regard to technology • Recommend processes for systems users • Ensure technology decisions and practices are consistent with board policy and regulations • Coordinate computer hardware and software purchasing to leverage economies of scale and ensure efficiencies across the district 	District Director, Information Services Enterprise IT Applications Support and Development (Chair) <ul style="list-style-type: none"> • Manager, IT Applications Support • Manager, IT Technical Support • Manager/Director, Academic Computing Technologies – CC, FC • Manager, Systems Technology Services – CC, FC and NOCE • Vice Chancellor, Educational Services and Technology – resource member
Educational Technology Steering Team (ETST)	<ul style="list-style-type: none"> • Reviews and assesses the educational technology landscape and reaches a collective vision for the use of educational technology District wide • Reviews and recommends a plan to achieve the educational technology vision District wide that will include a component of District wide training and support in educational technology • Works collaboratively with District IS and campus academic computing departments to collectively resolve technical issues surrounding educational technology use by faculty and students • Provides communication with the TCC regarding: <ul style="list-style-type: none"> ○ District wide educational technology vision ○ District wide educational technology plan ○ Major technical issues and challenges surrounding the use of educational technology by faculty and students 	Vice-Chancellor, Educational Services and Technology (Chair) <ul style="list-style-type: none"> • District Director, Information Services • Distance Education Coordinators – CC, FC, and NOCE • Two (2) Faculty representative – CC, FC, and NOCE • Manager, Systems Technology Services – CC, FC, and NOCE • Instructional and/or Student Services Dean – CC, FC, and NOCE • Student representative – CC, FC, and NOCE
Information Services Steering Committee (formerly Banner Steering	<u>Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects</u>	<u>District Director, Enterprise IT Applications Support and Development (Chair)</u>

Committee)Technology Implementation Committee (TIC)

- ~~Guide the implementation and use of Banner and related systems (Argos, myGateway, Banner Self Service, etc.)~~
- ~~Recommend processes for systems users~~
- ~~Provide advice to District Information Services on maintenance, planned downtime, enhancements, project prioritization, information security and regulatory compliance with regard to these systems~~
- ~~Provide feedback to District Information Services on performance, reliability and training needs~~
- ~~Serve as a clearinghouse for constituent concerns and needs~~
- ~~Discuss and review impact of federal and state reporting requirements~~

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- Director, Academic Computing Technologies – CC, FC
- Manager, Systems Technology Services – NOCE
- Director of Enrollment Services – FC, CC, and NOCE
- Director, Financial Aid – FC and CC
- Academic dean – CC and FC (appointed by Presidents)

- Manager, IT Applications Support (Chair)
- ~~Manager, Technical Support~~
- ~~Dean, A&R – CC and FC~~
- ~~Dean, Instruction and Student Services – NOCE~~
- ~~Directors, Financial Aid – CC and FC~~
- ~~Manager, SSSP – CC, FC and NOCE~~
- ~~District Manager, Payroll~~
- ~~District Manager, Human Resources~~
- ~~District Manager, Fiscal Affairs~~
- ~~Manager, Systems Technology Services – CC, FC or NOCE (Rotating basis)~~
- ~~Dean Student Support Services – FC~~
- ~~Dean, Counseling & Student Development – CC and FC~~
- ~~Academic Dean – CC and FC appointed by the College Presidents~~
- ~~Systems Analyst, Applications~~

<p>Information Services Steering Subcommittee: Student Team</p>	<ul style="list-style-type: none"> ● Make recommendations to the Banner Steering Committee regarding the use, upgrades and effectiveness of the Banner Student module ● Guide data entry standards and enforce consistent practices among system users ● Ensure that system configuration and use complies with regulations and board policies ● Communicate technology and process changes 	<ul style="list-style-type: none"> ● Registrar, CC, FC and NOCE Dean, A&R—CC and FC (Chair responsibilities rotate) ● Registrar—FC, CC, and NOCE ● Director, Financial Aid—FC and CC ● Catalog and Schedule Coordinator—FC, CC, and NOCE ● Bursar—CC, FC ● Manager, SSSP—CC, FC and NOCE ● Manager, IT Applications Support ● Academic dean—CC and FC (appointed by Presidents) ● Student Records Coordinator—NOCE ● IT Project Lead—District IS
<p>Information Services Steering Subcommittee: myGateway Steering Committee</p>	<ul style="list-style-type: none"> ● Make recommendations to the Banner Steering Committee regarding the content, use, upgrades and effectiveness of the myGateway portal and mobile applications 	<ul style="list-style-type: none"> Director District, Information Services or designee (Chair) ● Dean, A&R—CC and FC ● Registrar—CC, FC, and NOCE ● Manager, Instructional Technology Services—NOCE ● Staff Development Coordinator—CC ● Manager, Systems Technology Services—FC ● District Director, Human Resources ● Administrative Support Manager, Human Resources ● Distance Education Coordinator—FC ● Campus Directors of Communication—CC, FC and NOCE ● District Director, Public & Governmental Affairs ● Director, Financial Aid—FC ● Librarian—CC or FC ● Manager, IT Applications Support ● Academic Dean appointed by the College President—CC and FC

<p>Information Services Steering Subcommittee: Financial Aid Workgroup</p>	<ul style="list-style-type: none"> • Review changes to state and federal Financial Aid regulations • Determine their impact on district processes and services • Request necessary modifications to Banner system to accommodate the required changes in legislation and regulation • Ensure that system configuration and financial aid practices complies with regulations and Board policies 	<p>Director, Financial Aid—FC (Chair)</p> <ul style="list-style-type: none"> • Director, Financial Aid—CC (Facilitator) • Financial Aid Support Staff—FC • Financial Aid Support Staff—CC • District Manager, Fiscal Affairs—District • Accounting Specialist—District • Manager, IT Applications Support—District • Systems Analyst, Applications—District • IT Specialist, Applications—District
<p>Vice Presidents Council</p>	<ul style="list-style-type: none"> • Reviews issues and concerns that are related to instruction and student support and makes recommendations to resolve these items • Recommends new policies and procedures to the Vice Chancellor, Educational Services and Technology regarding instruction and student support • Provides input regarding: <ul style="list-style-type: none"> ○ District-wide Curriculum Development and Enrollment management ○ District-wide FTES generation ○ District-wide Distance Education plan and goals ○ District-wide Student success initiatives ○ District-wide Career technical education and economic development initiatives ○ District-wide grants and resources development efforts 	<p>Vice Chancellor, Educational Services and Technology (Chair)</p> <ul style="list-style-type: none"> • Executive Vice President, Cypress College • Vice President of Instruction; Fullerton College <u>CC, FC and NOCE</u> • Vice President of Student Services – <u>CC, FC and NOCE, Fullerton College</u> • Dean of Instruction and Student Services, Anaheim Campus, NOCE • Dean of Instruction and Student Services, Cypress Campus, NOCE • Dean of Instruction and Student Services, Wilshire Campus, NOCE • <u>District Director, Research, Planning and Data Management</u>

~~The Research departments across the District work collaboratively to coordinate the research activities. For many years, there has been a Research/IS Team composed of the research staff from the campuses and District Information Services to do the collaboration, training, and improve the decision support environment across the District. The growth in the need to coordinate the activities, to eliminate duplicative work and to share a Data Warehouse technology environment District wide, has created the need for an expanded governance~~

structure. As a result, the Research Team/IS needs to be re-configured into two committees. One, titled the Knowledge Management Team to handle issues of policy, priority, and strategic direction (organizational group) and a second, the Decision Support Implementation Team to manage operational and implementation issues.:

Title	Purpose	Membership
Knowledge Management Team	<ul style="list-style-type: none"> ● Establish overall direction and development activities for the Data Warehouse data-sharing environment in light of strategic objectives and operational needs ● Map out business processes ● Identify gaps in information ● Profile decision makers and identify their needs for information ● Determine policy regarding the use of the Data Warehouse and research tools including security ● Obtain resources ● Collaborate on research activities/projects to avoid duplication of effort across the District, improve capacity for research, and promote evidence-based decision-making culture 	<ul style="list-style-type: none"> ● District Director, Research and Planning (Chair) ● Director, Research and Planning – CC, FC, NOCE ● District Director, Information Services ● District Manager, IT Applications Support ● District Manager, IT Technical Support ● Dean, Admissions & Records ● Other members as needed ● Monthly meetings
Decision Support Implementation Team	<ul style="list-style-type: none"> ● Function as the Scrum Development Team for the Data Warehouse and decision support products ● Coordinate the development/enhancement of the District Data Warehouse environment ● Ensure smooth operation of the District Data Warehouse ● Identify datasets and tools to be included in the District Data Warehouse ● Implement changes to the District Data Warehouse ● Implement security measures needed to ensure data is protected 	<ul style="list-style-type: none"> ● District Director, Research and Planning (Co-Chair) ● District Manager, IT Applications Support (Co-Chair) ● Data Quality Analyst ● Project Lead Information Services ● Research department staff – CC, FC, NOCE ● MIS Analyst – CC, FC NOCE ● Others, as needed, depending on project ● Weekly meetings

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NOCCCD Meeting Calendar for Governance and Organizational Groups

NOCCCD Governance Groups are identified in [blue](#).

This Organizational Group meets as needed: District Equal Employment Opportunity Advisory Committee.

Monday	Tuesday	Wednesday	Thursday	Friday
First week of the month				
<ul style="list-style-type: none"> - District Technology Roundtable <i>telephone-Online meeting</i> - Financial Aid Workgroup - Districtwide Enrollment Management Advisory Committee 	<ul style="list-style-type: none"> - District Facilities Committee 	<ul style="list-style-type: none"> - Chancellor's Staff/District Agenda Committee - Student Team 	<ul style="list-style-type: none"> - District Grants & Resource Development 	
Second week of the month				
<ul style="list-style-type: none"> - District Technology Roundtable <i>telephone-online meeting</i> - Council on Budget & Facilities - Vice Presidents Council 	<ul style="list-style-type: none"> - Budget Officers - District Staff Development - Knowledge Management Team 	<ul style="list-style-type: none"> - Chancellor's Staff - Information Services Steering Committee - Vice Presidents Council 	<ul style="list-style-type: none"> - District Services Committee - Vice Presidents Council - District Curriculum Coordinating Committee 	<ul style="list-style-type: none"> - District Curriculum Coordinating Committee
Third week of the month				
<ul style="list-style-type: none"> - District Technology Roundtable - online meeting 	<ul style="list-style-type: none"> - District Facilities Committee - District Technology Roundtable 	<ul style="list-style-type: none"> - Student Team - Chancellor's Staff 		

- Institutional Effectiveness Coordinating Council	- District Technology Coordinating Council Committee				
Fourth week of the month					
- District Technology Roundtable telephone-online meeting - District Consultation Council	- Budget Officers - District Staff Development	- Chancellor's Staff myGateway Steering Committee -	- Educational Technology Steering Team		

Appendices

California Code of Regulation for Collegial Consultation

Academic Senate: Title 5, Section 53203

[https://govt.westlaw.com/calregs/Document/I6FD671F0D48411DEBC02831C6D6C108E?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f70000015020907f474fe96af8%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53203&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I6FD671F0D48411DEBC02831C6D6C108E?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f70000015020907f474fe96af8%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53203&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I6050FC434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6050FC434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Academic Senate: Title 5, Section 53206

[https://govt.westlaw.com/calregs/Document/I751B6470B6CB11DFB199EEE3FF08959C?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150209276df4fe96be0%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53206&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I751B6470B6CB11DFB199EEE3FF08959C?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150209276df4fe96be0%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53206&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I605C95034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I605C95034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Faculty: Title 5, Section 51023

[https://govt.westlaw.com/calregs/Document/I6A03BB50B6CB11DFB199EEE3FF08959C?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I6A03BB50B6CB11DFB199EEE3FF08959C?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Staff: Title 5, Section 51023.5

[https://govt.westlaw.com/calregs/Document/I491F4050D48411DEBC02831C6D6C108E?contextData=\(sc.Search\)&rank=2&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I491F4050D48411DEBC02831C6D6C108E?contextData=(sc.Search)&rank=2&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Students: Title 5, Section 51023.7

[https://govt.westlaw.com/calregs/Document/I49A33D60D48411DEBC02831C6D6C108E?contextData=\(sc.Search\)&rank=3&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I49A33D60D48411DEBC02831C6D6C108E?contextData=(sc.Search)&rank=3&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I5F4531934C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F4531934C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

NOCCCD Board Policies

Board Policy 2510 Participation in Local Decision-making

http://www.nocccd.edu/files/2510bpfinalrevisedc-staff11-26-14referenceonly_20571.pdf

Board Policy 2200 Board Duties and Responsibilities

http://www.nocccd.edu/files/2200bpfinalrevisedc-staff11-26-14referenceonly_60598.pdf

Board Policy 2430 Delegation of Authority to Chancellor

http://www.nocccd.edu/files/2430bpfinalrevisedc-staff11-26-14referenceonly_20278.pdf

Board Policy 5400 Associated Students

http://www.nocccd.edu/files/5400bp_062005_87474.pdf

NOCCCD Administrative Procedures

Administrative Procedure 2510 Participation in Local Decision-making

http://www.nocccd.edu/files/2610ap_20654.pdf

https://nocccd.edu/files/2510bpfinalrevisedbot-2019-05-14_47265.pdf

Board Policies are available online at:

<http://www.nocccd.edu/policies-and-procedures>

NOCCCD IT Governance Framework, Policy and Proposed Revisions

Cherry Li-Bugg

Spring 2021

Background

NOCCCD's IT Governance comprises of the leadership, organizational structures, and decision-making processes to ensure that NOCCCD's IT capabilities continue to sustain and extend the District's strategic directions and goals. The NOCCCD IT Governance structure specifies decision rights and an accountability framework that supports the District's mission, including:

- Appropriate accountability for IT initiatives
- Transparency - IT plans and investments are made visible beyond their origination points
- Adoption of a broad District-wide view
- A willingness to share and use IT leading practices across the District
- Entrepreneurial spirit and creativity in applying IT
- Participants understanding the value of the governance process and actively participating in it

Framework of NOCCCD IT Governance

One framework to organize ideas and thoughts related to the IT governance structure is with the use of the three questions of Why, What, How.

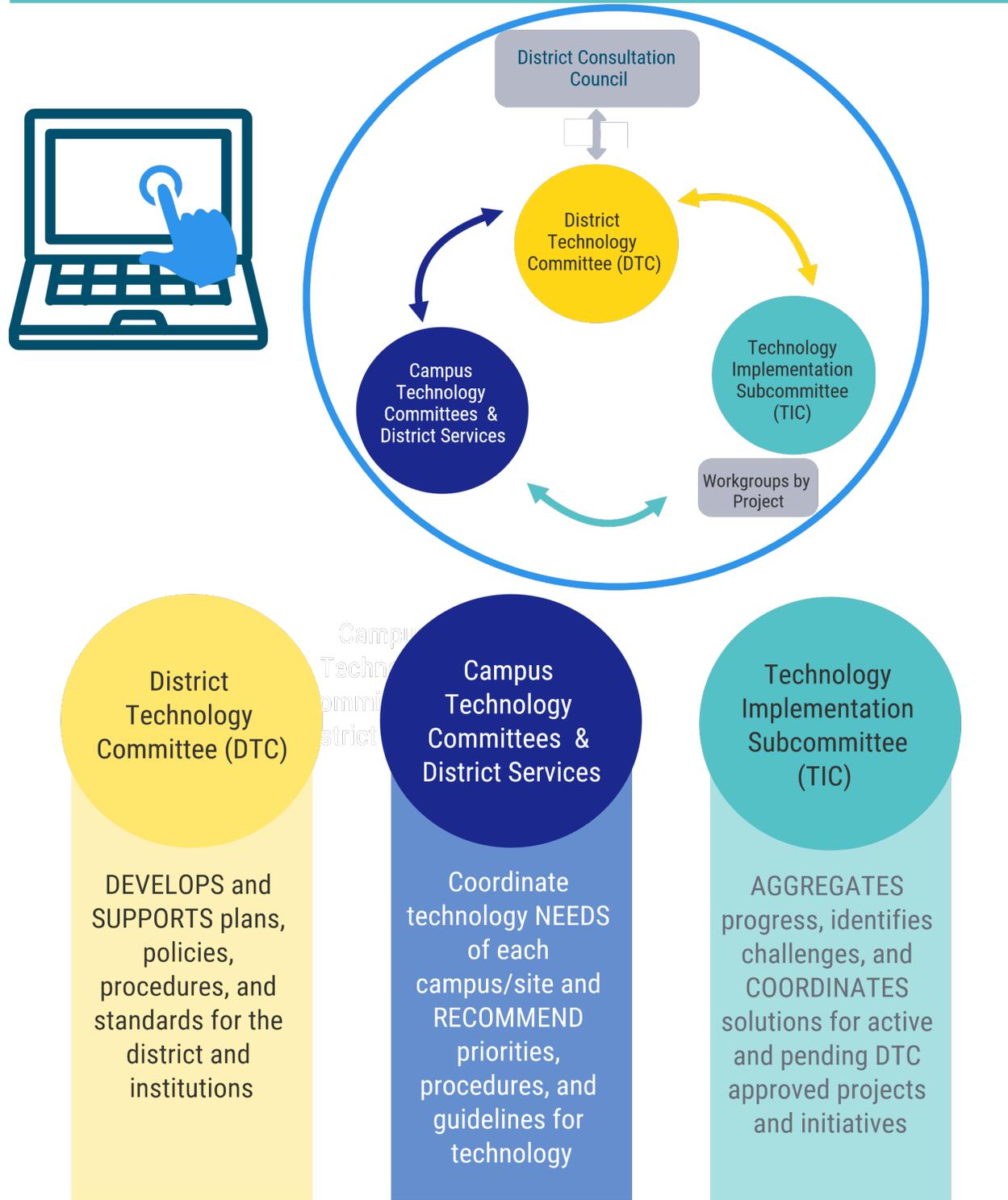
Why: The why of IT governance has to do with the big picture in terms of IT strategic planning, IT policies and IT standards. We propose slotting the District Technology Committee (DTC) in this role. The major charge for DTC is to develop and support plans, policies, procedures, and standards for the District and its institutions.

What: The what of IT governance has to do major initiatives/projects as they are outlined in the IT strategic plan. We recommend DTC for this role as well. DTC is the ultimate venue in adjudicating the IT priorities for the whole District and reports to the District Consultation Council for its actions and planning.

How: The how of IT governance has to do with action details in the implementation of the IT strategic plan. We propose the use of the Subcommittee, Campus Teams and working groups to accomplish action outcomes.

The infographic below is a visual representation of the why, what and how process flow for NOCCCD IT governance.

Proposed IT Governance Structure



Prepared by NOCCCD Educational Services and Technology May 2021

As illustrated by the infographic, we propose three categories of Subcommittees:

1. Campus Technology Committees and District Services – these four groups are to coordinate technology NEEDS of each campus/site and RECOMMEND priorities, procedures, and guidelines for technology implementation
2. Technology Implementation Subcommittee (TIC) AGGREGATES progress, identifies challenges, and COORDINATES solutions for active and pending DTC approved projects and initiatives.
3. Ad Hoc Workgroups: these working groups can be formed and dissolved as needed based on topic/project.

The Subcommittee (TIC), just like DTC, works the entire spectrum of information technology from academic computing to online/distance education to enterprise systems and solutions such as Banner to infrastructure and support. As such, it has the ability to form working groups on an as-needed basis. Our vision of the working groups is that these groups are formed to deal with specific action items arising from planning and implementation of IT plans, projects and initiatives. The working groups have no set meeting schedule and can be formed and dissolved with the action items. In this proposed structure, the current District Technology Roundtable (DTR), for example, can be structured as a working group instead of a regularly constituted committee. To further illustrate, the DTR group is currently involved in planning and conducting Implementation analysis for the M365 consolidation project. Under this framework, the group would meet to address this topic. Otherwise, the group would be dormant.

The information below provides more details on the purpose, membership and decision-making processes of the District Technology Committee and the Technology Implementation Subcommittee.

District Technology Committee (DTC)

Purpose:

The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.

Specifically, DTC serves the following purposes:

1. Develop and recommend District policies, procedures, and standards that:
 - a. Address the acquisition and use of technology.
 - b. Ensure the security and business continuity of the District's business critical systems.
 - c. Ensure compliance with state and federal laws.

2. Develop and regularly review the District Strategic Technology Plan to ensure that it
 - a. incorporates leading practices in the District's use of technology;
 - b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;
 - c. aligns with state recommendations and state's allocation of resources;
 - d. aligns with the District's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;
 - e. aligns with the work of the colleges' planning/budget committees and/or technology committees;
 - f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.
3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.
4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.
5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.
6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.
7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.
8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.
9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges.
10. Assure bi-directional communication between end users and IT with regard to technology.
11. Establish and oversee technology focus workgroups as needed.

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)
- IT managers from all sites – 5 total
- Faculty DE coordinator from each site – 3 total
- Campus budget officers and District Fiscal Rep– 4 total
- One student from each site – appointed by AS or other appropriate body for NOCE (3 total)

- 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- 1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total
- Vice Chancellor of Educational Services and Technology serves the non-voting chair

Special Guidelines, Parameters, and/or Resources:

1. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.
2. Decision Making:
 - a. Quorum - A quorum of at least two-thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.
 - b. The District Technology Committee will obtain agreement of all three academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.
 - c. DTC will work closely with CBF and DCC on technology funding recommendations.
3. Meeting Schedule: Once a month while school is session; 8 meetings per year

Communication:

The Technology Plan, policies, standards, and procedures will be posted to the District website for sharing with all District staff.

Subcommittees of DTC

Technology Implementation Committee (TIC)

Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- District Director, IT Infrastructure & Operations
- District Director, Enterprise Applications Support and Development
- Manager, Systems Technology Services – CC, FC and NOCE
- Director of Enrollment Services – FC, CC, and NOCE
- Director, Financial Aid – FC and CC
- Academic dean – CC and FC (appointed by Presidents)
- Program Director – NOCE (appointed by the President)

- District Director, Research, Planning and Data Management - District Services
We recommend the Chair of TIC be elected by members and that it rotates.

Meeting Frequency: Once a month while school is session; 8 meetings per year

Campus Technology Committees and District Services

An example of a campus technology committee is from Cypress College:

The Cypress College Campus Technology Committee (CTC) is a campus committee following a shared governance committee model guided by input from ad hoc committees representing focused technological interests. CTC Recommendations reflect the campus as a whole and support the Cypress College Strategic Plan.

Coordinate the campus's technology needs with the goals of Cypress College planning documents, including, but not limited to, the Educational Master Plan, the Strategic Plan, the Student Services Master Plan, the Distance Education Plan, and the Campus Technology Plan.

- Coordinate a shared vision of the utilization of technology to facilitate learning.
- Gather information, needs, and concerns from special interest groups.
- Promote the effective and efficient use of technology.
- Develop technological partnerships among campus programs and departments.
- Seek to avoid unnecessary duplications to technology.
- Recommend procedures and guidelines for the use of campus technology. Recommend priorities for using technological resources (funding, staff, hardware, software, etc.) submitted to PBC and PAC.

Campus specific technology recommendations and implementations will come to DTC as information via the campus technology committees. DTC will review the information as needed for District-wide compatibility and compliance. If issues surface on compatibility and compliance topics, DTC will refer the projects back to the campus technology committee for resolution. DTC is not slotted to approve campus specific project unless and until it becomes a District-wide project. The following two examples can provide further illustration of the process:

- Civitas Illume – In 2017, Cypress College was interested in adopting this solution for predictive analytics and student success. Conversations were held with the other two campuses and neither Fullerton nor NOCE were interested in adopting the same solution. Cypress College proceeded with implementation of Civitas Illume with no participation by the other two campuses. This became a Cypress-only project and was successful.

- StarFish by Hobson – All three campuses had been assessing the efficacy and feasibility of this solution for a couple of years prior to Fullerton College making a firm commitment in the fall of 2020. Cypress and NOCE were interested but not ready at that time. It was Board approved as a Fullerton-only project. However, both Cypress and NOCE conducted further demos and assessment and will be ready to sign on in the fall of 2021 or spring 2022 at the latest. This has the potential to become a District-wide project in 2022-23 if DTC approves it as such.

Workgroups by Topic

Purpose: Ad hoc workgroups are formed to create a venue for discussions on topics deemed by NOCCCD to require timely and concentrated district-wide energy. These groups perform specific functions that benefit the entire district. Ad hoc workgroups function for a specific purpose for a limited period of time. Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document. Examples of recent workgroups include the following:

- Financial Aid (Regulations and IT Configurations)
- Network Refresh Implementation Advisory Committee

We recommend reconstituting the current student team as an ad hoc workgroup as well. Current members of the student team can be called upon to serve on a workgroup based on topic. For instance, for ongoing work on digital transcripts or attendance accounting coding in the schedule, current student team members and others can serve on these workgroups to provide input and contribute to issue resolution.

District-wide IT Projects and Costs

Currently, TCC is working with CBF and DCC to approve a permanent funding source for District-wide IT Projects. One of the contentions is the perceived lack of a transparent decision-making process to prioritize and fund District-wide IT projects. Under this structure, DTC will be tasked to prioritize and make funding recommendations of District-wide IT projects. In the StarFish example provided above, it will be up to DTC to decide if the District needs to turn it into a District-wide project, funded by the District-wide funding source, i.e. all four budget centers contributing to the funding source. TCC has reviewed the draft IT Service Delivery Evaluation Form (Appendix A). Once this updated IT governance structure is approved, DTC can conduct further review of the evaluation form and approve a final version for use in the prioritization of District-wide IT Projects.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 17, 2023

From: Gabrielle Stanco, District Director, Research, Planning and Data Management & Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of April 24, 2023

1. AGENDA ITEM NAME

NOCCCD Integrated Planning Manual 2022-23 Updates

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion	X	Action	
First Reading	X	Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The Institutional Effectiveness Coordinating Council has reviewed and proposed updates to the NOCCCD Integrated Planning Manual to reflect changes to the districtwide strategic planning process.

Some of the major updates in this iteration of the Manual include:

- 1. Updated mission statement and strategic directions to reflect latest versions from the fall 2022 Design Team and the 2021-2030 Educational and Facilities Master Plan.**
- 2. Updated all accreditation standard references to reflect latest ACCJC/WASC standards.**
- 3. Revised Districtwide Strategic Plan focus to be a synthesis of campus and District Services plans that will aggregate the commonalities in the work being performed districtwide to achieve the District Strategic Directions.**
- 4. Revised the frequency of assessment of strategic plan progress to be “regular” (at least once in three years) instead of annual. The longer timeframe allows progress to be more accurately tracked and reported.**
- 5. Updated District Services Administrative Review process from an annual to a 3-year timeframe with an optional annual update.**
- 6. Revised Budget Allocation section to reflect updates made in the *Budget Handbook, 2021 Update***

5. RECOMMENDATION:

It is recommended that DCC conduct a first reading of the proposed updates to NOCCCD Integrated Planning Manual.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Institutional Effectiveness Coordinating Council (IECC)

North Orange County Community College District

~~2012~~-Integrated Planning Manual

Publication Date:

2022-23 Update

District Offices
1830 West Romney Drive
Anaheim, CA 92801-1819
<http://www.nocccd.edu>

Fullerton College
321 East Chapman Avenue
Fullerton, CA 92832
<http://www.fullcoll.edu>

Cypress College
9200 Valley View Street
Cypress CA 90630
<http://www.cypresscollege.edu>

North Orange Continuing Education
1830 West Romney Drive
Anaheim, CA 92801-1819
<http://www.NOCE.edu>

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NOCCCD Mission Statement

~~We at NOCCCD create and nurture inclusive, equitable learning and working environments to empower students and employees to reach their full potential. Collectively, we provide comprehensive academic programs and support services through our institutions that enable our students to achieve their educational, professional, and personal goals. The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent. We are unequivocally committed to student success and lifelong learning.~~

~~Cypress College and Fullerton College will offer associate degrees, a baccalaureate degree, vocational certificates and transfer education, as well as developmental instruction and a broad array of specialized training. The North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, vocational certificates and self-development courses. Specific activities in both the colleges and North Orange Continuing Education will be directed toward economic development within the community.~~

Commented [GS1]: Updated with new draft Mission

District Strategic Directions

Student Experience & Success

~~NOCCCD will provide comprehensive support, equitable opportunities, cocurricular programming, and clear pathways to ensure that students achieve their educational and career goals.~~

Employee Experience

~~NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.~~

Stewardship of Resources

~~NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.~~

Collective Impact & Partnerships

~~NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community based organizations, and businesses to create positive change in the region.~~

Physical Environment

Commented [GS2]: Updated from 2021-30 Master Plan

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~~NOCCCD will be a leader in creating accessible and sustainable facilities that support and employee success.~~District Strategic Direction 1

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

District Strategic Direction 2

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

District Strategic Direction 3

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

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

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 Strategic Direction 5

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

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Commented [GS3]: Table numbers to be updated once changes final

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Introduction

The *North Orange County Community College District ~~2012~~ Integrated Planning Manual* is a guide to integrated institutional planning ~~at the District level~~ District-wide. The processes described in this document identify the ways that constituent groups participate in and contribute to District-~~level~~ wide long-term and short-term planning.

This document begins with a description of the North Orange County Community College District (NOCCCD) integrated planning model. Following that overview is a description of the process and timeline for each component in the model.

Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has an integrated planning process in which the components are linked to one another. The campus-level planning processes link to District-~~level~~ wide planning in two ways:

- The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.
- The ~~annual~~ District-wide Progress Report details progress on District Strategic Directions and District Objectives ~~as well as campus goals and objectives accomplished across all sites.~~

The *North Orange County Community College District ~~2012~~ Integrated Planning Manual* is reviewed and updated annually on a regular basis to maintain credibility as a valuable resource. The ~~annual regular~~ updates will be prepared by the Vice Chancellor of Educational Services and Technology reflects minor changes, such as in descriptions, timelines, or processes as well as substantive updates in content and processes. The regular update and review should occur no less than every three years. ~~In addition to this annual review of content, the planning processes described in this document are evaluated every three years. This assessment occurs as part of NOCCCD's assessment-integrated planning processes of its decision-making processes. This timeline and assessment process is further~~ described in the "Assessment of Planning and Decision-Making Processes" section of this document. As an overview, the assessment includes a review and proposed revisions to the North Orange County Community College District Integrated Planning Manual by the Institutional Effectiveness Coordinating Council gathering input District-wide and then using those results to prepare an assessment report that is and then a submission submitted to the District Consultation Council. The District

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Consultation Council ~~reviews the assessment report and recommends revisions to~~ reviews and approves the proposed changes to the ~~planning processes as warranted based on that assessment with any necessary updates.~~ The ~~North Orange County Community College District 2012 Integrated Planning Manual is then updated to reflect any agreed-upon changes in the planning processes.~~ Through ~~these two~~ this review processes, ~~one completed on an annual basis and one completed every three years,~~ this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD's cycle of continuous ~~quality~~ improvement.

Commented [GS4]: Updated this section to reflect "regular" updates, not annual updates via district-wide progress report

Integrated Planning Model

The NOCCCD integrated planning model depicts how the components in the District ~~level-wide~~ planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. In this way, NOCCCD planning practices demonstrate institutional effectiveness and a cycle of continuous quality improvement.

Research is central to the NOCCCD integrated planning model because plans are developed based on data and plan outcomes are assessed using quantitative and qualitative data. In addition to research, the other components of the NOCCCD integrated planning model are as follows.

- The NOCCCD **Mission Statement** describes the intended student population and the services that NOCCCD provides to the community. As such, this statement is the touchstone for all planning processes.
- NOCCCD analyzes demographics to foresee **challenges and opportunities** (external scans) and compares its current status to the NOCCCD Mission Statement (internal scans) to develop a long-term **Comprehensive Master Plan** that includes both educational and facilities plans.
- Based on what is learned through the preparation of the Comprehensive Master Plan, **District Strategic Directions** are collaboratively developed and then approved by the Board of Trustees to serve as institutional goals that articulate how NOCCCD intends to address current and anticipated challenges.

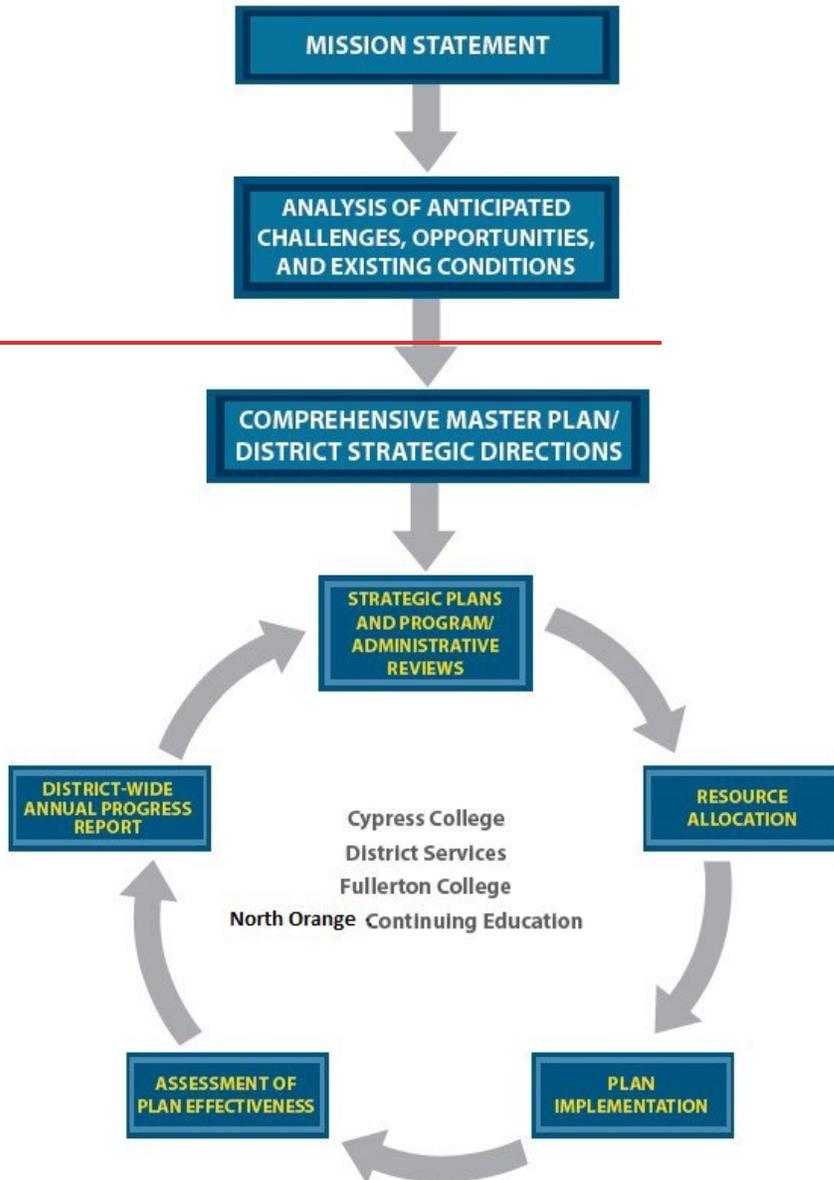
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- The **District-wide Strategic Plan** uses the District Strategic Directions (institutional goals) to derive **District Objectives**. The District Objectives describe specific initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District services and campus administrators, faculty, and staff. The initiatives to be undertaken at each site intended to contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews.
- The **District Services Administrative Review** includes a thorough analysis of data and a plan for each District Service. This process tracks the efforts of each District Service to continually improve the quality of the services provided by District Services to the campuses and to other District Services.
- **District resources** are allocated based on the process outlined in the *North Orange County Community College District Budget Allocation Handbook-~~2012~~*. Each campus and District Service then allocates resources based on its Strategic Plan and local process. In addition, the Strategic Planning Fund is used to fund initiatives related to the District Strategic Directions and District-wide Strategic Plan.
- Once resources are allocated, District Services and the campuses **implement the plans** as developed at the local site and identified in the site Strategic Plans.
- NOCCCD **assesses** in two ways: (1) ~~an annual-regular~~ **assessment of progress** on the District Strategic Directions and District Objectives and (2) **assessment of planning and decision-making processes** on a three-year cycle (**minimum**). The assessments inform the Strategic Plans and the District Services Administrative Review.

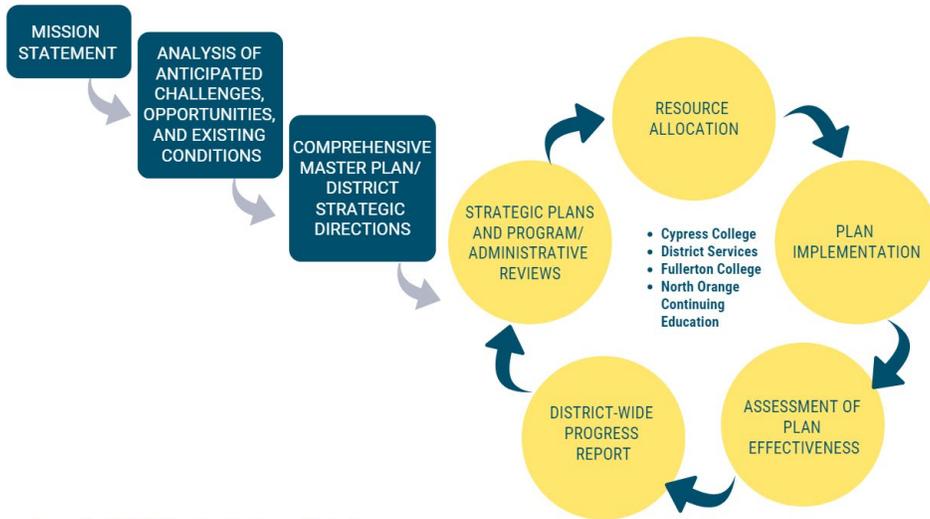
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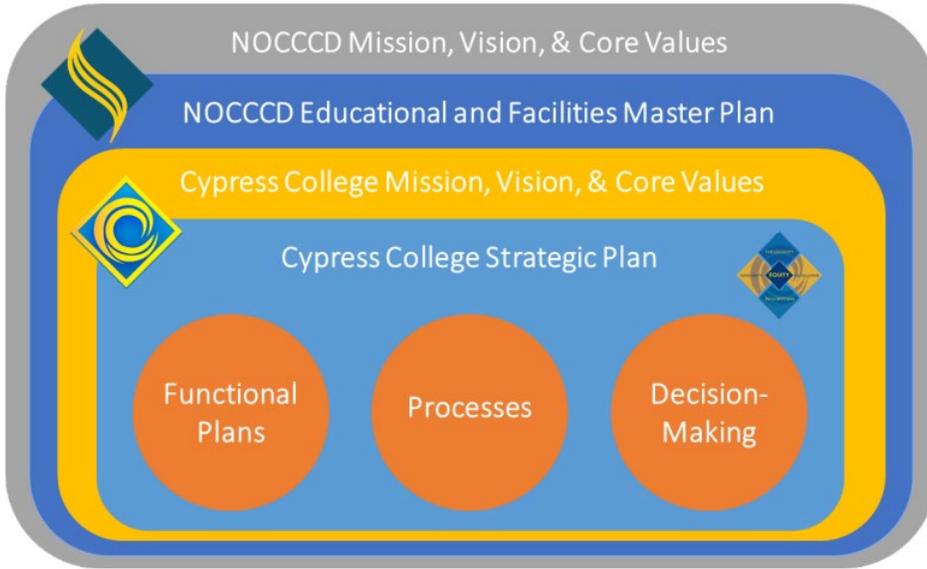
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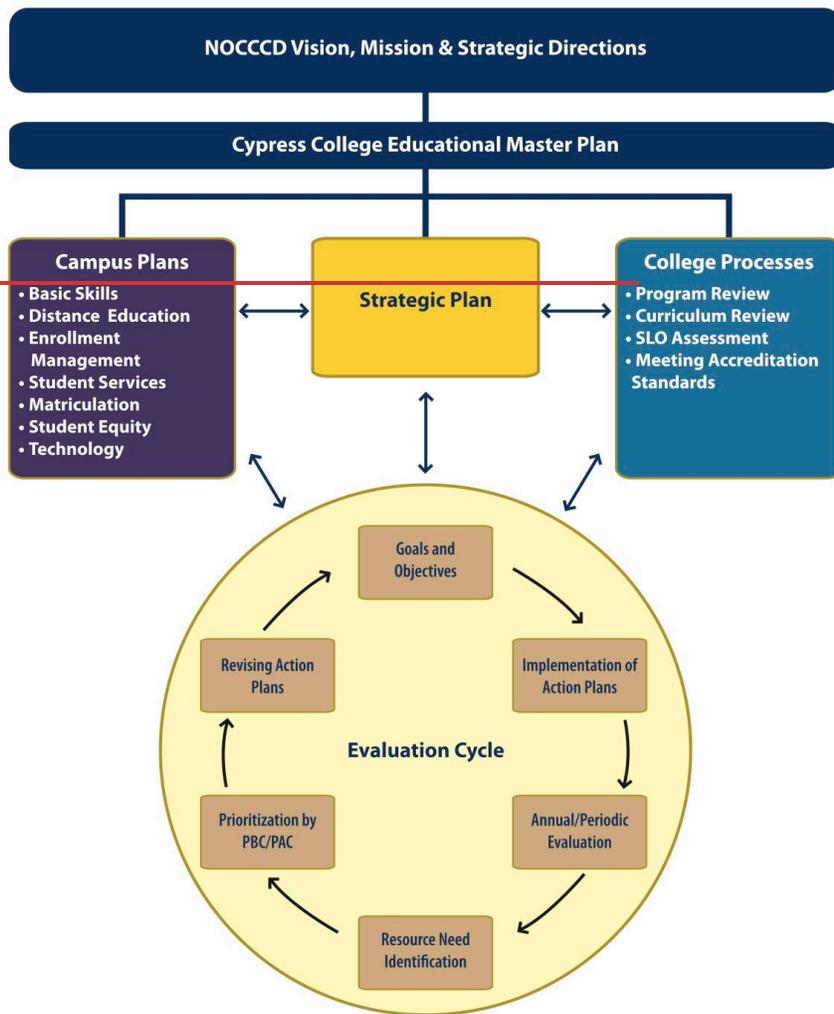
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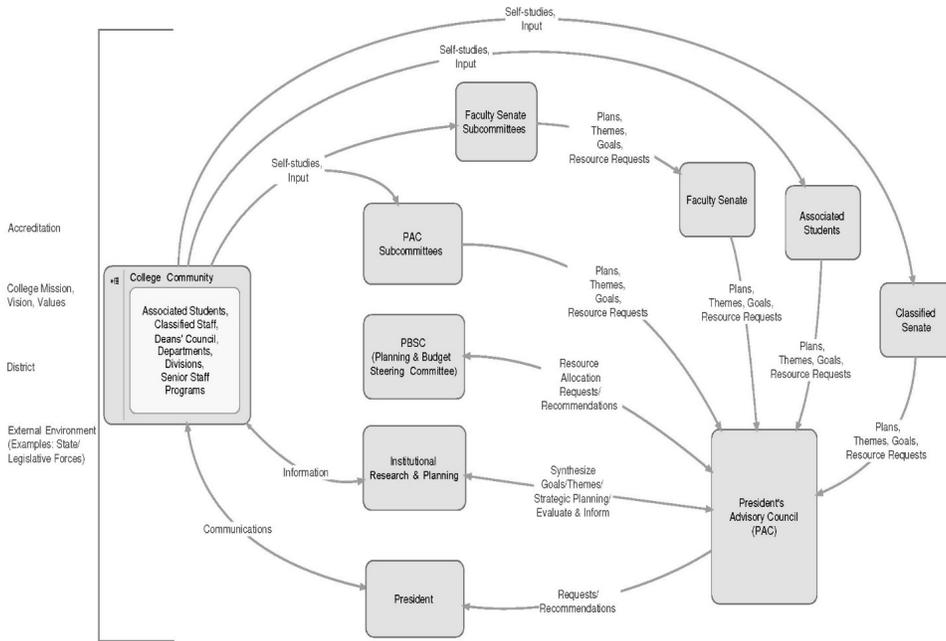


Cypress College Planning Cycle



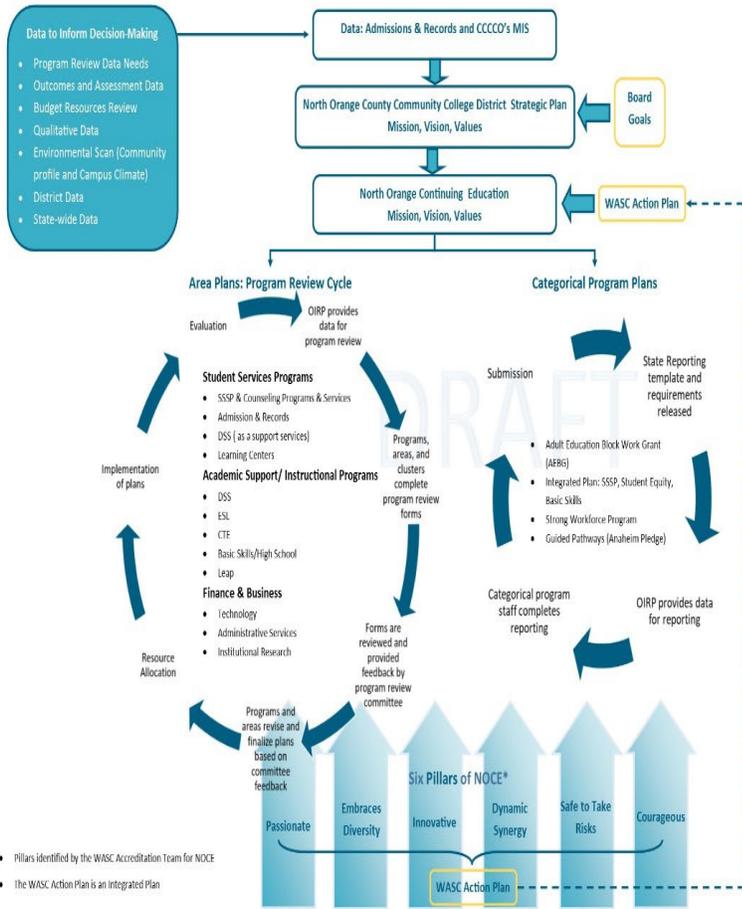
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Fullerton College Campus-wide Planning Process



5/2015

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- Pillars identified by the WASC Accreditation Team for NOCE
- The WASC Action Plan is an Integrated Plan

NOCE, OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING (OIRP)

09/21

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NOCCCD Mission Statement

Commented [GS6]: Update after final approval in 2023

The NOCCCD Mission Statement is the touchstone for the planning process in that it describes the intended student population and the services that NOCCCD promises to provide to the community.

NOCCCD reviews its mission statement every three years. The mission statement was most recently revised and approved by the Board of Trustees in ~~April 2015~~ Spring 2023.

The current NOCCCD Mission Statement is:

~~We at NOCCCD create and nurture inclusive, equitable learning and working environments to empower students and employees to reach their full potential. Collectively, we provide comprehensive academic programs and support services through our institutions that enable our students to achieve their educational, professional, and personal goals. The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant, and academically excellent. We are unequivocally committed to student success and lifelong learning.~~

~~Cypress College and Fullerton College will offer associate degrees, vocational certificates and transfer education as well as developmental instruction and a broad array of specialized training. North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, vocational certificates and self development courses. Specific activities in both the colleges and North Orange Continuing Education will be directed toward economic development within the community.~~

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a District and college mission statement is:

I.A. Mission

Commented [GS7]: Updated with 2014 ACCJC standards

- ~~1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6) The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.~~
- ~~1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.~~
- ~~2. The mission statement is approved by the governing board and published.~~
- ~~3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.~~

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1. The institution's mission is central to institutional planning and decision making.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

In addition, the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Adult School/ROCP Criteria most relevant to the development and review of a District and college mission statement is:

Commented [GS8]: Added WASC standards

Criterion 1: School Mission and Schoolwide Learner Outcomes

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

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Timeline and Process for Review of the Mission Statement

Commented [GS9]: Updated to reflect Design Team work in fall 2022

September

- The Board of Trustees charges the Chancellor with developing and implementing a process for a District-wide review of the District Mission Statement.
- In collaboration with the Chancellor and the District Consultation Council, create opportunities for District-wide faculty, staff, and students to suggest changes to the NOCCCD Mission Statement.

October

- The District Consultation Council reviews the suggested changes and either
(1) Recommends revisions to the NOCCCD Mission Statement or
(2) Assigns a workgroup to evaluate the suggested revisions and prepare recommended revisions to the NOCCCD Mission Statement.

November

- The District Consultation Council solicits feedback District-wide regarding recommended modifications to the NOCCCD Mission Statement.

December

- Based on the feedback, the District Consultation Council recommends revisions to or recommends reaffirmation of the NOCCCD Mission Statement to the Chancellor.

Spring

- The Chancellor considers the recommendation, and if he/she approves, recommends the revised or reaffirmed NOCCCD Mission Statement to the Board of Trustees for approval.
- If the Chancellor does not approve, collaboration and compromise continues until he/she approves.
- Once agreement is reached, the Chancellor recommends the revised NOCCCD Mission Statement to the Board of Trustees for approval.

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Comprehensive Master Plan

The Comprehensive Master Plan (CMP) is NOCCCD's long-term plan and, as such, projects its future for the coming decade.

The master planning process begins with a review of the results of the previous master plan and an analysis of current internal and external conditions. These provide the foundation for dialogue about NOCCCD's effectiveness in advancing its mission and for identifying anticipated challenges. These conversations culminate in:

- An overall growth projection for the coming decade;
- Growth projections for instruction, student services and support of learning areas;
- The identification of challenges that NOCCCD is facing or is likely to face in the coming decade;
- A plan for the addition or remodeling of facilities to support NOCCCD's programs and services that is aligned with the Educational Plan portion of the Comprehensive Master Plan; and
- District Strategic Directions that serve as the basis for both the District-wide and campus Strategic Plans.

Through this process, the CMP is linked to the mission statement:

Mission → CMP and District Strategic Directions

as well as to NOCCCD's short-term plans:

CMP District Strategic Directions → District-wide Strategic Plan

The District Strategic Directions are collaboratively developed through District-wide dialogue and are recommended to the Board of Trustees for approval. These institutional goals articulate how NOCCCD intends to address current and anticipated challenges.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and implementation of ~~the~~ all processes described in the remainder of this *North Orange County Community College District 2012-Integrated Planning Manual* ~~is~~ are:

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I. B. Assuring Academic Quality and Institutional Effectiveness ~~Improving Institutional Effectiveness~~

Commented [GS10]: Updated to 2014 ACCJC standards

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- ~~—The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program~~

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~~performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.~~

~~1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.~~

~~2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.~~

~~3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.~~

~~4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.~~

~~5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.~~

~~1.~~

~~2.~~

~~3.~~

~~4-9.~~

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Adult School/ROCP Criteria most relevant to the development and implementation of NOCCCD planning processes are as follows:

Commented [GS11]: Added WASC criteria

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of

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resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained, and that student learning remains the focus of the school.

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

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Timeline and Process for the 2021-2030 Comprehensive Master Plan

Commented [GS12]: Updated with EFMP timeframe and process.



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Commented [GS13]: Updated with new proposed aggregation process

District-wide Strategic Plan

The *North Orange County Community College District-wide Strategic Plan 2012–2014*, *2022 - 2026* and *2014-2026-2017-2030* are NOCCCD's short-term plans. These plans include District Objectives and District Action Plans that describe how the District Strategic Directions identified in the *2021-2030 Educational and Facilities Master Plan*, *North Orange County Community College District 2011 Comprehensive Master Plan* will be achieved.

The District Objectives describe the specific initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty, and staff. The initiatives to be undertaken at each site that contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews. The District-wide objectives aggregate and synthesize the campus and District Services plans and identify commonalities in the work being performed districtwide to achieve the District Strategic Directions.

Since the term of the District Strategic Plan is three years, there There are three-two District-wide Strategic Plans developed under the umbrella of the *2021-2030 Educational and Facilities Master Plan*, *North Orange County Community College District 2011 Comprehensive Master Plan*:

1. District-wide Strategic Plan 2012-2022 – 2014-2026
 2. District-wide Strategic Plan 2014-2026 – 2017-2030
- ~~District-wide Strategic Plan 2017–2020~~

~~The 2017-2020-2022-2026 District-wide Strategic Plan will be developed in 2017-2018-2022-23, with implementation beginning in fall 2018-2023. Following the Integrated Planning Manual process from prior years based on~~ With discussion in the Institutional Effectiveness Coordinating Council and approval by the District Consultation Council ~~in fall 2016, the District decided to adopt a narrative format for the 2016 annual progress report. This has implications for~~ the format of the *North Orange County Community College District-wide Strategic Plan 2017-2020-2022-2026*, ~~which~~ will be a narrative format. ~~The as well but still addressing the~~ following items will comprise the primary components ~~in-of~~ the plan:

- **District Strategic Directions** that were developed as part of the *2021-2030 Educational and Facilities Master Plan*, *North Orange County Community College District 2011 Comprehensive Master Plan*. The District Strategic Directions are institutional goals and,

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as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.

- **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty, and staff. The objectives will represent commonalities from the site-specific plans that describe districtwide efforts toward achieving the District Strategic Directions.
- **District Action Plans** describe in step-by-step sequence how the District Objectives will be accomplished and assessed. Each Action Plan includes a timeline for completion, the assignment of the group or office responsible for implementing the action, and an estimate of the cost if applicable.
- **Responsible Party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan. The assignment of a responsible group or office is essential for accountability.
- **Estimated Budget** identifies approximately how much funding will be needed, if any, to complete the Action Plan. Personnel costs for current employees are not included in this estimate.
- **Outcome** is completed for the annual Progress Report and is a brief statement describing the results of the Action Plan.
- **Implications for Next Year's Action Plans** is also completed for the annual Progress Report and is used to describe adjustments that may be needed if the outcome described in the previous column requires changes to subsequent Action Plans.

Timeline and Process for the Development of the 2022-2026 District-wide Strategic Plan

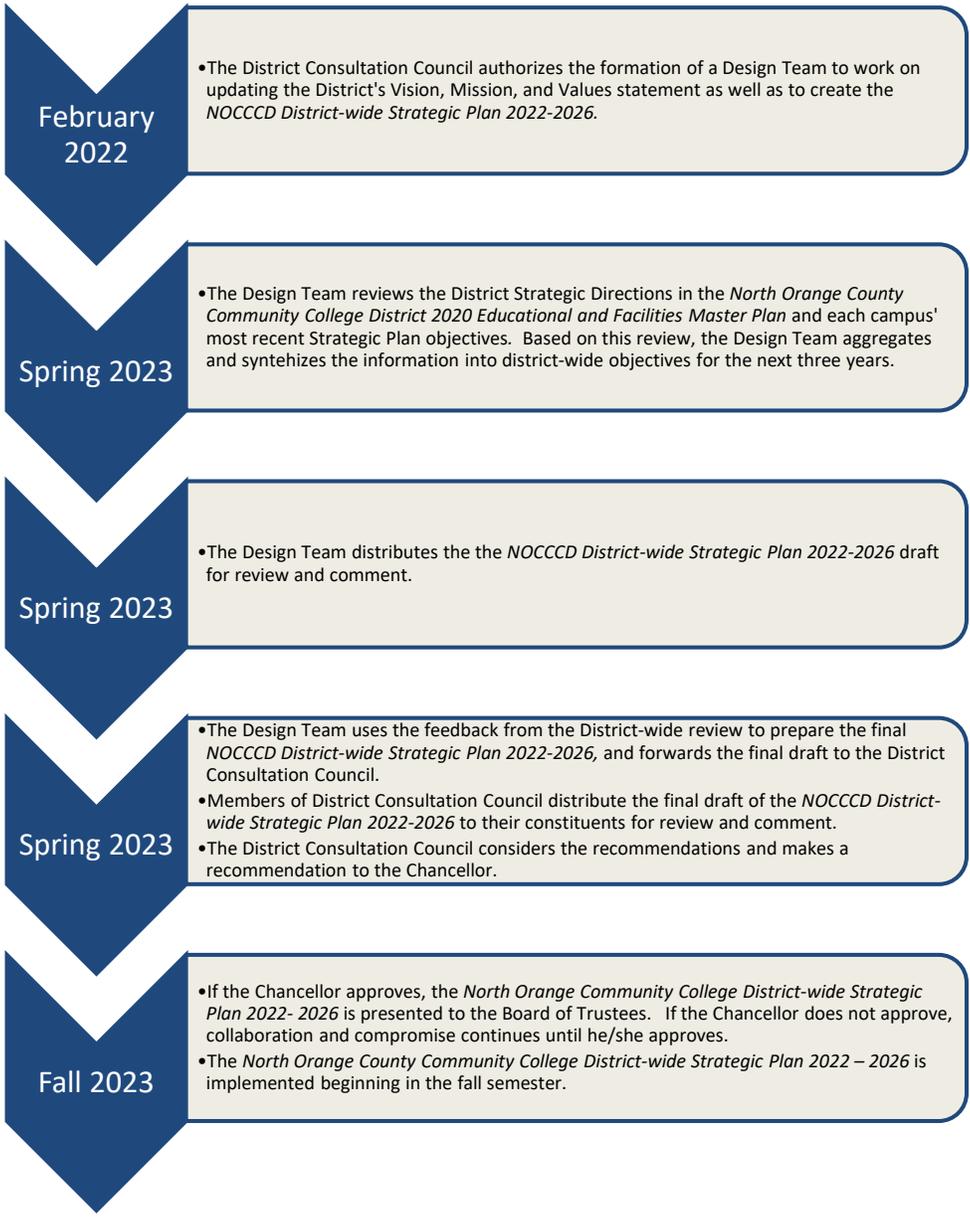
(The following events happen in the sequence listed below.)

Commented [GS14]: Updated with Design Team work and timeline

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District Services Administrative Review

The District Services Administrative Review is the ~~annual~~ 3-year program review process for centralized services. Each area also has the option to complete an annual update, as needed.

Commented [GS15]: Updated from annual to 3-year timeframe with an optional annual update

The purpose of this process is to analyze and track the efforts of each District Service to continually improve the quality of the services provided to the campuses and to other District Services. The three components of the District Services Administrative Review are:

1. ~~The first component is a~~ An analysis of quantitative and qualitative data that reflect the services' strengths and weaknesses relative to meeting established standards, advancing the NOCCCD mission, and supporting District Strategic Directions and District Objectives. The data should also address the size and scope and effectiveness of each area's contribution to the District.
2. ~~The second component is a~~ A report on the progress made in achieving the previous cycle's plans.
3. ~~The third component is the~~ The development of a plan for the coming years (a) to sustain or improve the services provided and (b) to contribute to the achievement of the District Strategic Directions.

The District Services that complete this review process are:

- Chancellor's Office Services
- ~~Educational Services~~ and
~~Technology~~
- Fiscal and Facilities
- Human Resources
- Information Services
- Public & Governmental Affairs

Resources are allocated to District Services in accordance with the NOCCCD budget allocation model described in the "Budget Allocation" section of this *Manual*. These resources are divided among the individual District Services based on current need and plans for improvement. Requests for distribution of allocations within District Services are presented to the District Services Committee for discussion and recommendation to the Chancellor. If funds are not

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available or if the request exceeds available funds within the District Services allocation, representatives from the District Services Committee may submit the request to the Council on Budget & Facilities.

The Accrediting Commission for Community and Junior Colleges standards most relevant to District Services Administrative Reviews are:

Commented [GS16]: Updated with 2014 standards

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Standard III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Standard III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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~~Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement.~~

~~Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.~~

~~Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.~~

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Timeline and Process for District Services Administrative Review

(The events happen in the sequence listed below.)

Commented [GS17]: Updated to general fall/spring timeframe



- District Services gathers data to document progress on the prior cycle's plan as well as feedback on the District Service from the District-wide Satisfaction Survey.
- Vice Chancellors and District Services Directors draft the District Services Administrative Review for the area under their supervision. This review includes:
 - Analysis of the data to identify strengths and weaknesses by comparing performance to standards;
 - Identification of links to the NOCCCD Mission Statement, District Strategic Directions, and District Objectives;
 - Strategies to address identified weaknesses, advance the mission, and support District Strategic Directions and District-wide Objectives; and
 - Requests for funding as needed to implement the strategies identified in this review.



- Each Vice Chancellor or District Services Director shares the draft District Services Administrative Review with other members of the unit and creates venues for discussions of the draft.
- The Vice Chancellors and District Services Directors consider the feedback and make revisions as warranted.



- The Vice Chancellors and District Services Directors review the District Services Administrative Review with the Chancellor and the District Services Committee, and make final revisions to the documents.
- The Vice Chancellors and District Services Directors present the District Services Administrative Reviews to Chancellor's Staff for information.
- Requests for funding are submitted to the District Services Committee or to the Council on Budget & Facilities.

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Budget Allocation

Commented [GS18]: Updated per Budget Handbook, 2021 Update

Budget allocations align with the NOCCCD Mission Statement and link District Strategic Directions and District Objectives to the resources needed to accomplish these institutional goals.

The description in this *North Orange County Community College District 2012-Integrated Planning Manual* is an overview of the budget allocation model and budget development process. The factors that determine the distribution of funds to the four NOCCCD ~~entities~~ budget centers are summarized in the following charts, followed by the timeline and process for developing the annual budget. A detailed description of this model is presented in the *North Orange County Community College District Budget Allocation Handbook 2012-September 2021 Update*.

The District has implemented a new internal Resource Allocation Model (RAM) in efforts to more clearly align ongoing activities within each of its budget centers. The major principles that guide the budgeting process are to:

1. Recognize the District as the fiscal entity while honoring the unique legacy and culture of each institution
2. Use planning and goals to drive the budget process
3. Ensure that resource allocation decisions align with the type of funding
4. Consider both the inputs and outcomes of proposed budget decisions
5. Regularly assess operations and use data to inform the decision-making and planning processes
6. Incentivize innovation and program development
7. Take a long-term perspective
- ~~1. Be transparent, simple, and easy to explain~~Balance on-going expenditures with on-going revenues;
- ~~2. Maintain a 5% reserve for economic uncertainties; and~~
- ~~3. Maintain appropriate autonomy for each NOCCCD entity to use resources in a manner that best addresses the individual entity's needs.~~

The RAM is a revenue allocation model. It incorporates: Student Centered Funding Formula apportionment revenues, other state revenues, and local revenues. It then uses those revenues to cover expenses: District-wide shared costs and all personnel & operating costs by budget center. The three educational centers—Cypress College, Fullerton College, North Orange Continuing Education—contribute revenue towards District Services, creating the 4 operational

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budget centers. The 4 budget centers then all share in covering the costs identified as institutional, or district-wide costs.

For budget purposes, the four entities in NOCCCD are Cypress College, Fullerton College, North Orange Continuing Education, and District Services. These entities have autonomy to determine local employee staffing contingent on collaboration among NOCCCD leaders and approval of the Chancellor. In addition, each entity develops unique budgets for expenditures from general fund and categorical revenue in the following categories:

- Supplies and materials;
- Hourly employees;
- Services and other operating expenses, such as travel;
- Capital outlay, such as equipment; and
- Maintenance.

Commented [GS19]: Delete per 2021 Budget Handbook Update

Speaking generally, all of the District Strategic Directions are plans for how to increase student success; similarly, the purpose of the budget allocation model is to fund the programs and services that both directly and indirectly promote student success. Students' needs are the foundation of decisions regarding the expansion and contraction of the budget allocations, especially in the personnel and extended day categories. In addition to this general link between planning and budget allocations, NOCCCD will provide direct links between specific budget allocations and the District Strategic Directions in the following three ways:

1. All expenditures related to the Strategic Plan Fund will be tracked separately to provide Budget/Financial information to the Project Leader for inclusion in their year-end report.
1. When appropriate, funding requests shall identify how the use of resources relates to the five District Strategic Directions and/or Comprehensive Master Plan. Proposals for resources from the Strategic Plan Fund require that the project contribute to achievement of a District Strategic Direction.
2. When appropriate, NOCCCD entities link expenditures required for campus or District-wide Action Plans to specific District Strategic Directions by using a unique identifying budget code.
3. The budget allocation process at each campus includes links to campus goals, each of which aligns with District Strategic Directions.

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The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocation processes are:

Commented [GS20]: Updated to 2014 standards

Standard I.B.39.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Standard III.D.32.

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

NOCCCD Budget Allocation Model: Sources of Revenues

Commented [GS21]: Updated based on Budget Allocation Handbook 2021

<p>Student Centered Funding Formula (SCFF) Unrestricted General Funds</p> <p><i>SCFF Revenue is the amount anticipated to be received by the District as State Apportionment Funds that can be used for any purpose related to the NOCCCD mission.</i></p>	<p>Other Unrestricted Revenues Restricted Funds</p> <p><i>Unrestricted state revenues received as well as local revenues earned As codified in regulation or law, funds that can be used only for specific purposes.</i></p>	<p>Other Local Revenues</p>
<p>1. <u>Base Allocation (70% of the SCFF): Sum of Basic Allocation funding, derived from the number of colleges and centers in a district, as well as its size, and its funding for Credit, non-Credit*, CDCP*, Incarcerated, and Special Admit FTES State apportionment:</u></p> <p>Supplemental Allocation (20% of the SCFF): Component that targets equity of access and opportunity for low-income students. Credit and noncredit FTES</p> <p>Property taxes</p> <p>2. NOCCCD's portion of the enrollment fees</p> <p>3. Growth</p> <p>4. Unrestricted lottery</p> <p>2.</p> <p>5.3. Student Success Allocation (10% of the SCFF): <u>Component that targets and incentivizes successful outcomes of California Community College students Part-time faculty office hours/benefits/compensation</u></p>	<p>1. Enrollment Fee Waivers Programs with state and federal restrictions, such as health services, parking, veterans' services, and financial aid administrative allowances.</p> <p>1.</p> <p>2. Restricted programs such as EOPS, DSP&S, Matriculation, Basic Skills, and numerous other federal, state, and local grants and contracts.</p> <p>2. Other Restricted Funds such as restricted lottery and instructional equipment allocations. Full-Time Faculty Hiring Funds 2018-19</p> <p>3. Part-Time Faculty Compensation</p> <p>4. Lottery (Unrestricted portion)</p> <p>3.5. Mandated Costs</p>	<p>1. Districtwide Activity revenues, primarily interest earned Facilities rentals and swap meet income</p> <p>2.1.</p> <p>3. Budget Center Activity, consisting of funds received for various local activities. Also includes self-supported activities that bring in revenue and are expected to cover their own costs Self-supporting programs such as tuition-based courses, laboratory fees, and other contractual agreements</p> <p>4.2.</p> <p>5. Intrafund Transfers, currently comprised of funds received as RDA revenue that are being used to contribute towards ongoing resources. Non-</p>

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<p>Fee-waiver administrative fees</p> <p>Non-resident tuition (First \$1 million)</p> <p>Interest and miscellaneous income</p>		<p>resident Tuition above \$1 million</p> <p>6.</p> <p>7. Bookstore and Foodservice</p> <p>8. 3.</p>
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NOCCCD Budget Allocation Model: Expenditures Prior to Allocations to the NOCCCD Entities Expenses

Commented [GS22]: Updated based on Budget Allocation Handbook 2021

<p><u>District-wide Expenses</u> <i>Costs that have been identified and determined to be shared across all entities within the district for any purpose related to the NOCCCD mission.</i></p>	<p><u>Restricted Funds</u> <i>Operating budgets included in the RAM for the budget centers are separated into ongoing and self-supported activities. As codified in regulation or law, funds that can be used only for specific purposes.</i></p>	<p><u>Chargebacks</u> <i>Certain expenses identified that one budget center incurred and which also benefitted another budget center</i></p>
<p><i>The listing of approved Districtwide expense categories and amounts are included in the annual proposed budget reports following expenditures cover these costs for all campuses and District Services. The amounts are required costs. Examples include:</i></p> <ol style="list-style-type: none"> 1. <u>Retiree benefits</u> 2. <u>Districtwide shared informational technology expenses</u> 3. <u>Faculty sabbatical costs and related-activity expenditures</u> 4. <u>Districtwide memberships</u> 5. <u>Audit expenses</u> 6. <u>Employee assistance program</u> 7. <u>Hospitality</u> 1. <u>Board-designated contribution to the Fullerton Child Care center</u> 2. <u>Retiree benefits</u> 3. <u>Utilities (gas, electric, sewer, waste disposal)</u> 4. <u>Insurance (liability, property, and students)</u> 5. <u>Legal and auditing fees</u> 6. <u>District wide memberships such as accreditation and athletic conferences</u> 	<ol style="list-style-type: none"> 1. <u>Restricted funds are distributed directly to the NOCCCD entity (District Services, Cypress College, Fullerton College and/or NOCE) as required in regulation or law:</u> <ol style="list-style-type: none"> a. <u>Full-Time Faculty</u> b. <u>Classified staff</u> c. <u>Confidential staff</u> d. <u>Academic managers</u> e. <u>Classified managers</u> f. <u>Executives</u> g. <u>Temporary Special Positions (including instructors, project coordinators, managers, and directors)</u> 2. <u>NONPOS (a.k.a. Non-Position Control):</u> <ol style="list-style-type: none"> a. <u>Adjunct Faculty</u> b. <u>Other temporary hourly personnel</u> c. <u>Departmental and campus office costs and maintenance needs</u> d. <u>Contingency funds set aside</u> 	<p>Chargebacks currently include the following:</p> <ol style="list-style-type: none"> 1. <u>Maintenance & Operations (custodial) personnel</u> 2. <u>Electricity</u> 3. <u>Gas</u> 4. <u>Water</u> 5. <u>Security</u> <p>All revenue in the "other" category remains with the NOCCCD entity that generated that revenue.</p>

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<p>7. Election costs 8. Contribution to ride share as required by AQMD 9.8. Employee assistance program <i>The following expenditures cover the costs for all campuses and District Services. The amounts are set in collaboration with the campuses.</i> 10. Scheduled maintenance 11. Staff development 12. Innovation Fund 13. Strategic Plan Fund 14. Hospitality fund 15. Human resources costs such as recruiting and fingerprinting</p> <hr/> <p><i>The following expenditures are special allocations:</i> 16. Support for Fullerton College Child Care Center 17. Maintenance cost related to the Co-Gen Plant at Cypress College</p>	<p><u>3. Intrafund/Interfund Transfers</u></p>	
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~~NOCCCD Budget Allocation Model: Allocation to NOCCCD Entities~~

<p>From Unrestricted General Fund <i>Funds that can be used for any purpose related to the NOCCCD mission.</i></p>	<p>From Restricted Funds <i>As codified in regulation or law, funds that can only be used for specific purposes.</i></p>
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Notes:

- For CC, FC, and NOCE, carry-over from prior year excludes funds for full-time faculty positions and benefits.
- Operating allocations are based on the prior year's operating allocation increased or decreased as needed due to factors such as personnel changes, across the board reductions, and funding for growth and cost-of-living.
- For CC, FC, and NOCE, the extended-day allocation is based on meeting FTES targets and changes to the number of full-time faculty.

1. District Services

- Carry-over from prior year
- Operating allocation

2. Cypress College

- Carry-over from prior year
- Operating allocation
- Extended-day allocation

3. Fullerton College

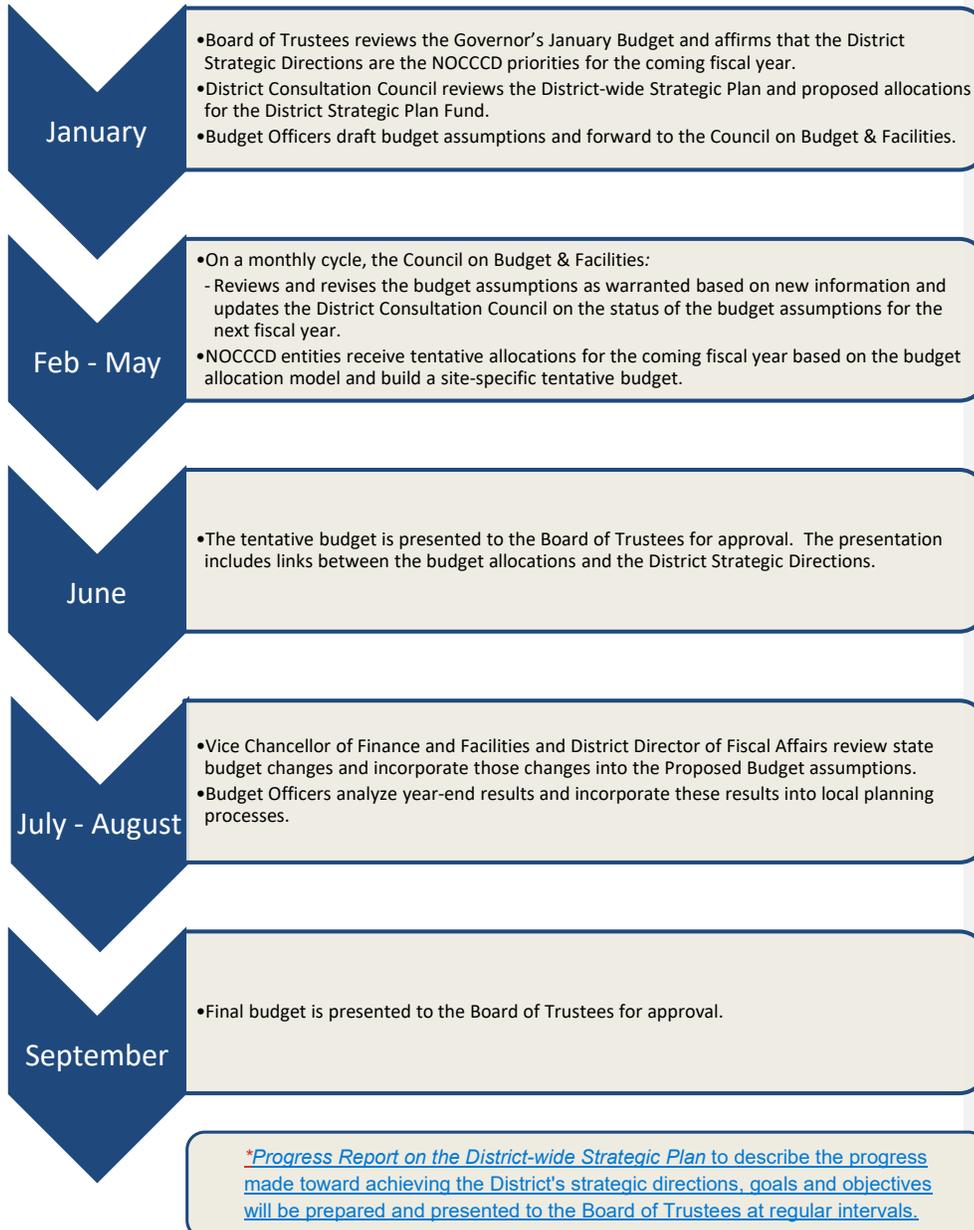
- Carry-over from prior year
- Operating allocation
- Extended-day allocation

4. North Orange Continuing Education

- Carry-over from prior year
- Operating allocation
- Extended-day allocation

1. Programs with state and federal restrictions, such as health services, parking, veterans' services, and financial aid administrative allowances: The amount allocated to each budget center is based upon the amount of fees generated or the level of services provided.
2. Restricted programs such as EOPS, DSP&S, Matriculation, Basic Skills, and numerous other federal, state, and local grants and contracts: The amount allocated to each budget center is based on the grantees' directives except for DSP &S and Perkins which are internally determined by their respective workgroups.
3. Other restricted funds such as restricted lottery and instructional equipment allocations: The amount allocated to each campus is based on target FTES amounts.

Timeline and Process for Budget Development



Plan Implementation

Commented [GS23]: Updated Districtwide purpose: Identifying synergy amongst campus plans to facilitate conversations about themes and identify/remove barriers
Responsible for monitoring: IECC

The main function of the District-wide strategic plan is to coordinate the strategies planned by Cypress College, North Orange Continuing Education, Fullerton College, and District Services to ensure integration and alignment districtwide. The Institutional Effectiveness Coordinating Council (IECC) will have the responsibility to monitor the progress the District (the three institutions and District Services) is making to meet the targets at acceptable rates. IECC will ensure collaboration among the institutions and the District office exists. To monitor each goal, IECC will rely primarily on information gathered by each individual institution about actions taken toward goal progress and districtwide initiatives.

Through the development of the District Strategic Plan, an office or group is assigned responsibility for each Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan.

To ensure implementation of the identified activities that will move NOCCCD toward accomplishment of the District Strategic Directions, the ~~responsible parties~~IECC shall:

- Encourage the coordination of initiatives to increase innovation and efficiencies and;
- Identify District-wide barriers that impede the implementation of plans and recommend administrative and/or policy changes to remove those barriers; Manage the timelines for the plan component;
- Develop appropriate processes;
- Identify District-wide projects and activities designed to address District Strategic Directions or District-wide Objectives needing additional funding and/or District-wide support and enhance synergy of resources; Identify and address funding needs through site-specific resource allocation processes or from funds identified to address District Strategic Directions or District Objectives;
- Provide Review data and other types of evidence to assess the levels of success following plan implementation; and
- Document Gather documentation about ~~the~~ activities and outcomes to contribute to the preparation of the annual Progress Report.

The ~~annual~~ Progress Report described in the next section informs the District community about the outcomes of plan implementation.

North Orange County Community College District
~~2012~~ Integrated Planning Manual
~~Fall 2022~~ 2022-23 Update

Assessment of Progress on District Strategic Directions

A Progress Report is produced ~~annually on a regular basis~~ to inform the internal community about movement toward achievement of the District Strategic Directions. ~~The progress report will compile information on actions or achievements related to goal progress across each of the NOCCCD campuses and District Services.~~

Commented [GS24]: Progress will be monitored on a regular basis rather than annually

Three tasks will be accomplished through the development of this Progress Report:

- Consolidate information about the ~~tasks~~ actions that have been completed by all NOCCCD entities;
- Analyze those outcomes in terms of their effectiveness in moving NOCCCD toward achievement of the District Strategic Directions; and
- ~~Edit or augment~~ Develop Action Plans as needed for the ~~coming year~~ future to better support completion of Districtwide Objectives and/or recommend administrative and/or policy changes to remove barriers impeding the plans as needed based on the outcomes of the current year's work.

There will be ~~annual~~ a minimum of one progress reports for each District-wide Strategic Plan.

The ~~annual~~ District-wide Progress Report is an essential accountability tool in the NOCCD Integrated Planning process because it reinforces and sustains a District-wide dialogue on its long-term and short-term goals.

~~The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annual Progress Reports are:~~

Commented [GS25]: Same standards as for Master Plan above so recommend removing (repetitive)

~~I. B. Improving Institutional Effectiveness~~

~~The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.~~

North Orange County Community College District

~~2012~~ Integrated Planning Manual

Fall ~~2022~~ 2022-23 Update

- ~~1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.~~
- ~~2. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.~~
- ~~3. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.~~

~~With discussion in the Institutional Effectiveness Coordinating Council and approval by the District Consultation Council in fall 2016, the District decided to adopt a narrative format for the 2016 annual progress report. Henceforth until such a time that District Consultation Council decides to make a change, the annual progress report will be in a narrative format.~~

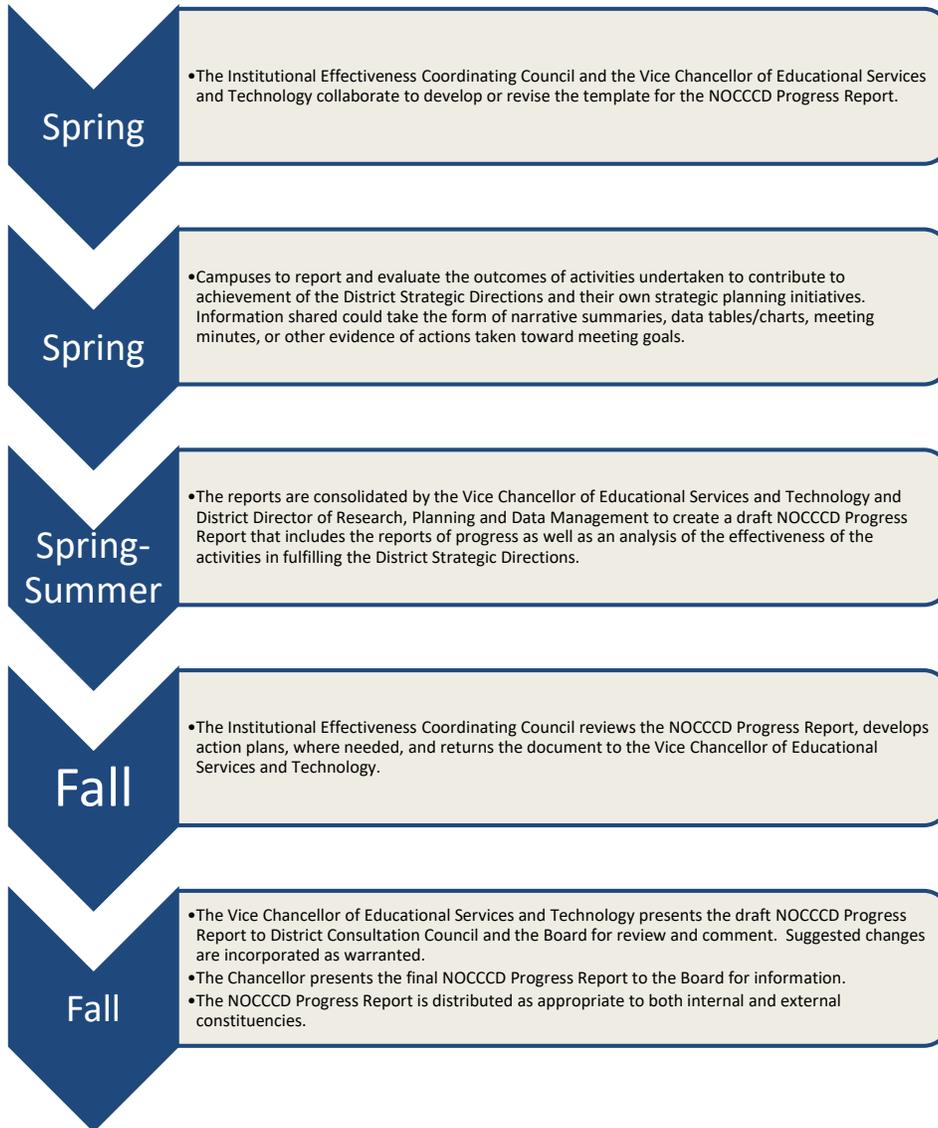
North Orange County Community College District

~~2012~~ Integrated Planning Manual

Fall ~~2022~~ 2022-23 Update

Timeline and Process for **Assessing Progress** on District Strategic Directions

Commented [GS26]: Updated timeline to be more general/allow flexibility of progress review



North Orange County Community College District

~~2012~~ Integrated Planning Manual

Fall ~~2022~~ 2022-23 Update

Assessment of Planning and Decision-Making Processes

Commented [GS27]: Updated to reflect "regular" assessment process by IECC and removed detailed timeline since updates will not always follow same timeframe.

NOCCCD assesses its planning and decision-making processes on a regular basis in keeping with the ACCJC standards on institutional effectiveness.

~~A formal assessment of planning and decision-making processes is~~The assessment is conducted at a minimum every three years— and could reflect minor changes, such as in descriptions, timelines, or processes and/or substantive updates in content and processes. The assessment includes a review and proposed revisions to the North Orange County Community College District Integrated Planning Manual by the Institutional Effectiveness Coordinating Council and then a submission to the District Consultation Council. The District Consultation Council reviews and approves the proposed changes to the planning processes with any necessary updates. Through this review processes, this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD's cycle of continuous improvement. The assessment includes gathering District-wide input and using that feedback to prepare an assessment report that is submitted to the District Consultation Council. The District Consultation Council reviews the assessment report and recommends revisions to planning and decision-making processes as warranted based on the assessment. The Chancellor considers the recommendations and approved changes are documented with revisions to the North Orange County Community College District 2012 Integrated Planning Manual and/or to the North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment.

~~To maintain credibility as a valuable resource, the current version of the North Orange County Community College District Integrated Planning Manual and the North Orange County Community College District Decision Making Manual: Structure, Function, and Alignment are reviewed and updated annually by the Vice Chancellor of Educational Services and Technology to capture minor changes, such as in descriptions, timelines, or processes.~~

The **Accrediting Commission for Community and Junior Colleges** standards most relevant to the assessment of planning and decision-making processes are:

Commented [GS28]: Updated to 2014 standards

~~——~~Standard I.B.67. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

North Orange County Community College District

~~2012~~ Integrated Planning Manual

Fall ~~2022~~ 2022-23 Update

~~The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.~~

Standard IV. A.57.

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

~~The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.~~

North Orange County Community College District
2012-Integrated Planning Manual
Fall ~~2022~~2022-23 Update

Timeline and Process for Assessing the Planning and Decision-making Processes

September 2018

District Consultation Council convenes a Planning and Decision-Making Processes Workgroup comprised of representatives from each of the Coordinating Councils.

The Planning and Decision-Making Processes Workgroup develops a mechanism for soliciting feedback on the components of the integrated planning model and decision-making processes from the groups and individuals who are directly involved in implementing planning and decision-making. The workgroup presents this process to District Consultation Council.



October 2018

Feedback from District Consultation Council about the process for soliciting feedback is incorporated and the Planning and Decision-Making Processes Workgroup implements the process.



November—December 2018

The Planning and Decision-Making Processes Workgroup considers the feedback from the groups and individuals who are directly involved in implementing planning and decision-making processes and prepares a Planning and Decision-making Processes Assessment Report. This Report may include recommended changes to the planning and/or decision-making processes.

The Planning and Decision-Making Process Workgroup forwards the Planning and Decision-making Processes Assessment Report to District Consultation Council for review and comment.

The Planning and Decision-Making Process Workgroup incorporates the feedback as warranted and forwards the Planning and Decision-making Processes Assessment Report to the Chancellor.



February 2019

The Chancellor reviews the Planning and Decision-making Processes Assessment Report with District Consultation Council and determines which changes will be made in the planning and decision-making processes, if any.

The Chancellor prepares an information report on this assessment for the Board and the resulting changes to the planning and decision-making processes, if any. This report is also distributed District-wide.

The Vice-Chancellor of Educational Services and Technology prepares an updated version of the *North Orange County Community College District Integrated Planning Manual* and the *Decision Making Resource Manual: Structure, Function, and Alignment* as needed.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 17, 2023

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of April 24, 2023

1. AGENDA ITEM NAME

Revised AP 4010, Academic Calendar; Revised AP 7230-2, Confidential Employees – Holidays; and Revised AP 7240-2, Management Employees – Holidays

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion		Action	X
First Reading	X	Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Revisions to AP 4010, AP 7230-2, and AP 7240-2 are proposed to add the Juneteenth holiday and to clarify the Cesar Chavez observance date in AP 4010.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, revised AP 4010, AP 7230-2, and AP 7240-2 be posted on the District website.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Chancellor’s Staff

AP 4010 Academic Calendar

Reference:

**Education Code Section 79020;
Title 5 Sections 5700 et seq. and Section 58142**

- 1.0 The academic year consists of 177 days of instruction.
- 2.0 Flexible days are considered part of the 177 days of instruction.
- 3.0 Statutory holidays are observed on the dates noted, or on alternate dates in accordance with Education Code Section 79020, and include:
 - 3.1 New Year's Day (January 1)
 - 3.2 Dr. Martin Luther King, Jr. Day (Third Monday in January)
 - 3.3 Lincoln Day (February 12)
 - 3.4 President's Day (Third Monday in February)
 - 3.5 Cesar Chavez Day (~~Date/method to be determined by the District~~) **(March 31)**
 - 3.6 Memorial Day (Last Monday in May)
 - 3.7 Juneteenth (June 19)**
 - ~~3.7~~**8** Independence Day (July 4)
 - ~~3.8~~**9** Labor Day (First Monday in September)
 - ~~3.9~~**10** Veterans' Day (November 11)
 - ~~3.10~~**11** Thanksgiving Day (Fourth Thursday in November)
 - ~~3.11~~**12** Christmas Day (December 25)
- 4.0 The Board of Trustees may declare other days to be holidays and close the colleges and offices when good reason exists.

See Board Policy 4010, Academic Calendar.

Date of Adoption: June 22, 2004

Date of Last Revision: October 25, 2021 District Consultation Council
September 23, 2019 District Consultation Council

AP 7230-2 Confidential Employees – Holidays

Reference:

Education Code Sections 79020 and 79021

- 1.0 **Holiday Calendar:** Confidential employees will be paid for the holidays listed below, provided they were in paid status during any portion of the working day immediately preceding or succeeding the holiday.

New Year's Day
Martin Luther King Day
Lincoln's Birthday
President's Day
Cesar Chavez Day
Spring Holiday
Memorial Day
[Juneteenth](#)
Independence Day
Labor Day
Veterans' Day
Thanksgiving Day
Friday after Thanksgiving
Day Preceding Christmas Day
Christmas Day
Three Days between Christmas Day and New Year's Eve
Day Preceding New Year's Day

- 2.0 **Holidays on Saturday and Sunday:** When a holiday falls on a Saturday, the preceding workday not a holiday shall be deemed to be that holiday. When a holiday falls on Sunday, the following workday not a holiday shall be deemed to be that holiday. The operation of this section shall not cause any confidential employee to lose any of the designated holidays.

- 3.0 Confidential employees who are not normally assigned to duty during the college winter and spring recesses shall be paid for those holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

4.0 **Holiday Pay Computation:**

- 4.1 Holidays for confidential employees who are employed full-time (100%) shall be compensated on the basis of an eight (8) hour workday at the employee's rate of pay in effect at the time of the holiday.
- 4.2 Holiday compensation for confidential employees who are employed less than full-time shall be prorated by the percentage of employment.

[4.3 For those unit members who are assigned to work ten-hour days, if the Independence Day holiday falls on a ten \(10\) hour workday, that day becomes a ten \(10\) hour paid holiday. For those unit members who work less than a ten-hour day, Unit Members on the alternative schedule who do not](#)

AP 7230-2 Confidential Employees – Holidays

have sufficient accrued vacation time to comply with this provision may be advanced two (2) hours of vacation leave which shall be deducted from future vacation accrual or may elect to take two (2) hours of unpaid leave.

See Board Policy and Administrative Procedure 4010, Academic Calendar

Date of Adoption: March 25, 2008

Date of Last Revision: November 26, 2018 District Consultation Council

AP 7240-2 Management Employees – Holidays

Reference:

Education Code Sections 79020 and 79021

1.0 **Holiday Calendar:** Management employees will be provided the following holidays:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- President's Day
- Cesar Chavez Day
- Spring Holiday
- Memorial Day
- [Juneteenth](#)
- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Day
- Friday after Thanksgiving
- Day Preceding Christmas Day
- Christmas Day
- Three Days between Christmas Day and New Year's Eve
- Day Preceding New Year's Day

2.0 **Holidays on Saturday and Sunday:** When a holiday falls on a Saturday, the preceding workday not a holiday shall be deemed to be that holiday. When a holiday falls on Sunday, the following workday not a holiday shall be deemed to be that holiday. The operation of this section shall not cause any management employee to lose any of the designated holidays.

3.1 **Holiday Pay Status**

3.2 Holidays are not included in the number of contractual duty days for academic management employees; therefore, academic management employees are not in paid status for holidays.

3.3 Classified management employees will be in paid status for holidays provided they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday. Classified management employees who are not normally assigned to duty during the college winter and spring recesses shall be paid for those holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

See Board Policy and Administrative Procedure 4010, Academic Calendar

Date of Adoption: May 27, 2008

Date of Last Revision: November 26, 2018 District Consultation Council