

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

MEETING: Only Regular Meeting in November 2025

DATE: Tuesday, November 18, 2025, at 5:30 p.m.

PLACE: Anaheim Campus Board Room

1830 W. Romneya Drive, Anaheim, CA 92801

2015 S. Beulah Blvd, Flagstaff, AZ 86001

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the "LIVE" video option:

https://www.youtube.com/@theDestinationDistrict

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting virtually may do so via the YouTube link listed on the agenda.

The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board by completing a yellow card entitled, "Request to Address Board of Trustees" and submitting it to the Recording Secretary. These cards are available at the entrance to the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board. Those wishing to address matters not on the agenda can do so immediately prior to the adjournment to closed session or, in the absence of a closed session, at the conclusion of all other public session business. Public comments must comply with the three-minute time limit.

The Board reserves the right to change the order of the agenda items as the need arises. All Board meetings, excluding closed sessions, are electronically recorded.

AGENDA:

- 1. a. Pledge of Allegiance to the Flag
 - b. Board of Trustees Roll Call
 - c. Consider Block-Vote Items indicated by [] in Sections 3, 4, and 5

 Agenda items designated as block-vote items with [] are considered by the Board to either be routine or sufficiently supported by back-up information that additional discussion is not required.

Therefore, there will be no separate discussion on these items before the Board votes on them.

Block vote items will be enacted by one motion. Exceptions to this procedure may occur if a Board.

Block vote items will be enacted by one motion. Exceptions to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion or if an individual wishes to comment on a block-vote item. During either scenario the Board President will remove the item from block-vote consideration for separate discussion and a separate vote.

Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public by contacting the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. - 5:00 p.m.).

- d. Chancellor's Report
- 2. a. Approval of Minutes of the Regular Meeting of October 28, 2025.
 - b. **FIRST CLOSED SESSION** (only if needed)

3. ADMINISTRATIVE SERVICES

- [a] It is recommended that the Board ratify purchase orders and checks. (The purchase orders and checks are available for review in the District's Business Office.)
- [b] Authorization is requested to make adjustments to the General Fund and Child Development Fund revenue and expenditure budgets in accordance with the revised 2025-2026 allocations and adopt resolutions to adjust budgets, to accept new revenue and authorize expenditures within the General Fund and Child Development Fund pursuant to the California Code of Regulations Title 5 §58308. (The Resolution is available for review in the District's Business Office.)
- [c] Authorization is requested to procure a five-year contract with Coursedog Catalog and Curriculum Management to provide licensing and services for NOCCCD.
- [d] Authorization is requested to procure a one-year contract with Mongoose to continue services for NOCCCD to use the Cadence texting platform.
- [e] Authorization is requested to approve a deductive change order for the unused allowance for the agreement with Elegant Construction, Inc. for Bid #2425-07, Board Room Renovation Project at Anaheim Campus.
- [f] Authorization is requested to amend the agreement with PBK Architects for the Board Room Renovation Project and increase the contract amount.
- [g] Authorization is requested to file the Notice of Completion for Bid #2425-07, Board Room Renovation Project at Anaheim Campus with Elegant Construction, Inc. and pay the final retention payment when due.
- [h] Authorization is requested to amend the consultant agreement with Westberg White, Inc. for the Anaheim Campus NOCE Interior and Exterior Wayfinding Signage for additional architectural and engineering services.
- [i] It is recommended that the Board adopt Resolution No. 25/26-19 to approve Change Order #4 with Interpipe, Inc. for Bid 2324-04, for the public works project, to increase the contract for the Cypress College Fine Arts Renovation Project.
- [j] It is recommended that the Board adopt Resolution No. 25/26-20 to approve Change Order #10 with Verne's Plumbing Inc. for Bid 2324-04, for the public works project, to increase the contract for the Cypress College Fine Arts Renovation Project.
- [k] It is recommended that the Board ratify the current change orders for the public works project listed per the Change Order Request, for the Fine Arts Renovation at Cypress College.
- [I] Authorization is requested to amend the contract with Pfeiffer Partners Architects, Inc. to increase the contract for the Fullerton College Wilshire Chiller Relocation Project.

- [m] Authorization is requested to enter into an agreement with Gensler to provide architectural and engineering services for the STEM & Horticulture building at Fullerton College for Preliminary Plans plus reimbursable expenses.
- [n] Authorization is requested to permit the Black Faculty and Staff Association to serve alcoholic beverages at the Paint 'n' Sip Event at Cypress College on December 10, 2025.
- [o] Authorization is requested to permit the Fullerton College Physical Education Division to host the Athletic Hall of Fame at Fullerton College on April 17, 2026, and allow the purchase and serving of alcoholic beverages to attendees.
- [p] Authorization is requested to approve out-of-country travel for Professor Linda Borla to attend The Modern Language Association Convention in Toronto, Canada, from January 7–11, 2026.

4. INSTRUCTIONAL RESOURCES

- [a] It is recommended that the Board approve the summary of curriculum changes for Cypress College, to be effective Fall 2026 and Spring 2026.
- [b] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2025, Fall 2026 and Fall 2027.
- [c] It is recommended that the Board approve the summary of curriculum changes for the North Orange Continuing Education, to be effective Spring 2026, Summer 2026 and Fall 2026.
- d. It is recommended that the Board approve Cypress College's revision to the Mission Statement.
- e. It is recommended that the Board receive as information highlights relating to the Cypress College 2024-2025 Professional Development Program.
- f. It is recommended that the Board receive as information highlights relating to the Fullerton College 2024-2025 Staff Development Program.
- g. It is recommended that the Board receive as information highlights relating to the NOCE 2024-2025 Professional Development Program.
- h. It is recommended that the Board receive as information highlights relating to the District Services 2024-2025 Professional Development Program.
- i. It is recommended that the Board receive a first reading of the Cypress College 2025-2028 Student Equity Plan.
- j. It is recommended that the Board receive a first reading of the Fullerton College 2025-2028 Student Equity Plan.

k. It is recommended that the Board receive a first reading of the NOCE 2025-2028 Student Equity Plan.

5. **HUMAN RESOURCES**

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

Extension of Temporary Management Contract Leave of Absence Temporary Academic Hourly

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

Retirements
Resignations
New Personnel
Revision of Contract
Voluntary Changes in Assignment
Stipend for Additional Administrative Duties
Leaves of Absence
Placement on 39-Month Reemployment List
Revised Classified Job Description

- [c] Request approval of Professional Experts.
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.
- [e] Request approval of Volunteers

6. **GENERAL**

- a. It is recommended that the Board establish Tuesday, December 16, 2025 as the date of its Organizational Meeting and amend, if necessary, the suggested 2026 meeting calendar.
- b. It is recommended that the Board review the proposed, new BP 3450, Animals on District Property.
- c. It is recommended that the Board receive the revised Board Policies in Chapter 3 and direct that they be placed on a future Board meeting agenda for action.
- d. It is recommended that the Board adopt Resolution No. 25/26-22, Honoring Former Trustees and Conferring the Title of Trustee Emeritus.
- e. It is recommended that the Board adopt Resolution No. 25/26-21 verifying that Trustee Stephen T. Blount was absent on October 28, 2025 due to illness.
- f. It is recommended that the Board discuss any potential future agenda items.

7. COMMENTS

- a. Chancellor's Staff Comments
- b. Resource Table Personnel Comments
- c. Members of the Board of Trustees Comments
- d. Public Comments on Non-agenda and Closed Session Items
- 8. **ADJOURN TO CLOSED SESSION**: Per the following sections of the Government Code:
 - a. Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.
 - b. Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.
 - c. Per Section 54956.8: CONFERENCE WITH REAL PROPERTY NEGOTIATOR.

Property: 6344 Orange Avenue, Cypress, CA 90630

(APN 134-181-22)

Negotiation Party: Fred Williams, Vice Chancellor, Administrative Services

Under Negotiations: Terms and Conditions of Purchase

- d. Per Section 54956.9(d)(1): CONFERENCE WITH LEGAL COUNSEL: EXISTING LITIGATION: Existing settlement negotiations.
- e. Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Vice Chancellor of Administrative Services

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

Board Room Seating Arrangement



Jeffrey P. Brown
President

Dr. Barbara Dunsheath Vice President Ed Lopez, J.D. Secretary

Evangelina Rosales Board Member Stephen T. Blount
Board Member

Mark Lopez Board Member **Dr. Ryan Bent**Board Member

Zachary Colinco CC Student Member

Dr. Byron D. Clift Breland Chancellor

Samiy Castillo Bolivar FC Student Member

> Alba Recinos Recording Secretary

Kristine Nacu NOCE Student Member



Chancellors Staff

Valentina Purtell

NOCE

President

Dr. Cynthia Olivo Fullerton College President Dr. Scott Thayer
Cypress College
President

Kai Stearns
District Director
Public & Gov Affairs

Dr. Jennifer Vega La Serna Vice Chancellor Ed Services & Inst. Eff.

Fred Williams
Vice Chancellor
Admin Services

Irma Ramos
Vice Chancellor
Human Resources

Constituent Group Representatives

Karen Bautista
District Management
Association

Michelle Patrick Norng NOCE Academic Senate

Jaclyn Magginetti
Cypress College
Academic Senate

Bridget Kominek
Fullerton College
Academic Senate

Steven Estrada
United Faculty

Elaine Loayza CSEA Naveen Kanal Adjunct Faculty United

AUDIENCE SEATING

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	Х
SUBJECT:	Ratification of Purchase Orders and		

Checks

BACKGROUND: Pursuant to the Purchasing Policy for the North Orange County Community College District, a summary of purchase orders and checks shall be submitted to the Board of Trustees for ratification at the first meeting of the Board following the issuance or prior to issuance where required.

The purchase order numbers P0177062 - P0177924, check numbers C0057305 -C0057464; F0308076 - F0308792; Q0007497 - Q0007498; 88565964 - 88567161; V0032174 - V0032176; 70132240 - 70133057; disbursements E9260485 - E9275142; and amended purchase orders have been processed since the previous Board meeting. Checks beginning with "C" are from the Cypress College Bursar's office; checks beginning with "F" are Fullerton College Bursar; checks beginning with "Q" are NOCE Bursar; checks beginning with "88" are District checks through the County Department of Education; checks beginning with "V" are District revolving checks; checks beginning with "7" are Cypress College Bursar's Office Student Refund Checks; and disbursements beginning with "E" are financial aid payments made electronically via the Bank Mobile disbursement process. These purchase orders and checks can be reviewed in the District's Business Office. All purchase orders and checks have been processed in accordance with the Plan of Implementation as approved by the Board pursuant to the concept of fiscal accountability.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources - NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Actual costs will be charged to applicable funds as goods and/or services are received.

RECOMMENDATION: It is recommended that the Board ratify purchase order numbers P0177062 - P0177924 through October 21, 2025, totaling \$4,444,619.52, and check numbers C0057305 - C0057464, totaling \$\$5,332,735.79; check numbers F0308076 -F0308792, totaling \$203,408.79; check numbers Q0007497 - Q0007498, totaling \$1,225.20; check numbers 88565964 - 88567161, totaling \$15,308,658.94; check numbers V0032174 - V0032176, totaling \$12,126.00; check numbers 70132240 -70133057, totaling \$200,961.54; and disbursements E9260485 - E9275142, totaling \$20,950,807.95, through October 31, 2025.

Fred Williams 3.a.1 Recommended by Item No.

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025 BOARD MEETING NOVEMBER 18, 2025

	BOARD MEETING NOVEMBER 18, 2025					
PO	VENDOR NAME	AMOUNT FUND	SITE	DESCRIPTION		
P0177062	Ben Nye Company Inc	\$3,000.00	CC	Blanket Order for Instructional Supplies		
P0177259	Amazon Business	\$1,734.31	FC	Instructional Materials		
P0177341	Home Depot	\$6,000.00	CC	Blanket Order for Instructional Supplies		
P0177342	Industrial Plastic Supply Inc	\$3,000.00	CC	Blanket Order for Instructional Supplies		
P0177343	Rose Brand Wipers Inc	\$4,000.00	CC	Blanket Order for Instructional Supplies		
P0177344	Transportation Charter Services Inc	\$500.00	CC	Transportation for Field Trip		
P0177345	Cardio Partners Inc	\$610.95	CC	Defibrillator Battery Replacements		
P0177347	Economic Alternatives Inc	\$3,218.13	FC	Water Treatment Supplies		
P0177348	Eureka The California Career Information System	\$1,095.00	FC	Software License		
P0177349	Sarah's Flowers	\$80.82	FC	Basket Garden for New Employee -VPSS		
P0177350	Leica Geosystems Inc	\$10,182.38	FC	Software Subscription		
P0177351	Janet Owen Driggs	\$39.65	CC	Reimbursement for Event Food		
P0177352	Buddy's All Stars Inc.	\$568.65	FC	Athletic Supplies		
P0177353	Ontario Refrigeration Service Inc	\$1,635.16	CC	Freezer Repairs		
P0177354	Belson Outdoors Inc	\$1,697.63	FC	Bike Rack		
P0177355	Environmental Management Technologies	\$770.50	AC	Transportation & Disposal of Hazardous Waste		
P0177356	Center Lock and Safe	\$250.00		E Locksmith Services		
P0177357	Sodexo Inc and Affiliates	\$646.94	FC	Catering for Math Engineering Science Achievement Fall Kickoff		
P0177358	McCune & Harber LLP	\$682.00	AC	Legal Services		
P0177359	Guac N Roll Tacos	\$1,441.20	CC	Catering for Student Event		
P0177360	Pacific Parking Systems Inc	\$25,289.50	AC	Parking Pay Station Upgrade		
P0177361	Aqua Serv Engineers Inc	\$5,789.09	CC	Water Treatment Supplies		
P0177362	SC Fuels	\$3,298.12	CC	Fuel for Maintenance & Operation Station		
P0177363	Toshiba Business Solutions	\$4,202.25	AC	Copier Maintenance Agreement		
P0177364	JLM Installations Inc	\$12,294.00	FC	Doors Installation for Maintenance & Operation Building		
P0177365	Emma Inc	\$2,403.12	AC	Software License		
P0177366	Bold Zebras LLC	\$43,205.24	FC	Program Review Application Service		
P0177367	Schindler Elevator Corporation	\$34,980.24	FC	Maintenance Agreement for Elevators		
P0177368	Schindler Elevator Corporation	\$26,173.56	CC	Maintenance Agreement for Elevators		
P0177369	Pyramed Health Systems	\$21,785.44	CC	Annual Software Support		
P0177309	Amazon Business	\$35.25	CC	Computer Supplies		
P0177370		\$335.23 \$335.73	CC	·		
P0177371	Amazon Business	\$335.73 \$250.00	AC	Instructional Supplies Blanket Order for Shipping Fees		
P0177372	Federal Express	\$5,000.00	FC	Blanket Order for Supplies		
P0177373	Amazon Business Christopher Staab	\$3,000.00	CC	Videographer Service		
P0177374 P0177375	•	\$374.37	AC	9 1		
P0177375	CDW Government Inc Uline Inc	\$3,749.50	AC	Computer Supplies Campus Seating		
P0177376		* *	FC	, ,		
	Alexander Brown	\$1,420.12 \$410.00		Reimbursement for Student Field Trip		
P0177378	Cookies by Design Long Beach	\$410.00	CC	Cookies for Student Event		
P0177379	Montgomery Hardware	\$1,319.77	AC	Facilities Supplies		
P0177380	PBK Architects Inc	\$30,500.00 Capital Outlay	AC	Architect Service for Room 506 Tenant Project		
P0177381	Fullerton Ford	\$58,949.99 Capital Outlay	CC	Cargo Van		
P0177382	NOCCCD	\$702.00	CC	Financial Aid Reimbursement		
P0177383	uConnect Inc	\$3,750.00	FC	Annual Subscription Fee		
P0177384	North Orange County ROP	\$482,685.00		E Advisory Service for Accountability, Outreach BA: 9/9/25		
P0177385	Kherut	\$312.48	AC	Catering for Board of Trustees Meeting		
P0177386	American Construction Company LLC	\$6,175.02 Capital Outlay	CC	Tutoring Area Remodel Project		
P0177387	Eide Bailly LLP	\$22,000.00	FC	Annual Fullerton College Foundation Financial Audit		
P0177388	Blue Triton Brands Inc.	\$12.29	AC	Water Bottles		

BOARD RECAP

FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0177389	Technical Safety Services Inc	\$720.00		FC	Biosafety Cabinet Testing
P0177390	Grainger Inc	\$159.00	Bond	FC	Shipping Fee
P0177391	Smoke Guard California Inc	\$14,055.00		AC	Smoke Curtains Replacement for Elevators
P0177393	Pearson VUE	\$19.00		FC	Textbooks
P0177394	Vector Resources Inc	\$106,250.10	Capital Outlay	CC	Bid #2526-01, TE I Fiber Repair Project
P0177395	County of Orange	\$1,350.00		CC	Hazardous Material Disposal
P0177396	S&B Foods	\$411.25		CC	Catering for Puente Program Students
P0177397	RJ Electric	\$2,950.00		AC	Exit Signs Replacement
P0177398	JLM Installations Inc	\$4,448.00		FC	Doors Installation for Student Support Center Building
P0177399	Eide Bailly LLP	\$9,500.00		AC	Bond Performance Audit & Prop 39
P0177400	Follett Higher Education Group LLC	\$2,000.00		CC	Blanket Order for Books
P0177401	Sasco Electric	\$2,852.00	Capital Outlay	NOCE	Electrical Services
P0177402	Eide Bailly LLP	\$10,400.00		AC	Annual Cypress College Foundation Financial Audit
P0177403	RSS Consulting LLC	\$35,500.00		NOCE	Consulting Services for Committee Support and Action Plan
P0177404	Next Gen Web Solutions	\$12,000.00		FC	Software License
P0177420	EKC Enterprises Inc	\$1,908.12		CC	Aviation Instructional Equipment
P0177421	Matthew Demet	\$1,000.00		FC	Honorarium for Al Bootcamp Event Participation
P0177422	Amazon Business	\$1,500.00		FC	Blanket Order for Supplies & Materials
P0177423	Sodexo Inc and Affiliates	\$9,175.88		FC	Catering for Campus Communications Event
P0177424	Cynthia Olivo	\$51.04		FC	Reimbursement for Meeting Lunch Purchase
P0177425	Qwickly Inc	\$25,699.00		FC	Software License
P0177427	Foundation Building Materials Holding Company LLC	\$7,185.20	Capital Outlay	AC	Facilities Repair Equipment
P0177428	VS Athletics	\$1,163.70		FC	Athletic Supplies
P0177429	Amazon Business	\$1,000.00		CC	Blanket Order for Student Services Supplies
P0177430	Amazon Business	\$2,000.00		CC	Blanket Order for Supplies & Materials
P0177431	Angelica Ramos	\$200.00		FC	Guest Speaker for Cooperative Agencies Resources for Education (CARE) Orientation
P0177432	Pepi Company of California LLC	\$894.48		NOCE	Catering for Board of Governors Event
P0177433	ACCE	\$750.00			Membership Fee B/A: 6/24/25
P0177434	Sabrina Anguiano	\$200.00		FC	Referee Services
P0177435	Victor Ceniceros	\$200.00		FC	Referee Services
P0177436	AKB Marine Inc	\$1,666.47		FC	Custom Shirts
P0177437	Coastal Boiler Works Inc		Capital Outlay	FC	Blowdown Separator Drain Replacement
P0177438	East Whittier Glass & Mirror Co Inc	\$1,275.00	Bond	FC	Roller Shades Installation for Student Suppor Center Bldg
P0177439	Katharina Chung	\$1,000.00		FC	Honorarium for Al Bootcamp Event Participation
P0177440	Sherri Foster	\$1,000.00		FC	Honorarium for Al Bootcamp Event Participation
P0177450	Orravan Mechanical Inc		Capital Outlay	AC	Cooling Tower Drive Replacement
P0177451	Corporate Business Interiors Inc		Capital Outlay	AC	Parts for Chair in Boardroom
P0177452	Geil Industries	\$109,458.66	Bond	CC	Kiln and Installation
P0177453	Gabriel Duthoy	\$1,000.00		FC	Honorarium for Al Bootcamp Event Participation
P0177455	Sodexo Inc and Affiliates	\$45.22		FC	Catering for Guided Pathways
P0177456	Sirchie Fingerprint Laboratories Inc	\$1,265.54		FC	Instructional Equipment
P0177457	Office Solutions	\$200.00		FC	Blanket Order for Office Supplies
P0177458	Home Depot	\$1,500.00		FC	Blanket Order for Hardware Supplies
P0177459	Community College League of California	\$888.00		FC	Software Subscription
P0177460	Proforma Element 7	\$979.37		FC	Custom Shirts
P0177461	Marla McBride	\$276.00		CC	Reimbursement for Survey Monkey Subscription
P0177462	Rotor Riot LLC	\$379.73		FC	Instructional Supplies
P0177463	Follett Higher Education Group LLC	\$82.11		CC	Portfolio Folders
P0177464	Academic Senate for CA Community Colleges	\$19,964.55		AC	Institutional Membership B/A: 6/24/25

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025

РО	VENDOR NAME	AMOUNT	FUND SITE	DESCRIPTION
P0177465	NOCCCD	\$656.00	CC	Student Fees Reimbursement
P0177466	Columba Barba	\$800.00	CC	Guest Performer for Student Event
P0177467	Sodexo Inc and Affiliates	\$2,477.17	FC	Catering Math Engineering Science Achievement Event
P0177468	National Council for Marketing and Public Relations	\$1,675.00	NOCE	Membership Renewal B/A: 6/24/25
P0177470	City of Fullerton	\$185.50	FC	Annual Fire Inspection Fee
P0177471	CDW Government Inc	\$901.10	AC	Printer
P0177472	CDW Government Inc	\$1,838.66	FC	Computer Supplies
P0177497	Office Solutions	\$750.00	FC	Blanket Order for Office Supplies
P0177498	MSC Industrial Supply Co Inc	\$1,779.10	FC	Instructional Equipment Parts
P0177499	Sodexo Inc and Affiliates	\$1,671.13	FC	Catering for Student Event
P0177500	Home Depot	\$287.71	FC	Storage Stand
P0177501	Sodexo Inc and Affiliates	\$994.93	FC	Catering for Umoja Event
P0177502	Goodwill Industries of Orange County	\$25,000.00	FC	Blanket Order for Interpreting Services
P0177503	Community College League of California	\$150.00	AC	Membership to Latino Com College Trustees & Ad Caucus B/A: 6/24/25
P0177504	Freeman	\$347.50	FC	Event Booth Rental Fee
P0177506	Amazon Business	\$3,000.00	CC	Blanket Order for Materials
P0177507	iT1 Source LLC	\$1,055.95	NOCE	Printer
P0177508	Barts Carts Inc	\$1,879.40	CC	Catering for Student Event
P0177509	Amaya Pittman Dasent	\$52.49	CC	Reimbursement for Textbook
P0177510	Jeanette Loya	\$57.54	CC	Reimbursement for Textbook
P0177511	National Restaurant Association Solutions LLC	\$1,370.07	CC	Student Exams
P0177512	Astraglass Innovations Inc	\$1,877.30	CC	Instructional Materials
P0177513	Doing Good Works	\$8,915.79	CC	Custom Shirts
P0177514	Alexander Brown	\$1,405.73	FC	Reimbursement for Student Event Supplies
P0177515	Diversified Business Services	\$1,945.22	CC	Promotional Supplies
P0177516	Lupita Martinez	\$500.00	FC	Guest Speaker for Molding Our Truths Student Event
P0177517	Transportation Charter Services Inc	\$1,462.45	CC	Field Trip Transportation Fees
P0177518	Sway Medical Inc	\$465.74	FC	Software License
P0177519	BSN Sports LLC	\$616.45	FC	Athletic Supplies
P0177520	Lakeshore Learning Materials	\$5,853.46	FC	Instructional Materials
P0177521	Ryan Oconnell	\$1,127.08	CC	Reimbursement for Field Trip Fees
P0177522	T S Enterprise Associates Inc	\$23,823.58	FC	Instructional Equipment
P0177523	Amazon Business	\$5,000.00	CC	Blanket Order for Supplies
P0177524	Lakeshore Learning Materials	\$9,824.86	FC	Instructional Supplies
P0177525	Doing Good Works	\$3,309.79	FC	Promotional Supplies
P0177526	BSN Sports LLC	\$3,810.06	CC	Athletic Supplies
P0177527	GST	\$2,594.39	FC	Laptops
P0177528	Allsteel Inc	\$5,879.66	AC	Furniture Reconfiguration for Room 207
P0177529	GST	\$2,019.79	FC	Computer Supplies
P0177530	iT1 Source LLC	\$4,635.56		Computer Supplies
P0177531	Synergy World Inc	\$1,500.00	CC	Student ID Cards
P0177532	ScreenPal	\$900.00		Software Subscription
P0177533	Soulland Lab LLC	\$1,900.00		Facilitator for Panecito and Paint Night Event
P0177534	Toshiba Business Solutions	\$46.23	FC	Maintenance Agreement for Copier
P0177535	Western Regional Honors Council	\$75.00	CC	Institutional Membership B/A: 6/24/25
P0177536	Amazon Business		Capital Outlay CC	Office Supplies
P0177537	Amazon Business		Capital Outlay CC	Classroom Supplies
P0177538	Evident Scientific MIS Ins	\$1,519.92	CC	Instructional Supplies
P0177539	Amazon Business	\$35.87	NOCE	Computer Supplies

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025 BOARD MEETING NOVEMBER 18, 2025

Computerland of Silicon Valley				
Computeriana di Cilicon Valley	\$496.59		CC	Instructional Materials Software
Vital Inspection Services Inc	\$2,160.00		FC	Inspector of Records for Bldg 500 Project
Vital Inspection Services Inc	\$2,160.00		FC	Inspector of Records for Bldg 2000 Project
Golden Rain Foundation	\$3,200.00		NOCE	Marketing /Advertising Service
Amazon Business	\$2,000.00		AC	Blanket Order for Supplies
Orravan Mechanical Inc	\$5,400.91	Capital Outlay	FC	Hot Coil Controls Upgrade for Bldg 1110
Amazon Business	\$313.26		CC	Safety Supplies
Toshiba Business Solutions	\$1,029.55		FC	Copier Maintenance Agreement
Cole-Parmer Instrument Co	\$444.60		CC	Instructional Supplies
The Lab Depot	\$3,215.69		FC	Instructional Materials
Anasazi Instruments, Inc	\$7,500.00		CC	Maintenance Agreement for Instructional Equipment
William Choi	\$3,000.00		FC	Guest Speaker for Asian Pacific Islander Desi American Event
Allsteel Inc	\$1,385.01		NOCE	Office Chair
	• •		NOCE	Catering for Data Accountability Workgroup Meeting
<u> </u>		Capital Outlay		Tennis Courts Lights Installation
		- , - ,		Maintenance Supplies
				Career Site Licenses
				Blanket Order for Student Mobile Hotspots
				Television Outlets Installation for Bldg 700 Hallway
				Computers B/A: 4/27/21
		Capital Outlay		Furniture for Complex 3rd Floor Lobby
				Catering for Interview Committee
				Software License
<u> </u>				Catering for Classified Appreciation Luncheon
				Code Blue Service Fees
•				Blanket Order for Child Care
				Radios
=				Instructional Materials
				Guest Speaker for Arts Gallery Event
				Guest Artist for Arts Gallery Event
·				Advertising Equipment
				Blanket Order for Grant Supplies
		Capital Outlay		Roller Shades Installation for Room 713
•				Field Trip Transportation
		Capital Outlay		Troubleshoot Lost Communication for Bldg 600
		- , - ,		Blanket Order for Library Books
		Capital Outlay		Architect Services for Elevator Modernization B/A: 8/26/25
				Computer Supplies
				Laptop
		Capital Outlay		Setup Tridium Server Critical Alarms
				Door Installation for Student Support Center Room 208C
				Instructional Supplies and Equipment
		Bond		Gas Service for Wilshire Chiller Relocation
				Interpreter Services
9 ,				Blanket Order for Library Books
•				Honorarium for Al Bootcamp Event Participation
= = = = = = = = = = = = = = = = = = = =				Honorarium for Al Bootcamp Event Participation
•			FC	· · · · · · · · · · · · · · · · · · ·
Pia Ribbe	\$1,000.00		ГU	Honorarium for Al Bootcamp Event Participation
	Vital Inspection Services Inc Golden Rain Foundation Amazon Business Orravan Mechanical Inc Amazon Business Toshiba Business Solutions Cole-Parmer Instrument Co The Lab Depot Anasazi Instruments, Inc William Choi	Vital Inspection Services Inc \$2,160.00 Golden Rain Foundation \$3,200.00 Amazon Business \$2,000.00 Orravan Mechanical Inc \$5,400.91 Amazon Business \$313.26 Toshiba Business Solutions \$1,029.55 Cole-Parmer Instrument Co \$444.60 The Lab Depot \$3,215.69 Anasazi Instruments, Inc \$7,500.00 William Choi \$3,000.00 Allsteel Inc \$1,385.01 Melrose Catering Inc. \$1,125.00 GONLED \$691.22 United Rentals \$1,300.65 The Myers-Briggs Company \$9,966.43 AT & T Inc \$32,832.00 Sasco Electric \$7,053.00 CDW Government Inc \$243,326.35 Williams-Sonoma DTC Inc \$22,837.21 Pepi Company of California LLC \$226.59 Omnigo Software LLC \$12,609.80 Sodexo Inc and Affiliates \$410.24 ASSI Security \$1,175.00 Edna Alvarez \$10,015.20 Eagle Communications \$406.76 </td <td>Vital Inspection Services Inc \$2,160.00 Golden Rain Foundation \$3,200.00 Amazon Business \$2,000.00 Orravan Mechanical Inc \$5,400.91 Capital Outlay Amazon Business \$313.26 Toshiba Business Solutions \$1,029.55 Cole-Parmer Instrument Co \$444.60 \$444.60 Toshiba Business Solutions Cole-Parmer Instruments, Inc \$7,500.00 \$444.60 \$1,000.00 William Choi \$3,000.00 Allasteel Inc \$1,385.01 Melrose Catering Inc. \$1,125.00 \$691.22 Capital Outlay GONLED \$691.22 Capital Outlay \$1,125.00 \$1,12</td> <td>Vital Inspection Services Inc \$2,160.00 NCOCE Golden Rain Foundation \$3,200.00 AC Amazon Business \$2,000.00 AC Orravan Mechanical Inc \$5,400.91 Capital Outlay FC Amazon Business \$313.26 CC Cohe Parmer Instrument Co \$444.60 CC Toshiba Business Solutions \$7,500.00 CC Cle-Parmer Instrument Co \$444.60 CC The Lab Depot \$3,215.69 FC Anasazi Instruments, Inc \$7,500.00 CC William Choi \$3,000.00 FC Allsteel Inc \$1,385.01 NOCE Melrose Catering Inc. \$1,125.00 NOCE GONLED \$691.22 Capital Outlay FC United Rentals \$1,300.65 CC To R Yers-Briggs Company \$9,996.43 CC AT & Tinc \$32,832.00 NOCE Sasco Electric \$7,053.00 FC CDW Government Inc \$2243,326.35 FC Williams-Sono</td>	Vital Inspection Services Inc \$2,160.00 Golden Rain Foundation \$3,200.00 Amazon Business \$2,000.00 Orravan Mechanical Inc \$5,400.91 Capital Outlay Amazon Business \$313.26 Toshiba Business Solutions \$1,029.55 Cole-Parmer Instrument Co \$444.60 \$444.60 Toshiba Business Solutions Cole-Parmer Instruments, Inc \$7,500.00 \$444.60 \$1,000.00 William Choi \$3,000.00 Allasteel Inc \$1,385.01 Melrose Catering Inc. \$1,125.00 \$691.22 Capital Outlay GONLED \$691.22 Capital Outlay \$1,125.00 \$1,12	Vital Inspection Services Inc \$2,160.00 NCOCE Golden Rain Foundation \$3,200.00 AC Amazon Business \$2,000.00 AC Orravan Mechanical Inc \$5,400.91 Capital Outlay FC Amazon Business \$313.26 CC Cohe Parmer Instrument Co \$444.60 CC Toshiba Business Solutions \$7,500.00 CC Cle-Parmer Instrument Co \$444.60 CC The Lab Depot \$3,215.69 FC Anasazi Instruments, Inc \$7,500.00 CC William Choi \$3,000.00 FC Allsteel Inc \$1,385.01 NOCE Melrose Catering Inc. \$1,125.00 NOCE GONLED \$691.22 Capital Outlay FC United Rentals \$1,300.65 CC To R Yers-Briggs Company \$9,996.43 CC AT & Tinc \$32,832.00 NOCE Sasco Electric \$7,053.00 FC CDW Government Inc \$2243,326.35 FC Williams-Sono

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025

	PO	VENDOR NAME	AMOUNT FUND	,	DESCRIPTION
P0177813	P0177611	Home Depot	\$300.00	CC	Blanket Order for Hardware Supplies
P0177615	P0177612	Art Supply Warehouse	\$700.00	CC	Blanket Order for Instructional Supplies
PO177815 Final Subpression System Pipe Relocation Pipe Reloc	P0177613	Uline Inc	\$691.10	FC	Food Bank Supplies
PO177821 SCIAC	P0177615	Doing Good Works	\$5,386.15	FC	Custom Shirts
P0177922 S. A. P. Photo Vision los S. 1909.19 F.C. Air Compressor Requires	P0177616	Facilities Protection Systems Inc	\$12,372.00	AC	Fire Suppression System Pipe Relocation
PO177922	P0177617	SCIAC	\$150.00	FC	
P0177622	P0177621	General Air Compressors Inc	\$1,009.71	FC	Air Compressor Repairs
POTT/7625	P0177622	B & H Photo Video Inc	\$1,990.19	FC	Instructional Supplies
POTT/7025	P0177623	American 3B Scientific	\$14,373.60	FC	Instructional Supplies
P0177627 Computpy le n	P0177624	Sodexo Inc and Affiliates	\$151.82	FC	Catering for Student Event
PO177627 Cap Hat Balloon Werks LLC	P0177625	Jeffrey Samano	\$252.00	FC	Field Trip Reimbursement
P0177628 Buddy's M Stars inc.	P0177626	Computype Inc	\$918.98	FC	Library Supplies
P01776297 NHCP Lessee LLC	P0177627	Top Hat Balloon Werks LLC	\$1,054.88	FC	Balloons for Kwanzaa Event
PO177630 Honor Transfer Council of California \$200.00 FC Institutional Membership B/A: 62/425 FC Reception Area Security Gates PC PC Reception Area Security Gates PC PC PC PC PC PC PC P	P0177628	Buddy's All Stars Inc.	\$12,185.88	FC	Athletics Shirts
PO177631	P0177629	RHCP Lessee LLC	\$4,851.14	FC	Hotel Rental for Field Trip
P0177632 A Nurardo Painting	P0177630	Honors Transfer Council of California	\$200.00	FC	Institutional Membership B/A: 6/24/25
P0177633	P0177631	Corporate Business Interiors Inc	\$4,862.22	FC	Reception Area Security Gates
P0177633	P0177632	A Alvarado Painting	\$450.00 Bond	FC	Repaint Waiting Area for Student Support Center Bldg Rm 108
P0177635	P0177633	Community Playthings and Rifton Equipment	\$1,429.87	FC	
PO1177637 OAIDO (USA) Co. Ltd. \$957.48 FC Instructional Supplies	P0177634	Thomson West	\$8,469.24	FC	Software Subscription
P0177637 Quamu Shahid \$500.00 AC Reimbursement for Online Training P0177638 Paessler AG \$8,519.40 AC Software Subscription P0177640 Blue Bucket Tools LLC \$70.05 FC Instructional Supplies P0177641 Mirpint Inc \$2,431.34 FC Promotional Supplies P0177642 Tamara Claiborne \$665.00 AC At Expression Class for HR Retreat P0177643 Mazalt Tepehyolotzin \$1,000.00 FC Guest Performer for Dia de Los Muertos Event P0177644 Segundo Ortiz \$990.00 FC Guest Performer for Dia de Los Muertos Event P0177645 Lupe Lopez \$1,800.00 FC Guest Performer for Dia de Los Muertos Event P0177646 Diversified Business Services \$2,000.00 FC Speaker for Indigenous Peoples Day Presentation Event P0177647 Bone Clones Holdings \$777.84 FC Instructional Supplies P0177648 Ramiz Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$277.36 FC Capiter Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodexo Inc and Affiliates \$788.85 FC Catering for Grad Night Event P0177655 Sidepath Inc \$2,250.18 FC Computer P0177656 Sidepath Inc \$2,250.18 FC Computer P0177657 Availage \$999.00 FC Institutional Membership B/A: 6/24/25 P0177657 Availage \$999.00 FC Blanket Order for Grad Night Event P0177657 Availage \$999.00 FC Institutional Membership B/A: 6/24/25 P01776767 Amazon Business \$999.01 FC Emergency Supplies P01776767 Amazon Business \$992.13 CC Emergency Supplies	P0177635	Elegant Construction Inc	\$67,299.69 Capital Outlay	NOCE	E Building B Tenant Improvements Project
P0177638	P0177636	DAIDO (USA) Co. Ltd.	\$957.48	FC	Instructional Supplies
PO177630 Hyland Software Inc \$15,120.00 AC Software Subscription PO177640 Blue Bucket Tools LLC \$70.05 FC Instructional Supplies PO177641 Instructional Supplies PO177642 Instructional Supplies PO177642 Tamara Clalborne \$665.00 AC Art Expression Class for HR Retreat PO177643 Mazall Tepethylotizin \$1,000.00 FC Guest Performer for Dia de Los Muertos Event PO177644 Segundo Ortiz \$950.00 FC Guest Performer for Dia de Los Muertos Event PO177645 Lupe Lopez \$1,800.00 FC Speaker for Indigenous Peoples Day Presentation Event PO177647 PO177648 PO177649 PO177650 PO1	P0177637	Quamrul Shahid	\$500.00	AC	Reimbursement for Online Training
P0177641 Hive Bucket Tools LLC	P0177638	Paessler AG	\$8,519.40	AC	Software Subscription
P0177641 4 imprint Inc \$2,431.34 FC Promotional Supplies P0177642 Tamara Claiborne \$665.00 AC Art Expression Class for HR Retreat P0177644 Mazatt Tejehyolotzin \$1,000.00 FC Guest Performer for Dia de Los Muertos Event P0177645 Lupe Lopez \$1,800.00 FC Guest Performer for Dia de Los Muertos Event P0177646 Diversified Business Services \$2,000.00 FC Speaker for Indigenous Peoples Day Presentation Event P0177647 Bone Clones Holdings \$777.84 FC Instructional Supplies P0177648 Banuic Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$277.36 FC Copier Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodexo Inc and Affiliates \$788.85 FC Cotering for Grad Night Event P0177653 AASHE \$900.00 FC Inst	P0177639	Hyland Software Inc	\$15,120.00	AC	Software Subscription
P0177642	P0177640	Blue Bucket Tools LLC	\$70.05	FC	Instructional Supplies
P0177643 Mazatl Tepehyolotzin \$1,000.00 FC Guest Performer for Dia de Los Muertos Event P0177644 Segundo Ortiz \$950.00 FC Guest Performer for Dia de Los Muertos Event P0177645 Lupe Lopez \$1800.00 FC Speaker for Indigenous Peoples Day Presentation Event P0177647 Bone Clones Holdings \$777.84 FC Instructional Supplies P0177648 Ramiz Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$277.36 FC Copier Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodexo Inc and Affiliates \$985.00 FC Catering for Grad Night Event P0177653 ASHE \$990.00 FC Institutional Membership B/A: 6/24/25 P0177655 Sidepath Inc \$2,250.18 FC Computer P0177656 Society of Manufacturing Engineers Inc \$999.00 FC Institutional	P0177641	4imprint Inc	\$2,431.34	FC	Promotional Supplies
P0177644 Segundo Ortiz \$950.00 FC Guest Performer for Dia de Los Muertos Event P0177645 Lupe Lopez \$1,800.00 FC Speaker for Indigenous Peoples Day Presentation Event P0177646 Diversified Business Services \$2,000.00 CC Blanket Order for Coffee Shop Supplies P0177647 Bone Clones Holdings \$777.84 FC Instructional Supplies P0177648 Ramiz Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$227.36 FC Copie Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodexo Inc and Affiliates \$788.85 FC Catering for Grad Night Event P0177653 AASHE \$695.00 FC Institutional Membership B/A: 6/24/25 P0177654 CDW Government Inc \$2,250.18 FC Computer P0177655 Sidepath Inc \$999.00 FC Institutional Membership B/A:	P0177642	Tamara Claiborne	\$665.00	AC	Art Expression Class for HR Retreat
P0177645 Lupe Lopez	P0177643	Mazatl Tepehyolotzin	\$1,000.00	FC	Guest Performer for Dia de Los Muertos Event
P0177646 Diversified Business Services \$2,000.00 CC Blanket Order for Coffee Shop Supplies P0177647 Bone Clones Holdings \$777.84 FC Instructional Supplies P0177648 Ramiz Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$277.36 FC Copier Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodoxo Inc and Affiliates \$788.85 FC Catering for Grad Night Event P0177653 AASHE \$695.00 FC Institutional Membership B/A: 6/24/25 P0177654 CDW Government Inc \$2,250.18 FC Computer P0177655 Sidepath Inc \$1,000.00 FC Institutional Membership B/A: 6/24/25 P0177657 Avidex \$1,000.00 FC Blanket Order for Offsite Equipment Repairs P0177675 Amazon Business \$8.61 CC Emergency Supplies	P0177644	Segundo Ortiz	\$950.00	FC	Guest Performer for Dia de Los Muertos Event
P0177647 Bone Clones Holdings \$777.84 FC Instructional Supplies P0177648 Ramiz Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$277.36 FC Copier Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodexo Inc and Affiliates \$788.85 FC Catering for Grad Night Event P0177653 AASHE \$695.00 FC Institutional Membership B/A: 6/24/25 P0177654 CDW Government Inc \$2,250.18 FC Computer P0177655 Sidepath Inc \$210.84 CC Computer Monitor P0177656 Society of Manufacturing Engineers Inc \$999.00 FC Institutional Membership B/A: 6/24/25 P0177675 Avidex \$1,000.00 CC Blanket Order for Offsite Equipment Repairs P0177676 Amazon Business \$98.61 CC Emergency Supplies P0177676<	P0177645	Lupe Lopez	\$1,800.00	FC	Speaker for Indigenous Peoples Day Presentation Event
P0177648 Ramiz Azizi \$141.84 CC Student Fees Reimbursement P0177649 Buddy's All Stars Inc. \$1,550.37 FC Athletic Supplies P0177650 Toshiba Business Solutions \$277.36 FC Copier Maintenance Agreement P0177651 Sidepath Inc \$984.82 CC Laptop P0177652 Sodexo Inc and Affiliates \$788.85 FC Catering for Grad Night Event P0177653 AASHE \$695.00 FC Institutional Membership B/A: 6/24/25 P0177654 CDW Government Inc \$2,250.18 FC Computer P0177655 Sidepath Inc \$999.00 FC Institutional Membership B/A: 6/24/25 P0177656 Society of Manufacturing Engineers Inc \$999.00 FC Institutional Membership B/A: 6/24/25 P0177657 Avidex \$1,000.00 CC Blanket Order for Offsite Equipment Repairs P0177675 Amazon Business \$8.61 CC Office Supplies P0177676 Marketlab Inc \$2,880.00 CC Instructional Materials	P0177646	Diversified Business Services	\$2,000.00	CC	Blanket Order for Coffee Shop Supplies
P0177649Buddy's All Stars Inc.\$1,550.37FCAthletic SuppliesP0177650Toshiba Business Solutions\$277.36FCCopier Maintenance AgreementP0177651Sidepath Inc\$984.82CCLaptopP0177652Sodexo Inc and Affiliates\$788.85FCCatering for Grad Night EventP0177653AASHE\$695.00FCInstitutional Membership B/A: 6/24/25P0177654CDW Government Inc\$2,250.18FCComputerP0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177674Amazon Business\$8.61CCOffice SuppliesP0177675Pearson VUE\$2,280.00CCEmergency SuppliesP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177647	Bone Clones Holdings	\$777.84	FC	Instructional Supplies
P0177650Toshiba Business Solutions\$277.36FCCopier Maintenance AgreementP0177651Sidepath Inc\$984.82CCLaptopP0177652Sodexo Inc and Affiliates\$788.85FCCatering for Grad Night EventP0177653AASHE\$695.00FCInstitutional Membership B/A: 6/24/25P0177654CDW Government Inc\$2,250.18FCComputerP0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177675Pearson VUE\$2,880.00CCEmergency SuppliesP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177648	Ramiz Azizi	\$141.84	CC	Student Fees Reimbursement
P0177651Sidepath Inc\$984.82CCLaptopP0177652Sodexo Inc and Affiliates\$788.85FCCatering for Grad Night EventP0177653AASHE\$695.00FCInstitutional Membership B/A: 6/24/25P0177654CDW Government Inc\$2,250.18FCComputerP0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177649	Buddy's All Stars Inc.	\$1,550.37	FC	Athletic Supplies
P0177652Sodexo Inc and Affiliates\$788.85FCCatering for Grad Night EventP0177653AASHE\$695.00FCInstitutional Membership B/A: 6/24/25P0177654CDW Government Inc\$2,250.18FCComputerP0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177650	Toshiba Business Solutions	\$277.36	FC	Copier Maintenance Agreement
P0177653AASHE\$695.00FCInstitutional Membership B/A: 6/24/25P0177654CDW Government Inc\$2,250.18FCComputerP0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177651	Sidepath Inc	\$984.82	CC	Laptop
P0177654CDW Government Inc\$2,250.18FCComputerP0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177652	Sodexo Inc and Affiliates	\$788.85	FC	Catering for Grad Night Event
P0177655Sidepath Inc\$210.84CCComputer MonitorP0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177653	AASHE	\$695.00	FC	Institutional Membership B/A: 6/24/25
P0177656Society of Manufacturing Engineers Inc\$999.00FCInstitutional Membership B/A: 6/24/25P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177654	CDW Government Inc	\$2,250.18	FC	Computer
P0177657Avidex\$1,000.00CCBlanket Order for Offsite Equipment RepairsP0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177655	Sidepath Inc	\$210.84	CC	Computer Monitor
P0177673Amazon Business\$8.61CCOffice SuppliesP0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177656	Society of Manufacturing Engineers Inc	\$999.00	FC	Institutional Membership B/A: 6/24/25
P0177674Amazon Business\$992.13CCEmergency SuppliesP0177675Pearson VUE\$2,880.00CCOnline Practice ExamsP0177676Marketlab Inc\$1,420.65CCInstructional MaterialsP0177677Office Solutions\$1,500.00CCBlanket Order for Instructional Supplies	P0177657	Avidex	\$1,000.00	CC	Blanket Order for Offsite Equipment Repairs
P0177675 Pearson VUE \$2,880.00 CC Online Practice Exams P0177676 Marketlab Inc \$1,420.65 CC Instructional Materials P0177677 Office Solutions \$1,500.00 CC Blanket Order for Instructional Supplies	P0177673	Amazon Business	\$8.61	CC	Office Supplies
P0177675 Pearson VUE \$2,880.00 CC Online Practice Exams P0177676 Marketlab Inc \$1,420.65 CC Instructional Materials P0177677 Office Solutions \$1,500.00 CC Blanket Order for Instructional Supplies	P0177674	Amazon Business	\$992.13	CC	Emergency Supplies
P0177677 Office Solutions \$1,500.00 CC Blanket Order for Instructional Supplies	P0177675	Pearson VUE	\$2,880.00	CC	- · · · · · · · · · · · · · · · · · · ·
	P0177676	Marketlab Inc	\$1,420.65	CC	Instructional Materials
P0177678 Doing Good Works \$831.65 FC Promotional Supplies	P0177677	Office Solutions	\$1,500.00	CC	Blanket Order for Instructional Supplies
	P0177678	Doing Good Works	\$831.65	FC	Promotional Supplies

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025

PO	VENDOR NAME	AMOUNT	FUND	-,	DESCRIPTION
P0177679	National Behavioral Intervention Team Association	\$2,570.4	0	FC	Online Training for Health Services Dept.
P0177680	Johnson Controls Inc	\$19,083.0	0	FC	Maintenance Agreement for Chillers
P0177682	Pathways of Hope	\$50.0	0	FC	Support and Partnership Luncheon
P0177683	Rodriguez Engineering Inc	\$380.0	0	FC	Structural Engineering for Bldg 900 Auto Shop
P0177684	Indoff Inc	\$1,586.3	4 Capital Outlay	CC	Refrigerator Freezer
P0177685	Johnson Controls Fire Protection LP	\$62,315.8	7	FC	Annual Monitoring of Fire Alarm System
P0177686	OptiSigns Inc	\$6,480.0	0	CC	Site Licensing Fees
P0177687	B & H Photo Video Inc	\$706.1	2 Capital Outlay	CC	Wellness Center Project Equipment
P0177688	Cosco Fire Protection Inc.	\$1,950.0	0	FC	Heat Detectors Installation
P0177689	AKB Marine Inc	\$5,545.9	0	FC	Marketing Materials
P0177690	Trane U S Inc	\$17,626.6	4 Capital Outlay	AC	Air Handler Units Repair
P0177691	Amazon Business	\$225.6	0 Capital Outlay	CC	Lighting for Reflection Room Project
P0177692	Amazon Business	\$387.8	7	FC	Instructional Supplies
P0177693	Krueger International Inc	\$616.3	3	NOCE	Chair Installation
P0177694	Smart & Final	\$1,500.0	0	FC	Blanket Order for Food Supplies
P0177695	Doing Good Works	\$9,731.3	4	FC	Promotional Supplies
P0177696	LinkedIn Corporation	\$14,500.0	0	NOCE	Subscription for Academic
P0177697	Amazon Business	\$2,000.0	0	FC	Blanket Order for Supplies
P0177698	Ollivier Corporation	\$17,883.2	3 Bond	FC	Chiller Plant Access Control Installation
P0177699	NMK Corporation	\$64,140.0	0	AC	Software Licenses
P0177700	Elegant Construction Inc	\$70,369.8	6 Capital Outlay	NOCE	Room 215 Tenant Improvements
P0177701	Elegant Construction Inc	\$26,604.1	6 Capital Outlay	AC	Wood Ramp Removal Project
P0177702	Corporate Business Interiors Inc	\$1,040.0	0	AC	Labor to Reinstall Desks
P0177703	Smart & Final	\$1,000.0	0	NOCE	Blanket Order for Food and Supplies
P0177704	Diversified Business Services	\$3,499.4	6	NOCE	Promotional Supplies
P0177705	Andrew Orolfo	\$1,000.0	0	FC	Speaker for Asian Pacific Islander Desi American Event
P0177706	Regents of the University of California	\$26,900.0	0	CC	Student Event Field Trip Fees
P0177707	Nina Gosiengfiao	\$1,000.0	0	FC	Speaker for Asian Pacific Islander Desi American Event
P0177708	Sweet Boba Co	\$1,277.6	7	FC	Catering for Ethnic Studies Comedy Event
P0177726	Instructure Inc	\$25,650.0	0	CC	Subscription Services
P0177727	Brodart Co	\$1,500.0	0	CC	Blanket Order for Library Supplies
P0177728	S&B Foods	\$5,000.0	0	CC	Blanket Order for Catering Services
P0177729	Habit Restaurants LLC	\$34,846.3	8	CC	Catering for Connect2Cypress Event
P0177730	Kathryn Sonne	\$349.8	0	CC	Reimbursement for Non Instructional Supplies
P0177731	VWR Funding Inc	\$577.5	1	CC	Instructional Materials
P0177732	Flinn Scientific Inc	\$156.4	6	CC	Instructional Materials
P0177733	California Community College Classified Senate	\$500.0	0	FC	Institutional Membership
P0177734	Sarah's Flowers	\$107.7	5	FC	Flowers for Faculty
P0177735	Doing Good Works	\$1,375.4	2	FC	Promotional Supplies
P0177736	Wilbert Funeral Services Inc	\$3,496.1	1	CC	Instructional Materials
P0177737	Markertek Video Supply	\$395.2	2	FC	Instructional Supplies
P0177738	Sodexo Inc and Affiliates	\$613.8	5	FC	Catering for Search Committee
P0177739	Achievers Inc	\$1,116.3	9	FC	Graduation Supplies
P0177741	Pearson VUE	\$1,800.0	0	CC	Online Practice Exams
P0177742	U S Postal Service	\$1,980.0	0	AC	Caller Box Fee
P0177743	Allsteel Inc	\$5,431.4	6	NOCE	Chairs for Room 304
P0177744	City of Fullerton	\$1,060.0	0	FC	False Alarm Response Fees
P0177768	Grainger Inc	\$3,562.5	4	CC	Instructional Supplies
P0177769	CI Solutions	\$1,798.2	0	NOOF	Software Renewal

BOARD RECAP

FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0177770	WMFY We Mail For You Inc	\$3,650.00		NOCE	2026 Spring Semester NOCE Class Schedule
P0177771	Ascend Learning Holdings LLC	\$68,000.00		CC	Blanket Order for Instructional Testing Supplies Spring Semester
P0177772	Molecular Devices LLC	\$404.93		FC	Shipping and Handling Costs of Equipment
P0177773	GoReact	\$74,850.00		FC	Software License
P0177774	American 3B Scientific	\$11,497.16		FC	Instructional Equipment
P0177775	Western Graphics Plus	\$364.93		CC	Counseling Outreach Jackets
P0177776	Sodexo Inc and Affiliates	\$716.14		FC	Catering for Hospitality Division Meeting
P0177777	Sophia Ly	\$500.00		CC	Textbooks Reimbursement
P0177778	Proforma Element 7	\$751.41		FC	Custom Shirts
P0177779	Sprout Social Inc	\$13,034.28		FC	Software Subscription
P0177787	Corporate Business Interiors Inc	\$6,754.44	Capital Outlay	NOCE	Furniture
P0177788	La Habra Fence Company LLC	\$2,772.00		FC	Fence Installation
P0177789	Esther Franco	\$1,200.00		FC	Guest Performer for Dia De Los Muertos Event
P0177790	B & H Photo Video Inc	\$2,928.94		FC	Instructional Supplies
P0177791	Diversified Business Services	\$373.36		NOCE	CA Adult Education Program Summit Shirts
P0177792	3C4A	\$125.00		FC	Institutional Membership B/A: 6/24/25
P0177793	ArbiterPay Trust Account	\$2,585.50		FC	Sports Officials Fees
P0177794	Sodexo Inc and Affiliates	\$3,942.55		FC	Catering for Student Event
P0177795	ASCAP	\$6,695.80		FC	Music License Fee
P0177796	Fullerton Paint and Flooring	\$1,644.38		FC	Instructional Supplies
P0177797	Pearson Education Inc	\$7,078.59		NOCE	Instructional Supplies
P0177798	County of Orange	\$4,012.02		FC	Property Tax Bills
P0177799	EL Cantarito Restaurant Inc	\$4,500.00		FC	Food for Student Celebration Event
P0177800	Transportation Charter Services Inc	\$1,395.35		FC	Field Trip Transportation Fees
P0177801	K&A Catering	\$4,800.00		FC	Catering for Little Monster Mash Event
P0177802	Ran Graphics Inc	\$92,945.15		NOCE	Printing for 2025 Spring Class Schedule
P0177803	Allsteel Inc	\$6,158.47		NOCE	Furniture Reconfiguration for Room 518
P0177804	Anaheim Embroidery Inc	\$238.88		FC	Embroidery Services
P0177805	Lizved Alvarez Cardoso	\$89.98		CC	Student Textbook Reimbursement
P0177806	Isabella Cervantes	\$62.50		CC	Student Book Reimbursement
P0177811	Melanie Pinto	\$39.99		CC	Reimbursement for Textbooks
P0177812	Uptodate Inc	\$521.10		FC	Software License Subscription
P0177813	Cypress College	\$165.50		CC	Reimbursement for Student Registration Fees
P0177814	Amazon Business	\$102.56		FC	Computer Supplies
P0177815	PB & J Automotive Inc.	\$25,460.00		CC	Automobile for Instruction
P0177816	National Behavioral Intervention Team Association	\$1,209.00		FC	Membership B/A: 6/24/25
P0177817	PPL Inc	\$85,000.00		AC	Consultant Services for Convening with Constituents
P0177818	Cal Poly Pomona Foundation Inc	\$1,400.00		FC	Student Supplies
P0177819	4imprint Inc	\$614.46		FC	Promotional Supplies
P0177820	C & A Safety Consultants	\$9,000.00		AC	District Professional Development CPR Trainings
P0177821	Sodexo Inc and Affiliates	\$57.08		FC	Catering for Student Success Week Event
P0177822	DSSV Inc	\$1,200.00		FC	Software Subscription
P0177823	Players Choice	\$529.93		CC	Instructional Supplies
P0177824	Trane U S Inc		Capital Outlay	AC	Air Conditioning Unit Replacement B/A: 8/26/25
P0177825	Amazon Business	\$59.77			Safety Supplies
P0177826	Toshiba Business Solutions	\$12,320.62		FC	Copier
P0177827	Graduate Communications	\$200,000.00		CC	Marketing Services B/A: 10/14/25
P0177828	Graduate Communications	\$100,000.00		CC	Marketing Services B/A: 10/14/25
P0177829	Classic Body Supply Inc	\$1,500.00		CC	Blanket Order for Automotive Supplies

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025 BOARD MEETING NOVEMBER 18, 2025

PO	VENDOR NAME	AMOUNT	FUND	-,	DESCRIPTION
P0177830	Goodwill Industries of Orange County	\$25,000.0	0	FC	Blanket Order for Interpreting Services
P0177832	US Bank	\$1,000.0	0	AC	Administration Fees
P0177834	CES Environmental Consultants Inc	\$3,826.0		CC	Hazmat Surveying for Softball Field Project
P0177835	SCIAC	\$150.0		CC	Institutional Membership B/A: 6/24/25
P0177836	Beto's Printing	\$1,163.7	0	FC	Custom Shirts
P0177837	Buddy's All Stars Inc.	\$963.1		FC	Athletic Clothing
P0177838	Joshua James	\$172.7	4	CC	Reimbursement for Food Purchases
P0177839	Azteca Soccer Inc	\$1,283.3	1	FC	Athletic Clothing
P0177840	Sodexo Inc and Affiliates	\$798.1		FC	Catering for Management Meetings
P0177841	Sodexo Inc and Affiliates	\$45.2	2	FC	Catering for President's Office
P0177842	Controlled Key Systems	\$21,058.2		FC	Cylinder & Keys Installation Bldg 300 Project
P0177843	Johnson Controls Fire Protection LP	\$21,493.7	8 Capital Outlay	AC	Chiller Capacitor Installation
P0177844	Southland Technology Inc		O Capital Outlay	AC	Audio Visual Cabling Room 105/107
P0177845	Artwork Archive LLC	\$243.6	, ,	FC	Software Subscription
P0177846	Allsteel Inc	\$38,642.6			Furniture for Wilshire Project
P0177847	Intellitext LLC	\$10,000.0		CC	Blanket Order for Interpreting Services
P0177848	Transportation Charter Services Inc	\$885.9		CC	Field Trip Transportation Service
P0177849	US Armor Corporation	\$1,094.2		CC	Public Safety Supplies
P0177850	State of California	\$4,220.0		CC	Radiologic School Certificate Fee
P0177851	Sarah Jones-Smith	\$250.0		FC	Speaker for Student Event
P0177852	PB & J Automotive Inc.	\$35,855.0		CC	Vehicle for Instruction
P0177853	Wilbert Funeral Services Inc	\$3,496.1	1	CC	Instructional Materials
P0177854	National League for Nursing Inc	\$1,590.0	0	CC	Membership Renewal B/A: 6/24/25
P0177855	SmartSign	\$825.0	0	NOCE	Annual Subscription Fee
P0177856	Supply Solutions	\$80,000.0	0	CC	Blanket Order for Custodial Supplies
P0177867	Amazon Business	\$489.4	5	FC	Instructional Supplies
P0177868	Amazon Business	\$259.6	4 Capital Outlay	CC	Health & Wellness Center Project Supplies
P0177869	The Lew Edwards Group	\$74,750.0	0	AC	Consultant Services for Educational Survey
P0177870	American Society of Criminology Inc.	\$240.0	0	CC	Student Field Trip Registration Fees
P0177871	Rogue Fitness	\$9,921.3	7	CC	Fitness Equipment
P0177872	The Party Gal Rentals LLC	\$900.0	0	AC	Backdrop Rental
P0177873	McKesson Medical-Surgical Government Solutions LLC	\$3,672.1	2	AC	Covid Test Kits
P0177874	Vincent Duong	\$118.0	0	CC	Student Textbook Reimbursement
P0177875	Alex Nguyen	\$84.0	0	CC	Reimbursement for Books
P0177876	Aaron Ramos	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177877	Adrian Ramirez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177878	Christian Gonzalez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177879	Darlin Martin Perez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177880	Eduardo Torres Juarez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177881	Emely Flores	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177882	Helen Molina	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177883	Jocelyn Acosta-Mendoza	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177884	Melina Serrano Rodriguez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177885	Michael Bermejo	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177886	Samantha Sanchez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177887	Vanessa Jimenez	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177888	Alyssa Sandoval	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177889	Angelina Cardenas	\$500.0	0	FC	Honorarium for Puente Peer Mentor
P0177890	Luxer One	\$2,158.6	7	CC	Locker Rental Fees

BOARD RECAP FOR THE PERIOD OF SEPTEMBER 22, 2025 THROUGH OCTOBER 21, 2025 BOARD MEETING NOVEMBER 18, 2025

PO	VENDOR NAME	AMOUNT FUND	SITE	DESCRIPTION
P0177891	Hillco Fastener Warehouse, Inc	\$165.45	CC	Instructional Supplies
P0177892	NuSign Supply LLC	\$5,980.88	CC	Printing Supplies
P0177893	Jeanette Jones	\$2,643.77	CC	Reimbursement for Manager Exam Fees
P0177894	Pearson VUE	\$900.00	FC	Software License
P0177896	Drone Robotics Tech Inc.	\$26,094.04	FC	Instructional Drones
P0177897	Pearson VUE	\$220.00	FC	Software Subscription
P0177898	Darlene Negrette	\$3,033.60	CC	Blanket Order for Child Care
P0177899	Julia Cupul	\$3,160.00	CC	Blanket Order for Child Care
P0177900	Robinhood Enterprises	\$1,348.10	CC	Custom Shirts
P0177901	Carolina Biological Supply Co	\$416.82	CC	Instructional Supplies
P0177902	Haitian Bricolage Gallery	\$3,600.00	CC	Artwork Rental
P0177903	Gall's	\$749.83	FC	Instructional Supplies
P0177911	Sweetwater Sound Inc	\$323.24	CC	Audio Equipment
P0177912	Transportation Charter Services Inc	\$3,768.60	FC	Transportation for Field Trip
P0177913	Sidepath Inc	\$26,253.03	AC	Computers
P0177914	iT1 Source LLC	\$815.98	NOC	E Computer Supplies
P0177915	Sidepath Inc	\$423.22	CC	Computer Monitors
P0177916	Sidepath Inc	\$211.61	CC	Computer Monitor
P0177917	GST	\$1,137.50	CC	Printer
P0177918	Sidepath Inc	\$303.36	CC	Computer Monitor
P0177919	Computerland of Silicon Valley	\$559.00	AC	Software Subscription
P0177920	The Myers-Briggs Company	\$195.00	CC	Career Site Licenses
P0177922	GST	\$4,436.08	CC	Replacement Projector
P0177923	State of California	\$5,900.00	CC	Subscription Renewal
P0177923	State of California	\$5,900.00	FC	Subscription Renewal
P0177924	Konica Minolta Business Solutions USA Inc	\$1,321.15	FC	Equipment Maintenance Agreemement Renewal

\$ 4,444,619.52

Approved by:

Fred Williams, Vice Chancellor

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution	Χ	
DATE:	November 18, 2025	Information		
		Enclosure(s)	Χ	

SUBJECT: Budget Adjustments and New Grants

BACKGROUND: Revised 2025-2026 fiscal year allocations and amendments have been received for various federal and state-funded programs, and local contracts. Based on these revisions, adjustments are needed to various General Fund and Child Development Fund revenue and expenditure budgets that were previously approved by the Board.

Revised Grant Allocation Adjustments

The General Fund programs requiring an adjustment are:

- Alliance of Schools for Cooperative Insurance Programs (ASCIP) Safety Grant
- Anaheim Union High School District College & Career Access Pathway (CCAP)
- Anaheim Union High School District Middle College Early College (MCEC)
- California Youth Leadership Corps Community Learning Partnership Fullerton College Environmental Justice Career Pathway
- Child Care Resource Center
- Innovation and Effectiveness Grant (IEPI)
- Lesbian, Gay, Bisexual, Transgender, Queer, and plus (LGBTQ+)
- NextUp
- Puente Project
- Rising Scholars Network Juvenile Justice Program
- Rising Scholars Network (RSN)
- Savanna School District
- Strong Workforce Program (SWP) Local
- Student Equity and Achievement (SEA)

The Child Development Fund programs requiring an adjustment are:

- Child Care Access Means Parents in School (CCAMPIS)
- General Child Care
- General Child Care Cost of Care Plus Allocation
- Quality Rating and Improvement System (QRIS) Block Grant

SITE	PROGRAM NAME	TOTAL ADJUSTMENT	SOURCE OF ADJUSTMENT
	GENERAL FUND		
AC	ASCIP Safety Grant SEA SWP - Local	\$72,512 158,963 116,154	Updated Allocation
CC	LGBTQ+ SEA AUHSD CCAP AUHSD MCEC NextUp Puente Project Rising Scholars Network - Juvenile Justice Program Rising Scholars Network (RSN) Savanna School District SWP – Local	77,676 1,000,366 70,000 46,480 216,011 5,000 310,138 180,982 (1.00) 1,279,479	Updated Allocation Year 2 Funding Year 2 Funding Advance Allocation Most Recent Contract Updated Allocation Notification from State
FC	LGBTQ+ SEA SWP - Local Child Care Resource Center CYLC - CLP Fullerton College Environmental Justice Career Pathway Innovation and Effectiveness Grant (IEPI) Puente Project Rising Scholars Network - Juvenile Justice Program Rising Scholars Network (RSN) SWP - Local	101,480 (39,549) 21,567 (13,483) 106,001 200,000 10,000 1,181 179,490 1,483,535	25/26 Allocation Updated Allocation Correction to Carryover Correction to Carryover Updated Agreement 25/26 Allocation Most Recent Contract Updated Allocation
NOCE	LGBTQ+ Rising Scholars Network - Juvenile Justice Program Rising Scholars Network (RSN) SEA SWP – Local	25,524 1,181 161,546 40,942 297,052	Updated Allocation Notification from State Updated Allocation
	TOTAL – GENERAL FUND	\$6,110,227	
	CHILD DEVELOPMENT FUND		
FC	CCAMPIS General Child Care General Child Care QRIS Block Grant	86,156 242,040 (489,614) 6,088	Most Recent Contract Correction to Budget

TOTAL – CHILD DEVELOPMENT FUND	<u>\$(155,330)</u>	
GRAND TOTAL BUDGET ADJUSTMENTS	<u>\$5,954,897</u>	

New Grants

In addition, funding for new grants have been received for the following programs:

- Al Fellows Grant in the amount of \$188,462 funded by the state, will play a crucial role shaping the future of Al implementation across California's 116 community colleges. Fellows work collaboratively with the Digital Center team, faculty, staff, and administrators to develop frameworks, guidelines, and resources that support the responsible adoption of Al technologies while maintaining our commitment to equity and student success.
- Apprenticeship Innovation Funding (AIF) in the amount of \$15,459 funded by the state, focuses on sustaining and scaling registered apprenticeship programs beyond the building and fire trades - industries such as healthcare, advanced manufacturing, information technology, education, and many more.
- Climate Fellows Program in the amount of \$282,268 funded by the state, will help to
 advance the California Community Colleges Chancellor's Climate Fellows Program's
 purposes, including expanding the community college system's role in climate
 resiliency; preparing students for future green jobs; reducing greenhouse gas
 emissions; and transitioning to sustainable practices in areas like energy, water usage,
 transportation, and food systems across campuses.

SITE	PROGRAM NAME	TOTAL FUNDING	SOURCE OF FUNDING
	GENERAL FUND		
FC	Al Fellows	\$188,462	New Grant
	Apprenticeship Innovation Funding (AIF)	15,459	New Grant
	Climate Fellows Program	282,268	New Grant
	TOTAL – NEW GRANTS	\$486,189	

This agenda item was submitted by Ivy Hwee, District Manager, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction 4 – 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.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 3280, Grants.

FUNDING SOURCE AND FINANCIAL IMPACT: Various programs have received revised 2025-2026 allocations and amendments since the adoption of the District Proposed Budget on September 9, 2025, or subsequent adoption of new agreements by the Board. Budget adjustments are being submitted to revise revenue and expenditure budgets totaling \$5,954,897 accordingly for the 2025-2026 fiscal year. Additionally, \$486,189 in funding has been received for new grants for use beginning in the current fiscal year.

RECOMMENDATION: Authorization is requested to accept new revenue and to make adjustments to General Fund and Child Development Fund revenue and expenditure budgets in accordance with the revised and new fiscal year 2025-2026 allocations totaling \$6,441,086. It is further requested that resolutions be adopted to adjust budgets, to accept new revenue and authorize expenditures within the General Fund and Child Development Fund pursuant to the California Code of Regulations Title 5, Section 58308. Authorization is further requested for the Vice Chancellor, Administrative Services, or the Executive Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Recommended by

Approved for Subr

3.b.4

Item No.

tem No. 3.b.5

Budget Adjustments (November 18, 2025) July 1, 2025 - June 30, 2026

Note: The budget adjustments for the existing grants are being placed in one account for each program. Separate budget transfers will then be processed by campus to align the adjustments with program plans. Detailed budget line items for new grants are being provided by campus.

<u>Campus</u> General Fun	<u>Fund</u>	Account Title	<u>Fund</u>	<u>Orgn</u>	<u>Account</u>	<u>Program</u>	<u>Acty</u>	<u>Locn</u>	<u>Adjustment</u>
Generaliun	<u>id (0101)</u>								
AC	ASCIP Safety Grant	Other Operating Expenses	19305	1377	50000	6770		:	39,828.00
AC	ASCIP Safety Grant	Other Contract Services	19305	1377	88320	6770			39,828.00
	·								
AC	ASCIP Safety Grant	Other Operating Expenses	19305	1377	50000	6770	1086	:	32,684.00
AC	ASCIP Safety Grant	Other Contract Services	19305	1377	88320	6770	1086	:	32,684.00
AC	SEA	Other Operating Expenses	17966	1505	50000	6090			158,963.00
AC	SEA	State Revenues	17966	1505	86285	6090		:	158,963.00
AC	SWP - Local	Other Operating Expenses	17246	1505	50000	6190			116,154.00
AC	SWP - Local	State Revenues	17246	1505	86255	6190		:	116,154.00
СС	LGBTQ+	Other Operating Expenses	17836	3225	50000	6490			77,676.00
CC	LGBTQ+	State Revenues	17836	3225	86280	6490			77,676.00
CC	LODIQ	State Revenues	17030	3223	00200	0430		•	77,070.00
СС	SEA	Other Operating Expenses	17936	3225	50000	6320		:	1,000,366.00
CC	SEA	State Revenues	17936	3225	86285	6320			1,000,366.00
									, ,
CC	AUHSD CCAP	Other Operating Expenses	17988	2436	50000	6190		:	70,000.00
CC	AUHSD CCAP	State Revenues	17988	2436	86543	6190		:	70,000.00
CC	AUHSD MCEC	Other Operating Expenses	17986	2436	50000	6190			46,480.00
CC	AUHSD MCEC	State Revenues	17986	2436	86543	6190		:	46,480.00
CC	NextUp	Other Operating Expenses	18085	3390	50000	6430			216,011.00
CC	NextUp	State Revenues	18085	3390	86280	6430		:	216,011.00
CC	Puente Project	Other Operating Expenses	18930	2605	50000	4900			5,000.00
CC	Puente Project	State Revenues	18930	2605	86280	4900			5,000.00
CC	i delice i rojece	State Neverides	10330	2003	00200	4500		,	5,000.00
CC	Rising Scholars Network - Juvenile Justice Program	Other Operating Expenses	18297	2606	50000	6490		:	310,138.00
CC	Rising Scholars Network - Juvenile Justice Program	State Revenues	18297	2606	86543	6490			310,138.00
	-								•

CC	Rising Scholars Network (RSN)	Other Operating Expenses	18294	2606	50000	6490	\$	180,982.00
CC	Rising Scholars Network (RSN)	State Revenues	18294	2606	86543	6490	\$	180,982.00
CC	Savanna School District	Other Operating Expenses	12602	2437	50000	6010	\$	(1.00)
CC	Savanna School District	Other Contract Services	12602	2437	88320	6010	\$	(1.00)
CC	SWP - Local	Other Operating Expenses	17246	4950	50000	6490	\$	1,279,479.00
CC	SWP - Local	State Revenues	17246	4950	86255	6490	\$	1,279,479.00
FC	LGBTQ+	Hrly – Prof: Temp. Outside Expert	17837	7300	23430	6760	\$	25,245.00
FC	LGBTQ+	Employee Benefits	17837	7300	30000	6760	\$	2,070.00
FC	LGBTQ+	Supplies & Materials	17837	7300	40000	6760	\$	26,650.00
FC	LGBTQ+	Noninstructional Food/Supply - Special Fu	17837	7300	44410	6760	\$	3,000.00
FC	LGBTQ+	Other Operating Expenses	17837	7300	50000	6760	\$	15,515.00
FC	LGBTQ+	Other Operating Expenses	17837	7300	51960	6760	\$	6,000.00
FC	LGBTQ+	Other Operating Expenses	17837	7300	52650	6760	\$	8,000.00
FC	LGBTQ+	Food Aid for Students - Special Funds	17837	7300	76610	6760	\$	15,000.00
FC	LGBTQ+	State Revenues	17837	7300	86280	6760	\$	101,480.00
FC	SEA	Personnel Contingencies	17946	7650	79200	6720	\$	(39,549.00)
FC	SEA	State Revenues	17946	7650	86285	6720	\$	(39,549.00)
10	SEA	State Nevendes	17540	7030	00203	0720	Y	(33,343.00)
FC	SWP - Local	Other Operating Expenses	17244	5925	50000	6310	\$	21,567.00
FC	SWP - Local	State Revenues	17244	5925	86255	6310	\$	21,567.00
FC	AI Fellows	Reassign Time	18360	5270	12800	0500	\$	102,855.00
FC	AI Fellows	Hrly – Prof: Temp. Outside Expert	18360	5270	23430	0500	\$	22,484.00
FC	AI Fellows	Employee Benefits	18360	5270	30000	0500	\$	23,546.00
FC	AI Fellows	Other Operating Expenses	18360	5270	50000	0500	\$	11,308.00
FC	AI Fellows	Other Operating Expenses	18360	5270	52415	0500	\$	28,269.00
FC	AI Fellows	State Revenues	18360	5240	86543	0500	\$	188,462.00
	A constitution to the second to the AIF	au	10000	5740	50000	2022		45 450 00
FC	Apprenticeship Innovation Funding (AIF)	Other Operating Expenses	18993	5740	50000	0900	\$	15,459.00
FC	Apprenticeship Innovation Funding (AIF)	State Revenues	18993	5740	86543	0900	\$	15,459.00
FC	Child Care Resource Center	Supplies & Materials	12110	5627	40000	6920	\$	(13,483.00)
FC	Child Care Resource Center	Other Contract Services	12110	5627	88320	6920	\$	(13,483.00)
-							,	,/
FC	Climate Fellows Program	Reassign Time	18359	5505	12800	1900	\$	212,430.00
FC	Climate Fellows Program	Employee Benefits	18359	5505	30000	1900	\$	44,823.00
FC	Climate Fellows Program	Other Operating Expenses	18359	5505	50000	1900	\$	15.00
FC	Climate Fellows Program	Other Operating Expenses	18359	5505	52415	1900	\$	25,000.00
FC	Climate Fellows Program	State Revenues	18359	5505	86543	1900	\$	282,268.00
-							*	- ,

FC	CYLC - CLP Fullerton College Environmental Justice	Other Operating Expenses	17798	5230	50000	6190	\$	106,001.00
FC	CYLC - CLP Fullerton College Environmental Justice	State Revenues	17798	5230	86543	6190	\$	106,001.00
FC	Innovation and Effectiveness Grant (IEPI)	Other Operating Expenses	18358	5950	50000	6600	\$	200,000.00
FC	Innovation and Effectiveness Grant (IEPI)	State Revenues	18358	5950	86543	6600	\$	200,000.00
FC	Puente Project	Other Operating Expenses	18940	6000	50000	4900	\$	10,000.00
FC	Puente Project	State Revenues	18940	6000	86280	4900	\$	10,000.00
	Pitter Calculus Notes and the call of the Passage	011 0 11 5	40007	2525	50000	5400		4 404 00
FC	Rising Scholars Network - Juvenile Justice Program	Other Operating Expenses	18297	2606	50000	6490	\$	1,181.00
FC	Rising Scholars Network - Juvenile Justice Program	State Revenues	18297	2606	86543	6490	\$	1,181.00
FC	Rising Scholars Network (RSN)	Other Operating Expenses	18295	5240	50000	6600	\$	179,490.00
FC	Rising Scholars Network (RSN)	State Revenues	18295	5240	86543	6600	\$	179,490.00
FC	SWP - Local	Other Operating Expenses	17246	5925	50000	6310	\$	1,483,535.00
FC	SWP - Local	State Revenues	17246	5925	86255	6310	\$	1,483,535.00
FC	SWF - LOCAI	State nevenues	17240	3323	80233	0310	Ş	1,463,333.00
NOCE	LGBTQ+	Other Operating Expenses	17838	9140	50000	6390	\$	25,524.00
NOCE	LGBTQ+	State Revenues	17838	9140	86280	6390	\$	25,524.00
NOCE	Rising Scholars Network - Juvenile Justice Program	Other Operating Expenses	18297	2606	50000	6490	\$	1,181.00
NOCE	Rising Scholars Network - Juvenile Justice Program	State Revenues	18297	2606	86543	6490	\$	1,181.00
NOCE	Rising Scholars Network (RSN)	Other Operating Expenses	18296	9140	50000	6010	\$	161,546.00
NOCE	Rising Scholars Network (RSN)	State Revenues	18296	9140	86543	6010	\$	161,546.00
NOCE	SEA	Other Operating Expenses	17956	9140	50000	6320	\$	40,942.00
NOCE	SEA	State Revenues	17956	9140	86285	6320	\$	40,942.00
NOCE	SWP - Local	Other Operating Expenses	17246	9793	50000	6190	\$	297,052.00
NOCE	SWP - Local	State Revenues	17246	9793	86255	6190	\$	297,052.00
					_			
					G	eneral Fund (010	1) Total: \$	6,596,416.00
Child Devel	opment Fund (1212)							
F.C.	CCAMPIC	Other Operation Forest	24204	5626	F0000	6020		06.456.60
FC	CCAMPIS	Other Operating Expenses	31301	5626	50000	6920	\$	86,156.00 86,156.00
FC	CCAMPIS	Federal Revenues	31301	5626	81900	6920	\$	80,130.00
FC	General Child Care	Other Operating Expenses	31556	5626	50000	6920	\$	242,040.00
FC	General Child Care	State Revenues	31556	5626	86210	6920	\$	242,040.00

FC	General Child Care	Other Operating Expenses	31556	5626	50000	6920	\$ (489,614.00)
FC	General Child Care	State Revenues	31556	5626	86543	6920	\$ (489,614.00)
FC	QRIS Block Grant	Other Operating Expenses	31617	5626	50000	6920	\$ 5,588.00
FC	QRIS Block Grant	State Revenues	31617	5626	86543	6920	\$ 5,588.00
FC	QRIS Block Grant	Supplies & Materials State Revenues	31619	5626	40000	6920	\$ 500.00
FC	QRIS Block Grant		31619	5626	86543	6920	\$ 500.00

Child Development Fund (1212) Total: \$ (155,330.00)

RESOLUTION OF THE BOARD OF TRUSTEES OF NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the General Fund (0101), for fiscal year 2025-2026, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

INCOME ACCOUNT 8629 8659 8830	INCOME SOURCE CalWORKs, TTIP, Other Other Reimbursable Categorical Contract Services TOTALS	\$ - \$ =	AMOUNT 4,794,200 1,743,188 59,028 6,596,416
EXPENDITURES ACCOUNT 1200 2300 3000 4000 5000	DESCRIPTION Noninstructional Salaries Noninstructional Salaries Employee Benefits Supplies & Materials Other Operating Expenses TOTALS	\$ - \$ =	290,736 47,729 70,439 16,167 6,171,345 6,596,416
AYES:			
NOES: ABSENT:			
STATE OF CALIFORNIA)			
COUNTY OF ORANGE) SS			
College District of Orange County,	Administrative Services, of the North Oran California, hereby certify that the above is g held on November 18, 2025, and passed	a true	excerpt from the
	Vice Chancellor, A	Adminis	strative Services
The above	e transfer approved on the day of		
	Stefan Bean, Ed.D., County Sup	erinter	ndent of Schools
	by		, Deputy
			3.b.9
			Item No.

RESOLUTION OF THE BOARD OF TRUSTEES OF NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the Child Development Fund (1212), for fiscal year 2025-2026, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

> AMOUNT 86,156

(483,526)

242,040

Item No.

INCOME SOURCE

Child Development

Other Federal Revenues

Other Reimbursable Categorical

INCOME ACCOUNT

8199

8659

8621

0021	Orma Borolopinoni		2 12,0 10
	TOTALS	\$	(155,330)
EXPENDITURES ACCOUNT 4000 5000	DESCRIPTION Supplies & Materials Other Operating Expenses TOTALS	\$ _ \$_	500 (155,830) (155,330)
AYES:			
NOES: ABSENT:			
STATE OF CALIFORNIA)			
COUNTY OF ORANGE) SS			
I, Fred Williams, Vice Chancellor, College District of Orange County minutes of a regular Board meetin of said Board.	, California, hereby certify that t	he above is a true (excerpt from the
	Vice C	Chancellor, Adminis	strative Services
The abov	e transfer approved on the	day of	
	Stefan Bean, Ed.D.,	County Superinten	dent of Schools
	by		, Deputy
			3.b.10

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Coursedog Catalog and Curriculum	· · ·		

BACKGROUND: NOCCCD currently uses Curricunet to manage curriculum and catalog processes. The Curricunet contract expired in June 2025, and the vendor now requires clients to transition to its new platform to continue service.

Management Contract for 5-years

To identify the best solution, the District conducted a comprehensive review of available systems over the past year, including demonstrations, user feedback, and consultations with campus curriculum committees and Academic Senates.

Coursedog was selected as the preferred choice. It offers an integrated platform for curriculum management, catalog publication, and future expansion into class and scheduling. The system provides seamless integration with Banner and DegreeWorks, intuitive workflows, and strong data management tools that support efficiency, compliance, and student success.

All three college Academic Senates voted unanimously to support the selection and purchase of Coursedog.

Adopting Coursedog will ensure continuity of service, reduce manual workload, and provide faculty, staff, and students with a modern, centralized system aligned with NOCCCD's strategic goals to enhance educational pathways and student achievement.

Below is the Coursedog Catalog and Curriculum Management Fee Structure:

Year 1 Setup/Integration Fee	\$129,050
Year 1 License	\$149,842
Year 2 License	\$157,334
Year 3 License	\$165,200
Year 4 License	\$173,460
Year 5 License	\$182,133
Total	\$957,019

This agenda item was submitted by Dr. Jennifer Vega La Serna, Vice Chancellor of Educational Services and Institutional Effectiveness, in consultation with Dr. Gabrielle Stanco, District Director of Research, Planning, and Data Management, and Khaoi Mady, Interim Executive Director of Information Technology and Services.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and Board Policy 3720, Computer and Electronic Communications Systems.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this licensing agreement is from District-wide technology spending with an agreement from each campus to be charged back.

RECOMMENDATION: Authorization is requested to procure a five-year contract with Coursedog Catalog and Curriculum Management to provide licensing and services for NOCCCD for the total contract amount of \$957,019. Authorization is further requested for the Vice Chancellor, Administrative Services, or the District Director, Purchasing, to execute any agreement and related documents on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.c.2

Item No.

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution		_
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Mongoose Cadence Texting Platform			

BACKGROUND: Mongoose Cadence is a texting platform purpose-built for higher education to enable personalized, two-way conversations with students, alumni, and staff via Short Message Service (SMS). The messaging service has been used by Cypress College, Fullerton College, and NOCE since 2022, and it has been a proven platform that has enhanced engagement with students, faculty, and staff through SMS text messaging.

Staff is requesting to procure a one-year contract with Mongoose to continue services for NOCCCD to use the Cadence texting platform for a total contract amount of \$129,925.

This agenda item was submitted by Khaoi Mady, Interim Executive Director, Information Technology and Services.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and Board Policy 3720, Computer and Electronic Communications Systems.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this licensing agreement is from District-wide technology spending.

RECOMMENDATION: Authorization is requested to procure a one-year contract with Mongoose to continue services for NOCCCD to use the Cadence texting platform for a total contract amount of \$129,925. Authorization is further requested for the Vice Chancellor, Administrative Services, or the District Director, Purchasing, to execute any agreement and related documents on behalf of the District.

Fred Williams

Recommended By

Approved for Submittal

Item No.

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Deductive Change Order for Bid #2425-			
	07, with Elegant Construction, Inc. for the			
	Board Room Renovation Project at the			

BACKGROUND: On November 26, 2024, the Board approved to award Bid #2425-07, Board Room Renovation Project to Elegant Construction, Inc. The project has been completed. In order to pay retention and close out the contract, staff is requesting that the Board approve a deductive change order in the amount of \$706.62 for the unused allowance. The revised contract amount is \$1,566,293.38.

Anaheim Campus

Bid Amount	\$1,387,000.00
Allowance	180,000.00
Total Contract	1,567,000.00
Unused Allowance	(706.62)
Revised Contract	\$1,566,293.38

This agenda item was submitted by Cora Baldovino, Manager, District Facilities Planning, Maintenance and Construction Contracts, and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted pursuant to Board Policy 6330, Purchasing.

FUNDING SOURCE AND FINANCIAL IMPACT: There is no financial impact. This agenda item is requesting approval of a deductive change order for the unused allowance.

RECOMMENDATION: Authorization is requested to approve a deductive change order in the amount of \$706.62 for the unused allowance for the agreement with Elegant Construction, Inc. for Bid #2425-07, Board Room Renovation Project at Anaheim Campus. Authorization is further requested for the Vice Chancellor, Administrative Services, or Interim District Director, Purchasing, to execute the deductive change order on behalf of the District.

Fred Williams	B. V. aft Brill	3.e
Recommended by	Approved for Submittal	Item No.

TO:	BOARD OF TRUSTEES	Action	X	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Retroactive Approval for Amendment No.	. ,		
	1 with PBK Architects for the Board Room			
	Renovation Project at the Anaheim			

BACKGROUND: The District retained PBK Architects to provide architectural and engineering services for the Board Room Renovation Project at the Anaheim Campus. This project involved remodeling the interior of rooms 101, 101A, 101B, 101C, 105, and 107, including modifications to lighting, power, data, and A/V systems. It also addressed acoustical reverberation issues affecting both live and broadcast audiences, ensured ADA compliance for all seating and board desks, and replaced the existing board dais to meet the needs of the user groups. The project also included the addition of an IT/A/V control room to optimize the functionality of equipment such as projectors, displays, microphones, and video conferencing systems, creating a professional environment where board members can focus on discussions without technical distractions.

Campus

The District issued a purchase order to PBK Architects for \$92,625.00 for the required services. PBK submitted a proposal to increase their fee by \$68,000.52 from \$92,625.00 to \$160,625.52 due to the increase in the project construction cost. The construction increased to \$1,567,000, an increase of \$792,000 from the original estimated budget of \$775,000.

This agenda item was submitted by Cora Baldovino, Manager, District Facilities Planning, Maintenance and Construction Contracts, and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision making and integrated planning; and to Strategic Direction 5) Physical Environment – NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: These services will be charged to the Capital Outlay fund.

RECOMMENDATION: Retroactive approval is requested to amend the agreement with PBK Architects for the Board Room Renovation Project and increase the contract amount by \$68,002.52 from \$92,625 to \$160,625.52. All other terms of the agreement shall remain the same. Authorization is further requested for the Vice Chancellor, Administrative Services, or Interim District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

Recommended by

3.f.2

Item No.

TO:	BOARD OF TRUSTEES	Action	Χ
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	
SUBJECT:	Notice of Completion - Bid #2425-07,	.,	
	Board Room Renovation at Anaheim		
	Campus		

BACKGROUND: On November 26, 2024, the Board of Trustees awarded a contract to Elegant Construction, Inc. for the Board Room Renovation Project at Anaheim Campus. The project is complete and filing the Notice of Completion of Work is now required.

This agenda item was submitted by Cora Baldovino, Manager, District Facilities Planning, Maintenance & Construction Contracts, and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

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

FUNDING SOURCE AND FINANCIAL IMPACT: Once the contract is closed out, the final retention payment will be charged to Measure J Funds.

RECOMMENDATION: Authorization is requested to file the Notice of Completion for Bid #2425-07, Board Room Renovation Project at Anaheim Campus with Elegant Construction, Inc. and pay the final retention payment when due.

Fred Williams

By By By State

3.g

Recommended by Approved/for Submittal Item No.

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	_
SUBJECT:	Consultant Services Agreement with	- · · · -	
	Westberg White, Inc. for the Anaheim		
	Campus North Orange Continuing		
	Education Wayfinding Exterior and Interior		

BACKGROUND: In February 2021, the District entered into a Consultant Services Agreement with Westberg White, Inc. (W+W) to develop design standards for exterior and interior wayfinding signage for the Anaheim Campus North Orange Continuing Education (NOCE). W+W thereafter completed the designs for both exterior and interior signage, which were submitted to and approved by the Division of the State Architect.

Previously, the District retained the services of KYA to install only three of the six exterior sign types:

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Sign Type A – Identity monument sign (New Marquee on Romneya)
Sign Type E – NOCE branding signage facing Romneya
Sign Type F – Add NOCE branding signage on entry canopies
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NOCE staff has approved to proceed with installing the remaining three exterior sign types:

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Sign Type B – External directional signage
Sign Type C – Internal directional signage
Sign Type D – Parking lot identification
```

Signage (Project)

W+W was requested to provide the needed architectural services. It is, therefore, requested that the Board approve amending the consultant agreement with W+W for additional architectural and engineering services and increase the contract amount by \$21,750 from \$200,200 to \$221,950, inclusive of reimbursables. The term of the agreement remains the same.

This agenda item was submitted by Cora Baldovino, Manager, District Facilities Planning, Maintenance & Construction Contracts, and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6340, Contracts.

3.h.1

FUNDING SOURCE AND FINANCIAL IMPACT: The additional fees in the amount of \$21,750, inclusive of reimbursables, shall be paid from local bond funds.

RECOMMENDATION: Authorization is requested to amend the consultant agreement with Westberg White, Inc. for the Anaheim Campus North Orange Continuing Education Interior and Exterior Wayfinding Signage for additional architectural and engineering services and increase the contract amount by \$21,750 from \$200,200 to \$221,950, inclusive of reimbursables. The term of the agreement remains the same. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or Interim District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.h.2

Item No.

TO: BOARD OF TRUSTEES Action XResolution XDATE: November 18, 2025 Information Enclosure(s) X

SUBJECT: Ratification of Change Order #4 | Resolution

No. 25/26-19 with Interpipe, Inc. for Bid 2324-04, Cypress College Fine Arts

Renovation Project

BACKGROUND: On January 23, 2024 the Board adopted Resolution No. 23/24-15 to approve 28 bid packages totaling \$57,209,914, to the 22 trade contractors who were deemed to be the lowest responsive and responsible bidders for the Cypress College Fine Arts Building Renovation.

Per Public Contract Code §20659 and Board Policy 6340, the College seeks approval for Change Order #3 for Interpipe Inc. Normally, change orders should not exceed 10% of the original contract amount authorized by the Board; however, certain conditions require additional changes that may exceed this limit. Change Order #4 increases the contract amount by \$10,078, raising the new total to \$1,518,198. With this change order, the cumulative increase is 12.63% of the original contract, surpassing the 10% limit. The total change order percentage for all prime contractors to date on the project is 0.15%.

Change Order #1 (BOT Mtg. 11/12)	/24)	\$4,335
Change Order #2 (BOT Mtg. 04/22)	/25)	(\$1,556)
Change Order #3 (BOT Mtg. 06/24)	/25)	\$157,341
Change Order #4	·	\$10,078
	Subtotal	\$170,198
10% Change Order Limit		(\$134,800)
Amount Over Change Order Limit		\$35,398

The Construction Manager, College, and District have reviewed this change order. Bidding on additional work in this change order was avoided due to higher anticipated costs, extended timelines, and potential delays affecting other contractors. The added scope addresses demolition of the existing wood rails and a minor charge back credit. For details on each item, please refer to the enclosed breakdown.

This agenda item was submitted by Allison Coburn, Campus Capital Projects Manager, Dr. Tony Jake, Vice President of Administrative Services, Cypress College and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #3 – Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning; and Direction #5 – Physical Environment: NOCCCD will

3.i.1

be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse; Board Policy 6340, Bids and Contracts; and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: This project will be funded by Measure J.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 25/26-19 to approve Change Order #4 with Interpipe, Inc. for Bid 2324-04, for the public works project, to increase the contract amount by \$10,078, for a new total of \$1,518,198 for the Cypress College Fine Arts Renovation Project. Authorization is further requested for the Vice Chancellor, Administrative Services or District Director, Purchasing to execute trade contractor change order on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.i.2

RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT APPROVAL OF CHANGE ORDER 4 AS AN AMENDMENT TO THE EXISTING CONTRACT WITH INTERPIPE, INC., FOR BID 2324-04, CYPRESS COLLEGE FINE ARTS RENOVATION PROJECT



RESOLUTION NO. 25/26-19

WHEREAS, the Governing Board of the North Orange County Community College District (District) previously awarded a contract for Bid Package 33A work for the Cypress College Fine Arts Renovation Project (Project) to Interpipe Contracting, Inc. (Prime Contractor);

WHEREAS, subsequent to the award of the contract to Prime Contractor, it was determined that additional work, related to the scope of the Project, was necessary on the Project as set forth on the Change Order;

WHEREAS, the Prime Contractor is intimately familiar with the Project and is ready, willing and able to perform the additional work set forth in the Change order;

WHEREAS, the total cost for the Change Order exceeds the limitations set forth in Public Contracts Code §20659;

WHEREAS, it would be more costly and time-consuming to bid this additional work since it is integral to the Project and the work being performed by the current Prime Contractor as well as the other Prime Contractors on the Project;

WHEREAS, competitive bidding the additional work covered by the Change Order would result in the delay of the completion of the Project and impact use of the facilities;

WHEREAS, it would work an incongruity and not produce any advantage to the District to competitively bid the Change Order since such competitive bid work could result in multiple contractors being required to perform the same work that could be more efficiently and effectively performed by one contractor; and

WHEREAS, Meakin v. Steveland (1977) 68 Cal.App.3d 490 and Los Angeles Dredging v. Long Beach (1930) 210 Cal. 348 holds that statutes requiring competitive bidding to not apply when competitive bidding would work an incongruity or not produce any advantage.

NOW, THEREFORE, the Governing Board of the North Orange County Community College District does hereby find, resolve, determine, and order as follows:

3.i.3

Resolution No. 25/26-19 Item No.

Section 1. That all of the recitals set forth above are true and correct, and the Board so finds and determines.

<u>Section 2.</u> That it would work an incongruity and not produce any advantage to the District to competitively bid the completion of the additional work set forth in the Change Order.

<u>Section 3.</u> That the District approves the award of the additional work stated in the Change Orders without competitively bidding such work and approves the District's payment to the Prime Contractor in accordance with the terms and conditions set forth in the Change Order and the original contract.

<u>Section 4.</u> That the Governing Board delegates to its Vice Chancellor, Administrative Services, or District Director, Purchasing, authority to execute all agreements and complete all necessary documents for the additional work set forth in the Change Order.

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 18th day of November 2025, by the following vote:

AYES:

NOES: ABSENT: ABSTAINED:

I, Jeffrey P. Brown, President of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

President of the Board of Trustees North Orange County Community College District

3.i.4

I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 18th day of November 2025, by the above-described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 18th day of November 2025.

Clerk of Governing Board North Orange County Community College District

TO: BOARD OF TRUSTEES Action X
Resolution X

DATE: November 18, 2025 Information Enclosure(s) X

SUBJECT: Ratification of Change Order #10 |

Resolution No. 25/26-20 with Verne's Plumbing, Inc. for Bid 2324-04, Cypress College Fine Arts Renovation Project

BACKGROUND: On January 23, 2024 the Board adopted Resolution No. 23/24-15 to approve 28 bid packages totaling \$57,209,914, to the 22 trade contractors who were deemed to be the lowest responsive and responsible bidders for the Cypress College Fine Arts Building Renovation.

Per Public Contract Code §20659 and Board Policy 6340, the College seeks approval for Change Order #9 for Verne's Plumbing, Inc. Normally, change orders should not exceed 10% of the original contract amount authorized by the Board; however, certain conditions require additional changes that may exceed this limit. Change Order #10 increases the contract amount by \$15,466, raising the new total to \$2,529,901. With this change order, the cumulative increase is 20.16% of the original contract, surpassing the 10% limit. The total change order percentage for all prime contractors to date on the project is 0.15%.

Change Order #1 (BOT Mtg. 02/25/25)	\$8,888
Change Order #2 (BOT Mtg. 03/25/25)	\$45,286
Change Order #3 (BOT Mtg. 04/22/25)	\$6,681
Change Order #4 (BOT Mtg. 05/27/25)	\$6,662
Change Order #5 (BOT Mtg. 06/24/25)	\$5,725
Change Order #6 (BOT Mtg. 07/22/25)	\$141,359
Change Order #7 (BOT Mtg. 08/26/25)	\$44,903
Change Order #8 (BOT Mtg. 09/23/25)	\$25,192
Change Order #9 (BOT Mtg. 10/28/25)	\$124,239
Change Order #10	\$15,466
Subtotal	\$424,401
10% Change Order Limit	(\$210,550)
Amount Over Change Order Limit	\$213,851

The Construction Manager, College, and District have reviewed this change order. Bidding on additional work in this change order was avoided due to higher anticipated costs, extended timelines, and potential delays affecting other contractors. The added scope addresses document coordination issues and a back charge to repair a water line damaged by Inland. For details on each item, please refer to the enclosed breakdown.

This agenda item was submitted by Allison Coburn, Campus Capital Projects Manager and Dr. Tony Jake, Vice President of Administrative Services, Cypress College; and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #3 – Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning; and Direction #5 – Physical Environment: NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse; Board Policy 6340, Bids and Contracts; and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: This change order will be funded by Measure J.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 25/26-20 to approve Change Order #10 with Verne's Plumbing Inc. for Bid 2324-04, for the public works project, to increase the contract amount by \$15,466 for a new total of \$2,529,901 for the Cypress College Fine Arts Renovation Project. Authorization is further requested for the Vice Chancellor, Administrative Services or District Director, Purchasing to execute trade contractor change order on behalf of the District.

Fred Williams

By Up Bull

3.j.2

RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT APPROVAL OF CHANGE ORDER 10 AS AN AMENDMENT TO THE EXISTING CONTRACT WITH VERNE'S PLUMBING, INC., FOR BID 2324-04, CYPRESS COLLEGE FINE ARTS RENOVATION PROJECT



RESOLUTION NO. 25/26-20

WHEREAS, the Governing Board of the North Orange County Community College District (District) previously awarded a contract for Bid Package 22A work for the Cypress College Fine Arts Renovation Project (Project) to Verne's Plumbing, Inc. (Prime Contractor);

WHEREAS, subsequent to the award of the contract to Prime Contractor, it was determined that additional work, related to the scope of the Project, was necessary on the Project as set forth on the Change Order;

WHEREAS, the Prime Contractor is intimately familiar with the Project and is ready, willing and able to perform the additional work set forth in the Change order;

WHEREAS, the total cost for the Change Order exceeds the limitations set forth in Public Contracts Code §20659;

WHEREAS, it would be more costly and time-consuming to bid this additional work since it is integral to the Project and the work being performed by the current Prime Contractor as well as the other Prime Contractors on the Project;

WHEREAS, competitive bidding the additional work covered by the Change Order would result in the delay of the completion of the Project and impact use of the facilities;

WHEREAS, it would work an incongruity and not produce any advantage to the District to competitively bid the Change Order since such competitive bid work could result in multiple contractors being required to perform the same work that could be more efficiently and effectively performed by one contractor; and

WHEREAS, Meakin v. Steveland (1977) 68 Cal.App.3d 490 and Los Angeles Dredging v. Long Beach (1930) 210 Cal. 348 holds that statutes requiring competitive bidding to not apply when competitive bidding would work an incongruity or not produce any advantage.

NOW, THEREFORE, the Governing Board of the North Orange County Community College District does hereby find, resolve, determine, and order as follows:

3.j.3

Item No.

Resolution No. 25/26-20

Section 1. That all of the recitals set forth above are true and correct, and the Board so finds and determines.

<u>Section 2.</u> That it would work an incongruity and not produce any advantage to the District to competitively bid the completion of the additional work set forth in the Change Order.

<u>Section 3.</u> That the District approves the award of the additional work stated in the Change Orders without competitively bidding such work and approves the District's payment to the Prime Contractor in accordance with the terms and conditions set forth in the Change Order and the original contract.

<u>Section 4.</u> That the Governing Board delegates to its Vice Chancellor, Administrative Services or District Director, Purchasing, authority to execute all agreements and complete all necessary documents for the additional work set forth in the Change Order.

APPROVED, PASSED AND ADOPTED by the Governing Board of the North Orange County Community College District this 18th day of November 2025, by the following vote:

AYES:

NOES: ABSENT: ABSTAINED:

I, Jeffrey P. Brown, President of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

President of the Board of Trustees North Orange County Community College District I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 18th day of November 2025, by the above-described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 18th day of November, 2025.

Clerk of Governing Board North Orange County Community College District

3.j.5

TO: BOARD OF TRUSTEES Action X
Resolution
Information Enclosure(s) X

SUBJECT: Ratification of Change Order(s) for Multi-Prime

Contracts for Bid #2324-04, Cypress College

Fine Arts Renovation Project

BACKGROUND: On January 23, 2024 the Board adopted Resolution No. 23/24-15 to approve 28 bid packages totaling \$57,209,914, to the 22 trade contractors who were deemed to be the lowest responsive and responsible bidders for the Cypress College Fine Arts Building Renovation. In accordance with Public Contract Code §20659 and Board Policy 6340, the College is seeking ratification of the following change order(s) as further defined in the enclosure:

Change Order #	Trade Contractor	1	Total
Change Order 03	Best Contracting		\$1,117
Change Order 03	Velocity Glazing		(\$1,117)
Change Order 05	Caston		\$19,340
Change Order 01	MS Rouse Company		\$17,664
Change Order 07	PPC Air Conditioning		\$15,003
Change Order 10	AJ Kirkwood		\$3,731
Change Order 10	Inland Building		(\$27,919)
	TC	OTAL	\$27,819

The Construction Manager, College, and District have reviewed these change orders. The changes will not require additional funds beyond the project budget approved by the Board on January 23, 2024. These changes include various document coordination conflicts; code revisions; and contractor scope gaps.

This agenda item was submitted by Allison Coburn, Campus Capital Projects Manager and Dr. Tony Jake, Vice President of Administrative Services, Cypress College; and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the District-wide Strategic Plan? This item responds to Direction #3 – Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning; and Direction #5 – Physical Environment: NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse; Board Policy 6340, Bids and Contracts; and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The change orders will be funded by Measure J.

RECOMMENDATION: It is recommended that the Board ratify the current change orders for the public works project listed per the Change Order Request, with a total increase of \$27,819 for the Fine Arts Renovation at Cypress College. Authorization is further requested for the Vice Chancellor, Administrative Services or District Director, Purchasing to execute each trade contractor change order on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.k.2

CYPRESS COLLEGE, FINE ARTS RENOVATION PROJECT MULTI-PRIME CONTRACTOR CHANGE ORDERS

BOARD DATE:	Nove	mber 18, 2	2025							
					BOARD	TIME	CO REQ.	COI	NTRACT AMOUNT	
										TOTAL % O
	NO	DDEV/IOUG	CLIDDENT	DECODIDATION OF CHANGE ODDED	4 DDD 01 / 4 I	INADAOT	DEACON	ODIOINIAI	TOTAL DEVICED	CHANCE

	NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	APPROVAL	IMPACT	REASON	ORIGINAL	TOTAL REVISED	CHANGE
BP#03A, 14A, 14B, 32B II	VLAND B	UILDING CONSTI	RUCTION COMP	PANIES					\$3,381,100.00		
Change Order #01	1.0	\$6,479.00	\$0.00	\$6,479.00		7/23/2024				\$3,387,579.00	0.19%
Change Order #02	2.0	\$78,545.00	\$0.00	\$78,545.00		9/10/2024				\$3,466,124.00	2.32%
Change Order #03	3.0	\$232,660.00	\$0.00	\$232,660.00		2/25/2025				\$3,698,784.00	6.88%
Change Order #04	4.0	\$21,223.00	\$0.00	\$21,223.00		3/25/2025				\$3,720,007.00	0.63%
Change Order #05	5.0	\$224,467.00	\$0.00	\$224,467.00		4/22/2025				\$3,944,474.00	6.64%
Change Order #06	6.0	\$35,465.00	\$0.00	\$35,465.00		5/27/2025				\$3,979,939.00	1.05%
Change Order #07	7.0	\$46,113.00	\$0.00	\$46,113.00		6/24/2025				\$4,026,052.00	1.36%
Change Order #08	8.0	\$19,944.00	\$0.00	\$19,944.00		8/26/2025				\$4,045,996.00	0.59%
Change Order #09	9.0	\$20,089.00	\$0.00	\$20,089.00		9/22/2025				\$4,066,085.00	0.59%
	10.1	\$0.00	(\$17,664.00)	(\$17,664.00)	CFI 261-03A - Sealed Concrete Floor Scope Transfer - deductive cost for the entirety of the Sealed Concrete Scope as it is being tranfered from Inland to MS Rouse. This CFI finalizes all costs for labor, material and equipment required to complete this scope of work.	11/18/25	0	0			
Change Order #10	10.2	\$0.00	(\$10,255.00)	(\$10,255.00)	CFI 385-03A - Repair Damaged Water Line at South (Back Charge from Verne's) - Finalized for the drive time associated with Interpipe to mobilize and investigate the damaged water line at the south of the site. The water line was struck by Inland during excavation and compaction of the site. This was tracked on a time and material basis, to include all material,	11/18/25	0	0		\$4,038,166.00	-0.83%
TOTALS		\$684,985.00	(\$27,919.00)	\$657,066.00							19.43%

BP #07A, 07B BEST CON	ITRACTIN	G SERVICES, INC) .						\$1,533,067.00		
Change Order #01	1.0	(\$62,399.00)	\$0.00	(\$62,399.00)		4/22/25				\$1,470,668.00	-4.07%
Change Order #02	2.0	(\$5,411.00)	\$0.00	(\$5,411.00)		7/22/25				\$1,465,257.00	-0.35%
Change Order #03	3.1	\$0.00	\$1,117.00	,,	CFI 359R1-07A - Reinstallation of WP-3 & Sillpan at Opening 3-08 - all costs associated with labor, equipment and materials for Best Contracting to reinstall the WP-3 membrane and sheet metal sill pan at the section of opening 3-08 that was deconstructed for the purpose of investigating the potential causes of water intrusion experienced at all window openings to date. Best Contracting's scope of work was not determined to be the cause of water intrusion at	11/18/25	0	0		\$1,466,374.00	0.07%
TOTALS		(\$67,810.00)	\$1,117.00	(\$66,693.00)							-4.35%

BP #08B VELOCITY GLA	ZING, INC	:							\$1,474,500.00		
Change Order #01	1.0	(\$25,512.00)	\$0.00	(\$25,512.00)		4/22/25				\$1,448,988.00	-1.73%
Change Order #02	2.0	\$5,411.00	\$0.00	\$5,411.00		7/22/25				\$1,454,399.00	0.37%
Change Order #03	3.1	\$0.00	(\$1,117.00)	,	CFI 359-08B - Reinstallation of WP-3 & Sillpan at Opening 3-08 (Back Charge) - all costs associated with labor, equipment and materials for Best Contracting to reinstall the WP-3 membrane and sheet metal sill pan at the section of opening 3-08 that was deconstructed for the purpose of investigating the potential causes of water intrusion experienced at all window openings to date. Velocity Glazing's scope of work was determined to be the cause of		0	0		\$1,453,282.00	-0.08%
TOTALS		(\$20,101.00)	(\$1,117.00)	(\$21,218.00)							-1.44%

\$4,785,585.00

CYPRESS COLLEGE, FINE ARTS RENOVATION PROJECT MULTI-PRIME CONTRACTOR CHANGE ORDERS

BOARD DATE: November 18, 20	30	DARD DA	ATE: N	lovember	18	202
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						BOARD	TIME	CO REQ.	COI	NTRACT AMOUNT	
	NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	APPROVAL	IMPACT	REASON	ORIGINAL	TOTAL REVISED	TOTAL % OF CHANGE
Change Order #01	1.0	(\$2,506.00)	\$0.00	(\$2,506.00)		5/27/2025				\$4,783,079.00	-0.05%
Change Order #02	2.0	\$22,063.00	\$0.00	\$22,063.00		8/26/2025				\$4,805,142.00	0.46%
Change Order #03	3.0	\$27,980.00	\$0.00	\$27,980.00		9/23/2025				\$4,833,122.00	0.58%
Change Order #04	4.0	\$70,051.00	\$0.00	\$70,051.00		10/28/2025				\$4,903,173.00	1.46%
	5.1	\$0.00	\$2,177.00		CFI 287R1-09A - CCD-128B - Print Finish Lab Ceilings, L2 Wall, Soffit - Caston to proceed with re-framing of soffit per campus request captured in RFI 706, 710 and CCD-128B. This CFI finalized all costs for labor, material and equipment required to complete this scope of work.	11/18/2025	0	CR			
Change Order #05	5.2	\$0.00	\$1,658.00	\$1,658.00	CFI 325R1-09A - CCD-141B - Recording Lab Pony Wall Access - Caston to reframe the pony wall @ 2-311 per CCD-141B. This work was tracked on T&M. This CFI finalizes all costs for labor, material and equipment required to complete this scope of work	11/18/2025	0	DC		\$4,922,513.00	0.40%
	5.3	\$0.00	\$15,505.00	\$15,505.00	CFI 405R1-09 - CCD-133A - Add Framing at Stair 1 Fire Risers - Caston to proceed with additional framing, drywall and access panels for the Stair 1 Fire Riser enclosure per CCD-133A. This CFI finalizes all costs for labor, material and equipment required to complete this scope of work	11/18/2025	0	DC			
TOTALS		\$117,588.00	\$19,340.00	\$136,928.00							2.86%

BP #09B THE M.S. ROUS	#09B THE M.S. ROUSE COMPANY										
Change Order #01	1.1	\$0.00	\$17,664.00	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	CFI 261-09B - Sealed Concrete Floor Scope Transfer - deductive cost for the entirety of the Sealed Concrete Scope as it is being tranfered from Inland to MS Rouse. This CFI finalizes all costs for labor, material and equipment required to	11/18/25	0	0		\$673,092.00	2.70%
TOTALS		\$0.00	\$17,664.00	\$17,664.00							2.70%

BP #22A VERNE'S PLUI	MBING, INC	2.	<u> </u>						\$2,105,500.00		
Change Order #01	1.0	\$8,888.00	\$0.00	\$8,888.00		2/25/2025				\$2,114,388.00	0.42%
Change Order #02	2.0	\$45,286.00	\$0.00	\$45,286.00		3/25/2025				\$2,159,674.00	2.15%
Change Order #03	3.0	\$6,681.00	\$0.00	\$6,681.00		4/22/2025				\$2,166,355.00	0.32%
Change Order #04	4.0	\$6,662.00	\$0.00	\$6,662.00		5/27/2025				\$2,173,017.00	0.32%
Change Order #05	5.0	\$5,725.00	\$0.00	\$5,725.00		6/24/2025				\$2,178,742.00	0.27%
Change Order #06	6.0	\$141,359.00	\$0.00	\$141,359.00		7/22/2025				\$2,320,101.00	6.71%
Change Order #07	7.0	\$44,903.00	\$0.00	\$44,903.00		8/26/2025				\$2,365,004.00	2.13%
Change Order #08	8.0	\$25,192.00	\$0.00	\$25,192.00		9/23/2025				\$2,390,196.00	1.20%
Change Order #09	9.0	\$124,239.00	\$0.00	\$124,239.00		10/28/2025				\$2,514,435.00	5.90%
	10.1	\$0.00	\$9,973.00	\$9,973.00	CFI 385R2-22A - Repair Damaged Water Line at South (Back Charge to IBCC) - Verne's Plumbing to repair the damaged water line at the south of the site. The water line was struck by Inland during excavation and compaction of the site. This work was tracked on a time and material basis, to include all material, labor and equipment costs, and is a	11/18/25	0	0			

CYPRESS COLLEGE, FINE ARTS RENOVATION PROJECT MULTI-PRIME CONTRACTOR CHANGE ORDERS

BO	ARD	DATF:	November	18 2025

П							BOARD	TIME	CO REQ.	CON	NTRACT AMOUNT	
		NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	APPROVAL	IMPACT	REASON	ORIGINAL	TOTAL REVISED	TOTAL % OF CHANGE
	Change Order #10	10.2	\$0.00		\$5,493.00	CFI 400R1-22A - RFI 668.01 - CCD 120B - 6in. Storm Drain Reroute - First Floor Southwest - Verne's Plumbing to extend to 6" SD piping at the south per RFI 668.01 as described below: - Remove OFD-1 (cow tongue) - Extend 6" SD down vercally, then horizontally towards the south along the foong (approx 5") - Tie-in to storm drain stub up (similar to east side – picture included in the RFI) - Wrap SD pipe - Install Cleanout Box This work was tracked on T&M. This CFI covers all costs for labor, material and equipment required to complete this		0	DC		\$2,529,901.00	0.73%
ſ	TOTALS		\$408,935.00	\$15,466.00	\$424,401.00							20.16%

BP#23A PPC AIR CONDI	TIONING,	INC.							\$5,296,614.00		
Change Order #01	1.0	\$61,649.00	\$0.00	\$61,649.00		6/25/2024				\$5,358,263.00	1.16%
Change Order #02	2.0	\$49,860.00	\$0.00	\$49,860.00		11/12/2024				\$5,408,123.00	0.94%
Change Order #03	3.0	\$4,402.00	\$0.00	\$4,402.00		5/27/2025				\$5,412,525.00	0.08%
Change Order #04	4.0	\$10,570.00	\$0.00	\$10,570.00		7/22/2025				\$5,423,095.00	0.20%
Change Order #05	5.0	\$4,575.00	\$0.00	\$4,575.00		8/26/2025				\$5,427,670.00	0.09%
Change Order #06	6.0	\$4,994.00	\$0.00	\$4,994.00		9/23/2025				\$5,432,664.00	0.09%
Change Order #07	7.1	\$0.00	\$15,003.00	• • • • • • • • • • • • • • • • • • • •	CFI 328-23A - RFI 246.01 & 246.02 - Boiler Cold Start - costs associated with the added 3-way mixing valves (2), along with the additional wiring and conduit required for controls programming and monitoring of the boilers per RFI 246.01 and 246.02 responses. The labor for the original contract scope is	11/18/2025	0	DC		\$5,447,667.00	0.28%
TOTALS		\$136,050.00	\$15,003.00	\$151,053.00						·	2.85%

BP #26A AJ KIRKWOOD									\$13,492,000.00		
Change Order #01	1.0	\$27,250.00	\$0.00	\$27,250.00		7/23/2024			\$10,102,000.00	\$13,519,250.00	0.20%
Change Order #02	2.0	(\$92,729.00)	\$0.00	(\$92,729.00)		11/12/2024				\$13,426,521.00	-0.69%
Change Order #03	3.0	(\$10,054.00)	\$0.00	(\$10,054.00)		12/17/2024				\$13,416,467.00	-0.07%
Change Order #04	4.0	(\$586,742.00)	\$0.00	(\$586,742.00)		4/22/2025				\$12,829,725.00	-4.35%
Change Order #05	5.0	\$40,779.00	\$0.00	\$40,779.00		5/27/2025				\$12,870,504.00	0.30%
Change Order #06	6.0	\$11,382.00	\$0.00	\$11,382.00		7/22/2025				\$12,881,886.00	0.08%
Change Order #07	7.0	\$42,555.00	\$0.00	\$42,555.00		8/26/2025				\$12,924,441.00	0.32%
Change Order #08	8.0	\$7,364.00	\$0.00	\$7,364.00		9/23/2025				\$12,931,805.00	0.05%
Change Order #09	9.0	\$65,966.00	\$0.00	\$65,966.00		10/28/2025				\$12,997,771.00	0.49%
Change Order #10	10.1	\$0.00	\$3,731.00	.,,	CFI 380-26A - CCD-138 - RFI 835 - Added Duct Detector at AHU-8 - AJK to proceed with the work associated with the added duct detector at AHU-8 per CCD-138A and RFI 835. The Fire Alarm drawings showed duct detectors at all AHs with the exception of AHU-8. RFI 838 confirmed that one was needed which was reflected in CCD-138A. This CFI includes all costs for the processing and exceptions and several to complete this coops of work.	11/18/25	0	DC		\$13,001,502.00	0.03%
TOTALS		(\$494,229.00)	\$3,731.00	(\$490,498.00)							-3.64%

BP #33A INTERPIPE, INC	:					\$1,348,000.00		
Change Order #01	1.0	\$4,335.00	\$0.00	\$4,335.00	11/12/24		\$1,352,335.00	0.32%

CYPRESS COLLEGE, FINE ARTS RENOVATION PROJECT MULTI-PRIME CONTRACTOR CHANGE ORDERS

BOARD DATE: November 18, 2025

\$33,503.00

\$53,363.00

\$86,866.00

ALL PRIME GRAND TOTAL

					BOARD TIME		CO REQ.	CONTRACT AMOUNT			
	NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	APPROVAL	IMPACT	REASON	ORIGINAL	TOTAL REVISED	TOTAL % OF CHANGE
Change Order #02	2.0	(\$1,556.00)	\$0.00	(\$1,556.00)		4/22/25				\$1,350,779.00	-0.12%
Change Order #03	3.0	\$157,341.00	\$0.00	\$157,341.00		6/24/25				\$1,508,120.00	11.67%
Change Order #04	4.1	\$0.00 \$0.00	\$9,796.00 \$282.00	\$282.00	CFI 343R1-33A - 3 Storm Drain at Southeast, Cleanout & Valve Box Install - Interpipe to extend the existing storm drain piping southeast of the building closer to the new 3" storm drain coming out of the building, along with installing additional required cleanout and valve boxes at the south of the site. This work associated with this CFI was performed on a time and material basis to include all labor, equipment, and materials necessary to complete the CFI 385-33A - Repair Damaged Water Line at South (Back Charge to IBCC) - drive time associated with Interpipe to mobilize and investigate the damaged water line at the south of the site. The water line was struck by Inland during excavation and compaction of the site. This was tracked on a time and material basis, to include all material, labor and equipment costs, and is a	11/18/25	0	O		\$1,518,198.00	0.75%
TOTALS		\$160,120.00	\$10,078.00	\$170,198.00							12.63%

OVERALL CONTRACT SCHEDULE SUMMARY				
Notice to Proceed Date	4/1/24			
Original Contract Duration (Calendar Days)	819			
Original Contract Completion (Date)	6/29/26			
Previous Extension Days Approved	0			
Proposed CO Days Requested	0			

\$57,209,914.00

0.15%

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution	Х	
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Enter into Amendment No. 2 with Pfeiffer			
	Partners Architects, Inc., for the Wilshire			
	Chiller Relocation Project at Fullerton			
	College			

BACKGROUND: On May 24, 2022, the Board approved a contract with Pfeiffer Partners Architects, Inc. (Pfeiffer) for architectural consultant services for the Wilshire Chiller Relocation Project in the amount of \$151,400 plus \$10,000 for reimbursable to cover the schematic design phase.

Since construction began, unforeseen challenges – such as site complications and issues with underground telecommunications, electrical, and plumbing utilities – have caused delays and expanded the project's scope and timeline. As a result, additional service from Pfeiffer were needed. On November 12, 2024, the Board approved an amendment to their agreement in the amount of \$210,660 (\$163,720 for extended construction administration and \$46,940 to address design changes related to the unforeseen conditions), bringing the total contract amount from \$161,400 to \$372,060.

During ongoing coordination with Southern California Gas Company, which provide gas service to the project, it was determined that two separate meters would be consolidated into a single, larger meter. This modification required the meter to be relocated to a new suitable location, necessitating a redesign of the campus gas connections to the new meter and its new location.

As a result, additional service from Pfeiffer are required, increasing the contract by \$13,490 (\$4,190 for architectural services and \$9,300 for mechanical/electrical engineering services). This amendment brings the total contract amount from \$372,060 to \$385,550.

This agenda item was submitted by Henry Hua, Vice President, Administrative Services, Fullerton College, John Erickson, Project Manager, Campus Capital Projects, Fullerton College, and Mireille Hernandez, Interim District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction # 3 Stewardship of Resources: The District will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehousing; Board Policy 6340, Bids and Contracts; and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The services performed in this agreement are funded by Measure J Bond.

RECOMMENDATION: Authorization is requested to amend the contract with Pfeiffer Partners Architects, Inc. to increase the contract amount by \$13,490 for a new total contract amount from \$372,060 to \$385,550, for the Fullerton College Wilshire Chiller Relocation Project. Authorization is further requested for the Vice Chancellor, Administrative Services, or District Director, Purchasing, to execute the agreement on behalf of the District.

Fred Williams

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Recommended by

TO:	BOARD OF TRUSTEES	Action	Χ
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	

SUBJECT: Award RFP #2425-02, Request for

Proposals for Architect of Record and Engineering Services for Fullerton College

STEM & Horticulture Project

BACKGROUND: On June 25, 2024, the Board approved the STEM & Horticulture project at the Fullerton College to build a new two story building at the site of existing horticulture building. The project is partially funded by the State Capital Outlay Funds. On July 03, 2025 the CCC Chancellor's Office reviewed and approved the Final Project Plan for this project which was submitted on August 1st, 2022. On July 3rd, 2025 the CCC Chancellor's Office approved the release of the Preliminary Plans phase. Accordingly, to get this project underway, on September 8th, 2025, the District released the Request for Proposal to the Architectural firms listed on the District's Architectural Pool to provide architectural and engineering services for the STEM & Horticulture project at the Fullerton College. The following architectural firms responded with a proposal:

- AC Marin
- NAC Architecture
- Westberg White Architecture
- Gensler
- LPA Design
- PBK Architects
- Moore Ruble Yudell

The Review Committee was comprised of the following: Richard Williams, District Director, Facilities Planning & Construction; Joel Gonzalez, Project Manager, Fullerton College Capital Projects; John Erickson, Project Manager, Fullerton College Capital Projects; Larry Lara, Director Physical Plant & Facilities Maintenance & Operations; Angela Henderson, Dean of Natural Sciences; Spiridon Dimitratos, Instructor of Biology Natural Sciences; Michelle Loy, Instructor of Nutrition & Foods; Luellen Swayzer, Instructor of Horticulture. The outcome of the Committee's review is as follows:

Firm Name	Best Value Average Score	Proposed Fee
AC Marin	16.39	\$4,820,133.00
Gensler	36.24	\$2,561,842.00
LPA Design	26.98	\$3,268,074.00
Moore Ruble Yudell	26.66	\$3,207,640.00
NAC Architecture	25.23	\$2,896,199.75
PBK Architects	36.13	\$2,513,820.00
Westberg White Arch.	24.96	\$3,290,000.00

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The Committee is confident that Gensler can satisfactorily perform the required work by reasons of demonstrated competence in the services to be provided and the nature and relevance of similar work currently being performed or recently completed. The estimated costs for architectural fees for all phases of the project are:

Phase	Estimated Fee	Reimbursables
Preliminary Plans	\$896,645	\$8,000
Working Drawings	\$1,024,737	\$8,000
Construction Administration	\$512,368	\$8,000
Close Out	\$128,092	\$1,618
TOTAL	\$2,561,842	\$25,618

As the Preliminary Plans Phase has been approved to proceed by the State, Gensler proposes to provide the required architectural and engineering services for a total of \$896,645 for Preliminary Plans plus reimbursable expenses not to exceed \$8,000. Even though this agreement is for the Preliminary Plans Phase, the term of the agreement will align with the total project's timeline through December 31, 2029. Amendments to the agreement will be submitted as additional phases are approved to proceed by the State.

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

How does this relate to the five District Strategic Directions? This item responds to Direction 3) NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6000, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The fees of \$896,645 plus reimbursables in the amount of \$8,000 for Preliminary Plans will be jointly funded by Measure J Bond funds and State Capital Outlay funds.

RECOMMENDATION: Authorization is requested to enter into an agreement with Gensler to provide architectural and engineering services for the STEM & Horticulture building at Fullerton College for a total of \$896,645 for Preliminary Plans plus reimbursable expenses not to exceed \$8,000. The term of the agreement shall be effective December 1, 2025, through December 31, 2029. Authorization is further requested for the Chancellor, Vice Chancellor, Administrative Services, District Director, Fiscal Affairs, or District Director, Purchasing to execute the agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.m.2

Item No.

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	
SUBJECT:	North Orange County Community College	· / <u>—</u>	
	Black Faculty and Staff Association		
	Request to Host the Paint 'n' Sip Student		
	Scholarship Fundraising Event and Serve		

BACKGROUND: The North Orange County Community College District Black Faculty and Staff Association (BFSA) will be hosting the Paint 'n' Sip Event on campus at Cypress College on Wednesday, December 10, 2025. This annual event serves as a fundraiser to support student scholarships and to bring together NOCCCD Alumni, retirees, and other members of the community. The event will be held from 6:00 PM – 8:00 PM in the Art Gallery. Admission to the event will be \$40 per person.

The BFSA is requesting permission to serve alcoholic beverages, including beer and wine, to guests. The BFSA will be responsible for costs associated with the event and the campus will obtain all required permits including the State of California Alcoholic Beverage Control approval.

This agenda item was submitted by Dr. Temperence Dowdle, Cypress College Admissions and Records Evaluator.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 1)Student Experience & Success – NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

How does this relate to Board Policy: This item relates to Board Policy 3560 Alcoholic Beverages.

FUNDING SOURCE AND FINANCIAL IMPACT: None.

Alcoholic Beverages

RECOMMENDATION: Authorization is requested to permit the Black Faculty and Staff Association to serve alcoholic beverages at the Paint 'n' Sip Event on the Cypress College campus on Wednesday, December 10, 2025.

Fred Williams	B. V. digt Brill	3.n
Recommended by	Approved/for Submittal	Item No.

TO:	BOARD OF TRUSTEES	Action	X	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Fullerton College Physical Education	· ,		
	Division Request for the Athletic Hall of			
	Fame and to Serve Alcohol Beverages			

BACKGROUND: The Fullerton College Physical Education Division will host the Athletic Hall of Fame on the Fullerton College campus on Friday, April 17, 2026, 5:00 – 11:00 P.M. The Fullerton College Athletic Hall of Fame was established in 2005 to celebrate, recognize, and honor accomplishments of individuals who have made significant contributions as a student-athlete, coach, or friend to the rich tradition of the Fullerton College Athletic Program. The members of the Fullerton College Athletic Hall of Fame have distinguished themselves among the hundreds of coaches, staff members, and student-athletes who have excelled at Fullerton College and epitomize the college's great athletic history.

The Physical Education Division is requesting permission to serve alcoholic beverages, including beer and wine, to the guests. The Division will be responsible for costs associated with the event and the campus will obtain all required permits including the City of Fullerton and the State of California Alcoholic Beverage Control.

This Board item was prepared by Dr. Beth Kelley, Dean of Physical Education at Fullerton College.

How does this relate to the five District Strategic Directions? This item is related to District Strategic Direction 4) 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.

How does this relate to Board Policy: This item relates to Board Policy 6350, Hospitality and Board Policy 3560 Alcoholic Beverages.

FUNDING SOURCE AND FINANCIAL IMPACT: None

RECOMMENDATION: Authorization is requested to permit the Fullerton College Physical Education Division to host the Athletic Hall of Fame on the Fullerton College campus Friday, April 17, 2026, and allow the purchase and serving of alcoholic beverages to attendees.

Fred Williams	B. V. digt Bull	3.0
Recommended by	Approved/for Submittal	Item No.

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Cypress College English Department			

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

Out-of-Country Travel

 Professor Linda Borla, Cypress College, Modern Language Association (MLA) Convention, Toronto, Canada, January 7-11, 2026.

Professor Linda Borla will travel to Toronto, Canada, to participate in the Modern Language Association (MLA) Convention. This annual event is the major gathering of college English and humanities faculty and includes scholars from North America as well as around the world. This opportunity will enhance Professor Borla's approach to teaching literature and composition classes, deepen her understanding of cutting-edge pedagogy, update her skills in technology and AI, and broaden her understanding of multicultural literature and DEIA issues. In addition, this opportunity will allow her to represent Cypress College at a preeminent international conference.

Upon Professor Borla's return, a brief written summary of the trip that includes key outcomes, observations, and any follow-up actions that may benefit the District will be submitted to campus administration and the Chancellor's Office. The information from this and other international travel will be compiled in an annual report to the Board. This compilation will ensure that international travel experiences directly support our institutional goals and provide measurable value to our students and programs.

This agenda item was submitted by Cypress College Vice President, Instruction, Dr. Terri Long.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 2) Employee Experience – NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 7400, Travel and Conference Attendance

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Item No	

FUNDING SOURCE AND FINANCIAL IMPACT: Expenses will be covered by Professional Development allocation, up to \$3,000. Any remaining balance will be covered by the faculty member.

RECOMMENDATION: Authorization is requested to approve out-of-country travel for Professor Linda Borla to attend The Modern Language Association Convention in Toronto, Canada, from January 7–11, 2026.

Fred Williams

Recommended by

Approved for Submittal

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TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution		_
DATE:	November 18, 2025	Information		
		Enclosure(s)	X	
SUBJECT:	Cypress College			_
	Curriculum Matters			

BACKGROUND: The divisions and the Curriculum Committee at Cypress College and the District Curriculum Coordinating Committee have approved the attached summary of new curriculum and curriculum revisions.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; (6) to provide greater consistency between Cypress and Fullerton courses; and (7) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review and approval prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Joyce Peacock, Chair of the Cypress College Curriculum Committee.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

How does this relate to Board Policy: This item is in compliance with Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Campus General Fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Cypress College, to be effective Fall 2026 and Spring 2026. The curricula have been signed by the Campus Curriculum Chairperson and the College President and have been approved by the District Curriculum Coordinating Committee.

Jennifer Vega La Serna	B. V. digt Brill	4.a.1
Recommended by	√ Approved for Submittal	Item No.

CYPRESS COLLEGE CURRICULUM

Board Agenda November 18, 2025 (DCCC approved October 9, 2025)

DEACTIVATE COURSES						
COURSE ID	EFF DATE	JUSTIFICATION				
CIS 100 C Introduction to Computer and Windows Concepts	2026 Fall	The course is not part of any program and has significant overlap with CIS 111.				
CIS 191 C Network Infrastructure Services	2026 Fall	The course is no longer in the Microsoft Networking curriculums and some of its topics have been incorporated with the CIS 185 and CIS 189.				

	NEW COURSES								
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION				
JAPN 205 C Language and Media Culture in Contemporary Japan Units: 4 Lecture: 4 Laboratory: 0	*Title updated from Contemporary Japan News and Discussion *Course units change from 2-units to 4-units. *New Course *Distance Education: Fully and Partially *Grading Option: Pass/No Pass/Letter Grade Option *Prerequisites: JAPN 204 C *FSA: D30 (Foreign Language-Japanese) *CSU/UC Transfer *CalGETC: Area 3B		Individualized Instruction 25 Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2026 Fall	Updated course title from Contemporary Japan News and Discussion to Language and Media Culture in Contemporary Japan and course unit change from 2-units to 4-units. Previously board approved 6/10/25, effective Fall 2026. The Japanese Program at Cypress College aims to provide students with well-rounded, practical language skills that prepare them for real-world applications, academic advancement, and career opportunities. The proposed new course, JAPN 205 C: Contemporary Japan News and Discussion, addresses a critical gap in the curriculum by offering an intermediate-level course that strengthens students' reading, discussion, and critical thinking skills through engagement with authentic Japanese news media.				

		RF	EVISED COURSES		
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ACCT 107 C Computerized Accounting with QuickBooks Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Student Learning Outcomes Update *Textbook Update	35	• While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. • Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2026 Fall	Outline, SLOs, and textbook updated to better reflect course content. Course last approved in Fall 2019 needs to be pre-launched for revision in the Fall 2026 cycle.
ARTH C1100 Survey of Art from Prehistory to the Medieval Era Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course Number and title update from ART 111 C Survey of Art History I * Advisory revalidated * Catalog/Schedule Description Update *Student Learning Outcomes Update *Add FSA: A25-Art History *UCTCA *Cal-GETC 3A	45	The primary mode of	2026 Fall	Outline, course number/title, class size, advisory, Catalog/Schedule description, SLOs, and FSA updated to better reflect course content. CCN Course update
ARTH C1200 Survey of Art from the Renaissance to Contemporary Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number and title updated from ART 112 C Survey of Art History II *Advisory revalidated *Add FSA: A25 - History *Catalog/Schedule Description Update *Student Learning Outcome Update *Textbook Update *UCTCA *Cal-GETC 3A		The primary mode of instruction is lecture and may include discussion and/or group learning.	2026 Fall	Outline, course Number/title, class size, advisory, FSA, catalog/schedule description, SLOs, and textbook updated to better reflect course content. CCN Phase II course revision
ARTH C1200H Survey of Art from the Renaissance to Contemporary - Honors Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number and title updated from ART 112HC Honors Survey of Art History II *Advisories revalidated *Catalog/Schedule Description Update *Student Learning Outcomes Update	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar- style honors course to allow for in-depth class discussion and student presentations.	2026 Fall	Outline, course number/title, advisories, catalog/schedule description, SLOs, FSA, and textbook update to better reflect course content. CCN Phase II course

	REVISED COURSES						
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION		
	*Add FSA: A25 – Art History *Textbook Update *UCTCA *Cal-GETC 3A						
BUS 100 C Introduction to Business Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Catalog Description Update *Class size from 45 to 40 *CalGETC: Area 4	40	The primary mode of instruction is lecture and may include discussion and/or group learning.	2026 Fall	Outline, Catalog description, and class size updated to better reflect course content. Resubmitting for CalGETC Area 4		
CIS 185 C Microsoft Server Hybrid Administration Units: 3 Lecture: 2 Laboratory: 3		35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2026 Fall	Outline, title, schedule type, catalog/schedule description, SLOs, and textbook updated to better reflect course content. The course must be modified based on the revised Microsoft Windows server administration curriculums.		
CIS 189 C Microsoft Advanced Server Administration Units: 3 Lecture: 2 Laboratory: 3	*Outline Update *Title Update from: Administrating Windows Active Directory Service *Catalog/Schedule Description Update *Student Learning Outcomes Update *Textbook Update	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2026 Fall	Outline, title, catalog/schedule description, SLOs, and textbook update to better reflect course content. The course must be modified based on the revised Microsoft Windows server administration curriculums.		
CIS 190 C IT & Cybersecurity Fundamentals Units: 4 Lecture: 3 Laboratory: 3	•	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2026 Fall	Outline, Lecture/Laboratory hours, Catalog/Schedule Description, SLOs, and textbook updates to better reflect course content. Modifying lecture and lab hours for compliance.		
CIS 230 C Cisco Networking 1 Units: 4 Lecture: 3 Laboratory: 3	*Outline Update *Lecture Hours from 0.5 to 3 *Lab Hours from 2 to 3 *Catalog/Schedule Description Update *Textbook Update	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2026 Fall	Outline, lecture/laboratory hours, Catalog/schedule description, and textbook updated to better reflect course content. Updating lecture and lab hours for compliance.		
CIS 256 C Application	*Outline Update *Lecture Hours from	35	While the instructor does lecture, much of	2026 Fall	Outline, lecture/laboratory hours, catalog/schedule description, SLOs,		

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
Security and Penetration Testing Units: 4 Lecture: 3 Laboratory: 3	0.5 to 3 *Lab Hours from 2 to 3 *Catalog/Schedule Description Update *Student Learning Outcomes Update *Textbook Update		the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.		and textbook updated to better reflect course content. Updating lecture and lab hours for compliance.
CIS 257 C Cloud Implementation and Security Units: 4 Lecture: 3 Laboratory: 3	*Outline Update *Lecture Hours from 0.5 to 3 *Lab Hour from 2 to 3 *Catalog/Schedule Description Update *Textbook Update *UC Transfer (Pending)	35	While the instructor	2026 Fall	Outline, lecture/laboratory hours, catalog/schedule description, and textbook updated to better reflect course content. Updating lecture and lab hours for compliance.
COMM 135 C Argument and Critical Thinking Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Prerequisites revalidated and language update *Catalog Description Update *Textbook Update *Cal-GETC 1B	27		Fall	Outline, prerequisites, catalog, and textbook updated to better reflect course content. resubmit for CalGETC area 1B
ECON C2001 Principles of Microeconomics Units: 3 Lecture: 3 Laboratory: 0	* Outline Update *Course Number and Title update from ECON 105 C Principles of Economics-Micro *Prerequisite revalidated and language updated *Catalog/Schedule Description Update *Textbook Update *CalGETC: Area 4	35	While the instructor	Fall	Outline, course number/title, perquisites, catalog/schedule, and textbook updated to better reflect course content. Part of CCN phase II
ECON C2001H Principles of Microeconomics - Honors Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Course number and title updated from ECON 105HC Honors Principles of Economics-Micro Honors	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar- style honors course to allow for in-depth class	Fall	Outline, course number/title, prerequisites, Catalog/Schedule, and textbook updated to better reflect course content. Part of CCN phase II

	REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION	
	*Prerequisite revalidated and language update *Catalog/Schedule Description Update *Textbook Update *Cal-GETC: Area 4		discussion and student presentations.			
ECON C2002 Principles of Macroeconomics Units: 3 Lecture: 3 Laboratory: 0	*Course number and title updated from ECON 100C Principles of Macro *Class size from 45 to 35 * Prerequisite revalidated and language updated *Catalog/Schedule Description Update *Textbook Update *Cal-GETC: Area 4		While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. • Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	Fall	Outline, course number/title, class size, prerequisites, catalog/schedule, textbook updated to better reflect course content. CCN Phase II course	
ECON C2002H Principles of Macroeconomics - Honors Units: 3 Lecture: 3 Laboratory: 0	*Outline update Course number and title updated from ECON 100HC Honors Principles of Macroeconomics – Macro *Prerequisites revalidated and language updated *Catalog/Schedule Description Update *Textbook Update *Cal-GETC: Area 4	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar- style honors course to allow for in-depth class discussion and student presentations.	Fall	Outline, course number/title, prerequisites, catalog/schedule, and textbook updated to better reflect course content. Part of CCN phase II	
ENGL C1002 Introduction to Literature Units: 3 Lecture: 3 Laboratory: 0		35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal students presentations. Evaluation primarily through exams and essays. Writing assignments are assessed mostly for concepts and structure.	Fall	Outline, course number, prerequisite, catalog/schedule, and textbook updated to better reflect course content. Program review and CCN course update.	
ENGL C1002H Introduction to Literature - Honors Units: 3 Lecture: 3 Laboratory: 0	*Outline Update Course number and title update from ENGL 102HC Honors Introduction to Literature *Distance Education:	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar- style honors course to allow for in-depth class	Fall	Outline, course number/title, distance education, prerequisites, catalog/schedule description, and textbook updated to better reflect the course content. CCN Course update	

	REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION	
	Fully Online *Prerequisites revalidated and language update *Catalog/Schedule Description Update *Textbook update *UC Transfer *Cal-GETC 3B		discussion and student presentations.			
through Literature - Honors Units: 4 Lecture: 4 Laboratory: 0	*Course number and title updated from	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar- style honors course to allow for in-depth class discussion and student presentations.	2026 Fall	Outline, course number/title, prerequisites, catalog/schedule description, and textbook updated to better reflect course content. Part of CCN phase II	
ETHS 130 C African- American History I Units: 3 Lecture: 3 Laboratory: 0	*Catalog/Schedule	35			Outline, Catalog/Schedule description, SLOs and textbook updated to better reflect course content. Resubmit for CalGETC Area 6	
ETHS 153 C Chicana-o-x and Latina-o-x Contemporary Issues Units: 3 Lecture: 3	*Outline Update *Distance Education: Fully Online *Advisory revalidated *Catalog Description Update *Student Learning	35	While the instructor	2026 Fall	Outline, Distance Education, Advisory, Catalog description, SLOs, and textbooks updated to better reflect course content. Re-submission for CalGETC Area 6	

REVISED COURSES						
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION	
Laboratory: 0	Outcomes Updated *Textbook Updated *CalGETC Area 6		Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.			
KIN 246 C Sports in Film Units: 3 Lecture: 3 Laboratory: 0	*Outline Update *Catalog Description Update *Student Learning Outcomes Update *Textbook Update *CalGETC Area 3B	35	While the instructor	2026 Fall	Outline, Catalog description, SLOs, and textbook updated to better reflect course content. CalGETC update Area 3B	
MORT 288 C Funeral Service Capstone	*Effective Date *Outline Update *Class size from 30 to 25 *Class fee from \$110 to \$130. *Removed Distance Education: Fully *Prerequisite revalidated *Catalog/Schedule Description Update *Student Learning Outcomes Update	25	Class time focuses on individualized instruction, student presentation time, and/or group learning Accreditation standard: Student-teacher ratios must be available for review and must not exceed 30:1 overall in the funeral service program, and 25:1 in clinical/laboratory courses. Required by ABFSE accreditation.		Effective date moved to Spring 2026 from Fall 2025, previously curriculum approved 5/06/2025 Outline, class size, distance education, prerequisites, catalog/schedule description, and SLOs updated to better reflect course content. Revising course to comply with accreditation mandates, student enrollment preferences and survey responses, and advisory committee recommendations	
PHOT 101 C Introduction to Photography Theory and Aesthetics Units: 4 Lecture: 3 Laboratory: 3		25	Most of the time	Fall	Outline, title, units, lecture/lab hours, Catalog description, SLOs, and textbook updated to better reflect course content. Would like the course to meet the guidelines for CalGETC.	
PHOT 115 C Introduction to Digital Photography Theory and Aesthetics		25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific	2026 Fall	Outline, title, units, lecture/lab hours, catalog description, and SLOs updated to better reflect course content. Would like the course to meet the	

REVISED COURSES							
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION		
Units: 4 Lecture: 3 Laboratory: 3	to 3 *Lab hours from 4 to 3 *Catalog Description Update *Student Learning Outcomes Updated *Cal-GETC: Area 3B		experiments, vocational skills, lab reports)		guidelines for Arts GE areas and CalGETC.		
PHYS 210 C Physics for Life Science I Units: 4 Lecture: 3 Laboratory: 3		25	The class includes a lab in which the instructor provides extensive instruction on how to set up the lab and take data. Instructor also evaluates written analyses completed by students after each lab sessions and provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)		Update prerequisite language to: Completion of or concurrent enrollment in MATH 150AC or MATH 150PC. Previously board approved 11/26/25.		
SPAN 201 C Spanish for Spanish Speakers I Units: 5 Lecture: 5 Laboratory: 5	*Outline Update *Advisory revalidated *Catalog/Schedule Description Update *Class size from 35 to 30. *Student Learning Outcomes Update *Textbook Update *Cal-GETC: Area 3B		Change the class size to 30 to ensure quality instruction and student success in SPAN 201. Instructors use class time to evaluate and further develop students' academic skills to post-secondary Spanish. Additional time is also needed to evaluate students' written production. As such, the course conforms to the district seat count guidelines. Class time focuses on individualized instruction, student presentation time, and/or group learning. The course also requires three or more writing assignments using analytical and critical thinking skills. These assignments are also assessed for critical thinking as well	Fall	Outline, advisory, catalog/schedule description, SLOs, class size and textbook updated to better reflect course content. Update the course justification to reflect our college's HSI status and the need to support our Spanish heritage population's need to connect with their linguistic and cultural roots. The revisions also aligns with our department's communicative and intercultural approach to language teaching, of which readings and discussions on diverse Spanish-speaking cultures are an integral part of the course content and instruction. This update also includes revising the class size, methods of instruction, methods of evaluation, course content (COR), and SLOs, which will include an assessment of the intercultural competence, and updated textbook information.		

REVISED COURSES						
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION	
			conceptual understanding of intermediate Spanish grammatical structures, styles, and mechanics that result in cohesive and meaningful compositions on a given topic in post-secondary level Spanish.			

NEW DEGREES/CERTIFICATES					
DEGREE				EFF DATE	JUSTIFICATION
Computer Information	Artificial In	telligence (AI) Certificate			By proficiency in
Systems					AI, students will
		um prepares the students for a career in Artific			qualify for more
		Machine and Deep Learning. The program is d			specialized roles
		ents the skills to explore the principles, techniq			within their field or
		of Artificial Intelligence. It covers topics like n			pursue entirely new
		cessing and common AI techniques. Students v	WIII		career paths in AI- related industries.
		e concepts of AI, including intelligent agents, epresentation, and reinforcement learning and r	alatad		related industries.
		for business applications. It introduces data an			
		modeling using a visual programming environ			
		nd sentiment analysis. To earn a certificate, co			
		courses as listed with a grade of C or better. At			
		ourse work must be completed at Cypress Colle			
		quires a total of 16 units.			
	Required courses are listed in suggested sequence:				
	•	-	Jnits		
	CIS190 C	IT & Cybersecurity Fundamentals	4		
	CIS167 C	Artificial Intelligence Fundamentals	3		
	CIS170 C	Introduction to Data Analytics	3		
	CIS247 C	Python Programming	3		
	CIS267 C	Machine and Deep Learning	3		
Total Units 16					
	Total Offits				

MODIFY DEGREES/CERTIFICATES					
DEGREE		EFF DATE	JUSTIFICATION		
Computer Information Systems	System Administration and Technical Support Certificate		Revised to add Program SLO.		
	This certificate is intended for those individuals who need to gain hands-on practice and competency in Windows and Linux client/server installation and administration and core computer hardware and software configuration, troubleshooting and support. Upon completion of all required courses, students will gain		Added: CIS 230 C instead of deactivated CIS 191 C and made CIS 185 C and CIS 189 C as		

fundamental skills in Windows Active Directory and Linux required and administration, network management, technical support, help desk, selected 3 courses from CIS 164 C, and data center operations. Special emphasis is focused on server management, network infrastructure, IT operations and technical CIS 190 C, CIS 191 support skills. It will also enhance students' chances to pursue a C, CIS 230 C and professional career in network and system administration and CIS 243 C list. Added CIS 277C to technical support and help desk by giving them various options to prepare for industry-recognized certificates. To earn a certificate, elective courses complete the required courses as listed with a grade of C or better. At least 50% of all course work must be completed at Cypress College. This certificate requires a total of 15-17 units. Required courses are listed in suggested sequence (15-17 units) Required courses (6 units): Units CIS185 C Microsoft Server Hybrid Administration CIS189 C Microsoft Advanced Server Administration 3 Select 3 courses from the following list (9-11 units): Units CIS164 C IT Support Services CIS190 C IT & Cybersecurity Fundamentals CIS230 C Cisco Networking 1 CIS243 C Linux Server Administration CIS 277 C Digital Forensics

15 - 17

Total Units

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	Χ
SUBJECT:	Fullerton College Curriculum Matters		

BACKGROUND: The Office of Instruction and the Curriculum Committee at Fullerton College and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of Fullerton College and are within the allocated budget for staff and facilities.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; and (6) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee.

This agenda item is submitted by John Ison, Fullerton College Curriculum Committee Chair and Dr. José Ramón Núñez, Vice President, Instruction.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals. More specifically, Goal 1.1: The District will guide students to successfully navigate pathways for completion and lifelong learning.

How does this relate to Board Policy: The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for all curricula comes from the campus general fund.

4.b.1			
Item No.			

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Fullerton College, to be effective Fall 2025, Fall 2026 and Fall 2027. The curricula have been signed by the Campus Curriculum Chairperson and the College President and have been approved by the District Curriculum Coordinating Committee.

Jennifer Vega La Serna Recommended by

4.b.2



Board of Trustees.

Agenda Attachment Fullerton College Curriculum

November 18, 2025 | DCCC Approved on October 9, 2025

	PROPOSED FOR DISTANCE EDUCATION								
COURSE ID	COURSE TITLE	EFF DATE	JUSTIFICATION						
AJ 100 F	Introduction to Criminal Justice		This course is being proposed for Distance Ed (asynchronous online, hybrid).						
PE 230 F	Yoga Teaching Training Fundamentals	2026	This course is being proposed for Distance Ed (hybrid) to facilitate program completion.						
PE 231 F	Yoga Teaching Training Development	2026	This course is being proposed for Distance Ed (hybrid) to facilitate program completion.						
PE 234 F	Yoga Teaching Training Integration		This course is being proposed for Distance Ed (hybrid) to facilitate program completion.						

	NEW COURSES								
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION				
	Prerequisites: NONE	35		2026 Fall	New Course.				

	NE	W COU	RSES		
			assessed mostly for concepts and structure.		
ARCH 228 F Sustainable Architectural Design Units: 4 Lecture: 3 Laboratory: 3	Prerequisite: ARCH 115 F Advisory: ARCH 125 F	25	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams, writing assignments and design projects. This course includes a lab component in which the instructor provides extensive individualized feedback/evaluation on a regular basis.	2026 Fall	New Course. Proposed for DE Online (asyn), Online (syn), and Hybrid.
POSC 135HF Honors Campaigns and Elections Units: 3 Lecture: 3 Laboratory: 0	Prerequisites: NONE	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2026 Fall	New course proposal to enhance our course offerings.
POSC 220HF Honors Introduction to Public Administration Units: 3 Lecture: 3 Laboratory: 0	Prerequisites: NONE	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2026 Fall	New course proposal to enhance our course offerings. Proposing for Cal-GETC Area 4.
SOC 102HF Honors Social Problems Units: 3	Prerequisites: NONE	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in	2027 Fall	This new honors course will enhance our existing program. Proposing for AA

NEW COURSES						
Lecture: 3 Laboratory: 0	which there is extensive instructor-student interaction, as well as extensive interaction between students.	GE Area 4 and Cal-GETC Area 4. Proposed for DE Online (Asyn), Online (Syn), and Hybrid.				

	REVISED C	OURSES			
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ARCH 111 F Introduction to Architecture Units: 3 Lecture: 3 Laboratory: 0	 Add Distance Education (online synchronous) Add Distance Education (hybrid) Textbooks Student Learning Outcomes Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Six-Year Review Transfer: UC/CSU Transfer Course	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2026 Fall	Six-Year Review. Addition of DE Online (syn) and Hybrid.
ARCH 114 F Architectural Materials and Methods Units: 3 Lecture: 3 Laboratory: 0	 Add Distance Education (online synchronous) Add Distance Education (hybrid) Textbooks Course Content (that do not change the overall scope of the course) Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Six-Year Review FSA Code Revision Transfer: CSU Transfer Course	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2026 Fall	Six-Year Review. Addition of DE Online (Syn) and Hybrid.

	REVISED CO	DURSES			
ARCH 124 F Architectural CAD I Units: 3 Lecture: 2 Laboratory: 3	 Add Distance Education (hyflex) Add Distance Education (online synchronous) Add Distance Education (hybrid) CIP Code Revision Textbooks Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Six-Year Review FSA Code Revision 	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)	2026 Fall	Six-Year Review. Addition of DE Online (Syn) and Hybrid.
	Transfer: CSU Transfer Course				
ARCH 125 F Design Studio I Units: 4 Lecture: 3 Laboratory: 3	 Add Distance Education (online synchronous) CIP Code Revision Textbooks Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Prerequisite Validation Advisory Deletion Six-Year Review TOP Code Revision FSA Code Revision Objectives Revision Course Content (Changing the overall scope of the course) 	25	Labs in which the instructor provides extensive individualized feedback/ evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports).	2026 Fall	Six-Year Review. Addition of DE Online (Syn).
	Transfer: CSU Transfer Course				
ARCH 215 F Design Studio II Units: 4	 Add Distance Education (online synchronous) CIP Code Revision Textbooks 	25	Labs in which the instructor provides extensive	2026 Fall	Six-Year Review. Addition of DE Online (Syn).

	REVISED C	OURSES	5		
Lecture: 3 Laboratory: 3	 Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Method of Evaluation Prerequisite Validation Six-Year Review TOP Code Revision FSA Code Revision Transfer:		individualized feedback/ evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)		
ARCH 225 F Design Studio III Units: 4 Lecture: 3 Laboratory: 3	 CSU Transfer Course Add Distance Education (online synchronous) CIP Code Revision Textbooks Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Method of Evaluation Prerequisite Validation Six-Year Review TOP Code Revision FSA Code Revision Objectives Revision 	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2026 Fall	Six-Year Review. Addition of DE Online (syn).
ARCH 924 F Architectural CAD II Beginning Revit Units: 3 Lecture: 2 Laboratory: 3	Transfer: CSU Transfer Course Add Distance Education (online synchronous) Textbooks Course Content (that do not change the overall scope of the course) Method of Instruction Method of Evaluation Assignments Revision Schedule Description Update Advisory Validation Six-Year Review FSA Code Revision Objectives Revision	25	Labs in which the instructor provides extensive individualized feedback/ evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)	2026 Fall	Six-Year Review. Addition of DE Online (Syn).

	REVISED COURSES						
ARCH 934 F Architectural CAD III Advanced Revit Units: 3 Lecture: 2 Laboratory: 3	 Add Distance Education (hyflex) Add Distance Education (online synchronous) Textbooks Course Content (that do not change the overall scope of the course) Method of Instruction Method of Evaluation Assignments Revision Prerequisite Validation Six-Year Review FSA Code Revision Objectives Revision 	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, vocational skills, lab reports)	2026 Fall	Six-Year Review. Addition of DE Online (Syn).		
CDES 208 F Working with Families of Children with Special Needs Units: 3 Lecture: 3 Laboratory: 0	Add Distance Education (online synchronous) Textbooks Course Content (that do not change the overall scope of the course) Six-Year Review Transfer: CSU Transfer Course	30	Class time focuses on individual instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking.	2026 Fall	Six-Year Review. Add Distance Education (online synchronous).		
CDES 209 F The Role of the Para- Professional in Diverse Settings Units: 3 Lecture: 3 Laboratory: 0	 Add Distance Education (online synchronous) Textbooks Six-Year Review Objectives Revision Transfer: CSU Transfer Course	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Require three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed mostly for	2026 Fall	Six-Year Review. Add Distance Education (online synchronous).		

	REVISED CO	DURSES	6		
			concepts and structure.		
CDES 211 F Classroom Practices for Diverse Learners Units: 3 Lecture: 3 Laboratory: 0	 Textbooks Course Content (that do not change the overall scope of the course) Six-Year Review Objectives Revision Transfer: CSU Transfer Course	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2026 Fall	Six-Year Review.
	 Textbooks Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	2026 Fall	To address Cal- GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers;

	REVISED CO	URSES			
	Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course				Course Content: added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details; added current textbook. Revisions do not change the overall scope of the course.
ETHS 129HF Honors Introduction to African American Studies Units: 3 Lecture: 3 Laboratory: 0	 Course Content (that do not change the overall scope of the course) Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC 		The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	2026 Fall	To address Cal-GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project-based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content: added college-

	REVISED CO	DURSES	5		
	Area 4: Social and Behavioral Sciences GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course				level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details; added current textbook. Revisions do not change the overall scope of the course.
ETHS 130 F African- American History I Units: 3 Lecture: 3 Laboratory: 0	 Textbooks Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision Course Content (Changing the overall scope of the course) GE: (old) Associate Degree General Education Requirements Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 3: Arts and Humanities Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 3: Arts and Humanities Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure	2026 Fall	Submitting revisions to address Cal-GETC reviewer comments and resubmit for Area 6/3B. Course Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project-based learning and Community Engagement Assignment to Other Methods including community partnerships, and added potential guest speakers; Course Content:

	REVISED CO	DURSES			
	Transfer: CSU Graduation Requirement: US History, Constitution & American Ideals United States History, Constitution and American Ideals - U.S. History Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: Cal-GETC Area 3B: Humanities GE: IGETC General Education Transfer Curriculum Area 3B: Arts and Humanities - Humanities GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course				added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details; added updated textbook. Revisions do not change the overall scope of the course.
ETHS 130HF Honors African- American History I Units: 3 Lecture: 3 Laboratory: 0	 Textbooks Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision Course Content (Changing the overall scope of the course) GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions GE:	25	The Fullerton College Honors Advisory Board recommends a class size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.	Fall	Submitting minor revisions to address Cal- GETC reviewer comments and resubmit for Area 6/3B. Course Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning

	REVISED CO	DURSES	;		
	Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences Transfer: CSU Transfer Course Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 3B: Humanities Transfer: Cal-GETC Area 4: Social and Behavioral Sciences GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies GE: IGETC General Education Transfer Curriculum Area 3B: Arts and Humanities - Humanities Transfer: UC Transfer Course				and Community Engagement Assignment to Other Methods including community partnerships, and added potential guest speakers; Course Content: added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details; added updated textbook. Revisions do not change the overall scope of the course.
ETHS 150HF Honors Introduction to Chicana/o Studies Units: 3 Lecture: 3 Laboratory: 0	 Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences 	25	The Fullerton College Honors Advisory Board recommends a maximum number of 25 students for a seminar-style honors course. This honors course will be taught as a seminar to allow for in-depth class discussion and student presentations.	2026 Fall	Submitting revisions to address Cal-GETC reviewer comments and resubmit for Area 6. Course Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction:

	REVISED CO	DURSES			
	Area 4: Social and Behavioral Sciences Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 3: Arts and Humanities GE: CSU General Education Requirements Area C2: Arts, Foreign Language, Literature, and Philosophy - Humanities (Literature, Philosophy, Foreign Language) GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: Cal-GETC Area 3B: Humanities Transfer: Cal-GETC Area 6: Ethnic Studies GE: IGETC General Education Transfer Curriculum Area 3B: Arts and Humanities - Humanities GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course				partnerships, and added potential guest speakers; Course Content: added college-level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details. Revisions do not change the overall scope of the course.
ETHS 152 F Chicana/o History II Units: 3 Lecture: 3 Laboratory: 0	 Course Content (that do not change the overall scope of the course) Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision 		While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and	2026 Fall	To address Cal- GETC reviewer comments and resubmit for Area 6/3B. Catalog Description: expanded; Schedule Description: updated;

	REVISED CO	DURSES	;		
	(old) Associate Degree General		subjective exams.		Objectives:
	Education Requirements		Writing assignments		added new;
	Area C2: Arts and Humanities -		are assessed for		Methods of
	Literature, Philosophy, Religion and		critical thinking,		Instruction:
	Foreign Language		conceptual		added Project-
	GE:		understanding,		based learning
	(old) Associate Degree General		structure, style and		and Community
	Education Requirements		mechanics. Class		Engagement
	Area D1: Social and Behavioral		size for history		Assignment to
	Sciences - Social, Political and		courses set at 40 to		Other Methods
	Economic Institutions		accommodate		including
	Transfer:		student demand.		community
	Associate Degree GE Requirements				partnerships,
	(beginning Fall 2025)				and added
	Area 4: Social and Behavioral Sciences				potential guest
	Transfer:				speakers;
	CSU Graduation Requirement: US				Course Content:
	History, Constitution & American				added college-
	Ideals				level concepts,
	United States History, Constitution				foundations,
	and American Ideals - U.S. History Transfer:				and theories within the
	Cal-GETC				discipline;
	Area 6: Ethnic Studies				Assignments:
	Transfer:				added
	Cal-GETC				community
	Area 4: Social and Behavioral Sciences				engagement
	GE:				project details.
	IGETC General Education Transfer				Revisions do not
	Curriculum				change the
	Area 4C: Social and Behavioral				overall scope of
	Sciences - Ethnic Studies				the course.
	Transfer:				
	UC/CSU Transfer Course				
ETHS 159 F	Course Content (that do not	35	While the instructor	2026	To address Cal-
Introduction to	change the overall scope of		1	Fall	GETC reviewer
American Indian	,		of the class time		comments and
Studies	 Method of Instruction 		focuses on		resubmit for
	 Method of Evaluation 		discussion, group		Area 6. Catalog
Units: 3	 Assignments Revision 		learning, and		Description:
Lecture: 3	 Catalog Description Update 		formal/informal		expanded;
Laboratory: 0	Schedule Description Update		student		Schedule
	Objectives Revision		presentations.		Description:
			Writing assignments		updated;
	GE:		are assessed for		Objectives:
			critical thinking,		added new;

	REVISED CO	DURSES			
	(old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course	DURSES	conceptual understanding, structure, style and mechanics.		Methods of Instruction: added Project-based learning and Community Engagement Assignment to Other Methods including community partnerships, and added potential guest speakers; Course Content: added college-level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details. Revisions do not change the overall scope of
ETHS 160 F	Textbooks	35	While the instructor	2026	the course. To address Cal-
American Indian History Units: 3 Lecture: 3 Laboratory: 0				Fall	GETC reviewer comments and resubmit for Area 6/3B/CSU US-1. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project-

REVISED C	OURSES	
Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 6: Ethnic Studies Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 3: Arts and Humanities Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 3: Arts and Humanities Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area F: Ethnic Studies GE: CSU General Education Requirements Area D: Social Sciences GE: CSU General Education Requirements Area C2: Arts, Foreign Language, Literature, and Philosophy - Humanities (Literature, Philosophy, Foreign Language) Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 3B: Humanities GE: IGETC General Education Transfer Curriculum	OURSES	based learning and Community Engagement Assignment to Other Methods including community partnerships, and added potential guest speakers; Course Content: added college-level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details; added current textbook. Revisions do not change the overall scope of the course.

	REVISED CO	DURSES			
ETHS 162 F Introduction to Federal Indian Law and Policy	Area 3B: Arts and Humanities - Humanities GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course	35	While the instructor does lecture, much of the class time focuses on	2026 Fall	Submitting major revisions to address Cal- GETC reviewer
Units: 3 Lecture: 3 Laboratory: 0	 Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course 		discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.		comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project-based learning and Community Engagement Assignment to Other Methods including community partnerships, and added potential guest speakers; Course Content: added college-level concepts, foundations, and theories within the discipline; Assignments: added

	REVISED CO	DURSES			
ETHS 170 F Introduction to Asian Pacific Islander American Studies Units: 3 Lecture: 3 Laboratory: 0	Course Content (that do not change the overall scope of the course) Method of Instruction Method of Evaluation Assignments Revision Schedule Description Update Objectives Revision Cal-GETC Addition GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer:	35	While the instructor	2026 Fall	community engagement project details. Revisions do not change the overall scope of the course. To address Cal- GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content:
					•
	Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course				within the discipline; Assignments: added community engagement
					project details. Revisions do not

	REVISED CO	DURSES	5		
					change the overall scope of the course.
ETHS 201 F Chicana and Latina Feminisms Units: 3 Lecture: 3 Laboratory: 0	Assignments Revision Schedule Description Update Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: UC/CSU Transfer Course	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation is primarily through subjective exams and writing assignments.	2026 Fall	To address Cal- GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content: added college- level concepts, foundations, and theories within the discipline that better balance Chicana AND Latina feminisms; Assignments: added community engagement project details. Revisions do not

	REVISED COURSES						
					change the overall scope of the course.		
ETHS 210 F Ethnic Studies for Educators Seminar Units: 3 Lecture: 3 Laboratory: 0	Course Content (that do not change the overall scope of the course) Method of Instruction Catalog Description Update Schedule Description Update CSU GE Addition Objectives Revision GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: UC/CSU Transfer Course	30	Individualized Instruction/Group Learning/Student Presentations. While the instructor does lecture, the class is structured as a seminar with the majority of class time focusing on individualized instruction, student presentation time, facilitated discussion, and/or group learning. The course requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style, and mechanics.		To address Cal- GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content: added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details. Revisions do not change the overall scope of the course.		

REVISED CO	DURSES	;		
	35	While the instructor	Fall	To address Cal- GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content: added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details; Textbooks: added two more current. Revisions do not change the overall scope of the course.

	REVISED CO	DURSES			
		35	While the instructor	Fall	To address Cal- GETC reviewer comments and resubmit for Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content: added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details. Revisions do not change the
ETHS 235HF Honors U.S. Racial Liberation	change the overall scope of the course)	25	The Fullerton College Honors Advisory Board	2026 Fall	overall scope of the course. To address Cal- GETC reviewer comments and
Racial Liberation Movements	the course)Method of Instruction		Advisory Board recommends a class		comments and resubmit for

	REVISED CO	DURSES			
Units: 3 Lecture: 3 Laboratory: 0	 Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision Cal-GETC Addition GE: (old) Associate Degree General Education Requirements Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 6: Ethnic Studies Transfer: Cal-GETC Area 4: Social and Behavioral Sciences GE: IGETC General Education Transfer Curriculum Area 4C: Social and Behavioral Sciences - Ethnic Studies Transfer: UC/CSU Transfer Course 		size of 25, to encourage a seminar environment, in which there is extensive instructor-student interaction, as well as extensive interaction between students.		Area 6. Catalog Description: expanded; Schedule Description: updated; Objectives: added new; Methods of Instruction: added Project- based learning and Community Engagement Assignment to Other Methods, including community partnerships, and added potential guest speakers; Course Content: added college- level concepts, foundations, and theories within the discipline; Assignments: added community engagement project details. Revisions do not change the overall scope of the course.
JOUR 110 F Mass Media Survey Units: 3 Lecture: 3 Laboratory: 0	 Add Distance Education (online synchronous) Add Distance Education (hybrid) Textbooks Course Content (that do not change the overall scope of the course) 	45	' '	2027 Fall	Six-Year Review. We are updating our journalism courses for 6- year review and also adapting our courses that were on the AA

	REVISED CO	DURSES			
	 Student Learning Outcomes Method of Instruction Method of Evaluation Assignments Revision Catalog Description Update Schedule Description Update Six-Year Review Objectives Revision AA GE Addition Cal-GETC Addition 		Writing assignments are assessed mostly for concepts and structure.		GE and CSU GE lists to qualify for Cal-GETC status. Proposed for AA GE Area 4 and Cal-GETC Area 4.
	GE: (old) Associate Degree General Education Requirements Area A2: Language and Rationality - Analytical Thinking Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D7: Social, Political, and Economic Institutions and Behavior; Historical Background - Interdisciplinary Social or Behavioral Science Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: UC/CSU Transfer Course				
JOUR 110HF Honors Mass Media Survey Units: 3 Lecture: 3 Laboratory: 0	•			2027 Fall	We are updating our journalism courses for 6-year review and also adapting our courses that were on the AA GE and CSU GE lists to qualify for Cal-GETC status. Add Distance Education (online

	REVISED CO	OURSES	;		
	 Objectives Revision AA GE Addition Cal-GETC Addition GE: (old) Associate Degree General Education Requirements Area A2: Language and Rationality - Analytical Thinking Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 4: Social and Behavioral Sciences GE: CSU General Education Requirements Area D7: Social, Political, and Economic Institutions and Behavior; Historical Background - Interdisciplinary Social or Behavioral Science Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: UC/CSU Transfer Course 		learning, individual research, instructor feedback, and student-driven discussions.		synchronous). Proposed for AA GE Area 4 and Cal-GETC Area 4.
MATH N01 F Supervised Tutoring: Mathematics Units: 0 Lecture: 0 Laboratory: 6-72	 Add Distance Education (hyflex) Add Distance Education (online synchronous) Textbooks Course Content (that do not change the overall scope of the course) Catalog Description Update Schedule Description Update TOP Code Revision Credit Status Revision 	999	Open entry lab	2026 Fall	Revision to update the catalog and schedule descriptions with the new name of the MATH/CSCI division's tutoring center, formerly Math Lab, now Math & Comp Sci Tutoring Lounge (as of Fall 2024). Changed "Credit Status" to Noncredit. Corrected the TOP code to 4930.09

	REVISED CO	DURSES	5		
DE 240 E				2026	(Supervised Tutoring) as required by Title 5. Added Distance Education (hyflex) and (online synchronous)
PE 248 F Foundations of Sport and Exercise Psychology Units: 3 Lecture: 3 Laboratory: 0	 Course Content (that do not change the overall scope of the course) Student Learning Outcomes Method of Instruction Assignments Revision Catalog Description Update Schedule Description Update Objectives Revision Cal-GETC Addition GE: (old) Associate Degree General Education Requirements Area E: Lifelong Learning and Self-Development Transfer: Associate Degree GE Requirements (beginning Fall 2025) Area 7: Lifelong Learning and Self-Development GE: CSU General Education Requirements Area E: Lifelong Understanding and Self-Development Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: UC/CSU Transfer Course 	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	Pall Fall	Course major revision for Fall 2026 after Area 4 Cal-GETC denial. The course is being re-submitted for Cal-GETC Area 4.
PHYS 205 F Physics for the Life Sciences I Units: 4 Lecture: 3 Laboratory: 3	 Remove Distance Education (online asynchronous) Textbooks Catalog Description Update Prerequisite Revision 	25	This course includes a lab in which the instructor provides extensive individualized feedback and evaluation on a	2026 Fall	Revision of prerequisite to include MATH 140 F, in response to changes in the offerings by the

	REVISED CO	DURSES	;		
	(old) Associate Degree General		regular basis		MATH
	Education Requirements		(problem sets,		department.
	Area B1: Natural Sciences and		scientific		IGETC to Cal-
	Mathematics-Physical Sciences and		experiments, lab		GETC 5A
	Life Sciences		reports).		migration.
	GE:		, ,		
	CSU General Education Requirements				
	Area B3: Physical Universe and Life				
	Forms - Laboratory Activity				
	GE:				
	CSU General Education Requirements				
	Area B1: Physical Universe and Life				
	Forms - Physical Science				
	Transfer:				
	Cal-GETC				
	Area 5A: Physical Science				
	Transfer:				
	Cal-GETC				
	Area 5C: Laboratory				
	GE:				
	IGETC General Education Transfer				
	Curriculum				
	Area 5A: Physical and Biological				
	Sciences - Physical Sciences				
	GE:				
	IGETC General Education Transfer				
	Curriculum				
	Area 5C: Physical and Biological				
	Sciences - Physical Sciences Laboratory				
	Transfer:				
	UC/CSU Transfer Course				
POSC 275 F		45	' '		Six-Year Review.
Introduction to	Six-Year Review		of instruction is	Fall	Submitting for
Public Law	Cal-GETC Addition		lecture and may		Cal-GETC Area 4.
			include discussion		
Units: 3	GE:		and/or group		
Lecture: 3	(old) Associate Degree General		learning. Evaluation		
Laboratory: 0	Education Requirements		is primarily through		
	Area D1: Social and Behavioral		objective exams.		
	Sciences - Social, Political and		Writing assignments		
	Economic Institutions		are assessed mostly		
	Transfer:		for concepts and		
	Associate Degree GE Requirements		structure.		
	(beginning Fall 2025) Area 4: Social and Behavioral Sciences				
	GE:				
	UL.				

REVISED CO	DURSES		
CSU General Education Requirements Area D: Social Sciences Transfer: Cal-GETC Area 4: Social and Behavioral Sciences Transfer: UC/CSU Transfer Course			

	NEW DEGREES/CERTIFICATES		
DEGREE	PROPOSAL TYPES	EFF DATE	JUSTIFICATION
Theatre Arts	The Musical Theatre Level 2 Certificate is designed to prepare the student for advanced-level performance competency in the field of Musical Theatre and lead to specific areas of employment in musical theater production as well as television, theme parks, cruise ships and education. Related career opportunities include, but are not limited to performer, dancer, singer, director and choreographer. This certificate requires a total of 37-44.5 units. A grade of C or better is required for each course taken. Required Level 1 Core Courses (13 units): Units THEA105 F Musical Theatre History 3 THEA184 F Beginning Musical Theatre II 3 THEA191 F Beginning Musical Theatre Ensemble Voice 2 THEA291 F Intermediate Musical Theatre Ensemble Voice 2 Required Level 1 Theatre Arts Courses (3.5-6 units): Units THEA153 F Introduction to Stage Crew Activity 0.5 - 3 THEA150 F Beginning Principles of Acting	2026 Fall	The Musical Theatre level 2 certificate will continue advanced studies of Musical Theatre, allowing students to complete two uniquely different musical theatre certificates over the course of two years.

NEW DEGREES/CERTIFICATES	
Restricted Level 1 Dance Electives (3 units):	
Units	
DANC113 F Tap Dance I	
DANIGATO E Laboratoria de Ballado	
DANC140 F Introduction to Ballet	
THEA188 F Introduction to Movement and	
Performance Techniques for Musical Theatre	
1	
THEA189 F Beginning Movement and Performance	
Techniques for Musical Theatre	
1	
Restricted Level 1 Performance Electives (1-3 units): Units	
THEA130 F Beginning Theatre Workshop	
3	
THEA134 F Beginning Theatre Practicum	
3	
THEA139 F Beginning Musical Theatre Concert	
Production	
1	
THEA178 F Beginning Musical Theatre Production	
3	
Required Level 2 Core Courses (9.5 units):	
Units	
THEA159 F Beginning Stage Crew Activity	
0.5	
THEA181 F Intermediate Principles of Acting	
3	
THEA284 F Intermediate Musical Theatre I	
3	
THEA285 F Intermediate Musical Theatre II	
3	
Doctricted Level 2 Device Floatives (2 write)	
Restricted Level 2 Dance Electives (3 units): Units	
DANC141 F Ballet I: Beginning Ballet	
2	
THEA189 F Beginning Movement and Performance	
Techniques for Musical Theatre	
1	
THEA288 F Intermediate Movement and	
Performance Techniques for Musical Theatre I	
1	

	NEW DEGREES/CERTIFICATES	
-	THEA289 F Intermediate Movement and	
	Performance Techniques for Musical Theatre II	
	1	
	-	
	Restricted Level 2 Electives (4-7 units):	
	Units	
-	THEA075 F Theatrical City Tours: New York	
	2	
-	THEA109 F Modern Dramatic Literature	
	3	
-	THEA121 F Movement for Actors	
	3	
	THEA124 F Foundations of Consent and Intimacy	
-	THEA129 F Voice for the Actor	
	3	
-	THEA131 F Intermediate Theatre Workshop	
	2 - 3	
-	THEA139 F Beginning Musical Theatre Concert	
	Production	
	1	
-	THEA182 F Advanced Principles of Acting I	
	3	
	THEA183 F Advanced Principles of Acting II	
	3	
-	THEA225 F Stage Directing	
	3	
	THEA231 F Advanced Theatre Workshop	
	2 - 3	
	THEA239 F Intermediate Musical Theatre Concert	
	Production	
_	1	
	THEA278 F Intermediate Musical Theatre Production 2 - 3	
-	THEA279 F Advanced Musical Theatre Production	
	2 - 3	
	THEA298 F Theatre Arts Internship 2 - 4	
-	THEA299 F Theatre Arts Independent Study	
	1 - 3	
	Total Units	
	37 - 44.5	

	MODIFY DEGREES/CERTIFICATES					
DEGREE	REVISION TYPE		EFF DATE	JUSTIFICATION		
Anthropology	 Program Unit Revision Catalog Description Update Adding Courses to "Restricted Electives" Removing Courses from "Restricted Electives" 	, ,	Fall	Revision of ADT to reflect revised/updated TMC from the state. Program unit change FROM: 19-20 TO: 22-26. Added CCN courses.		

N	IODIFY DEGREES/CERTIFICATES	
	grade is an acceptable grade for a	
	course in the major only if the P is	
	defined to be equivalent to a C or	
	better. This degree requires a total of	
	22-26 units.	
	Required Core: (10 units)	
	Units	
	ANTH 101 F Biological Anthropology	
	3	
	or	
	ANTH 101HF Honors Biological	
	Anthropology	
	3	
	ANTH 101LF Biological Anthropology Lab	
	1	
	ANTH 102 F Cultural Anthropology	
	_	
	or	
	ANTH 102HF Honors Cultural	
	Anthropology	
	3	
	ANTH 103 F Introduction to Archaeology	
	3	
	or	
	ANTH 103HF Honors Introduction to	
	Archaeology	
	3	
	List A. Calast and account (2.5 cmits)	
	List A: Select one course (3-5 units)	
	Units	
	ANTH 105 F Language and Culture	
	3	
	or	
	ANTH 105HF Honors Language and	
	Culture	
	3	
	ANTH 107 F Anthropology of Magic,	
	Witchcraft, and Religion	
	3	
	or	
	ANTH 107HF Honors Anthropology of	
	Magic, Witchcraft and Religion	
	3	
	STAT C1000 Introduction to Statistics	
	4	
	or	

М	ODIFY DEGREES/CERTIFICATES	
	STAT C1000H Introduction to Statistics -	
	Honors	
	4	
	or	
	STAT C1000E Introduction to Statistics	
	5	
	or	
	PSY 161 F Elementary Statistics for	
	Behavioral Science	
	4	
	or	
	PSY 161HF Honors Elementary Statistics	
	for Behavioral Science	
	4	
	or	
	SOSC 120 F Introduction to Probability	
	and Statistics	
	4	
	,	
	List B: Select two courses (6-7 units)	
	Any courses not selected from LIST A	
	Units	
	ANTH 106 F World Prehistory	
	3	
	ANTH 109 F Primate Behavior	
	3	
	ANTH 209 F Cultures of Latin America	
	3	
	Or	
	ANTH 209HF Honors Cultures of Latin	
	America	
	ANTH 211 F Coltic Cultures	
	ANTH 211 F Celtic Cultures	
	3	
	Or ANTH 211HE Honors Coltic Cultures	
	ANTH 211HF Honors Celtic Cultures	
	ANTH 245 5 Clabellesses	
	ANTH 215 F Global Issues in	
	Anthropological Perspective	
	3	
	PSY 202 F Research Methods in	
	Psychology	
	4	
	or	
	PSY 202HF Honors Research Methods in	
	Psychology	

MODIFY DEGREES/CERTIFICATES					
		or SOSC 125 F Introduction to Research Methods 3 LIST C: Select one (3-4 units) Any LIST A or B course not already used. Units ANAT 231 F General Human Anatomy 4 ESC 100 F Physical Geology 3 and ESC 100LF Physical Geology Lab 1 ESC 101 F Earth Science Survey 3 and ESC 101LF Earth Science Survey Lab 1 ESC 190 F Environmental Geology 3 GEOG 230 F Introduction to Geographic Information Systems 3 Total Units 22 - 26			
Child Development and Educational Studies	 Course Title Revision Course Unit Revision Program Unit Revision Catalog Description Update Six-Year Review 	Child and Adolescent Development Associate in Arts Degree for Transfer The Child and Adolescent Development Associate in Arts Degree for Transfer, also called the Child and Adolescent Development AA-T, prepares students to transfer to CSU and other college campuses that offer bachelor's degrees in Child and Adolescent Development and related disciplines. Ed Code Section 66746-66749 states students earning the Child and Adolescent Development AA-T degree will be granted priority for admission as a Child Development major to a CSU, as determined by the CSU campus to which the student	2026 Fall	Six-Year Review. Added CDES 115 F. Added program CIP code. Updated CCN courses, and updated course title change (SOC 275 F/HF).	

MODIFY DEGREES/CERTIFICATES applies. The program is designed to prepare students for working with young children from birth through adolescence, and for employment in child development programs, public and private pre-schools, and children's centers. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) California General Education Transfer Curriculum (Cal-GETC); (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A P (Pass) grade is an acceptable grade for a course in the major only if the P is defined to be equivalent to a C or better. The Child and Adolescent Development Associate in Arts Degree for Transfer requires a total of 27-29 units. REQUIRED CORE: (10-11 units) STAT C1000, STAT C1000H, STAT C1000E, PSY 161 F, PSY 161HF, and SOSC 120 F are considered equivalent courses; however, SOSC 120 F is recommended for this degree. Units CDES 120 F Child Development PSYC C1000 Introduction to Psychology PSYC C1000H Introduction to Psychology - Honors

М	ODIFY DEGREES/CERTIFICATES
	PSY 161 F Elementary Statistics for
	Behavioral Science
	4
	or
	PSY 161HF Honors Elementary Statistics
	for Behavioral Science
	4
	or
	SOSC 120 F Introduction to Probability
	and Statistics
	4
	or
	STAT C1000 Introduction to Statistics
	4
	or
	STAT C1000H Introduction to Statistics -
	Honors
	4
	or
	STAT C1000E Introduction to Statistics
	5
	LUCT A Colored the second of the state of th
	LIST A: Select three courses (11 units)
	Units
	ANTH 102 F Cultural Anthropology
	3
	or ANTH 102HF Honors Cultural
	Anthropology 3
	or S
	BIOL 101 F General Biology
	5
	or
	BIOL 101HF Honors General Biology
	5
	or
	CDES 201 F Child in the Home and
	Community
	3
	or
	PSY 139 F Developmental Psychology:
	Life Cycle
	3
	or
	SOC 101 F Introduction to Sociology

M	ODIFY DEGREES/CERTIFICATES	
	3	
	or	
	SOC 101HF Honors Introduction to	
	Sociology	
	3	
	or	
	SOC 275 F Sociology of the Family	
	3	
	or	
	SOC 275HF Honors Sociology of the	
	Family	
	3	
	or	
	SOC 290 F Sociology of Race and	
	Ethnicity	
	3	
	or	
	SOC 290HF Honors Sociology of Race	
	and Ethnicity	
	3	
	LIST B: Select two courses (6-7 units)	
	Units	
	CDES 115 F Introduction to Early	
	Childhood Education Curriculum	
	3	
	CDES 122 F Principles of Early Childhood	
	Education	
	3	
	CDES 125 F Observation and Assessment	
	for Early Learning and Development	
	3	
	CDES 140 F Infant/Toddler Development	
	and Observation	
	3	
	CDES 141 F Principles of Infant/Toddler	
	Care and Education	
	3	
	CDES 204 F Introduction to Special	
	Education	
	3	
	CDES 210 F Anti-Bias	
	Perspective/Diversity Seminar	
	3	
	CDES 225 F Early Childhood Student	
	Teaching Practicum	

MODIFY DEGREES/CERTIFICATES					
Child Development and Educational Studies	 Course Unit Revision Program Unit Revision Catalog Description Update Six-Year Review Program SLOA Revision Removing Courses from "Required" 	CDES 261 F Introduction to Elementary Classroom Teaching 3 Total Units 27 - 29 Early Childhood Education Associate in Arts Degree The Early Childhood Education Associate in Arts Degree (ECE AA), provides students with preparation for employment working with children from birth through age 8 in early care and education programs, public and private preschools, and children's centers. The ECE AA courses meet the basic course requirements for teachers in private preschools licensed by the California State Department of Social Services. With the completion of the ECE AA degree and the required minimum number of field experience hours, the student will be able to apply for the Title V Child Development Permit at the Teacher level. In many of the courses included in the ECE AA degree, students study, observe and learn utilizing the Child Development Laboratory Instructional Classrooms or approved Early Childhood Programs. A grade of C or better is required in each course taken. The Early Childhood Education Associate in Arts Degree requires a total of 26 units, in addition to other graduation requirements. Required Courses (22 units) Units CDES 115 F Introduction to Early	Fall	Six-Year Review. Added CIP code. Updated catalog description. Updated PSLOs to required format and allowed measurable verbs. Program unit change FROM 23 TO 26 units. Increase in unit allocations due to an increase in practicum units. Student will be eligible for the Teacher Permit level through the Commission on Teacher Credentialing.	
		Units			

	М	ODIFY DEGREES/CERTIFICATES		
		CDES 122 F Principles of Early Childhood Education 3 CDES 125 F Observation and Assessment for Early Learning and Development 3 CDES 201 F Child in the Home and Community 3 CDES 210 F Anti-Bias Perspective/Diversity Seminar 3 CDES 225 F Early Childhood Student Teaching Practicum 4 Restricted Electives (4 units) Units CDES 116 F Art Education in Early Childhood 2 CDES 117 F Literacy and Language in Early Childhood 2 CDES 118 F Science and Math Education in Early Childhood 2 CDES 119 F Music Education in Early Childhood 2 CDES 119 F Music Education in Early Childhood 2 Total Units		
Political Science	 Program Unit Revision Catalog Description Update Adding Courses to "Required" Removing Courses from "Restricted Electives" 	Political Science Associate in Arts Degree for Transfer The Political Science Associate in Arts Degree for Transfer, also referred to as the Political Science AA-T Degree, prepares students to transfer to CSU campuses and/or other colleges/universities that offer bachelor's degrees in Political Science. Ed Code Section 66746-66749 states students earning the Political Science AA-T degree will be granted priority	2026 Fall	Revising degree to remove deactivated course and include CCN courses. Attaching updated POSC ADT TMC and POSC Narrative. Program units changed FROM 18-19 TO 19-20.

MODIFY DEGREES/CERTIFICATES

admission as a political science major to a local CSU, as determined by the CSU campus to which the student applies. Political Science is the scientific study of government. As such, it encompasses a wide range of interdisciplinary subjects, including economics, history, law, and philosophy. One major concern of political science is educating each generation to how democracy works, what are its benefits relative to other governmental systems. Lacking such knowledge can threaten our very existence since democracy is dependent upon a well-informed and civic-minded citizenry. This degree is an excellent general preparation for careers in conflict resolution, criminal justice, diplomacy, education, elections, journalism, the practice of law, public administration and public policy, public service, and research. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) California General Education Transfer Curriculum (Cal-GETC); (b) A minimum of 18 semester units or 27 guarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A P(Pass) grade is an acceptable grade for a course in the major only if the P is defined to be equivalent to a C or better. The Political Science AA-T Degree requires a total of 19-20 units.

Required Core: Select 3 courses (9 units)

M	ODIFY DEGREES/CERTIFICATES	
	Units	
	POLS C1000 American Government and	
	Politics	
	3	
	or	
	POLS C1000H American Government	
	and Politics - Honors	
	3	
	POSC 120 F Introduction to Political	
	Theory	
	3	
	POSC 215 F Comparative Politics	
	3	
	POSC 230 F Introduction to International	
	Relations	
	3	
	LIST A: Select two courses (7-8 units)	
	Any Course not selected from the	
	Required Core	
	(PSY 161 F, PSY 161HF, SOSC 120 F, STAT	
	C1000, STAT C1000H, and STAT C1000E	
	are considered equivalent courses;	
	however, SOSC 120 F is recommended	
	for this degree).	
	Units	
	POSC 200 F Introduction to the Study of	
	Politics	
	3	
	PSY 161 F Elementary Statistics for	
	Behavioral Science	
	4	
	or	
	PSY 161HF Honors Elementary Statistics	
	for Behavioral Science	
	4	
	or	
	SOSC 120 F Introduction to Probability	
	and Statistics	
	4	
	or	
	STAT C1000 Introduction to Statistics	
	4	
	or	
	STAT C1000H Introduction to Statistics -	
	Honors	

	M	ODIFY DEGREES/CERTIFICATES		
		or STAT C1000E Introduction to Statistics 5 LIST B: Select one course (3 units) Any course not selected from the Required Core or List A		
Political Science	 Program Unit Revision Catalog Description Update Six-Year Review Program SLOA Revision Removing Courses from "Required" 	Practical Politics Certificate The Practical Politics Certificate is designed for aspiring political professionals, community organizers, and civically engaged citizens. Students develop skills in campaign strategy, public speaking, media outreach, data analysis, and polling interpretation—preparing them for roles in political campaigns and public service. The curriculum also introduces political	2026 Fall	Six-Year Review. The program units have been revised FROM 16-17 units TO 17-18 units.
	•	science concepts with a focus on local campaign strategies, campaign management, and effective messaging. A grade of C or better is required in each		

N	MODIFY DEGREES/CERTIFICATES
	course taken. The Practical Politics
	Certificate requires a total of 17-18
	units.
	Required Courses (17-18 units):
	Units
	COMM 105 F Interpersonal
	Communication
	3
	JOUR 110 F Mass Media Survey
	3
	or
	JOUR 110HF Honors Mass Media Survey
	3 IOUR 150 5 Social Modia
	JOUR 150 F Social Media Communications
	Communications 3
	POSC 135 F Campaigns and Elections
	3
	POSC 198 F Political Campaign
	Internship
	1
	or
	POSC 199 F Public Policy Internship
	1
	or
	POSC 299 F Political Science
	Independent Study
	1
	PSY 161 F Elementary Statistics for
	Behavioral Science
	4
	Or DSV 161HE Honors Flomentary Statistics
	PSY 161HF Honors Elementary Statistics for Behavioral Science
	4
	or 4
	SOSC 120 F Introduction to Probability
	and Statistics
	4
	or
	STAT C1000 Introduction to Statistics
	4
	or
	STAT C1000H Introduction to Statistics -
	Honors

MODIFY DEGREES/CERTIFICATES				
4				
or				
STAT C1000E Introduction to Statistics				
5				
Total Units				
17 - 18				

DEACTIVATION OF DEGREES/CERTIFICATES					
DEGREE	EFF DATE	JUSTIFICATION			
Communication Studies Associate in Arts Degree for Transfer	2025 Fall	Program Deactivation due to the recently-state-approved COMM 2.0 ADT, which is effective Fall 2025.			
California State University General Education (CSU GE Breadth) Certificate of Achievement	2025 Fall	The California State University General Education (CSU GE Breadth) Certificate of Achievement is being deactivated, since Cal State adopted Cal-GETC as its transfer pathway, effective Fall 2025.			

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	November 18, 2025	Information	
		Enclosure(s)	Х
SUBJECT:	North Orange Continuing Education	· · · <u></u>	
	Curriculum Matters		

BACKGROUND: The Office of Instruction, Curriculum Committee, and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of North Orange Continuing Education and are within the allocated budget for staff and facilities. The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; and (5) to restructure programmatic curricula.

All curriculum is submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee. This agenda item is being submitted by Jennifer Oo, Chair of the North Orange Continuing Education Curriculum Committee, and Dr. Karen Bautista, Vice President of Instruction.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

How does this relate to Board Policy: The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for all curricula comes from the campus general fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for the North Orange Continuing Education, to be effective Spring 2026, Summer 2026 and Fall 2026. The curricula have been signed by the Campus Curriculum Committee Chairperson and the President and have been approved by the District Curriculum Coordinating Committee.

Jennifer Vega La Serna	B. V. digt Brill	4.c.1
Recommended by	√ Approved for Submittal	Item No.



North Orange Continuing Education Curriculum

Pending Board approval on November 18, 2025.

Approved by the District Curriculum Coordinating Committee on October 9, 2025.

Approved by North Orange Continuing Education Curriculum Committee on September 9, 2025, and September 23, 2025.

New Courses					
Course ID	Title	Hours	Eff Date	Justification	
DSSS 311	WISE: WISE Fundamentals	180	2026 Fall	This course is designed to help restructure the WISE curriculum and be better reflective of the curriculum and content that is covered in the WISE program.	
ESLA 1206	ESL for Work: Workplace Reading Skills	36-54	2026 Summer	This course is essential for English language learners to succeed in the workplace. It develops critical reading through real-world job materials, including emails, manuals, and reports. Students will understand, analyze, and respond to texts, improving communication, job readiness, and confidence. This supports Vision 2030 by increasing critical reading skills, workforce readiness, and employability.	
ESLA 1207	ESL for Work: Workplace Writing Skills	36-54	2026 Summer	English language learners face specific barriers when composing workplace texts due to cultural and linguistic differences. Immigrant and refugee students need support in learning how to determine proper register when composing internal and external workplace writing, in reviewing and editing texts, and in determining proper writing formats. This course supports Vision 2030 by teaching underrepresented populations how to successfully produce and edit workplace texts in the United States.	
ESLA 1208	ESL for Work: Communicating with Clients and Customers	36-54	2026 Summer	Developing communication skills needed to succeed in customer- facing jobs can be difficult for English language learners, who face additional cultural and linguistic barriers. Immigrant and refugee students need support in learning how to build confidence, improving job readiness, and expanding access to better employment opportunities. This course supports Vision 2030 by teaching underrepresented populations essential communication skills to increase equitable access to employment in the U.S.	
ESLA 1209	ESL for Work: Communicating with Coworkers and Managers	36-54	2026 Summer	This course serves English learners seeking employment, or to improve their workplace skills, by increasing their employability and ability to earn a living wage. Communication is a key skill in any workplace, and this course will aid students in successfully navigating internal workplace communication both laterally and upward. The goal is to support student needs and Vision 2030 by promoting cultural awareness and introducing U.S. workplace communication skills.	
	ESL for Work: Group Communication in a Diverse Workplace		2026 Summer	Navigating workplace communication is challenging, especially for English language learners who must adapt to US norms for teamwork and collaboration. Immigrant and refugee students need support participating in meetings, contributing ideas, and communicating effectively in group tasks. This course supports Vision 2030 by helping underrepresented communities gain employment and succeed in team-based work environments.	
ESLA 1211	ESL for Work: Workplace Public Speaking	36-54	2026 Summer	Effective verbal communication is vital in the workplace. Immigrant and refugee ESL students face challenges in participating in meetings, giving presentations, and engaging with clients due to linguistic and cultural barriers. This course supports Vision 2030 by equipping underrepresented populations with public speaking skills to succeed in English-speaking jobs and workplaces.	

			N	New Courses
Course ID	Title	Hours	Eff Date	Justification
ESLA 1212	ESL for Work: Workplace Conflict Management	36-54	2026 Summer	English language learners are underutilized in the American workforce because linguistic limitations and culture distort their abilities. This limits their participation in the U.S. workplace and advancement in professional growth. This course supports Vision 2030 by teaching English language skills that enable ESL students to communicate emotional intelligence and conflict resolution skills and to demonstrate the professionalism, leadership potential and productivity valued by U.S. employers.
ESLA 1213	ESL for Work: Negotiation and Persuasion	36-54	2026 Summer	The ability to negotiate, persuade and advocate is increasingly essential in many employment sectors. This course addresses a critical skill gap among intermediate and advanced ESL learners by providing targeted instruction in professional communication which is a key skill identified in major workforce frameworks. It also supports college readiness by strengthening argumentation, rhetorical control, and critical thinking in English.
ESLA 1214	ESL for Work: Workplace Thinking Skills	36-54	2026 Summer	English language learners are underutilized in the US workforce because linguistic limitations and culture limit their professional growth. This course supports Vision 2030 by teaching the English language skills that allow students to express a high-level ability to think critically, analyze and solve problems, and organize, plan and generate new ideas. They will be able to demonstrate professionalism, leadership potential and productivity that is valued by U.S. employers.
ESLA 1215	ESL for Work: U.S. Employee Rights and Self Advocacy	36-54	2026 Summer	English language learners are a vulnerable population in the United States, and we have the duty to our students to make sure they are not only aware of their rights but also know how to advocate for themselves when they enter the U.S. workforce. The information in this course is not intuitively known to immigrants and refugees and is essential to informing and empowering students to advocate for themselves and others in the U.S. workplace.
ESLA 1302	ESL for I-BEST: English for Office Assistants	108- 162	2026 Summer	Office assistant positions are widely available in Orange County and across the state, which means many English language learners may become or are already employed in these or similar positions. This course supports Vision 2030 by providing students with valuable skills that are transferable across multiple industries, allowing students to be culturally and linguistically prepared for office jobs and other careers.
ESLA 1304	ESL for I-BEST: English for Personal Care Aides	108- 162	2026 Summer	Immigrants and refugees face cultural and linguistic barriers to employment in medical services. Filling a health care role requires accuracy and clarity in communication with health care professionals, clients and their families. This course supports Vision 2030 by teaching underrepresented populations how to prepare and search for placement as a Personal Care Aide and succeed in an English-speaking environment.
ESLA 1306	ESL for I-BEST: English for Starting a Business	108- 162	2026 Summer	English as a second language (ESL) for entrepreneurs is the most requested ESL course at our institution. Many English language learners move to the U.S. and want to start their own businesses. This course guides them in the basic tenets of being a business owner in the U.S., which supports Vision 2030 by helping students gain greater economic mobility and agency.
ESLA 816	ESL for Computers and Technology, Beginning	36-72	2026 Summer	The ESL department currently offers ESLA 801. However, the existing course is dated and lacks an emphasis on language skills. This new course emphasizes language skills for using technology and expanded digital tasks appropriate for the beginning level relevant to current digital proficiency needed in higher education and the workplace.

			N	lew Courses
Course ID	Title	Hours	Eff Date	Justification
ESLA 817	ESL for Computers and Technology, Intermediate to Advanced	36-72		The ESL department currently offers ESLA 815. However, the existing course is dated and lacks an emphasis on language skills. This new course emphasizes language skills for using technology and expanded digital tasks appropriate for the intermediate to advanced level relevant to current digital proficiency needed in higher education and the workplace.
PARN 280	Healing Homes: Trauma-Informed Parenting in Foster and Adoptive Care	12	2026 Spring	This course was developed to serve the over 300 foster care agencies in California. Resource parents are required to participate in a minimum of 8 hours of parenting courses per year. An additional 4 hours are required if a child is identified as high needs or has experienced acute trauma. This class encompasses both.
PARN 355	Navigating Loss: Supporting Families Through Grief and Change	36	2026 Summer	This course is a part of the Building Trauma Informed Communities/Communal Parenting track. This course brings awareness on grief in our lives and teaches parents and caregivers tools for coping with change and loss.
WFPR 400	Career Development: Foundational Communication Skills	90	2026 Fall	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational communication skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 401	Career Development: Professional Communication	90	2026 Fall	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with the knowledge of the communication skills needed to obtain and maintain employment, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 405	Career Development: Foundational Social Skills	90	2026 Fall	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational social skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 406	Career Development: Professional Social Skills	90	2026 Fall	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with the professional social skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 410	Career Development: Self-Advocacy Fundamentals	90	2026 Fall	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational self-advocacy skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 411	Career Development: Self-Advocacy Implementation	90	2026 Fall	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with the knowledge and skills needed to implement their self-advocacy skills, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.

	New Courses					
Course ID	Title	Hours	Eff Date	Justification		
	Career Development: Professional Relationships	90		This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational knowledge of Title IX and appropriate workplace relationships, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.		
	Career Development: Professional Boundaries	90		This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational knowledge of Title IX and appropriate professional boundaries, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.		

	Revised Courses					
Course ID	Title	Hours	Eff Date	Justification		
ESLA 1200	ESL for Work: Job Searches and Resume Writing	36-54	2026 Summer	The course needs edits to the advisory, objectives, and content.		
ESLA 1202	ESL for Work: Interview Preparation	36-54	2026 Summer	The course needs edits to the advisory, objectives, and content.		
ESLA 1204	ESL for Work: U.S. Workplace Culture and Etiquette	36-54	2026 Summer	The course needs edits to the advisory, objectives, and content.		
ESLA 1205	ESL for Work: U.S. Workplace Operations and Financial Literacy	36-54	2026 Summer	The course needs edits to the advisory, objectives, and content.		
PARN 101	Joyful Parenting: Art, Music, and Movement for Ages 1.5 - 2.5 years.	36-72	2026 Spring	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.		
PARN 200	Joyful Parenting: Art, Music, and Movement for Ages 2.5 - 5 years.	36-72	2026 Spring	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.		
PARN 237	Raising Thoughtful Children for Ages 1.5 - 2.5 years.	36-72	2026 Spring	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.		
PARN 238	Raising Thoughtful Children for Ages 2.5 - 5 years.	36-72	2026 Spring	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.		
PARN 260	Developmental Movement for Ages 1 - 2 years.	36-72	2026 Spring	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.		
PARN 262	Developmental Movement for Ages 3 - 5 years.	36-72	2026 Spring	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.		
PARN 275	Parenting the Love and Logic Way® Lab	12	2026 Spring	Update course description.		

TO:	BOARD OF TRUSTEES	Action	X	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)		
SUBJECT:	Cypress College			
	Revised Mission Statement			

BACKGROUND: As part of the development of the new Cypress College Strategic Plan (2025–2028), the College reviewed its Mission Statement to ensure continued alignment with its educational programs, institutional goals, and commitment to student success.

The review process affirmed that the Mission Statement accurately reflects the College's purpose and values; however, a factual correction was identified. The current Mission Statement refers to "a baccalaureate degree", which should be changed to "baccalaureate degrees". Cypress College has been approved by the California Community Colleges Chancellor's Office to offer an additional baccalaureate degree in Dental Hygiene, in addition to the existing program in Funeral Service.

To ensure factual accuracy and consistency, the College proposes the following revision to the Mission Statement:

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and baccalaureate degrees. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

This update reflects a correction of fact rather than a substantive change to the College's mission, values, or scope of educational services.

How does this relate to the five District Strategic Directions? This item responds to all District Strategic Directions.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3200 Accreditation, and fulfills Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirements 6 and 7.

FUNDING SOURCE AND FINANCIAL IMPACT: There are no expenses related to the approval of the Mission Statement.

RECOMMENDATION: It is recommended that the Board of Trustees approve Cypress College's revision to the Mission Statement.

Jennifer Vega La Serna	B. V. dipt Brown	4.d
Recommended by	√ Approved for Submittal	Item No.

TO:	BOARD OF TRUSTEES	Action		
		Resolution		
DATE:	November 18, 2025	Information	X	
		Enclosure(s)		
SUBJECT:	Cypress College 2024-2025 Professional	· /		

BACKGROUND: The mission of the Professional Development Committee (formerly Staff Development Committee) remains focused on the planning and implementation of professional development activities for all College employees. Virtual Flex activities continued throughout Fall 2024 to Fall 2025 and presently, faculty and staff are encouraged to attend the offered educational and equity opportunities. Cypress College remains supportive in making professional development a shared effort involving all employees, as a faculty and staff-driven process, where managers are included in the formation and promotion of professional development opportunities. It remains the intent of the multi-disciplinary Committee to work toward the goals of the College's Educational Master Plan, and promote and enhance our learning community in a collegial manner. The intention to expand and improve professional development opportunities collegially is also apparent in the District's progress toward a more cohesive District Professional Development Plan.

Flex Day and Opening Day Program

Fall 2024: Joint FLEX Day with Fullerton College

Development Program

- Keynote Speakers: Ashley Berry, M.S. and Zola Aponte Innovate, Educate, Elevate: Leveraging AI for Academic Excellence
- Workshops:
 - Teaching Enhanced with A.I: Streamlining Lesson Plans, Assessments, and Rubrics
 - Ascend: Learning from Our Students' Experiences to Create Classroom Cultures that Promote Equity
 - AA Native GE & Other Curriculum Developments, Roadblocks, Opportunities for Change
 - Distance Education: Open Lab and Canvas Help
 - The Diversity Dilemma by Moral Courage®
 - From Serving to Transforming
 - Navigating Starfish: Faculty Tools for Student Success

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Item No.	

- NOCCCD RISE Program: Elevating Our Youth
- Pronouns 101
- Supporting SWANA Students in the Time of Crisis
- UndocuAlly Training: Fostering Inclusivity and Support for Undocumented Students
- Using AI in our Classrooms: Intentional Educator use of AI
- What Faculty Need to Know About Their Hiring Committee
- What is AI and Neural Networks?
- What is Your EQ? Emotional Intelligence: Supporting Students with Compassion and Empathy
- ZTC Remix

Orientations/Trainings

- New Adjunct Workshop
- Canvas Training
- Microsoft Training
- Banner Training

Spring 2025: Joint FLEX Day with Fullerton College

- Keynote Speaker: Gerson Cortes Palacios (he/him,el) UndocuQueerness: Intersectionality Blurs Borders
- Workshops:
 - Undocuscholars LLC (Con't)
 - Pronouns 101
 - ADHD Facts, Attitudes and Opportunities for Faculty
 - Building Bridges: Partnering with Student Leaders for Club Success
 - Assessment in the Age of A
 - Neodivergence and the Queer Community
 - Becoming an Effective Equity-Minded Leader in the CA Community College System
 - Becoming a Transfer Advocate: How Instructional Faculty can Support the Student Transfer Journey in the Classroom and Beyond
 - Assessment in the Age of Al

Orientations/Trainings

- New Adjunct Workshop
- Canvas Training
- Microsoft Training
- Banner Training

Conference Attendance

- The Professional Development Committee continues to support opportunities to improve student learning and teaching strategies.
- The Professional Development Committee continues to ensure that available resources are allocated effectively to support ongoing educational opportunities and job training or retraining to the campus community.

This item was prepared by Jacqueline Aguet, Professional Development Coordinator.

How does this relate to the five District Strategic Directions? This item relates to District- wide Strategic Direction 2, The Employee Experience: NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees. When educators are provided with meaningful and sustained opportunities for professional learning, they transform their practice and identities as educators, contributing to a more powerful learning environment across campus, in classrooms, support centers, and the offices that support the work of the college. The goals of the Professional Development program directly relate to District Objective 2.2: The District will regularly offer professional development and training opportunities for all employees. By providing transformational learning experiences focused on best practices for educators and encouraging all employees to consider the ways in which professional

improvement contributes to the development of a true learning institution; we will enhance the learning experience for the students we serve.

How does this relate to Board Policy: BP 7160 Professional Development. Cypress College Professional Development provides support for stakeholders by *providing educational opportunities, attendance at conferences, and professional memberships.* It is consistent with the institutional mission based on identified needs.

FUNDING SOURCE AND FINANCIAL IMPACT: The funding source for the Professional Development Program is \$61,000 from the College General Fund and \$50,000 from SEA Funding.

RECOMMENDATION: It is recommended that the Board receive as information highlights relating to the Cypress College 2024-2025 Professional Development Program.

Jennifer Vega La Serna
Recommended by

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Item No.

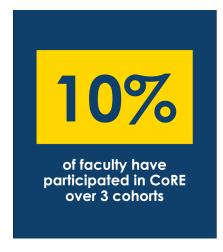
TO:	BOARD OF TRUSTEES	Action		
		Resolution		
DATE:	November 18, 2025	Information	Χ	
		Enclosure(s)		

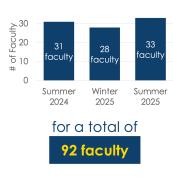
SUBJECT: Fullerton College 2024-2025 Staff

Development Program

BACKGROUND: The Professional Learning Committee (PLC) at Fullerton College supports the campus vision to transform lives and inspire positive change by providing powerful learning for our educators, so they can positively impact the student learning experience. The committee recognizes that the college can best realize this vision and optimize equity and student success by providing race-conscious professional development that is aligned with Fullerton College's Goals and Objectives, the Student Equity and Achievement 2.0 Plan, Guided Pathways Initiatives, and current data from the Office of Institutional Effectiveness. We also realize that providing in-depth training series with high levels of engagement that target the needs of specific groups of faculty, classified professionals, and managers within the campus community is the most effective method of delivering professional learning.

During 2024-2025 we administered a variety of in-depth training series with high levels of engagement. Three cohorts of Course Redesign for Equity (CoRE) were facilitated during 2024-2025. The graph below (Figure 1) shows the level of participation in this three-week long instructional training by faculty—who are currently teaching— at Fullerton College. There was high-interest in CoRE and approximately 150+ faculty were signed-up to participate in CoRE, but due to each cohort's max limit of 35 participants PLO could not train every person interested.





PLO was intentional in ensuring that adjunct faculty also participated in CoRE and the faculty to adjunct ratio was approximately 70/30 in each cohort. PLO would like to increase faculty participation across divisions in upcoming years therefore our goal for 2025-2026 is to develop a way to sustain CoRE after our grant ends this academic year. The graph below shows participation by division which is based on the number of teaching faculty in that division (Figure 2). Overall, a total of 31 departments participated in CoRE.

By Division across Cohorts

Division	# of Faculty in Cohorts	# of Faculty per Division in 2024-25	% Participation
Library	1	2	50.0%
Counseling	8	56	14.3%
Social Science	19	143	13.3%
Humanities	18	138	13.0%
Math & Comp Science	8	68	11.8%
Natural Science	10	85	11.8%
Business	7	69	10.1%
Fine Arts	10	146	6.9%
Physical Education	4	70	5.7%
Tech & Engineering	7	138	5.1%

"% Participation":

This is the % of total faculty per division who participated.

Example: 14.3% of all Counseling faculty who taught courses in 2024-25 participated in CoRE.



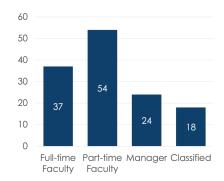
Anonymous student survey data from courses taught by instructors who participated in CoRE is being collected by the Office of Institutional Effectiveness (OIE). This data collection will be completed during 2025-2026 and will be released during 2026-2027.

In addition to the work of Course Redesign for Equity (CoRE), which is meant to reduce gaps for DI groups and increase sense of belonging for students, PLO developed the Race-Conscious Certificate (RCC) as a result of a formal recommendation from the Student Equity and Achievement Committee (SEAC) which was unanimously endorsed by Faculty Senate and PAC.

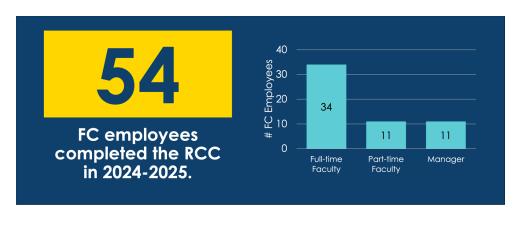
The RCC was developed by PLO to be a training for all campus employees (i.e. managers, faculty, and classified professionals). The method of delivery was a 20-hour hybrid training with two in-person meetings. RCC Cohorts were administered separately to employee groups, for example there was a counseling cohort, two managers' cohorts, an all-faculty cohort, and now a classified professionals' cohort. The rationale for this was for each employee group to participate with colleagues and to increase trust amongst the cohort participants. The graph below shows 133 FC employees signed up to participate in RCC (Figure 3).

The RCC has generated strong interest among employees across all constituency groups.





Due to a limited cohort size of 20 participants per cohort, not all participants were selected. The graph below shows that 54 participants completed the Race-Conscious Certificate in 2024-2025 (Figure 4). Of the 54 participants, 98% of RCC completers agreed that "the course was worth the time commitment, and effort."



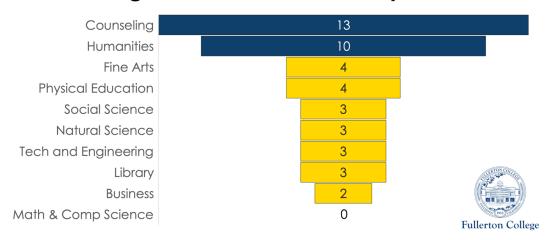
A new cohort of

16 classified professionals

is underway for fall 2025.

PLO will continue to administer RCC trainings throughout 2025-2026 as there is still work to be done to increase faculty participation across the campus. Currently, only two divisions have high participation and our goal for 2025-2026 is to increase participation especially in the Division of Math & Computer Science (See Figure 5 for faculty participation by division).

Counseling and Humanities faculty represent the largest share of RCC completions.



The Professional Learning Office (PLO) in collaboration with the Professional Learning Committee has planned the following activities for the 2025-2026 academic year that are consistent with statewide professional development Title IV guidelines, the Districtwide Strategic Directions, Fullerton College goals, Fullerton College SEA Plan, and ACCJC accreditation standards, and Vision 2030. The planned offerings are designed to be opportunities for sustained and ongoing learning, with an emphasis on meeting faculty, classified professionals, and managers where they are, rather than simply providing a collection of "one and done" workshops. These include:

Flex Day Programs

Fall: Joint remote program with Cypress College

- Keynote: Dr. Monique Mendoza
- Title: "Your Faculty Toolkit: Responding to Students in Crisis"
- Professional Learning Office (PLO) flex-day program includes breakout sessions on a variety of topics to support student success and related best practices
- Professional Learning Committee (PLC) approved department and division activities

Spring: Joint remote program with Cypress College

- Keynote Speaker in collaboration with Cypress College (TBD)
- PLO-sponsored sessions on a variety of topics support student success and related best practices
- Professional Learning Committee (PLC)-approved department and division activities

Course Redesign for Equity (CoRE)

- Aligns with Vision2030
- Training for Instructional Faculty
- Training on pedagogical strategies for retention and success
- Training on creating syllabi with a welcoming tone, transparency, and clear grading policies

- Cohort 4 (the last grant funded cohort) will begin Winter/Spring 2026
- Data collection from Cohorts 1-3 via student surveys underway
- End-of-Year Goal: Sustaining CoRE post grant

Race-Conscious Certificate (RCC)

- Aligns with Vision2030 and Title V Section § 51201
- Race-Conscious Certificate in alignment with SEA 2.0 Plan
- Training on racial identity, bias, and racism to decrease disproportionate impact (DI)
- Designed for Classified Professionals, Faculty, and Managers
- Cohort 6 for Classified Professionals currently in process Fall 2025
- Cohort 7 for Managers in Winter/Spring 2026
- Cohort 8 for Faculty in Summer 2026
- Development of RCC 2.0 to meet demand
- End-of-Year Goal: Matching/Surpassing 2024/2025 number of 55 Trainees

Ongoing Academies/Communities of Practice

- Aligns with Vision2030 and Title V Section § 5120
- "New Faculty Seminar" a year-long training/onboarding for 13 new faculty members
- Visiting Writer Speaker Series (Fall 2025, Spring 2026)
- Ally Trainings (Vet, LGBTQIA2S+, Undocumented, FYE)

Teaching and Learning Certificate 2.0

- Aligns with Vision2030 and Title V Section § 5120
- New Faculty Seminar TLC
- Al Faculty Hybrid TLC Training Series (Spring 2026)
- Guided Pathways TLC Training Series (includes leveraging FYE, Academic Mindsets, OER/ZTC, Program Mapper and Starfish to enhance student success and equitable outcomes)

Online Teaching/Distance Education Collaboration

- Online Teaching Certificates
- @One series
- Online Learning Consortium
- OLC Membership for Fullerton College

Adjunct Professional Learning

- Aligns with Vision2030 and Title V Section § 5120
- Adjunct Academy Professional Learning Days
- Division-specific Adjunct Professional Learning Days

Classified Professional Learning

- Aligns with Vision2030 and Title V Section § 5120
- Race-Conscious Certificate in alignment with SEA 2.0 Plan
- First Friday Series (Training in topics such as Equity, Teams, Excel, Banner, etc.)
- Classified Professional RCC
- Development of Al Hybrid Training Series
- Developing specific trainings in response to Classified Professional PLO Survey

Faculty Inquiry and Book Study Groups

- STEM Book Club
- RCC Book Clubs
- Speaker Series Book Clubs

Conference Attendance/Trainings

- Provide group conference access (OLC Innovate and Accelerate)
- Conference Travel for Employees

This item was prepared by Dani Wilson, Dean of the Library/Learning Resources, Instructional Support Programs and Services Division and Cynthia Guardado, Professional Learning Faculty Coordinator.

How does this relate to the five District Strategic Directions? Our Staff Development program obviously supports District Strategic Direction 2 on the Employee Experience: NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees. Everything we do supports Goal 2.2: The District will regularly offer professional development and training opportunities for all employees, and we have been increasingly mindful about bringing learning to bare upon the work employees--managers, classified, or faculty--do every day. For Goal 2.1: The District will support all employees in the essential elements of well-being, we are especially excited about our Well-being initiatives this year as well as our usual academies and learning workshops. Because all of the learning we provide is designed to support successful student outcomes, our program also supports District Strategic Direction 1 on Student Experience and Success: NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educations and career goals as well as District Objective 2.2: The District will regularly analyze data in order to identify and document internal barriers that inhibit student success and will develop action plans to reduce opportunity gaps among students. This strategic direction will particularly inform our Instructional Success Team project which includes data analysis and action planning; the ISTs are designed to link data and the Program Review process with direct instructional interventions, engaging discipline faculty in a collaborative process of reflection and improvement. We will also work in this direction by continuing to bring intentional race-conscious data-driven equity work into focus on all of our professional learning efforts: Flex day programing, professional learning workshop series, Well-being Initiative, or faculty inquiry and book study groups. Our race-conscious data-driven equity-based faculty inquiry groups will be investigating culturally inclusive classroom practices, students who are disproportionately impacted, among other topics. If Staff Development places race-conscious data-driven equity work at the center of our mission, then all the learning we provide will support educators to examine their own practice through an race-conscious data-driven equity lens and this will increase educators ability to recognize barriers to student success and strategies for achieving more equitable outcomes in classrooms and student support centers.

How does this relate to Board Policy: Staff Development at Fullerton College directly relates to Board Policy 1002, Philosophy, Section 2.5: Resources and programs will be provided to support staff and professional development through special learning

opportunities, sabbatical leaves, conferences and workshops. Certainly, this is the primary purpose of Staff Development at Fullerton College, but rather than thinking about professional development as simply "special opportunities," we would like to support educators on campus to make professional learning a vital component of their practice which will foster a culture of reflection and improvement that informs everything we do. When educators are provided with meaningful and sustained opportunities for professional learning, they transform their practice and identities as educators which contributes to a more powerful learning environment across campus, in classrooms, support centers, and the offices that support the work of the college. When equity is placed at the center of this culture of learning, we can make genuine progress toward building a truly equitable and antiracist institution.

FUNDING SOURCE AND FINANCIAL IMPACT: The funding source is \$110,000 from college general funds; \$42,453 Student Equity and Achievement funds; \$15,000 Perkins Grant funds, \$52,000 approx. Rollover Enrollment and Re-engagement Funds, \$98,000 Culturally Responsive Pedagogy & Practices Innovative Best Practices Produced grant (original amount was \$300,000) (CoRE).

RECOMMENDATION: It is recommended that the Board receive as information highlights relating to the Fullerton College 2024-2025 Staff Development Program.

Jennifer Vega La Serna

Recommended by

Approved for Submittal

4.f.7

Item No.

TO:	BOARD OF TRUSTEES	Action	
		Resolution	
DATE:	November 18, 2025	Information	X
		Enclosure(s)	

SUBJECT: North Orange Continuing Education

Professional Development Program

2024-2025

BACKGROUND: The mission of the North Orange Continuing Education (NOCE) Professional Development team (ProD) is to provide innovative and meaningful support to all NOCE employees. The committee oversees schoolwide professional development activities and administers the process for individual funding applications to support professional growth for classified employees and faculty. Below are the highlights of the NOCE ProD activities during the 2024-2025 academic year.

An annual professional development interest survey goes out to all employees every spring for the following academic year. The survey is designed and analyzed by the Office of Institutional Research and Planning (OIRP) in collaboration with the ProD Committee. The NOCE Professional Development Committee examines the feedback from the spring survey every fall to align with the faculty training sessions offered for the year. The NOCE ProD Chair works closely with the District Professional Development office as well as with our colleagues at Cypress and Fullerton Colleges when possible and relevant in terms of joint planning, sharing of information, and collaboration in areas of mutual interest.

<u>Professional Development Topics:</u>

The topics below are the most requested on the 2024-2025 interest survey for each of the six areas included.

Topic	Highest Ranking	
Workplace Support	Technology for Workplace Productivity	
Workplace Communication	Emotional Intelligence	
Classroom Environment	Student Engagement	
Meeting Student Needs/Student as a	Student Mental Wellness and Basic Needs	
Whole Person		
Educational Technology Tools	Al	
Counseling Support:	Supporting students with specific needs	
Professional and Personal Growth	Self-Care	

The Professional Development Committee planned the following activities for the 2024-2025 academic year that aligned with the District Strategic Plan, WASC Accreditation Action Plan, Student Equity Plan, and Vision 2030.

Flex Day Programs

Fall 2024:

• In response to the North Orange Continuing Education Action Plan, Growth Area 1, the SLO Coordinator presented "Level Up: Navigating and Reporting Student Learning Outcomes in Canvas" at the Fall 2024 Faculty Flex Day on August 8, 2024. This presentation focused on SLO basics, data reporting, Canvas Learning Mastery Gradebook, outcomes, and resources and support. The last part of the presentation included a hands-on session where faculty imported the SLOs into their assignments or rubrics.

Other session topics included:

- "Introduction to TimelyCare", a virtual health and well-being platform for students
- "Keeping it Real... Top 10 Ways to Maintaining Safe & Inclusive Classroom"
- "Understanding Stress and Building Resilience"

Spring 2025:

 The ProD Committee offered AI training at the 2025 Spring Faculty Flex training which was focused on how to integrate AI in the classroom. This included discussion on several Large Learning Modules (LLM) available, the difference between searching and prompting, creating images with AI, and a demonstration of AI designed lesson plans.

Other Flex options included:

- Students' Legal Rights & Legal Appointments
- Safe Spaces and Belonging
- Student Support Road Show ARISE, DSS, Learning Center, ESL Student Support Center
- ID Designer Role & Canvas Design Tools
- Al Training
- Sessions on topics such as best practices for instructional tools, student success, and other approved

Ongoing Professional Development:

Faculty Professional Learning

- Aligns with Vision2030
- Stipend for adjunct to attend Faculty Flex Days
- Student Learning Outcome training
- Having done the formal presentation on SLOs and the faculty request for more support, the Professional Development Committee and the SLO Coordinator

worked together to bring SLO Input Workshop Sessions in the fall 2024, spring 2025, and again in the fall 2025 semesters. These hyflex sessions were designed to give faculty a space to design assessment rubrics that included the mastery outcomes for each of their courses. The SLO Coordinator, SLO department representatives, and the Professional Development Co-Chairs were available to answer questions and walk faculty through setting up their SLO assignments in Canvas. With a training rhythm and structure in place, the SLO Coordinator and Professional Development Committee will continue to advance professional development to increase participation toward 100 percent of courses assessed each term.

- Online Tools Training
- The ProD Co-Chairs worked with the Instructional Designer to promote the CidiLabs Sidebar training sessions. The Instructional designer hosted two workshops showcasing the new DesignPlus features in the fall of 2024. The Instructional Designer also presented more in-depth information on the DesignPlus Sidebar and other Distance Education updates at the Spring 2025 Faculty Flex and the Fall 2025 Fall Flex training sessions.
- Recertification for Online Training Certification
- The ProD Co-Chairs collaborated with the Distance Education Committee Chair to help promote, facilitate, and gather survey feedback for the Faculty Online Teaching Recertifications. Two recertification workshops were held in the spring of 2025.
- Other technology and best practices training sessions in response to the Professional Training Interest Survey.

Classified Professional Learning

- Aligns with Vision2030
- Online leadership training series by Allison Shotwell, which featured presentations titled "Stepping into Leadership" and "What to Do When You Disagree: Strategies for Working Constructively with Colleagues to gain Cooperation and Trust and Get Things Done" in the spring of 2025.
- Other specific trainings in response to the Professional Development Interest Survey

Conference Attendance/Trainings

- Provide individual conference access (including the COLEGAS, A2Mend, and APAHE conferences)
- Conference travel for faculty and classified employees

Management Team

Each manager is encouraged to select at least one training course in alignment with their job. If the professional development activity requires funding, requests are submitted for review and approval by the President's Staff. Funds are set aside to support attendance of workshops and conferences with the focus on enrollment management, research and

planning, program development and equity. In addition, the following activities have been planned:

- District Management Association participation and leadership
- Leadership sessions with Dynamic Cultures focusing on organizational culture and leadership skills
- Individual coaching sessions with Dynamic Cultures
- Association of Continuing and Community Education (ACCE) annual fall workshop and spring conference
- Two management team retreats, one focusing on enrollment management strategies and tools and another one focusing on leadership skills
- Vision 2030 Noncredit Education Summit
- California Adult Education Program (CAEP Summit)
- National Council on Marketing and Public Relations (NCMPR) Annual Conference
- Moral Courage Mentor Training Program
- Quarterly Leadership Team meetings covering at least one topic on leadership development

NOCE Administrative Professionals Team

The NOCE Administrative Professionals Team, consisting of all administrative assistants across NOCE, is provided with monthly team training. The team collaborates to determine which training sessions would create consistency and efficiency school-wide, keeping in mind the goals of the NOCE Strategic Plan.

A variety of trainers are invited to attend to provide training in their area of expertise. Trainers for 2024-2025 included: team coordinator Julie Schoepf, NOCE managers and faculty, administrative team members, and district staff.

The team received the following training sessions for the 2024/25 school year:

- NOCE Ambassador Training
- Event Planning Tips and Tricks
- NOCE Meeting Setup
- Professionalism at Work
- Teamwork
- Students First
- PowerPoint Presentations
- HR Paperwork
- Onboarding New Staff the Admins Role
- Diversity Appreciation
- Taking Minutes Made Easy
- Independent Contractor Agreements (ICA)

The main objective for the 2025-2026 year is to provide accessible, engaging, and useful professional development opportunities to all employees equitably, specifically:

- Pay adjunct faculty for their participation in fall and spring flex events.
- Identify applicable learning outcomes aligned with systemic gaps for every Professional Development activity; Identify Professional Learning Communities (PLCs) within NOCE and support them with relevant training and resources;
- Develop a Classified Professional Annual professional development day for the 25-26 academic year;

Our goal is to include data from student surveys in planning Professional Development activities; and develop a repository of Professional Development materials on the NOCE website. Our plan is to develop an online application to streamline the application process and increase accessibility. The Online NOCE Professional Development Funding Application will be launched at the start of Spring 2026.

This item was prepared by Dr. Erin Sherard and Jennifer Carey, Professional Development Committee Co-Chairs.

How does this relate to the five District Strategic Directions? This item relates to District- wide Strategic Direction 2, The Employee Experience: NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees. The NOCE 2024-2025 Professional Development Program was developed with the current needs and challenges of faculty, staff, and students in mind, given the dynamic nature of external forces that shape and alter the education environment. Our focus is first and foremost student success driven. The District Strategic Plan (2026-2030) is currently being developed and will address the key drivers of our professional development efforts in the upcoming year.

How does this relate to Board Policy? The NOCE Professional Development Program relates to the following Board Policies: BP 1001 District Mission, Vision & Values Statements; We are committed to student success and lifelong learning, and value high standards, adaptability, professionalism, respect and inclusiveness. BP 4020 Program and Curriculum Development; our focus is on creating high quality and relevant educational opportunities for our students. BP 7100: Commitment to Equal Employment Opportunity and Diversity; our professional development opportunities will aim to promote an understanding of diversity. BP 7160: Professional Development; we support and encourage all NOCE employees to continue to develop their professional expertise through a variety of modes.

FUNDING SOURCE AND FINANCIAL IMPACT: The funding source for NOCE Professional Development is \$40,000 from the NOCE Carryover Fund.

RECOMMENDATION: It is recommended that the Board receive as information highlights relating to the NOCE 2024-2025 Professional Development Program.

Jennifer Vega La Serna	By. dift Bull	4.g.5
Recommended by	Approved for Submittal	Item No.

TO:	BOARD OF TRUSTEES	Action	
		Resolution	
DATE:	November 18, 2025	Information	Χ
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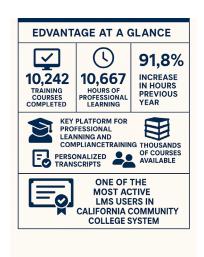
SUBJECT: NOCCCD

Professional Development

2024-2025

BACKGROUND: Professional growth serves as a key, systematic driver of equitable student success and institutional innovation and advancement. The District is committed to supporting all employees through timely, relevant, and strategically aligned learning opportunities that build capacity and strengthen institutional effectiveness.

Guided by our mission, vision, and strategic directions, District Professional Development uses a proactive, data-informed approach to identify professional learning needs. Multiple assessment strategies including surveys, feedback tools, and institutional data help identify gaps and anticipate emerging priorities aligned with the District's objectives and goals. The District Professional Development Department works collaboratively with the campuses, employee groups, ad hoc committees, and District Services departments to deliver responsive, high-quality programs that support continuous growth and organizational excellence.



In 2024–25, the District achieved substantial progress in advancing professional development through the expanded use of EdVantage, the District's learning management system (LMS). Employee engagement in online learning increased significantly compared to the prior year, reflecting the growing value and accessibility of professional development resources.

The District's success earned statewide recognition from the Vision Resource Center, which identified the District as one of the most active LMS users in the California Community College system. This achievement underscores the effectiveness of the District's professional development strategy and its ongoing

commitment to supporting employee growth and fostering a culture of continuous improvement.

Career Development Programs—including the Leadership Academy, Management Development Program, Classified Professionals Training Academy, and Mentorship Program—continue to provide employees with meaningful professional growth opportunities designed to enhance their effectiveness in current and future roles.

Guided by Vision 2030 and The Destination District vision, and informed by employee feedback and institutional priorities, all programs have been strategically redesigned to strengthen alignment with District goals and evolving workforce needs.

An outcomes assessment survey of participants who completed Career Development Programs since 2017 was conducted earlier this year. It demonstrates the positive impact of these initiatives. The data indicate that many participants experienced positive changes in role or responsibilities following program completion, and more than half reported progress toward their career goals. A strong majority stated they would recommend these programs to colleagues, reflecting both program relevance and participant satisfaction.



District Professional Development remains committed to continuous improvement—ensuring that Career Development Programs remain accessible, impactful, and responsive to the professional growth needs of all employees.

These outcomes highlight the effectiveness and lasting impact of the District's professional development initiatives in supporting employee growth, career mobility, and institutional capacity.

Additional key initiatives in 2024–25 include the launch of a monthly Leadership Lab training and discussion series for managers, the introduction of Al training opportunities, expanded cross-department collaboration, and continued support for equity-focused initiatives.

District Professional Development continues to collaborate closely with campuses, District Services departments, and employee groups to provide in-person, virtual, and hybrid learning opportunities. Programs such as the P.I.E. Series and Infusing Diversity, Equity, and Inclusion into Curriculum foster an inclusive, equitable, and welcoming environment. EEO and Hiring Committee Training further supports equity efforts in the recruitment process.

Together, these efforts reflect the District's unwavering commitment to building a culture of continuous learning, supporting employee success, and advancing institutional goals.

The following summary highlights the professional development activities provided District-wide, as well as the training offered by District Services during the 2024–25 academic year:

Career Development Programs (one year)

	opinient Programs (one year)
Mentorship Program:	The fifth cohort of the Mentorship Program began in September 2024 and graduated in May 2025. The program included 20 employees and provided 8 hours of individual professional mentorship, along with 8 hours of training focused on professional and career development. All survey respondents reported 100 percent satisfaction, reflecting the program's strong impact on employee growth and development.
	Detailed information about the program, including covered topics, is available at https://www.nocccd.edu/documents/mentorship-program-brochure
Classified Professionals Training Academy:	The third cohort of the Classified Professionals Training Academy began in March 2025 and will run through December 2025. Eighteen classified staff members will complete 30 hours of training across 10 sessions. As of June 2025, the program received a 93 percent satisfaction rating from participants. Detailed information about the program, including covered topics, is available at https://www.nocced.edu/documents/classified-professionals-training-academy-2025
Management Development Program:	The fourth cohort of the Management Development Program began in April 2025 and will conclude in December 2025. Seventeen managers are enrolled in the program and will complete 27 hours of training across nine sessions. As of June 2025, survey respondents reported 100 percent satisfaction with the program.
	Detailed information about the program, including covered topics, is available at https://www.nocccd.edu/documents/management-development-program-brochure

Learning Management System (LMS)

EdVantage, the District's Learning Management System (LMS). EdVantage continues to serve as a key platform for professional learning and compliance training. It provides employees with access to thousands of courses, including content specifically designed for California Community Colleges, as well as personalized transcripts to track individual progress. In addition to statewide offerings, the District develops and delivers its own customized training through the platform. EdVantage also hosts 40 Learning Communities that foster collaboration and resource sharing across the state.

In 2024–25, employees collectively completed 10,242 training courses and invested 10,667 hours in professional learning—a 91.8 percent increase from the previous year—underscoring the platform's essential role in advancing professional growth and ensuring compliance.

Mandatory Trainings

Managers' Training

Leadership Lab: Learning and Discussion Series	 Monthly managers' learning and discussion series offered on the third Wednesday of each month. Topics included equity in hiring, collective bargaining agreements, best practices in hiring hourly employees, employee accommodations, and workers' compensation.
Management Retreat	 A full-day retreat for all managers was held in collaboration with the DMA and sponsored by the Chancellor's Office. Topics included leadership and management strategies, management best practices, reports and resources for data-informed decision-making, and training needs and support for managers.
HR Trainings	 Two-hour HR training for new managers. HR-related training sessions for the Management Development Program.

Diversity Training

Diversity Training	
Future Instructors Training Program (FIT)	The FIT Program aims to connect equity-minded faculty within NOCCCD to mentor and inspire future instructors in selected fields. The program provides stipends and additional resources for participants, with the goal of closing opportunity gaps and fostering the development of the next generation of community college faculty. The eighth cohort of the program graduated in May 2025, with 11 mentees and 10 mentors participating.
Hire Me Workshop	The "Hire Me" Workshop was a collaborative effort between the DCI Office, faculty fellows, and Human Resources. The goal of the workshop was to prepare participants for the hiring process by guiding them through each stage — from completing applications and preparing for interviews to understanding what to expect during and after the interview process. Participants engaged in interactive activities, including mock interviews that provided valuable insight into the process from the interviewer's perspective. This hands-on experience helped participants develop stronger interview skills and gain confidence in pursuing full-time positions. Twenty-four participants attended the workshop, which was open to both FIT mentees and District adjunct faculty.
Pluralism, Inclusion, and Equity (P.I.E.) Series	 One Person, No Vote: How Voter Suppression is Destroying Our Democracy. What is a Latin@/x/e. Compassion for Undocumented Students in the Classroom: A Pedagogical Perspective. Immigration Issues in Higher Education. Reflecting, Celebrating, and Understanding Black History Month. Supporting Undocumented Students, Families & Communities – Part I and Part II. Diversity Statements 101: Laying the Foundation at Cypress College and Fullerton College. Sexual Assault Awareness – Session 1: Education Workshop, Session 2: Self Defense. Creating a Campus Culture of Mental Health & Wellness. Queers, Careers and Q-munity.
Other Diversity Trainings	 Understanding Cultural, Social, and Personal Identities and Understanding Conflict – 2 sessions. Keeping it InclusiveTop 10 Ways to Maintaining a Safe & Inclusive Classroom.

Technology Trainings

Technology Trainings	 Al Symposium. Banner Navigation Training (55 sessions). ARGOS Reporting (26 sessions). Dynamic Forms (6 sessions).
	,
	Banner Self Service 9 (2 sessions).
	Barrier cen cervice o (2 occorono).

Accounting Trainings

Accounting Trainings	 Budget Allocation Forums – Districtwide webinars that included participation from campus budget officers and expanded discussions to include campus budget processes. Management Development Program Presentations – Sessions covering budget, accounting processes, and payroll. Leadership Academy Presentations – Sessions focused on District finance.
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Risk Management Trainings

	RISK Management Trainings
Risk Management Trainings	 Workers Compensation Training. Hearing Conservation/Testing. Fire Safety and Extinguisher Training. Utility Cart Training. Utility Cart Train the Trainer. Forklift Training. Forklift Train the Trainer. Bloodborne Pathogens. Injury and Illness Prevention Plan. Hazard Communication. Heat Illness Prevention. Hazard Materials Awareness. Pesticide Training. Slips, Trips, and Falls. Electrical Safety Training. Workplace Violence Prevention Plan.

Other Trainings

	Other framings	
Employee Orientations	 New Employee and Faculty Orientation: A 7.5-hour orientation program for new employees conducted twice annually. Approximately 100 employees participated in the training. Adjunct Faculty Orientation: A 4-hour paid training session specifically for adjunct faculty, also held twice annually. Approximately 125 adjunct faculty members attended the training. Both programs cover key topics such as the history of the District, sexual harassment prevention, Title IX regulations, employee benefits, risk management, payroll procedures, classroom technology, disability support services, the fraud hotline, and available health services. These orientations provide valuable opportunities for employees across all locations to connect and build professional networks. Union representatives are also available to meet with their members at the conclusion of each session. 	
First Aid and CPR/AED Workplace Training	This training focused on supporting employees who require job-related recertification but was open to all interested staff. Six training sessions were offered across the District.	

District Services is intentional about expanding and consistently offering professional development programs and opportunities for all employee groups. It continues to seek ways to remove barriers to employee growth and to foster a culture of continuous learning.

Professional Development Plans for 2025–26 and Beyond: Building on the momentum of the redesigned Career Development Programs, District Professional Development will revitalize and expand the New Employee Onboarding Experience to better support employee success and long-term engagement. Currently, onboarding consists of a half-day training for all full-time employees. Beginning in 2025–26, this will evolve into a comprehensive, year-long onboarding journey designed to provide sustained learning, continuous support, and meaningful connection throughout an employee's first year.

The new model will incorporate a flipped-classroom approach, enabling employees to complete foundational training at their own pace while participating in structured sessions throughout the year to deepen understanding, ask questions, and build professional networks.

District Professional Development will also lead the design and implementation of updates to the Flexible Calendar policy in response to recent Professional Learning and Flexible Calendar regulatory revisions. These revisions expand the allowable use of flexible calendar time to include full-time and part-time faculty, classified professionals, administrators, and student employees.

In addition, District Professional Development will collaborate closely with other departments and employee groups to develop and launch a series of just-in-time micro-trainings that address common workplace challenges. These ongoing, collaborative efforts will extend beyond 2025–26, establishing a sustainable and adaptive professional development framework that strengthens institutional capacity, enhances the employee experience, and supports long-term organizational success.

How does this relate to the five District Strategic Directions? The Professional Development Programs offered by District Services directly support District Strategic Direction 2: Employee Experience — NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

Through initiatives such as career development programs, the EdVantage Learning Management System (LMS), leadership training, enhanced onboarding, and diversity, equity, inclusion, accessibility, and anti-racism (DEIAA) efforts, along with a wide range of other targeted training opportunities provided by District Services departments, the District strengthens employee engagement, builds institutional capacity, and fosters a culture of continuous learning.

These efforts not only advance Strategic Direction 2 but also align with broader District priorities by enhancing organizational effectiveness and improving both the employee and student experience.

How does this relate to Board Policy? District professional development programs directly support Board Policy (BP) 1001 – Mission, Vision, and Values (1.1, 2.0, 3.1, 3.2, 3.3, 3.7), BP 1002 – Philosophy (2.5), and BP 7160 – Professional Development (1.0, 2.0, 3.0). These programs advance the District's mission by providing ongoing, high-quality learning opportunities that strengthen employees' professional practice and enhance their capacity to support student success.

District Services delivers comprehensive training designed to build employee capability, improve job performance, and align with institutional goals. Regular EEO Hiring Committee training and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) initiatives further promote equity, inclusiveness, and cultural responsiveness across the organization.

Collectively, these efforts ensure that professional development aligns with Board policy priorities and reinforces the District's commitment to cultivating a dynamic, inclusive, and high-performing learning and working environment.

FUNDING SOURCE AND FINANCIAL IMPACT: District Services Professional Development activities are supported with general funds.

RECOMMENDATION: It is recommended that the Board receive as information highlights relating to the District Services 2024-2025 Professional Development Program.

Jennifer Vega La Serna	B. V. digt Brill	4.h.8
Recommended by	Approved for Submittal	Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action		
		Resolution		
DATE:	November 18, 2025	Information	Χ	
		Enclosure(s)	Χ	
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SUBJECT: Cypress College Student Equity Plan

2025-2028

BACKGROUND: The Student Equity Plan is a state-mandated initiative required by the CCCCO to promote equitable outcomes for all students. The plan outlines Cypress College's strategies, activities, and goals to close equity gaps in Successful Enrollment, Completed Both English and Math, Persistence from 1st to 2nd Primary Terms, Completion: Degree or Certificate, and Transfer to 4-Year. Developed collaboratively by faculty, staff, and administrators, the 2025-2028 Student Equity Plan aligns with the North Orange County Community College District's commitment to DEIAA. Students, through their constituent groups, will participate in the review and feedback process as part of the College's shared governance structure.

How does this relate to the five District Strategic Directions? The Cypress College Student Equity Plan directly supports the District's Strategic Directions by advancing equitable student experiences and success through targeted interventions that close achievement gaps (Direction 1). The plan also promotes an inclusive employee experience by engaging faculty and staff in professional learning focused on equity (Direction 2). Through efficient use of categorical funding and data-informed decision-making, it reflects responsible stewardship of resources (Direction 3). Collaboration with community organizations and K–12 districts strengthens collective impact and partnerships (Direction 4). Finally, the plan aligns with efforts to create welcoming and accessible learning environments that enhance the physical environment of the campus (Direction 5).

How does this relate to Board Policy: This item aligns with BP 5300 Student Equity, which affirms the District's commitment to ensuring equitable access, opportunities, and outcomes for all students. The Student Equity Plan operationalizes this policy by identifying disproportionately impacted student groups and outlining strategies to promote inclusion and success across the college community.

FUNDING SOURCE AND FINANCIAL IMPACT: The Student Equity Plan is funded through Student Equity and Achievement (SEA) funds, which are allocated to Cypress College based on Chancellor's Office guidelines.

RECOMMENDATION: It is recommended that the Board receive a first reading of the Cypress College 2025–2028 Student Equity Plan.

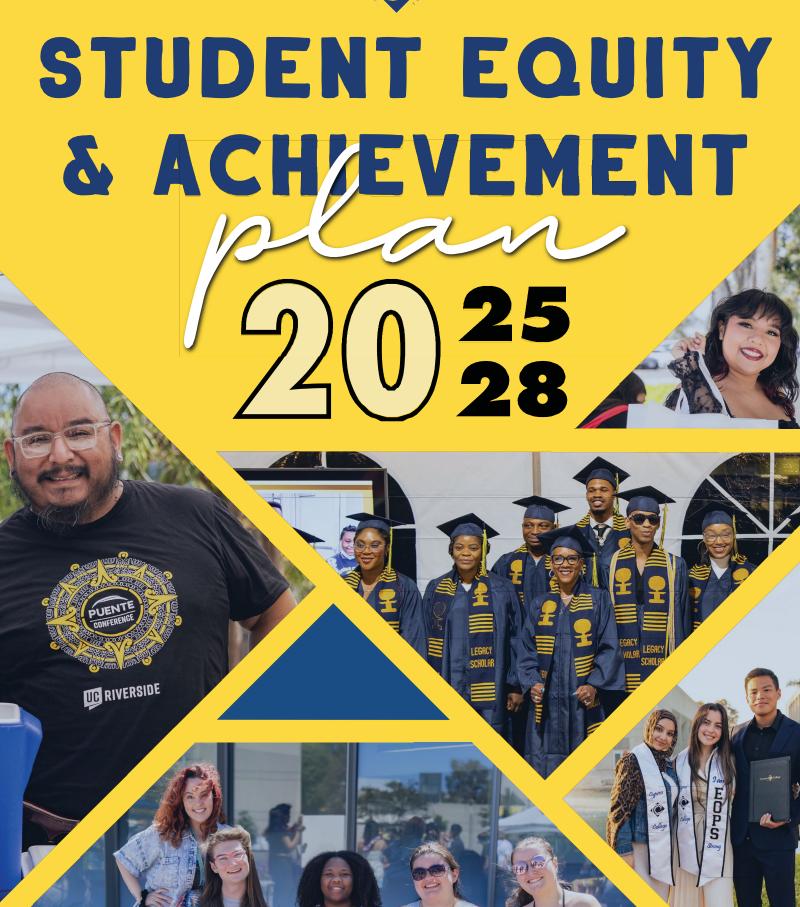
Jennifer Vega La Serna
Recommended by

Approved for Submittal

4.i

Item No.







2025-2028 Cypress College Student Equity Plan Executive Summary

Cypress College's 2025-2028 Student Equity and Achievement (SEA) Plan aims to eliminate disproportionate impact, fully close the equity gaps, and support equitable student success by focusing on data-driven strategies, campus-wide initiatives, and improved student support strategies/programs/services to help students reach their educational goals, particularly for the following disproportionately impacted groups:

- Black/African American Students
- First-Generation College Students
- Foster Youth Students
- Latina/e/o/x Students
- Lesbian, Gay, Bi-Sexual, Transgender, Queer, Intersex, and, Asexual+ Students
- Male Students
- Students with Disabilities

Goals for Student Groups

• <u>Eliminate Disproportionate Impact</u>

The primary goal is to reduce and eliminate the disparities in educational outcomes among various student populations. Efforts to eliminate disproportionate impact includes identifying and addressing educational policies, practices, and biases that create barriers or negatively affect certain student groups.

Fully Close the Equity Gap

The plan promotes a collegewide approach to increase equitable student success for all students, especially those from underserved groups.

Initiatives to Achieve Goals

<u>Data-Driven Decision Making Through Data Collection and Analysis:</u>

The plan emphasizes the use of disaggregated student data to identify specific achievement gaps or where disparities exist and tailor interventions accordingly.

• <u>Campus-Wide Initiatives</u>

Initiative	Successfu l Enrollmen t	Complete d Both English and Math	Persistence: 1 st to 2 nd Primary Terms	Completio n: Degree or Certificate	Transfer to 4-Year (within 3 years)
1) Guided Pathways	Х	Х	Х	Х	Х
 Strategic Enrollment Management 	Х	Х	Х	Х	Х
3) Charger Experience Program	Х	Х	Х	Х	X
4) Student Ambassador s/ Advocates	Х	Х	Х	Х	Х
5) Program Mapper (update)	Х	Х	Х	Х	X

• <u>Student Support Strategies/Programs/Services</u>

Activity	Successfu I Enrollme nt	Complete d Both English and Math	Persistenc e: 1 st to 2 nd Primary Terms	Completio n: Degree or Certificate	Transfer to 4-Year (within 3 years)
1) Pre- Semester Academic & Student Support	Х	Х	Х		
2) Academic & Student Support		Х	X	Х	Х
3) Enrollment Support	Х	Х	X	Χ	Х
4) Case/cohort Managemen t (high touch Services)	Х	Х	X	Х	Х

5) Learning Communitie s	Х	X	X	Χ	Х
6) Early Alert/ Faculty Referrals & Follow Up		X	Х	X	Х
7) Progress Milestones/ SEPs		Х	Х	Х	х
8) Engagement Activities	Х	Х	Х	Х	Х
9) University/ Employer Partnerships				Х	Х
10) Equity- Minded Professional Developmen t		Х	Х	Х	Х

Budgeted Resources

• The college will continue to designate funding for comprehensive resources including academic and student support programs and services, student success initiatives, employee salaries/benefits, supplies and materials, and operating expenses in alignment with the SEA expenditure guidelines and to address the varied needs of students.

Cypress College Contacts

• Dr. Scott Thayer, President Email: sthayer@cypresscollege.edu

 Dr. Paul de Dios, Vice President of Student Services/Acting Director of Student Equity and Success

Email: pdedios@cypresscollege.edu

 Jenelle Herman, Faculty Co-Chair of the Student Equity Committee Email: jherman@cypresscollege.edu

2022-2025 Expenditures

• FY 2022-2023

Employee Salaries/Benefits	Supplies and Materials, Operating Expenses
\$4,177,417.00	\$1,047,154.00

TOTAL = \$5,224,571.00

FY 2023-2024

Employee Salaries/Benefits	Supplies and Materials, Operating Expenses
\$4,682,203.00	\$339,668.00

TOTAL = \$5,021,871.00

• FY 2024-2025

Employee Salaries/Benefits	Supplies and Materials, Operating Expenses
\$4,658,229.00	\$400,128.00

TOTAL = \$5,058,357.00

Assessment of Progress: 2022-2025 SEA Plan

- Key Initiatives
 - Equity-Minded Professional Development:

The Professional Development Office and other campuswide departments coordinated training to foster an equity-conscious campus environment, helping faculty and staff understand and address equity issues.

o <u>Targeted Resource Development:</u>

The college created intentional, targeted resources, and services to support disproportionately impacted students.

Onboarding and Pathway Support:

Student pathways from enrollment to goal completion were strengthened by improving access to support mechanisms and guidance.

Inclusive Programs:

The Grads to Be Program housed with Extended Opportunity Programs and Services and other programs and services specifically addressed the unique needs of undocumented students, creating a supportive and welcoming environment.

Conclusion

Cypress College's ongoing commitment to fostering a campus climate where all students are valued and supported is demonstrated in our work of advancing equity, reducing disproportionate impact, and fully closing the equity gap. We will continue to ensure that all students, especially disproportionately impacted student groups, can achieve their educational goals. We will continue to build on our progress and use data-driven strategies for future initiatives found in this document.

Student Equity Plan Contributors

	<u> </u>
Virgil Adams	Amelia Mosley
Steve Auger	Kristina Oganesian
Anne-Marie Beck*	Dave Okawa
Cynthia Blake	Gloria Ortega
Deborah Bundy	Celeste Phelps*
Imelda Clark	Marc Posner
Danny Crumble	Vanila Pulu-Suliafu
Matthew Dawood	Joey Quenga
Dr. Dawn Decker	Dr. Daisy Ramirez*
Dr. Paul de Dios*	Jacky Rangel
Gabriela de la Cruz*	Rosemary Rangel
Moises Del Real Viramontes	Dario Resendiz
Dr. Juan Carlos Garcia	Regina Rhymes
Sandra Garcia	AnnMarie Ruelas*
Marylou Garibaldi	Adrienne Sanchez
Hailie Graham	Nydia Sandoval
Ruth Gutierrez	Holly Segoviano
Dr. Eileen Haddad	Stephanie Teer
Brittany Hamer*	Dr. Scott Thayer*
Maria Haro	Vivan Tieu
Jenelle Herman*	Luu Tran
Dr. Rick Hodge	Bryan Ventura*
Marbelly Jairam	Dr. Janet Vera*
Dr. Tony Jake	Committees
Joshua James	Academic Senate
Marcie Kagawa	Associated Students
Dr. Liana Koeppel	Classified Senate
Howard Kummerman	DEIAA Committee
Renay Laguana-Ferinac	Guided Pathways
Christina Lakeman	Planning & Budget Committee
Dr. Terri Long	President's Advisory Council
Brady Miller-Wakeham	Student Equity Committee

^{*2025-2028} SEA Plan Steering Committee



Welcome to your 2025-28 Student Equity Plan

Guidance

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program (Education Code 78222). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

Assurances

√I have read the legislation <u>Education Code 78220</u> and <u>Education Code 78222</u> am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

✓I have read the legislation <u>Education Code 78221</u> and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

✓I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Cypress College has taken measures to ensure that the Student Equity Plan meets the needs of all groups on campus, particularly those identified as Disproportionately Impacted (DI). In addition to

including at least one student representative on each of the major shared governance committees that review and approve the Student Equity Plan, our Steering Committee consists of those who work most directly with these students. Each member of the Steering Committee has utilized disaggregated institutional data, along with the voices, insights, and experiences of their students, including those who belong to DI groups, and others who work with those students, in order to reflect on best practices and develop each priority addressed in the Student Equity Plan.

In order to leverage student voice to advance our institutional equity goals, we will deploy several strategies. First, we will continue to track changes in the student equity metrics for all students, but particularly our DI groups, to see if there are improvements in those metrics from year to year based on the implementation of our new strategies. We will also consistently collect data via surveys and other instruments, as well as anecdotal data obtained from students, to assess students' experiences with the various elements of our Equity Plan. Because our Steering Committee is made up of those working directly with these students, we gain anecdotal data on a daily basis and have countless opportunities to learn from students what is working for them and what is not. We will share this objective and subjective feedback across our team and with the the students that we serve so that we can identify patterns in best practices and work to scale those up to other groups and the larger student population.

✓ I have read the legislation <u>Education Code 78220</u> and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans provides information on race-consciousness strategies and student equity planning.

In the development of our Student Equity Plan, our consistent refrain was that all of our Disproportionately Impacted (DI) groups intersect. Some Black students are First-Generation. Some LGBTQ+ students are Latine/x/a/o. Some Foster Youth are DSS and Male. Every category intersects with every other category to some degree. Therefore, all the plans we make and strategies we pursue must also intersect. The work we do for First Generation, Male, Foster Youth, DSS, and LGBTQ+ students must serve black and brown students, or it is failing to truly serve those populations. We must acknowledge that our students of color within those other DI groups are exponentially impacted by current and historical, local and systemic inequities, often in addition to the impacts of other aspects of their identities and experiences. This is why our students' voices and experiences are so central to the planning and work that we do; we must consider their lived realities as well as the systems they must succeed within. In order to embed

this work into our institution's culture, we are pursuing strategies that serve more than just one aspect of our students' identities.

One way we aim to do this is by disaggregating data within each of the DI groups. We want to know how the experiences and success of each sub-group within the DI groups are similar or different and which of those sub-groups needs additional or specialized support. We want to ensure that the best practices for our Black and Latine/x/a/o students are not solely used in Black and Latine/x/a/o spaces but are also intentionally implemented in DSS, LGBTQ+, Foster Youth, Male, and First-Generation strategies and planning, as well as within general instructional and student services practices.

Historically, the college has brought in various racial equity experts to provide training and professional development and has supported racial equity communities of practice and race-specific workgroups to intentionally identify and address racial inequities and larger societal issues around race through discourse, trainings, and the development of policies and guidelines. We plan to continue this work and ensure that it is kept central in the implementation of our Student Equity Plan.

✓ I have read <u>Education Code 78220</u> section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Cypress College will implement an ongoing process to ensure that the Student Equity Plan advances institutional goals and supports continuous improvement. Oversight will be coordinated through the Cypress College Student Equity and Achievement (SEA) Committee, which includes faculty, staff, students, and managers. This group will review progress, assess outcomes, and recommend adjustments.

Evaluation will draw from multiple sources. Institutional Research will provide disaggregated data on the SE metrics, while qualitative input from program leads, faculty, and students will provide insights into the student experience. Together, these perspectives will provide a comprehensive picture of equity progress and opportunities for improvement.

Equity updates will be embedded in governance structures to ensure transparency and accountability. Findings will be shared with the Academic Senate, Classified Senate, Associated Students, and other constituencies, with information also distributed through campus reports and web-based dashboards.

The College will follow a review and evaluation schedule. A review of the Student Equity Plan will be conducted annually by the end of the academic year, with findings shared with the campus community. The evaluation will assess progress toward equity goals, examine feedback, and

highlight effective strategies. Results will be reported through committees and discussions and digital dashboards to ensure transparency and collective engagement in advancing equity.

Through this process, the Student Equity Plan will remain dynamic and responsive, grounded in both data and student experiences to advance institutional goals.

Contacts

Name	Responsibility	Institution	Email Address	Phone Number
Dr. Paul de Dios	Project Lead	n/a	pdedios@cypresscollege.edu	(714) 484-7335
Nydia Sandoval	Alternate Project Lead	n/a	nsandoval@cypresscollege.edu	
Bryan Ventura	Alternate Project Lead	n/a	bventura@cypresscollege.edu	
Kristina Oganesian	Alternate Project Lead	n/a	koganesian@cypresscollege.edu	(714) 484-7325
Dr. Scott Thayer	Approver: Chancellor/President	n/a	sthayer@cypresscollege.edu	(714) 484-7308
Terri Long	Approver: Chief Instructional Officer	n/a	tlong@cypresscollege.edu	+1 (714) 484-7331
Dr. Paul de Dios	Approver: Chief Student Services Officer	n/a	pdedios@cypresscollege.edu	(714) 484-7335
Dr Tony Jake	Approver: Chief Business Officer	n/a	tjake@cypresscollege.edu	
Jaclyn Magginetti	Approver: Academic Senate President	n/a	jmagginetti@cypresscollege.edu	(714) 726-9710
Brady Miller-Wakeham	Approver: Guided Pathways Coordinator/Lead	n/a	bmillerwakeham@cypresscollege.edu	
Celeste Phelps	Alternate Project Lead	n/a	cphelps@cypresscollege.edu	

Student Equity Plan Reflection

Guidance

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

Reflection

For reference: your most recent SEA Annual Report

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings

What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What

institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

Through the 2022-2025 Student Equity Plan, Cypress College has gained a deeper understanding of the root causes driving equity gaps among DI populations. The college has learned that most gaps stem from structural barriers. From the 2022-2025 Equity Plan, we learned that many DI learners faced friction points tied to complex institutional processes, unclear pathways, and limited access to holistic support. For women, especially parenting students, challenges included limited childcare and scheduling conflicts. For Latinx students, barriers related to unclear course sequencing and lack of culturally relevant instruction. For Black/African American students, financial instability, underrepresentation, and reduced access to culturally affirming spaces impacted persistence and completion.

To address these barriers, the College strengthened equity-minded structures and processes that embedded support and belonging across programs. Guided Pathways provided a framework for analyzing equity gaps within onboarding, advising, and instruction. Expanded learning communities and pilot Latinx cohort models integrated academic support, counseling, and community-building into the classroom. The Charger Experience Promise Program and increased educational planning effort have improved early connection and follow-through.

A strong culture of equity has emerged through collaboration among faculty, staff, and student leaders. The College through the SEA committee has prioritized resources for programs serving DI groups. The creation of the Legacy, APIDA, Pride, and ARISE Centers have built representation and community for students.

Among the most impactful actions have been scaling learning communities and cohort-based instruction to deliver embedded, identify-affirming support; expanding culturally relevant spaces and programming that promote connection and belonging; and enhancing access to holistic support, including extended counseling hours, financial resources, and mental health resources.

Plan Continuity

Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

Building on the lessons from the 2022-2025 Student Equity Plan, Cypress College will continue several key strategies that have proven effective in addressing equity gaps and fostering a culture of inclusion.

The college will continue scaling learning communities and cohort-based instruction that integrate academic, counseling, and social-emotional support. These models have shown success among DI student populations. The continuation of Latinx cohort models and expansion of culturally responsive learning communities will remain central to the 2025-2028.

The creation of the Legacy, APIDA, Pride, Rising Scholars, and ARISE Centers have enhanced belonging and representation. These centers will continue to serve as hubs for engagement, support, and programming that affirm student identities and foster cross-campus collaboration. The 2025-2028 student equity plan will deepen this work by connecting these centers to classroom and co-curricular learning opportunities.

Holistic approaches, such as extended counseling hours and mental health services, have strengthened student well-being and success. These wraparound supports will continue to be integrated with Guided Pathways and the Charger Experience Program to ensure that students encounter a seamless, supportive environment from entry to completion. The Health Center has also evolved into the Health and Wellness Center, further expanding access to mental health services through the addition of a full-time Mental Health Services Manager.

These discoveries affirm that Cypress College's most effective equity work emerges when academic and student support systems are intentionally aligned, culturally grounded, and community driven. These principles will guide the development and implementation of the 2025-2028 Student Equity Plan.

Executive Summary

Executive Summary URL

PDF Upload *see attached document

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

2025-2028 Cypress College Student Equity Plan Executive Summary - FINAL.pdf

Student Populations Experiencing Disproportionate Impact

Guidance

The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1)

For further information on the Metric and DI Population Summary table, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>

Metric and DI Population Summary

		Goal 1: Eliminate Disproportionate Impact						
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap		
Successful Enrollment - DI Student Populations								
Black or African American	5.7%	83	11.4%	168	13.4%	197		
White	7.8%	471	14.7%	894	16.7%	1013		
Completed Both Transfer-Level Math & English - DI Student Populations								
Black or African American	9.2%	11	4.4%	6	9.6%	12		
DSPS	12.5%	34	2.5%	7	6.4%	18		
First Generation	14.6%	244	5.2%	87	7.2%	121		
Hispanic	16.6%	304	1.8%	34	3.8%	70		
Homeless	6.5%	11	8.8%	15	12.5%	22		
LGBT	15.5%	91	0.6%	4	3.6%	22		
Male	17.3%	270	0%	1	2%	32		
White	8.7%	52	9.4%	56	11.6%	70		
	Persistence: First Primary Term to Secondary Term - DI Student Populations							
First Generation	68.7%	933	0.6%	9	3.1%	43		
Hispanic	66.8%	1074	5.3%	85	7.6%	123		
White	65.8%	225	0.2%	1	5.2%	18		

Metric and DI Population Summary - continued

			Goa Eliminate Disprop	al 1: portionate Impact	Goa Fully Close			
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap		
	Completion - DI Student Populations							
DSPS	12.3%	29	2.8%	7	7%	17		
Econ Disadvantaged Male	17.5%	220	0%	1	2.1%	27		
First Generation	15.5%	255	4.5%	75	6.5%	108		
Hispanic	14.5%	237	6.4%	106	8.5%	139		
Male	16.9%	266	1.6%	25	3.6%	56		
		Transferred to a Fo	our-Year - DI Student I	Populations				
Econ Disadvantaged Male	25.9%	125	4.6%	23	8.5%	41		
First Generation	27.6%	142	2.1%	11	6.1%	32		
Hispanic	24.4%	130	8%	43	11.6%	62		
Male	27.6%	166	3.2%	20	6.9%	42		

Successful Enrollment

Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. https://datavista.cccco.edu/resources/38 (300C)

Successful Enrollment metric is calculated as follows:

• Applied in the selected academic year through the OPEN CCC Apply version of the application

- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment</u>. (For further information on the data table and goals provided, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>)

Data Review/Establishing Equity and Student Populations Goals

		Success	sful Enrollment Data			
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.8%	2695	N/A	N/A	N/A	N/A
Black or African American	5.7%	83	11.4%	168	13.4%	197
White	7.8%	471	14.7%	894	16.7%	1013

^{*} The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. (<u>Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)</u>

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

√ No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Successful Enrollment.

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates AND meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.

- Legacy staff will contact African American students who applied but had not enrolled, offering support to complete orientation, assessment, and educational planning. Students will be invited to join the Legacy Program after experiencing its benefits. Enrollment data will be monitored to identify students registered in fewer than 12 units, and outreach will encourage participation in the CEP. Campus events like Charger Fridays and Back2School Night events will help build early connections.
- Legacy will continue to partner with the Charger Experience Program to access feeder schools and cultural centers. Using Tableau, staff identified African American students and conduct personalized outreach. Summer Bridge will assist with enrollment steps into pre-semester checklists. Case management counseling will ensure students received timely support, and Legacy Family Welcome Night engage families in the onboarding process.
- Appointment booking software streamlines access to counseling. A dedicated Outreach Ambassador Specialist will continue to track
 application-to-enrollment completion bi-weekly. This multi-layered approach increases enrollment yield and ensures students received personalized support. Family engagement and early connection fosters trust and belonging.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

✓ Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

The Charger Experience supports students through onboarding events like Charger Friday, Charger Night, and Summer Orientation. Students complete orientation, assessment, meet with counselors to develop an educational plan, making them eligible for priority registration. Aligned with guided pathways, students gain a clear understanding of required courses and what to register for.

The CEP and Student Advocates will host registration workshops to assist students with the registration process. Students learn how to navigate registration platforms, are given counselor clearance for course prerequisites, and enroll in at least 12 units. Registration events for prospective students are hosted in a variety on modalities, nights and weekend events.

Official communications will be sent from the campus to encourage students to enroll in courses. For students who have applied but are not enrolled, mailers will be sent to home addresses, Student Advocates will call students, emails campaigns will be sent, and additional incentives will be provided for students who attend New Student Welcome Night.

Completed Both Transfer-Level Math & English

Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. https://datavista.cccco.edu/resources/39 (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English</u>. (For further information on the data table and goals provided, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>)

Data Review/Establishing Equity and Student Populations Goals

	Con	npleted Both Tra	ansfer-Level Math & I	English Data		
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	18.4%	658	N/A	N/A	N/A	N/A
Black or African American	9.2%	11	4.4%	6	9.6%	12
DSPS	12.5%	34	2.5%	7	6.4%	18
First Generation	14.6%	244	5.2%	87	7.2%	121

Hispanic	16.6%	304	1.8%	34	3.8%	70
Homeless	6.5%	11	8.8%	15	12.5%	22
LGBT	15.5%	91	0.6%	4	3.6%	22
Male	17.3%	270	0%	1	2%	32
White	8.7%	52	9.4%	56	11.6%	70
Foster Youth	0.0%	15	N/A	N/A	18.5%	3

^{*} The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: <u>Data Vista: Data View - Single Metric - First-Time NSA Cohort.</u>

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion</u>)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark...

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

√ No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates AND meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy) Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.
1	The English Summer Bridge Program is a 3-day, faculty-led program designed to help 1st Gen, Black/African American, and LatinX students transition into transfer-level English. During the program, students gain exposure to academic expectations, campus resources, and peer connections. Faculty deliver reading and writing content and offer community-building activities. The program is designed to help students build self-efficacy in English and a clearer understanding of campus resources.
2	The Peer Tutor Program embeds trained student peer tutors into English/ESL college level writing courses. The pilot program showed excellent results where ENGL 1000 students that worked with a peer tutor had success rates than those that did not work with a peer tutor. We saw similar gains with our ENGL 1000E and ESL 110 participants. This year we expanded embedded tutors to 25 sections.
3	Implement JamWorks Technology: A tool that captures lectures, generates transcripts, and converts math equations into accessible formats for DSS students. This technology directly supports students' success in math by capturing lectures, generating accurate transcripts, and translating math equations into accessible formats. SWDs often need additional ways to review and process complex information. Jamworks ensures they have equal access to lecture material and problem solving steps.
4	Specialized tutoring in math and English: Helps students with disabilities grasp challenging math concepts and scaffold writing assignments, boosting success in the first year. By improving early course success rates, students stay on track to complete these critical courses in their first year.

African American students will continue to participate in a pre-semester Legacy English Summer Bridge Program to build confidence and 5 preparedness for ENG C1000E. Quarterly Legacy Thursday check-ins includes progress assessments and community-building. Embedded student hours provides tutoring and academic support in a culturally affirming environment. Legacy students are required to enroll in transfer-level English in their first semester. In Fall, 79% also participated in the Charger Experience 6 Program, which mandates completion of both math and English in year one. Mandatory counseling ensures students enrolled in required courses. COUN 150 and COUN 160 provides curriculum-based guidance on educational planning and transfer requirements Transfer Prep Summer Academy at UC Irvine requires students to maintain a GPA of 2.5, complete entry-level English, and accumulate 18 7 transferable units. Peer mentorship and faculty development workshops promotes equity and culturally responsive pedagogy. Additional supports were explored to address math withdrawal rates. Student Advocates called First Generation students who needed to complete an English course to encourage enrollment for the spring term. 8 Students who had previously taken an English course and received a D or F were contacted to encourage re-enrollment the following term. Student Advocates called First Generation students who needed to complete an English course to encourage enrollment for the spring term. 9 Students who had previously taken an English course and received a D or F were contacted to encourage re-enrollment the following term. Develop and coordinate cohort-based classes, tutoring, and mentorship to help male students feel supported and capable in foundational 10 subjects. Referrals to trusted instructors and embedded tutoring increase engagement and persistence in transfer-level Math and English. Continue the Pride Learning Community: Students explore success strategies and LGBTQ+-specific content in an inclusive cohort where they 11 can build community and connection and have increased access to support. Continue to embed Pride Peer Tutors (data shows increased success rates that were more than 20% higher for students who worked with the 12 peer tutor): in the Pride Center. We will increase Wellness and Academic Counseling for LGBTQ+ students by requiring appointments for additional groups, such as Drag Show participants, student leaders, and students with high levels of engagement in the Pride Center. We will also implement periodic grade checks to be used to guide Academic Counseling appointments and referrals to other support services. We will grow the Pride Learning Community by increasing outreach and enrollment, adding an LGBTQ+ cohort in the English Summer Bridge program, adding Pride Math sections, and adding a 2nd-Year cohort to continue supporting LGBTQ+ students while they also support 1st-Year students as mentors. We will expand Pride English tutoring from only the Pride Learning Community to the entire Pride community. We will also add a STEM tutor 15 who can support students in math and science courses. Guardian Scholars and NextUp plan to embed academic workshops that strengthen student skills in areas such as time management, study strategies, and effective use of educational resources. Continue to provide comprehensive educational planning, academic interventions, guidance, and coaching to ensure Foster Youth students receive consistent and personalized support. Develop and coordinate mentorship, peer support, wellness workshops, and culturally affirming events that will help male students build confidence, resilience, and connection. These activities improve completion of transfer-level Math/English, increase degree/certificate attainment, and boost transfer rates. Male students will gain access to guidance, role models, and safe spaces that affirm identity and promote academic success. Providing role models and affirming spaces will improve students' feelings of self-efficacy and overall engagement, helping male students persist in transfer-level Math and English.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

✓ Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population (500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

Student Advocates will call students who need to complete an English course to encourage enrollment for the spring term. Students who had previously taken an English course and received a D or F will be contacted to encourage re-enrollment the following term.

A free English Bridge to Academic Success Program helps students feel confident and prepared for college-level English. The 4-day program aims to enhance writing, reading, and grammar skills prior to the term beginning. Incoming students as well as students who did not pass English in previous terms are invited to participate. Student Advocates will call students to encourage enrollment and emails will be sent to students.

As a part of the Charger Experience Program, all students are required to meet with a counselor to develop an educational plan. Students are encouraged to enroll in college-level Math and English courses during their first-year as designated by their career and educational goals.

Persistence: First Primary Term to Secondary Term

Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. https://datavista.cccco.edu/resources/40 (453C)

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence</u>. (For further information on the data table and goals provided, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>)

Data Review/Establishing Equity and Student Populations Goals

			nary Term to Second			
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	70.4%	2116	N/A	N/A	N/A	N/A
First Generation	68.7%	933	0.6%	9	3.1%	43
Hispanic	66.8%	1074	5.3%	85	7.6%	123
White	65.8%	225	0.2%	1	5.2%	18
Black African American	64.0%	54	N/A	N/A	6.3%	C

^{*} The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity

and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goals

Persistence Equity Goals

There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion</u>)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

 \checkmark No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Student Persistence.

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates AND meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.

- The Student Advocate Program focuses on the persistence of 1st Generation students from first term to second term. Student Advocates hosts proactive skill building workshops throughout the term, send validating emails, conduct registration workshops, and collaborate with campus partners to offer mental health and wellness events. Student Advocates conduct time sensitive call campaigns focused on enrollment, course completion, and getting students connected to resources.
- The Student Success counselors reach out to 1st Generation students who have been placed on academic probation, progress probation, and scholastic dismissal. Counselors meet with students individually to discuss their academics and challenges they faced. As a part of the process, counselors review academic policies, refer to campus resources, assist students in submitting dynamic forms, and develop educational plans that focus on persistence.
- The Charger Experience Program developed a Warning Status Program that notifies 1st Gen students who earn less than a 2.0 GPA and/or 67% completion rate at the end of the first term. Focusing on persistence from first to second term, graduate coaches email students notifying them of their status, meet with students individually, develop study plans, and conduct regular check-ins.
- The English Summer Bridge Program is a 3-day, faculty-led program designed to help 1st Gen, Black/African American, and LatinX students transition into transfer-level English. During the program, students gain exposure to academic expectations, campus resources, and peer connections. Faculty deliver reading and writing content and offer community-building activities. The program is designed to help students build self-efficacy in English and a clearer understanding of campus resources.
- The Peer Tutor Program embeds trained student peer tutors into English/ESL college level writing courses. The pilot program showed excellent results where ENGL 1000 students (1st Gen, Black/African American, and LatinX) that worked with a peer tutor had success rates than those that did not work with a peer tutor. We saw similar gains with our ENGL 1000E and ESL 110 participants. This year we expanded embedded tutors to 25 sections.
- Legacy implements a high-touch counseling model with personalized registration support and holistic resource referrals (Basic Needs, CHAT, Racial Trauma Therapist, DSS, and mentorship). Counselors will continue to conduct outreach ahead of registration and maintained regular check-ins.
- Legacy maintains consistent peer groups across the first year. Monthly events (study nights, BHM, Umoja trips, financial literacy workshops) roots students in campus culture. Faculty partners with Legacy to refer students at 4–5 weeks for tutoring or counseling.
- Legacy Team-building follows the 5 Stages of Team Development model. Early alerts prevents midterm withdrawals and supports persistence. Holistic counseling addressed academic and personal barriers.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

 \checkmark Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

The Student Advocate Program focuses on the persistence of all students from first term to second term. Student Advocates hosts proactive skill building workshops throughout the term, send validating emails, conduct registration workshops, and collaborate with campus partners to offer mental health and wellness events. Student Advocates conduct time sensitive call campaigns focused on enrollment, course completion, and getting students connected to resources.

The Student Success counselors reach out to all students who have been placed on academic probation, progress probation, and scholastic dismissal. Counselors meet with students individually to discuss their academics and challenges they faced. As a part of the process, counselors review academic policies, refer to campus resources, assist students in submitting dynamic forms, and develop educational plans that focus on persistence.

The Charger Experience Program developed a Warning Status Program that notifies students who earn less than a 2.0 GPA and/or 67% completion rate at the end of the first term. Focusing on persistence from first to second term, graduate coaches email students notifying them of their status, meet with students individually, develop study plans, and conduct regular check-ins.

The English Summer Bridge Program is a 3-day, faculty-led program designed to help students transition into transfer-level English. During the program, students gain exposure to academic expectations, campus resources, and peer connections. Faculty deliver reading and writing content and offer community-building activities. The program is designed to help students build self-efficacy in English and a clearer understanding of campus resources.

The Peer Tutor Program embeds trained student peer tutors into English/ESL college level writing courses. The pilot program showed excellent results where ENGL 1000 students (all) that worked with a peer tutor had success rates than those that did not work with a peer tutor. We saw similar gains with our ENGL 1000E and ESL 110 participants. This year we expanded embedded tutors to 25 sections.

Completion

Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the CCCCO
Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. https://datavista.ccco.edu/resources/41 (619C)

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion</u>. (For further information on the data table and goals provided, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>)

Data Review/Establishing Equity and Student Populations Goals

Completion Data									
Student Population	W W	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap				
	% of Students for 2019-20 (Baseline Year)		% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*			
Overall Student Population	18.9%	643	N/A	N/A	N/A	N/A			
DSPS	12.3%	29	2.8%	7	7%	17			
Econ Disadvantaged Male	17.5%	220	0%	1	2.1%	27			
First Generation	15.5%	255	4.5%	75	6.5%	108			
Hispanic	14.5%	237	6.4%	106	8.5%	139			
Male	16.9%	266	1.6%	25	3.6%	56			
Foster Youth	0.0%	10	N/A	N/A	0.0%	0			
Black African American	18.0%	22	N/A	N/A	0.0%	0			

^{*} The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goals

Completion Equity Goals

There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for

<u>California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)</u>

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks...

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

✓ No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion.

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates AND meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

- ARISE Program: Educational support and wellness program that offers sensory-friendly space on campus and staff who help neurodiverse students develop organizational, academic and social skills. The ARISE program provides structured self and social support for students with disabilities, helping them navigate classes, syllabi, and tutoring resources.
- Legacy students creates 2-year course maps by the end of their first term. Progress milestones are celebrated at 15/30/45 units with incentives and digital badges. Advising check-ins are tied to program benchmarks.
- Legacy students are supported by providing book vouchers, transportation resources, and supplemental scholarships. Additional counselors and coordinators ensures smaller caseloads and individualized monitoring.

Completion benchmarks were integrated for each Legacy student. Advising touchpoints and scholarship access are provided and expanded to sustain motivation and progress.

Develop a Student Success Center designed to 1) help first generation college students who have completed 45 units or more earn a degree, and 2) support first generation students who are placed on probation and dismissal return to good standing. Staffed with Counselors and Student Success Advocates, proactive measures would be taken to contact students close to completion to identify remaining courses and offer support submitting graduation and transfer applications.

A specialty cohort for first generation students would be offered to those at their end of their first year who have completed 30 units or more, are on track to graduate in two years, and have a 2.0 GPA or higher. Students would apply, be paired with a Student Advocate, and receive individualized support through their second year. Students who complete the Cypress Complete First Generation Program would receive a special graduation stole and reserve seating during the commencement ceremony.

Implement case management, individualized counseling, and peer mentorship to ensure male students stay on track academically. Academic workshops and motivational programming build self-efficacy and goal clarity, leading to higher completion rates.

Explore the feasibility of a second Puente cohort given the proven effectiveness of Puente's model in supporting Latinx and first-generation students through English coursework, mentorship, and transfer guidance.

Host a campus-wide conference focused on student success, and featuring panels, workshops, and networking sessions tailored to closing equity gaps, including those gaps

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

10 Provide support groups for male-identifying students offered through the Health and Wellness Center, and/or by other affinity groups.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

√ Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

experienced by our male students

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

As a part of the Charger Experience Program, all students are required to meet with a counselor to develop an educational plan. Students are encouraged to enroll in college-level Math and English courses during their first-year as designated by their career and educational goals and see their major counselor at least once per term to ensure continued progress towards completion of their degree and/or certificate.

A new Cypress Complete Program will be implemented as a part of the Student Success Center that would offer tier-2 priority registration for students who are entering their final term and have completed at least 45 units. Students who have a 2.0 GPA or higher and completed at least 45 units would be encouraged to apply, would meet with a Completion Counselor and, if approved, would receive one-time priority registration.

The Career Planning and Workforce Development Center will host panel/guest speaker events featuring Cypress College alumni, to share their academic/professional journeys and possibly offer mentorship to students in attendance.

Transferred to a Four-Year

Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. https://datavista.cccco.edu/resources/42 (620C)
As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: <a href="https://student.com/students/student

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data								
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap			
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*		
Overall Student Population	31.2%	393	N/A	N/A	N/A	N/A		
Econ Disadvantaged Male	25.9%	125	4.6%	23	8.5%	41		
First Generation	27.6%	142	2.1%	11	6.1%	32		
Hispanic	24.4%	130	8%	43	11.6%	62		
Male	27.6%	166	3.2%	20	6.9%	42		

^{*} The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. If there are no additional student populations, please proceed to the next step.

Goals

Transfer Equity Goals

There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment</u>)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems. **Stretch Benchmark**: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks...

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

 \checkmark No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.

- The Honors Program has expanded from about 150 to nearly 250 students in the past year. With SEA support, we were able to hire a professional expert and Honors Ambassadors. This year, Honors Ambassadors will serve as liaisons to Puente, APIDA, LGBTQ+, and other affinity groups to create stronger ties between Honors and our disproportionately impacted students. The ambassadors will support outreach, mentoring, and encourage transfer to 4-year universities.
- The Transfer Center provides first-generation early exposure to transfer options. The Transfer Center offers counseling appointments, assistance with transfer applications, workshops, targeted outreach to students who have complete the minimum requirements to apply, and fieldtrips to local transfer institutions. In partnership with Admissions and Records, the Transfer Center hosts an annual Transfer and Pre-Graduation Fair that brings more than 40 university representatives to campus.
- In collaboration with the Charger Experience Program, the Transfer Center will be hosting Transfer Success Pathway workshops to encourage first-year students to secure guaranteed admission to either CSUF or CSULB. The workshops will introduce first-year students to the TSP program and guarantees admission to the university and chosen major. Students will benefit from personalized guidance from CSU representative and access to pre-transfer counseling.
- Legacy and A2MEND students will continue to participate in the Transfer Prep Summer Academy at UC Irvine, completing ETHS 131 and
 spending a week on campus. COUN 160 supports transfer planning. UCLA CCCP including mentorship and a campus tour. Scholarship workshops offered will emphasize leadership and financial literacy.
- Legacy and A2MEND students built a sustained pipeline through annual Transfer Prep Summer Academy participation. Mandatory campus tours to CSUs, UCs, and HBCUs normalized transfer identity early. Workshops supports UC TAG/ADT applications and personal statements
- African American alumni provides mentorship and visibility. Formal partnerships with HBCUs and UCs will be strengthened to clear transfer pathways. Transfer milestones are embedded into Legacy/A2MEND counseling and programming.
- 7 Continue to provide/host advising, transfer-focused events, and expose male students to university pathways through guest speakers and tours to demystify the transfer process, and increasing transfer rates among male students.
- Strengthen pipelines into 4-year universities, increase visibility of transfer options, and ensure that disproportionately impacted students have sustained access to mentorship, resources, and academic pathways. Expanding Honors and learning communities will help normalize transfer as the expectation for disproportionately impacted groups (Black/African American, Hispanic/Latinx, first-generation, LGBTQ+, and male students).

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

✓ Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

The Honors Program has expanded from about 150 to nearly 250 students in the past year. With SEA support, we were able to hire a professional expert and Honors Ambassadors. This year, Honors Ambassadors will serve as liaisons to other groups to create stronger ties between Honors and our students. The ambassadors will support outreach, mentoring, and encourage transfer to 4-year universities.

The Transfer Center provides all students early exposure to transfer options. The Transfer Center offers counseling appointments, assistance with transfer applications, workshops, targeted outreach to students who have complete the minimum requirements to apply, and fieldtrips to local transfer institutions. In partnership with Admissions and Records, the Transfer Center hosts an annual Transfer and Pre-Graduation Fair that brings more than 40 university representatives to campus.

In collaboration with the Charger Experience Program, the Transfer Center will be hosting Transfer Success Pathway workshops to encourage first-year students to secure guaranteed admission to either CSUF or CSULB. The workshops will introduce students to the TSP program and guarantees admission to the university and chosen major. Students will benefit from personalized guidance from CSU representative and access to pre-transfer counseling.

As a part of the Charger Experience Program, students are required to participate in 2 on-campus events per term to build a sense of belonging and community amongst students. CEP students are able to attend TSP workshops, the Transfer and Pre-Graduation Fair, as well as the Transfer Celebration to meet the event requirement.

Transfer Emphasis

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

1. Increase CSU and UC partnerships:

- Establish agreements with university to create an efficient transfer pathway AD-T, guaranteed admission through GPA, local/feeder campus to the university
- Collaborate with universities to identify/establish programs that will provide students with opportunities to envision their future in a university

This initiative supports students to have access to guaranteed admissions to a university of their choice. In addition, students will have the opportunity to immerse themselves in a university to explore services and resources. For first-generation students, this will allow them to experience the

academic and social culture at the university. Lastly, these opportunities will remove barriers to students by creating access to programs in higher education.

2. Identify students early for Transfer guidance:

- Case management identify students that want to transfer for specialized support
- Mentors/peer support provide guidance and resources
- Incentives for students complete meetings with mentors to received priority registration or counseling appointments

This initiative will allow students to have specialized support throughout their time at Cypress College while learning valuable information about the transfer process through mentorship. In addition, it will allow the Transfer Center and mentors to connect directly with all students to meet their needs. Case management will allow us to identify DI student groups; however, services will be available to all students to connect with a counselor for individual education plans.

3. Promote a transfer sending environment:

- Transfer days days where university representatives will be on campus, wear gear, spark discussions/dialogue within campus community
- Consistent/uniform messaging throughout campus (websites, syllabus, curriculum, class lectures) to promote transfer
- Create a network between students and university representatives to demystify the process of speaking with university officials and promote self-advocacy

This initiative will create a transfer sending environment where all students will make transfer their academic goal. Additionally, all students will have access to key information from universities that will help navigate through the process and transition. Lastly, providing university representative information will provide students the opportunity to create a network and advocate for themselves.

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Guidance

After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Black or African American

Current Challenges/Barriers

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Despite the Legacy Program's proactive efforts, several institutional structures continue to pose challenges for Black/African American students experiencing disproportionate impact (DI) at Cypress College:

Enrollment Barriers: Many students face delays in completing priority registration steps (orientation, ed planning, assessment), often due to rigid processes that they are not familiar with.

Academic Preparedness & Support: Transfer-level math is a system-wide barrier, not just a program-level issue. High withdrawal rates and limited embedded support across the college disproportionately affect Black/African American students. English support has improved through Summer Bridge and tutoring, and we look forward to working with the math department faculty to better support cohort-based learning communities like Legacy.

Persistence Gaps: Cohort-based belonging and early alert systems exist, but persistence data reveals gaps in sustained engagement. Faculty and student support referrals can be improved through the use of Starfish. Students often struggle to navigate platforms like myGateway, College Scheduler, and campus email without appropriate training.

Completion Challenges: Students benefit from structured academic planning, but financial instability and limited access to scholarships, transportation, and flexible employment hinder progress. Counseling caseloads, though reduced, still require further individualization.

Transfer Readiness: Transfer remains aspirational for many Legacy students. While exposure to university environments is increasing, actual transfer rates delay due to insufficient long-term engagement, limited access to transfer-specific advising, and underutilized partnerships with HBCUs, UCs, and CSUs.

Cultural and Structural Barriers: Faculty engagement outside the classroom has improved, but some students may not be as comfortable approaching professors with academic or non-academic related issues. Representation has improved over the years and students will only thrive in Legacy because they see themselves reflected in staff and faculty.

<u>Institutional Culture:</u> Culturally responsive practices are improving. An equity-driven culture will continue to consistently affirm Black/African American students through inclusive pedagogy, sustained mentorship, and resource allocation.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

- 1. How will your college address and overcome the challenges and/or barriers shared above?
- 2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?
- 3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

To address identified barriers and advance equity for Black/African American students, Cypress College will implement a comprehensive action plan across all five SEA metrics:

Overcoming Challenges and Barriers

- Use Tableau data to identify and support African American students early in the enrollment process.
- Integrate math support into the Legacy curriculum via dedicated tutors and structured study groups.
- Expand math summer bridge support college-wide similar to English.
- Strengthen early alert systems by training faculty across disciplines and expanding Starfish usage.
- Increase financial support through scholarships, book vouchers, transportation assistance, and flexible on-campus employment.
- Embed transfer milestones into Legacy counseling and programming to ensure sustained engagement.

Strategies Across Academic and Student Affairs

<u>Professional Development for Equity and Cultural Responsiveness:</u> Invest in ongoing PD that addresses anti-Blackness, deficit mindsets, and culturally affirming pedagogy. Faculty, staff, and administrators will participate in Umoja's Summer Learning Institute and equity workshops. The goal is to build a campus-wide culture in serving Black/African American students.

<u>Staffing and Faculty Expansion for Equity Support</u>: Expand staff and faculty dedicated to supporting Black/African American students, including culturally responsive counselors, mentors, outreach specialists, coordinators, and program specialists. Support must extend beyond Legacy to include first-time transfer students, returning students, and those with unknown enrollment status.

<u>Student Voice and Leadership:</u> Legacy student feedback consistently highlights the need for culturally affirming spaces, proactive academic support, and faculty who understand their lived experiences. Students will be empowered through peer mentoring, student advisory boards, and leadership development programs that center cultural identity and advocacy.

<u>Community Engagement:</u> Strengthen partnerships with local organizations, cultural centers, and community leaders to extend support beyond campus and foster trust with students and families.

<u>Mental Health and Wellness:</u> Expand access to culturally responsive mental health services and wellness programming that affirms Black/African American identity and addresses the impact of racial stressors on academic persistence.

SEA Metric-Specific Strategies

<u>Enrollment:</u> Continue personalized case management counseling, Summer Bridge onboarding, and family-inclusive events like Legacy Welcome Night.

<u>Transfer-Level Math & English:</u> Expand Legacy English Summer Bridge and develop a math bridge component. Secure dedicated tutors. Use COUN 150/160 to reinforce academic planning and transfer pathways.

<u>Persistence:</u> Maintain consistent peer cohorts and monthly cultural-academic events. Increase faculty participation in early alerts and ensure timely follow-up with tutoring and counseling.

<u>Completion:</u> Celebrate progress milestones (15/30/45 units) with incentives and digital badges. Provide individualized advising and monitor caseloads to reduce attrition. Expand access to on campus employment with flexible scheduling to support students' financial needs while maintaining academic momentum.

<u>Transfer:</u> Partner with UCI TPSA, UCLA CCCP, and HBCUs for campus tours, mentorship, and scholarship workshops. Normalize transfer of identity through recurring events and alumni engagement.

Resources, Structures, and Support

<u>Human Resources:</u> Hire additional counselors, coordinators, program specialists, outreach ambassadors, and data analysts to ensure personalized support and data-informed decision-making. These roles will help scale services and monitor equity gaps across all SEA metrics.

<u>Student Employment:</u> Expand on-campus job opportunities tailored to student schedules, allowing Black/African American students to earn income while staying engaged in a supportive academic environment.

<u>Technology:</u> Use Tableau for data tracking, and Starfish for early alerts.

<u>Partnerships:</u> Strengthen collaborations with feeder schools, cultural centers, UCI, UCLA, HBCUs, and local organizations.

<u>Financial Support:</u> Provide scholarships, textbook support, transportation assistance, and tuition waivers via Charger Experience Program.

<u>Cultural Infrastructure:</u> Expand the Legacy Center as a hub for tutoring, mentorship, wellness, and community-building rooted in cultural affirmation.

Evaluation and Accountability

Success will be measured by improving the following: Successful Enrollment, Completion of English/Math in their first year, Persistence: 1st to 2nd Term, Completion of Degrees/Certificates, and Transfer to 4-Years within three years.

Student Education Plans

Guidance

Per Education Code 78222 (b)(4), as a condition of the receipt of SEA funds, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements.

Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph." Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)." - Vision 2030: A Roadmap for California Community Colleges (page 10)

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with <u>Title</u> 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2,738	835	31%	1,102	40%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	548	79	14%	96	18%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	2,752	1,216	44%	1,494	54%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	807	153	19%	190	24%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

Male Students, African-American Students, White Students, First-Generation Students, Homeless Students, and LGBT Students

Comprehensive Education Plan Implementation for DI Student Populations

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey - with a primary goal deliver in the first semester, and a secondary goal of delivery by the end of their first academic year.

To increase completion of Educational Plans for students, the College implemented the Ed Plan Plan (EPP) in Fall 2022. At that point only about 30% of students completed an Ed Plan (EP) in their first semester and just 40% by the end of their first year. Three problems were identified 1) confusion over terminology (Abbreviated vs Comprehensive), 2) lack of awareness and opportunity to complete EPs and 3) finalization of EP completion.

The EPP had four parts. First the college simplified the language used with students to improve clarity. "Abbreviated EP" was replaced with "First/Next Semester Schedule" and "Student EP" replaced "Comprehensive EP" which addressed the problem of students thinking they already had a plan when they did not.

Second, sections of the educational planning course COUN 140 were increased. While students still have the option of individual meetings with counselors, directing students to COUN 140 allowed the college to complete more plans in a group setting. The college also assessed the modality and length options of the course and adjusted to maximize enrollment.

Third, after learning that many students had completed COUN 140 but were being identified as

not having a plan, the College developed a process to ensure completion through confirmation and follow-up of EP "locking," by instructors.

Finally, in a collaborative effort across the campus, multiple EP communication campaigns were launched. Faculty were encouraged to discuss EPs in their classes, the Office of Campus Communications sent messages to students through emails and the College newsletter, and Starfish was used to send targeted messages to students who did not have a plan urging them to enroll in late-start COUN 140 classes or group counseling sessions. As a result, first-time student EP completion in the first year increased by 14% in the first year and another 14% in the second with 69% completion rates in 2024-2025. As an HSI those increases were also reflected in the College's Hispanic population as well (39% to 66%).

Comprehensive Education Plan Implementation for ALL Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey - with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

While the EPP was not designed specifically for disproportionately impacted students the overall increases in EP completion are similar across ethnicity and gender. The next phase of the plan will be to disaggregate by population and use Starfish target messaging for specific groups. Several Tableau dashboards have been created, making it easier to identify students who lack an EP, and disaggregate the data to identify DI populations.

Vision 2030 Alignment/Coordination

1. Guided Pathways

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Cypress College's Guided Pathways framework has several equity-centered initiatives that align with the SEA goals and metrics. Multiple Guided Pathways projects are designed to increase student success. First, Guided Pathways is instrumental in the management of the Starfish Student Success platform. This tool integrates early alert systems, and the wrap around support services employed by the college. It also coordinates the collection of outcomes data to assess the various intervention efforts across campus. Implementation of the Student Educational Plan

(SEP) project has had a significant impact on the completion of SEPs in a student's first year which contributes to a student's persistence and completion of their educational goals. The Program Map Revisions project seeks to re-organize degree maps in Program Mapper to allow for more general education elective exploration in a student's first two semesters in order to facilitate both improvements in overall completion rates as well as transfer-level math and English success rates. Finally, the Are you my Counselor? project serves to better clarify, coordinate, and communicate the counseling process.

Other SEA related efforts include the Welcome to Cypress and Campus Wayfinding projects that are designed to both increase successful enrollment and enhance the new student experience by refining onboarding materials, simplifying communication efforts, and clarifying navigation of the campus. In addition, the Integrated Communication Calendar project aims to improve coordination of the College's communication efforts regarding events, programs, and services. Last, the Center for Teaching Excellence (CTX) project promotes and enhances learning and completion by providing ongoing equity and best practices training to campus employees.

2. Student Financial Aid Administration

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

The Financial Aid Office is committed to maximizing student access to financial aid and increasing FAFSA and CADAA completion through an equity-driven framework rooted in inclusiveness, integrity, collegiality, and excellence. By fostering a welcoming, student-centered environment and removing gatekeeping barriers, we ensure disproportionately impacted students can access aid such as the Pell Grant and Cal Grant. We recognize that financial aid plays a vital role in student enrollment, persistence, and completion. Our approach is grounded in the belief that students have intersecting identities; therefore, our services must be intentionally student-centered to support those historically underserved, including first-generation, Latinx, Black/African American, LGBTQIA+, foster youth, and students with disabilities.

To meet these needs, we have expanded application labs to support students and families through the financial aid process. In partnership with local high schools, we host FAFSA and CADAA workshops to increase early awareness and help. These workshops also guide students with unusual or special circumstances through policies, regulations, and the appeals process. Additionally, we've implemented improvements to increase award rates for key populations. For instance, we've refined our system to identify and notify students close to eligibility for grants like the Cal Grant and the Student Success Completion Grant. We monitor updates from the California Community Colleges Chancellor's Office to ensure that eligible students, particularly those in DSS or foster care, receive maximum aid.

We also promote financial wellness as key to student success. Our outreach includes workshops on budgeting and responsible borrowing. Events like our Financial Aid Open House engage students and families through interactive, supportive activities. We host pop-up outreach events, classroom presentations, flyer campaigns, and giveaways. Our collaborations with EOPS+, DSS, Basic Needs, and Veterans Services connect students to a broader campus support network. We have made our office a welcoming, inclusive space, shaped by student feedback, staff training, and intentional outreach. Looking ahead, we are committed to meeting students where they are, expanding school visits, classroom presentations, and increasing visibility on and off campus. As we demystify the financial aid process, we remain focused on equity, access, and student empowerment.

3. Students with Disabilities (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Disability Support Services actively advances Vision 2030 goals by promoting equity in access, success, and support for students with disabilities, with a particular focus on disproportionately impacted (DI) populations including first-generation students, Black/African American students, Latina/o/x students, male students, LGBTQIA+ students, foster youth, and students with disabilities themselves.

To improve equity in access, DSS strategically partners with local K–12 districts (AUSD, GGUSD, NLMUSD) and on-campus programs such as EOPS, the Student Health Center, SLL, and the Veterans Resource Center. These partnerships support DSS outreach and in-reach efforts targeting a diverse population to help identify and connect disproportionately impacted students to DSS services early. Materials and presentations are offered in multiple languages including Spanish and American Sign Language. DSS prioritizes reducing systemic barriers through proactive engagement and culturally responsive communication to ensure timely access to accommodations and resources.

In fostering equity in student success, DSS delivers personalized academic support through accommodations, executive functioning coaching, assistive technology training, and instruction in learning strategies and self-advocacy. These services are intentionally designed to empower disproportionately impacted students by building skills that promote independence and academic achievement, directly addressing the unique challenges faced by DI students.

To promote equity in support, DSS collaborates closely with Basic Needs and Mental Health Services to address holistic student wellness. DSS also works with academic divisions to ensure implementation of accommodations and ensure DI students have access to academic resources such as tutoring. This integrated approach supports student persistence and retention among disproportionately impacted populations.

Through these coordinated efforts, DSS strives to eliminate disproportionate impact by fostering an inclusive campus culture that values equitable access, tailored support, and sustained success

for students with disabilities at Cypress College.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

EOPS and CalWORKs play a critical role in advancing institutional equity efforts by providing proactive, holistic, and culturally responsive support services that directly address student barriers. Both programs utilize a case-management approach that offer individualized academic, career, and personal counseling, ensuring students receive consistent guidance from entry through completion.

To address economic inequities, the programs offer financial resources such as textbook services, grants, childcare support, and additional financial aid, while also connecting students with external community resources. Academic persistence is supported through workshops and progress monitoring that allows staff to intervene early when students face challenges.

In addition, EOPS and CalWORKs promote student engagement and belonging through various events, activities, and leadership development opportunities. Faculty and staff working within the programs will continue to receive training in equity-minded and trauma-informed practices to ensure services are inclusive and affirming.

Finally, both programs use disaggregated data to assess outcomes, identify achievement gaps, and refine services to ensure equitable student success.

5. NextUp/Foster Youth

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The NextUp and Guardian Scholars programs proactively support institutional equity efforts by addressing the unique barriers faced by current and former foster. These programs utilize a holistic case-management approach, providing intrusive academic, career, and personal counseling to ensure continuous support.

To reduce financial barriers, students are provided with direct aid such as textbook services, food cards, transportation assistance, and additional financial aid. In addition, the programs coordinate access to stable housing resources, mental health services, and community-based support to address basic needs insecurities that disproportionately affect foster youth.

Academic success is supported through tailored workshops, progress monitoring, and intrusive interventions that allow staff to respond quickly to academic challenges. The programs also prioritize community-building through mentorship, leadership development opportunities, and cohort-based activities that strengthen belonging and engagement.

The NextUp/Guardian Scholars staff engage in ongoing professional development on trauma-informed and equity-minded practices to provide culturally responsive care. Program outcomes are assessed using disaggregated data to identify gaps in access, retention, and completion, allowing for continuous refinement of services.

The Veterans Resource Center (VRC) is committed to advancing equity in success, access, and

6. Programs for Veterans (Veterans Resource Center)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

support by collaborating with the SEA Program to reduce disproportionate impact for DI student populations. Recognizing the overlapping identities of veteran students—including 1st Generation, Latina/e/x, Black/African American, Female, LGBTQIA+, Foster Youth, and Students with Disabilities—we take a proactive approach to reduce barriers and expand culturally responsive services. The VRC is improving disaggregated data, co-developing targeted outreach, and embedding counselors, success coaches, peer mentors, and case managers to provide proactive support. Workshops on academic planning, transfer, financial aid literacy, mental health, and career development are tailored to military-affiliated students.

Proactive Support Strategies

- Access: Expand outreach within the school, community events, and onboarding to strengthen veteran and MAS pipelines. Embed resources into VRC orientations and the First Year Transition Program for early exposure to academics, aid, and wellness supports.
- Onboarding/Orientations: Deliver tailored orientations integrating resources on equity, transfer, and success. Co-facilitate with counselors, coaches, and peer mentors to ensure belonging from day one.
- Counseling: VRC counselors provide intrusive advising, academic planning, Credit for Prior Learning, and transfer pathways. Case managers and coaches deliver wraparound support.
- Success: Expand intrusive advising, tutoring, and culturally affirming mentoring to increase persistence and retention. Expand CPL to accelerate degree and certificate completion.
- Support: Co-host workshops on financial literacy, career readiness, and mental health. Integrate trauma-informed referrals to address holistic needs.
- Peer Mentorship: Strengthen mentoring by connecting MAS and veteran students with trained peers for validation, guidance, and social support.
- Mental Health/Case Management: Case managers provide proactive follow-up, wellness checks, and referrals to counseling and community resources.
- Professional Development: Provide VRC training for staff and faculty on responsive practices, trauma-informed care, and military-affiliated needs.
- Vision 2030 Alignment: These strategies advance equity in access (expanded outreach and onboarding), success (targeted supports to close gaps), and support (wraparound services and inclusive climate), contributing to Vision 2030 priorities.

7. Justice-Involved and Justice-Impacted Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

The Rising Scholars (RS) Program is committed to advancing equity in access, success, and support for all students, including those who identify as: formerly-incarcerated, criminal legal system involved, and system-impacted. Additionally, the RISE Youth Program provides supports and advocacy to youth aged 16–26 who have been impacted by the system of youth incarceration. Through trauma-informed, culturally responsive, and community-driven strategies, these programs provide holistic support to over 400 students annually. Additionally, our program's services are designed to support students identified as disproportionately impacted within the SEA framework.

Our key strategies are aligned with Vision 2030 and include:

Peer Mentorship & Staff with Lived Experience: Professional Experts / mentors with lived experience offer personalized guidance, fostering trust and belonging. Weekly / monthly groups (FITE Club, All A's Recovery, Men's Group, Women's Group) build community and resilience. These groups advance equity by centering student voices and dismantling stigma.

<u>Academic & Career Counseling:</u> Students receive tailored educational plans and career development support from counselors with lived experience. Referrals to the Career Center ensure alignment with licensure pathways and employment goals, especially for students navigating legal barriers.

<u>Wraparound Services:</u> Rising Scholars students receive textbook and laptop vouchers, school supplies, and grocery assistance. Collaborations with on-campus partners (ie: EOPS, DSS, Pride Center, Guardian Scholars, et...) ensure RS/RISE students receive comprehensive support, thereby enhancing equity in access.

<u>Legal Aid:</u> Free expungement services and partnerships with the Access Project's Clean Slate Program and Root & Rebound reduce barriers to employment and education and improve access to career pathways.

<u>Transfer Supports:</u> The NOCCCD RISE Youth Program and Rising Scholars provide transfer tours, conferences, and warm hand-offs to Project Rebound and Underground Scholars program representatives. These efforts lead to increased numbers of our students transferring to four-year universities.

<u>Data-Driven Equity Planning:</u> Regular student surveys and advisory boards inform programming. Rising Scholars tracks retention, transfer, and degree attainment to ensure equitable outcomes, regularly drawing upon these metrics to adjust and improve programming efforts.

8. Low-Income Adults

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Cypress College is committed to expanding access and increasing success for low-income adult learners through intentional structural changes, targeted initiatives, and equity-driven actions. Flexible scheduling—including evening, online, and hybrid courses—helps adult learners balance education with work and family responsibilities. Through the Guided Pathways model, students are made aware of stackable credentials and credit for prior learning to move efficiently toward certificates, degrees, or transfer.

To streamline access to essential resources, adult learners are connected to centralized, one-stop student support services. Bridge and transition programs—such as ESL, adult basic education, and GED-to-college pipelines—offer multiple on-ramps tailored to learners at different stages. Personalized support is provided through proactive counseling, case management, and intrusive advising to ensure students stay connected to both academic and non-academic resources.

To further reduce financial barriers, the Financial Aid Office supports adult learners by conducting workshops in partnership with North Orange Continuing Education (NOCE). These sessions help students understand financial aid options as they transition from noncredit to credit pathways. The Financial Aid Office is dedicated to empowering adult learners to reach their educational goals and full potential.

In alignment with Vision 2030, the college is expanding community outreach to strengthen relationships with adult learners and raise awareness of financial aid opportunities. Additionally, we are collaborating with the Chancellor's Office to expand Ability to Benefit (ATB) options and are committed to working closely with the Instructional Office to develop eligible Career Pathway Programs that support access and success for adult learners.

To promote long-term success, the college works with the Career Center to expand services such as internships, job placement, and career coaching. Faculty and staff receive ongoing professional development to strengthen culturally responsive practices and address the unique needs of adult learners. Finally, the college uses disaggregated data to monitor progress, identify equity gaps, and continuously refine strategies to ensure adult learners are supported from entry through completion.

9. Credit for Prior Learning

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

The Credit for Prior Learning team at Cypress College is advancing equity in access, success, and support through multiple pathways, including Credit by Examination, portfolio assessment, industry credentials, AP/IB/CLEP, and evaluation of military training via JST/ACE. Offered at no cost, CPL reduces financial barriers for low-income and working learners while accelerating progress for veterans, adult learners, and disproportionately impacted students. A transparent process, published in the catalog and aligned with Title 5 §55050, provides clear steps, limits, and timelines. Faculty review, counseling support, and transcript posting ensure credits are applied consistently and equitably.

Anchored in the Veterans Resource Center, Cypress' CPL program is intentionally veteran-friendly and tied to the statewide MAP Initiative. Embedding CPL in the VRC affirms the overlapping DI identities of 1st Generation, Latina/e/x, Black/African American, Male, LGBTQIA+, Foster Youth, and Students with Disabilities, ensuring prior learning is recognized and valued.

Cypress is making steady progress in translating CPL opportunities into transcripted credit, with the team continuing to drive this work forward and assisting in propelling Vision 2030. Each semester brings expanded pathways and stronger faculty engagement, positioning CPL as a high-impact practice that shortens time-to-goal, reduces excess units, and provides degree-applicable credit for skills already mastered. Title 5 requires disaggregated CPL reporting by race/ethnicity and gender, which builds equity accountability into implementation and keeps equity gaps central to improvement efforts.

- Equity in Access is promoted through flexible, no-cost pathways that make college more attainable for working learners.
- Equity in Success is strengthened through the application of prior learning to degree maps and Associate Degrees for Transfer (ADTs), which decreases units and accelerates completion.
- Equity in Support is enhanced by embedding CPL into VRC wraparound services designed for veterans, apprentices, and adult learners.

Through the integration of statewide guidance, and campus support, our CPL team is establishing a transparent, student-centered process that validates prior experience, removes barriers, and supports timely completion. These initiatives promote success for disproportionately impacted students and veterans while positioning Cypress to contribute meaningfully to the Vision 2030 CPL Workplan.

10. Dual Enrollment

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - <u>Vision 2030: A Roadmap for California Community Colleges (page 2)</u>

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Dual Enrollment establishes a strong collaborative framework to integrate new district staff dedicated to enhancing matriculation processes in high schools. This initiative builds upon our solid foundation of support, as Dual Enrollment adjunct counselors continue to work effectively with Lead Dual Enrollment high school counselors to ensure student success.

We are launching an Equity-Focused Dual Enrollment Taskforce in collaboration with the high school district to develop targeted strategies that will support disproportionately impacted students, ensuring that every student can excel in our dual enrollment programs. Our efforts will focus on enhancing equitable access through improved support services, targeted outreach, and tailored resources designed to meet the diverse needs of underserved populations.

Additionally, we will introduce college readiness and orientation workshops specifically for rising 9th grade students, laying a solid academic foundation for the Counseling 140 foundational course. Coordination between Cypress College Transition Leaders and designated Dual Enrollment counselors within the AUHSD High School district will further strengthen outreach efforts. Presentations will highlight the benefits of dual enrollment, engaging students and families.

We are committed to expanding Career and Technical Education (CTE) pathways and increasing the number of embedded opportunities at high school campuses. Currently, most freshmen are required to enroll in our counseling foundation class, but our goal is to extend this requirement to all AUHSD Cypress high school sites.

As part of our action plan, we will simplify and streamline the dual enrollment application and registration process, providing multilingual resources to support our diverse student populations. We aim to implement the new Dual Enrollment software by Fall 2026, further enhancing this process. Additionally, we will continue to offer dedicated advising and academic support services tailored to the unique needs of dual enrollment students.

To ensure academic success, we will host regular college success workshops each semester before classes begin. We are also expanding the existing ESL Dual Enrollment pathways by introducing two new pathways at different high schools this semester. Our goal is for each site to ultimately have its own embedded ESL pathway.

11. Strong Workforce Program/Perkins

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Perkins, Strong Workforce (SWP), and Student Equity and Achievement (SEA) programs work together to advance Vision 2030, Goal 1: Equity in Success, particularly in supporting workforce outcomes that increase the number of students who earn a living wage. Our shared efforts expand access for prospective low-income learners by combining technology with personal support to deliver customized education and training opportunities that promote their socio-economic mobility. Through this partnership, disproportionately impacted (DI) students receive both high-quality instruction and comprehensive support services.

These coordinated efforts are reflected in initiatives such as:

- Academic Support: Tutoring, mentoring, and counseling for DI students to improve persistence and completion.
- Career Readiness: Internships and career exploration opportunities aligned with labor market needs.
- Faculty Training: Helping faculty to integrate equity-minded practices and ensure programs meet workforce and industry standards.
- Data-Driven Planning: Using Comprehensive Local Needs Assessment (CLNA) and Data vista to identify gaps, monitor progress, and guide interventions for DI populations.
- Collaboration Across Programs: Aligning resources from Perkins, SWP, and SEA to increase impact and avoid overlapping services.

Cypress College continues to perform well to meet state targets, as outlined in the CLNA. According to Datavista, in 2022-2023 academic year, Cypress College met or exceeded state targets for living wage employment but also increased attainment by more than 5% across all CTE TOP coded programs. This demonstrates that our current efforts are effective. By continuing to work collectively, we will further the goals of Vision 2030 and increase the success of identified disproportionately impacted student's populations within the Student Equity Plan by promoting an equitable workforce, supporting economic development, and helping more students achieve high-demand, living-wage employment.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Cypress College is committed to equity, one of our key core values. We strive to eliminate barriers to educational success and career goals by ensuring fairness and access to resources and support. With this in mind, we strategically collaborate with academic and student support programs and initiatives in order to provide additional equity support, specifically addressing and eliminating disproportionately impact and fully close the equity gaps in the five metrices (Successful Enrollment, Completion of both English and Math, Persistence, Completion with Degrees/Certificates, and Transfer to Four-Year Colleges/Universities). Examples of these include:

Affinity Centers and Learning Communities (APIDA, Legacy, Pride, Puente, Rising Scholars): To support DI groups, Cypress College developed Affinity Centers with Learning Communities to provide culturally affirming learning experiences through curriculum and engagement/sense of belonging activities supported by faculty, staff, and peers fostering collaboration, leadership development, and service learning opportunities beyond the classroom. They directly address to eliminate DI and close equity gaps in all five metrices.

<u>The Basic Needs Resource Center & Food Pantry:</u> A campus-wide effort that addresses the basic needs of our students by consistently distributing food, receiving donations, educating the campus community about food insecurity and housing instability issues, and collaborating with various partners to connect students with additional resources both on and off campus. Services include:

- Food Pantry
- Housing Assistance via Service Navigator
- Charger's Diaper Pantry
- Hygiene and Household Care Items
- Laundry Cards

These services provide the critical support for our DI groups and all Cypress College students in need of a "helping hand" to meet their educational goals.

Equity-Minded Professional Development: The plan calls for coordinated training to foster an equity-conscious campus environment, helping faculty and staff understand and directly address equity issues.

The Affinity and Basic Needs Resource Centers, Equity-Minded Strategies through Professional Development, and the integration of Guided Pathways and the coordination with academic and student support services are intended to promote student success through engagement and sense of belonging with the Affinity Centers, to address food and resource insecurities, and assist employees to better serve DI groups and all students at Cypress College.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action		
		Resolution		
DATE:	November 18, 2025	Information	Х	
		Enclosure(s)	Χ	
CLID IECT:	Fullerton College Student Equity Plan	· · · <u></u>		

Fullerton College Student Equity Plan

2025-2028

BACKGROUND: The Student Equity Plan is a state-mandated initiative required by the CCCCO to promote equitable outcomes for all students. The plan outlines Fullerton College's strategies, activities, and goals to close equity gaps in Successful Enrollment, Completed Both English and Math, Persistence from 1st to 2nd Primary Terms, Completion: Degree or Certificate, and Transfer to 4-Year. Developed collaboratively by faculty, staff, and administrators, the 2025-2028 Student Equity Plan aligns with the North Orange County Community College District's commitment to DEIAA. Students, through their constituent groups, will participate in the review and feedback process as part of the College's shared governance structure.

How does this relate to the five District Strategic Directions? The Fullerton College Student Equity Plan directly supports the District's Strategic Directions by advancing equitable student experiences and success through targeted interventions that close achievement gaps (Direction 1). The plan also promotes an **inclusive** employee experience by engaging faculty and staff in professional learning focused on equity (Direction 2). Through efficient use of categorical funding and data-informed decision-making, it reflects responsible stewardship of resources (Direction 3). Collaboration with community organizations and K–12 districts strengthens collective impact and partnerships (Direction 4). Finally, the plan aligns with efforts to create welcoming and accessible learning environments that enhance the physical environment of the campus (Direction 5).

How does this relate to Board Policy: This item aligns with BP 5300 Student Equity, which affirms the District's commitment to ensuring equitable access, opportunities, and outcomes for all students. The Student Equity Plan operationalizes this policy by identifying disproportionately impacted student groups and outlining strategies to promote inclusion and success across the college community.

FUNDING SOURCE AND FINANCIAL IMPACT: The Student Equity Plan is funded through Student Equity and Achievement (SEA) funds, which are allocated to Fullerton College based on Chancellor's Office guidelines.

RECOMMENDATION: It is recommended that the Board receive a first reading of the Fullerton College 2025–2028 Student Equity Plan.

Jennifer Vega La SernaBy White Bulk4.jRecommended byApproved for SubmittalItem No.



STUDENT EQUITY PLAN







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EXECUTIVE SUMMARY





Fullerton College is deeply committed to equity, justice, and student success. As a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI)—and, as we continue our efforts to become a Black Serving Institution (BSI)—we understand that advancing equity is not only about access, but about transforming the policies, practices, and structures that shape the student experience. Equity is a responsibility codified into our state laws, specifically California Education Code 78220–78222. Our 2025–2028 Student Equity Plan reflects this mandate, centering the needs of disproportionately impacted (DI) students, while serving all students. Furthermore, the equity plan builds on the progress made under the 2022–2025 plan.

DI Student Population & Goals for 2025-2028 Student Equity Plan

Our goals for the next cycle focus most directly on Black and Latinx students, while also expanding opportunity for Indigenous, first-generation, low-income, LGBTQIA2S+, undocumented, justice-impacted, parenting students, veterans, and students with disabilities.

For the purpose of our reporting and data collection, we follow the Integrated Postsecondary Education Data System (IPEDS) methodology and maintain consistency with the California Community Colleges Chancellor's Office (CCCCO). Accordingly, unless otherwise specified, students are categorized based on their primary race/ethnicity as reported to IPEDS. For example, any students who identify as Hispanic or Latino only are reported in the Latinx category, and students who identify as Black or African American only are reported in the Black category. Although we recognize that this federally mandated approach is imperfect and often fails to capture the full complexity of students' intersecting racial and ethnic identities, we adhere to these standards for consistency and comparability.

- For Black students, we are committed to increasing enrollment to 1,500 students annually by 2029 and closing equity gaps in transfer-level math and English, persistence, completion, and transfer.
- For Latinx students, we are prioritizing higher rates of transfer-level math and English completion and strengthening transfer outcomes.
- For all students, we are prioritizing the creation and implementation of Student Education Plans early in their educational journey. We are also expanding access to dual enrollment, online and evening programs, affordable course materials, and essential basic needs resources such as food, housing, transportation, and childcare.

Meeting basic needs is an equity issue, not just a service. The 2025 Real College California survey, administered across the California Community Colleges (CCC) system, revealed that nearly two-thirds of all CCC students face at least one form of basic needs insecurity. More specifically, 46% reported being food insecure, 58% reported being housing insecure, and 20% are experiencing houselessness. At Fullerton College specifically, survey results from Spring 2025 indicated that 40% of respondents were food insecure, 54% were housing insecure, and 18% were homeless or had living conditions that were signs of homelessness. This affected 62% of survey respondents who experienced at least one basic needs insecurity. Our campus has worked to respond to these systemic issues by expanding and integrating basic needs assistance into our campus infrastructure and culture, ensuring that all employees understand their role in connecting students to resources. By embedding this support into the everyday fabric of the college, we not only remove barriers to persistence for Black and Latinx students but also create conditions where all students can thrive academically and personally.

Detailed Accounting of Funding Expenditures for 2022-2025 Plan

Between 2022 and 2025, the college invested \$6.41 million in equity efforts, with most funding allocated to instructional and non-instructional salaries, and employee benefits. More specifically, funds were used to pay staff in Counseling, Academic Support Center, Admissions and Records, EOPS, Veterans Resource Center, Student Development and Engagement, Promise, Outreach, Transfer Center, Office of Institutional Effectiveness, Campus Communications and the Business Office. Partial funding was also allocated to counseling faculty for the development of Student Education Plans. Pertaining to student services, funding went towards orientation/welcome activities (13%), embedded tutoring (8%), and basic needs support (2%).

Table 1. Allocations by Plan Year

Plan Years	Amount
2022-2023	\$8,719,540.00
2023-2024	\$6,429,338.00
2024-2025*	\$6,420,425.42
Total	\$21,569,303.42

^{*}Includes \$41,722 that is budgeted for fiscal year 25/26

Table 2. Total Allocations by Expenditure Type

Expenditure Type	Amount
1000 - Instructional Salaries	\$8,265,475
2000 - Non-Instructional Salaries	\$7,578,818
3000 - Employee Benefits	\$4,689,346
4000 - Supplies and Materials	\$80,698
5000 - Other Operating Expenses and Services	\$609,153
6000 - Capital Outlay	\$15,393
7000 - Other Outgoing	\$330,421
Total Expenditures	\$21,569,303

^{*}Includes \$41,722 that is budgeted for fiscal year 25/26

Overview of Student Equity Plan (SEP) Metrics

The Student Equity Plan (SEP), which works to support student success for all students, examines success outcomes in five metrics: Successful Enrollment, Term-to-Term Persistence, Completion of both transfer-level English and math, Degree and Certificate completion, and Transfer. The table below includes the metric definitions for the 2022-2025 SEP:

Metric	Metric Description	Baseline Year for 2022-2025
Successful Enrollment in the First Year	All cohort applicants who enrolled in the selected college	2020-2021
Term-to-Term Persistence	All cohort students who persisted from first primary term of enrollment to the subsequent primary term	2019-2020
Completed Both Transfer- Level English and Math in the first year	All cohort students who completed both transfer-level Math and English	2020-2021
Attained Vision for Success Definition 1 (Degree and Certificate Completion)	All cohort students who attained the Vision Goal Completion within three years	2017-2018
Transfer	All cohort students who transferred to a 4-year university within four years	2016-2017

Assessment of Progress Made on the 2022-2025 Plan

During the last Student Equity Plan cycle, the initiatives funded and the action steps implemented led to meaningful, collegewide progress in advancing equity and student success. To build a shared understanding of equity, the college adopted the ASCCC's DEIA glossary of terms to guide future professional development and planning efforts. Several key professional learning programs were also launched to equip faculty, classified professionals, and managers with equitable practices that improve student outcomes, including the Race-Conscious Certificate, Course Redesign for Equity (CoRE), and DEIA Hiring Trainings. In addition, the college strengthened Guided Exit practices, expanded the use of OER and ZTC materials, and increased the use of Starfish to monitor student progress and connect students to campus resources. Lastly, the college has established several new resource centers designed to enhance student services, strengthen in-reach efforts, and provide basic needs support within spaces that foster belonging for both disproportionately impacted and general student populations. Together, these initiatives have contributed to improved outcomes and a more inclusive campus environment.

Improving Black Student Enrollment Through Belonging

	Successful Enrollment % and # of students for 2022-2023
Overall Student Population	17.0% (4230)
DI: Black	8.7% (103)

As outlined in the table above, in 2022-2023, 8.7% of first-time Black students who applied were able to successfully enroll to our campus, totaling 103 students. Since the beginning of the 2022-2025 Student Equity cycle, successful enrollment proportions of Black students have fluctuated (2020-2021: 11.0%; 2021-2022: 13.2%) due to small population sizes. In this way, Black students continue experiencing disproportionate impact in enrollment, and the college continues to advance efforts that address these inequities and remove enrollment barriers for Black students.

However, recent efforts to disaggregate data have allowed for a broader and more inclusive overview of our student demographics. Thus, a more meaningful metric may be the total number of Black students enrolled at the college based on any students who identified as Black/African American, additionally accounting for students who would have been categorized as Latinx or multiethnic, as defined by IPEDS. Following the pandemic, overall enrollment among Black students initially declined from 1,616 in 2020-2021 to 1,412 in 2021-2022 but has since shown steady recovery, rising to 1,543 in 2023-2024. This upward trend reflects the college's ongoing commitment to rebuilding access for Black students. Additionally, this growth demonstrates substantial progress toward meeting the eligibility threshold for Black Student Institution (BSI) designation, which requires enrolling at least 1,500 Black students.

When developing the last Student Equity Plan, data provided by the CCCO indicated that the transfer math and English completion rate for Black students in 2020-2021 was 7.8%, with a percentage point gap of 13.3 percentage points. The goal was set to reduce this gap to 6.8 percentage points. The most recent data available show that while the gap did close, we missed the target outcome. The gap for Black students in 2022-2023 narrowed to 7.3 percentage points, however it increased up to 10 percentage points in the 2023-2024 academic year. Though progress was made since 2021, the most recent data points to a continued need for supporting the academic success of Black students in the areas of math and English. This data reflects the importance of investing in efforts that simultaneously prioritize both recruitment and retention for Black students—affirming the importance of adopting a "servingness" approach to supporting our disproportionally impacted populations.

Black Student Enrollment & Belonging

To improve Black student enrollment and success during the last Student Equity Plan cycle, the campus finally institutionalized our Umoja Community Program. As a result of this institutional transformation, the program was able to hire a full-time coordinator, a full-time counselor (who also serves as co-coordinator), as well as a part-time data analyst and part-time mental health therapist. With their expanded team, Umoja has done an incredible job of taking the lead on providing community and academic support for our Black student population. During the 2023-2024 academic year, the number of active student members increased from 57 to 188, which represents a growth of over 200%. This increase in staff allowed for an increase in local and statewide outreach, several partnerships, and in-campus events.

Over the past two years, Umoja has launched the Black Grad Ceremony, which has quickly become a cornerstone event celebrating our Black students, their families, and community, as well as our Black faculty and staff. In Fall 2025, the Umoja Community Program and North Star Committee are leading the planning of our inaugural HBCU Caravan, further expanding campus-wide recognition and celebration of Black excellence.

The HBCU Caravan aligns with the California Community Colleges to Historically Black Colleges and Universities (CCC-HBCU) Transfer Pathway Guarantee, creating culturally affirming transfer opportunities for Black and non-Black students alike. This initiative broadens students' horizons and expands their sense of what is possible, connecting them with pathways that honor identity, community, and academic excellence with the goal of increasing completion and transfer rates.

Together, these events represent the realization of key goals outlined in our previous Student Equity Plan and affirm our ongoing commitment to building spaces and opportunities where students feel seen, supported, and inspired to thrive. Currently, the Umoja Community Program staffing is composed of 50% part-time employees. To meet the goal of receiving BSI designation, the ongoing increased recruitment and retention of full-time permanent and benefitted Black faculty and staff must be prioritized, within Umoja and across campus.

Currently, the Umoja Community Program staffing is composed of 50% part-time employees. To meet the goal of receiving BSI designation, the ongoing increased recruitment and retention of full-time permanent and benefitted Black faculty and staff must be prioritized, within Umoja and across campus.

Progress for Black and Latinx Transfer-Level Math and English

Completed Both Transfer-Level Math & English % and # of students for 2022-2023			
Overall Student Population	16.0% (834)		
DI: Black	9.0% (12)		
DI: Latinx	14.7% (417)		

As of January 2025, the most recent CCCO data show continued progress in the completion of transfer-level math and English among Black students. When the 2022-2025 Student Equity Plan was developed, the completion rate for this group in 2020-2021 was 7.8 percent, with a 13.3 percent gap. The goal was to reduce this gap to 6.8 percentage points. Current data indicate that the gap in 2022-2023 narrowed to 7.3 percentage points, just under half a percentage point from the target, reflecting meaningful improvement and continued momentum toward closing the equity gap in transfer-level course completion.

As of January 2025, the most recent CCCCO data show continued need for improvement in transfer-level math and English completion rates for Latinx students. When the 2022–2025 Student Equity Plan was developed, the 2020–2021 completion rate for this group was 19.4%, reflecting a 2.9 percentage point equity gap. The goal was to reduce this gap to 1.7 percentage points by 2025. However, current 2022–2023 data indicate that the gap has slightly widened to 3.0 percentage points and completion dropped to 14.7%, suggesting that continued efforts are needed to improve completion and close the equity gap.

In fall 2024, the Umoja Learning Community was launched and currently includes three Umoja-specific courses: two in English and one in Counseling. To improve equitable outcomes, the campus increased collaborations between faculty and the Academic Support Center to maximize use of Hornets Tutoring embedded tutors and to increase use of support centers (Hornets Tutoring, Writing Center, Math Tutoring Lounge) by Black and Latinx students. FYE has also emerged during the last cycle as an important program to increase student success and completion. The scope, purpose, and functional implementation of FYE has changed significantly from its inception in fall 2022 to the present date.

A key outcome of FYE is to increase first-year completion of math and English and ultimately improve success of this metric. The use of this program in math and English is discussed below. Embedding resources specifically into these courses serves the highest number of first-year students directly where they are—in the classroom—instead of requiring additional effort on the part of the students to seek out information about much-needed support.

Transfer-Level English

The English Department has worked diligently during the last cycle to improve transfer level English and advance equity-minded teaching and learning through its AB1705 Faculty Inquiry Group and related initiatives. The group has developed a variety of practical resources, including research articles, sample assignments, and ready-to-use "drag and drop" activities, to support colleagues in grading for equity and curriculum redesign that promotes inclusivity and belonging in the classroom.

These resources are being shared widely across the department through professional learning sessions at department and division meetings, a Canvas resource shell accessible to all faculty, and the Adjunct Resource Committee, where part-time instructors are paired with full-time faculty for mentorship and resource sharing. Additionally, the department is creating an online resource handbook that will include sample syllabi, assignments, classroom activities, and Canvas modules to sustain this work long term.

Beginning in Fall 2025, all sections of ENGL 100/101 (soon to be C1000/C1000E) will integrate First Year Experience (FYE) engagements designed to strengthen students' sense of belonging and academic confidence. Faculty new to FYE will receive targeted training and opportunities for collaboration to design culturally responsive classroom activities and assignments that reflect FYE principles. Student outcomes will be monitored and compared to pre-FYE data to assess the impact.

To further support this ongoing equity work, six full-time and three adjunct English faculty have participated in the Course Redesign for Equity (CORE) program, contributing to a department-wide culture of reflection, collaboration, and innovation in teaching and learning.

Transfer-Level Math

The Math Department has implemented several targeted efforts over the last Student Equity Plan cycle to improve student access, engagement, and success in transfer-level mathematics. Faculty assignments were intentionally aligned with pedagogical strengths so that enhanced classes are primarily taught by instructors who use active and collaborative learning methods and work closely with Hornet Tutors to support students. The department also developed a new 6-unit MATH 140 course combining College Algebra and Trigonometry to create a more efficient Pre-Calculus experience that replaces the former 8-unit sequence (MATH 141 and 143). The course will be offered in both three- and four-day formats to increase successful student engagement.

To create a more supportive learning environment, the Math Tutoring Lounge was restructured to be more student-centered. Changes included removing food and time restrictions, making books and materials freely available, offering snacks and water, and adding whiteboards to encourage collaboration. Faculty and tutors now take a proactive approach by walking around and offering assistance, rather than waiting for students to request help.

In Spring 2025, additional training opportunities were introduced for both instructors and tutors to strengthen their ability to support students, particularly in statistics. Workshops were also launched to help instructors on duty promote the new tutoring structure. Resource sharing through Canvas has expanded, helping more faculty, including adjuncts, prepare to teach statistics effectively.

The department is participating in Ed Trust West's Equitable Placement Community of Practice, focused on integrating First Year Experience (FYE) engagements into all MATH 100 and 120/121 (soon to be MATH C1000 and STAT C1000/C1000E) sections beginning in Fall 2025. Faculty new to FYE will receive training and collaborate to develop culturally responsive classroom activities and assignments that reflect FYE principles. Student outcomes will be measured and compared to those from prior years to assess the effectiveness of these interventions.

Progress on Transfer Rates for Black and Latinx Students

As of January 2025, the most recent CCCCO data show measurable progress in transfer outcomes for both Black and Latinx students. For Black students, the College's target was to narrow the transfer gap from 11.5 percentage points to 5.8 percentage points. The current data reflects a gap of 4.7 percentage points, surpassing the original goal. While this represents significant improvement, the College remains committed to continued efforts aimed at fully closing the transfer equity gap.

For Latinx students, the goal was to reduce the transfer gap from 13 percentage points to 6.5 percentage points. As of January 2025, the CCCCO data indicate a gap of 8.3 percentage points. Although disproportionate impact remains, and our goal has yet to be met, these results reflect ongoing progress and reinforce the importance of sustaining targeted initiatives to further advance equitable transfer outcomes.

The Transfer Center has implemented several targeted strategies outlined in the current Student Equity Plan to improve degree completion and transfer outcomes for disproportionately impacted (DI) students. These efforts include intentional in-reach at key academic milestones, degree completion support such as ADT verification and follow-up on graduation application denials, and the creation of individualized transfer success plans for new students and those nearing completion.

As a result of these initiatives, the number of Black and Latinx students utilizing counseling services has grown, with 58 percent of Transfer Center counseling appointments attended by Black and Latinx students in Fall 2023, increasing to 62 percent in Fall 2024. Focused outreach to Black students grouped by unit milestones led to additional counseling appointments and engagement with Transfer Center resources.

Degree completion efforts have also expanded. In Spring 2024, 107 Black and Latinx students with denied ADTs were personally contacted; 55 scheduled counseling appointments, 22 enrolled in Summer 2024, and 17 submitted summer graduation applications. For Fall 2025 transfer applicants, 424 students who had not submitted graduation applications were contacted, resulting in 189 counselor reviews and prioritized follow-up with our DI students. These outcomes demonstrate continued progress toward equitable transfer and completion rates through proactive, student-centered interventions.

Progress on Retention and Completion Rates

	Persistence: First Primary Term to Secondary Term % and # of students for 2021-2022	Completion % and # of students for 2019-2020
Overall Student Population	70.2% (2972)	15% (832)
DI: Black	52.7% (58)	9% (21)

As of January 2025, the most recent CCCCO data show that the completion gap for Black students stands at 6.3 percentage points, compared to the baseline gap of 5.3 percentage points observed among first-time students from 2017–2018. The College's goal had been to reduce this gap to 2.7 percentage points. It is important to note that the most recent data are based on students who began in 2019–2020, the onset of the pandemic, which significantly disrupted student progress statewide. Despite this setback, the College remains committed to improving completion outcomes for Black students. To advance this goal, the College has formalized the Guided Exit to Completion program, and expanded support in Promise and Puente, while expanded transfer partnerships enabled more students to continue on to four-year universities.

Guided Exit

Guided Exit represents a collaboration between the Counseling department, Admissions and Records, and the Transfer Center to analyze student data, provide timely interventions, and improve internal processes with the goal of improving degree completion and transfer outcomes for disproportionately impacted students.

Guided Exit has made significant strides over the last three years in supporting Black and Latinx students through targeted, proactive, equity-minded interventions aimed at degree and transfer completion. Since its launch in Fall 2022, Guided Exit has identified more than 500 Black and Latinx students who applied for native degrees but had unmet requirements such as general education coursework, major-specific classes, Other College Transcripts (OCTs), Advanced Placement (AP) scores, and other critical documentation. Historically, many students might have been unaware of these requisites until the middle or end of the semester, often too late to take action. Through intentional in-reach, Guided Exit changed this approach by notifying students earlier in the term. This gave them time to enroll in needed courses, submit missing documentation, and meet with counselors to create individualized education plans. Students also received wraparound support, including career exploration, transfer planning, and referrals to additional resources, which contributed to both academic progress and longer-term goal setting. This shift led to significant improvements in graduation outcomes.

In Spring 2024, 89 percent of the Black and Latinx students with unmet requirements who received support from Guided Exit, completed their degrees within the same semester. In Fall 2025, the Transfer Center's Guided Exit efforts identified more than 400 students who had met ADT verification requirements but had not applied for graduation. These students were contacted and supported to apply for graduation, despite not having done so previously. This work also prompted lasting process improvements. Increased collaboration between Counseling and Admissions and Records (A&R) led to earlier access to graduation applications and denial letters, making it possible to reach students in time to take meaningful action. A&R has implemented several changes to expand access to support students' timely graduation. Preliminary evaluation statuses are now logged in Banner. In addition, ineligible evaluation results are now uploaded to OnBase, allowing counselors to view exactly what was communicated to students in their evaluations. These efforts resulted in updated internal timelines and an expanded graduation application window, improving flexibility for students.

To ensure students receive timely support, Guided Exit students are provided with exclusive counseling access through a dedicated ESARS scheduling system. This ESARS link connects students directly with Guided Exit Counselors who have appointments set aside for this initiative. This strategy eliminates long wait times during peak advising periods and ensures that students identified as having unmet graduation requirements receive timely, focused support. In addition to supporting individual student success, these changes have also improved the overall degree completion process with a focus on reducing barriers that have historically impacted Black and Latinx students.

Promise Program

Over the last Student Equity Plan cycle, the Promise Program has expanded its efforts to provide more intentional and targeted support for Black and Latinx students with the goal of achieving a 75% annual retention rate for both groups. Outreach practices have been refined to ensure more personalized contact, including sending text reminders to students with outdated education plans and following up with direct phone calls to Black and Latinx students to encourage continued enrollment and engagement.

Retention data reflects promising outcomes. Of the Fall 2023 Promise cohort, 73% of Black students and 74% of Latinx male students re-enrolled at Fullerton College in Fall 2024. In Spring 2025, 2,688 Promise-coded students had Fullerton College as their home campus, including 68 Black students and 1,715 Latinx students. Among these students, the majority (68% of Black Students and 71% of Latinx Students) have attempted both English and math courses, demonstrating continued progress toward academic milestones.

The Promise Program also requires students to participate in at least two engagement activities each semester, one of which is a structured Promise Check-in. These check-ins allow staff to connect with students to discuss academic and personal goals, review eligibility, and identify needed support. During 2024–2025, the team completed 872 check-ins, including 19 with Black students and 619 with Latinx students. Many of these check-ins were held directly in counseling courses, such as Puente and Teacher Pathways, to make the process more accessible and reduce additional demands on students. Through these coordinated efforts, the Promise Program continues to strengthen its equity-focused approach to student outreach, retention, and success.

Puente Program

The Puente Program (Spanish for bridge) is a cohort-based learning community that aims to increase the number of underrepresented students who enroll in college, earn associate degrees, transfer to a university, and return to the community as leaders and mentors. The Puente Program fosters a supportive and inclusive environment for students to be successful learners by offering mentoring, peer mentoring, a designated English tutor, and dedicated English and Counseling Faculty for a year.

The Puente team is composed of two Counseling faculty and two English faculty, working together to support students. Prior to 2023/2024, there was one full time counselor coordinating the program with the support of an adjunct counseling faculty. However, in 2023/2024 a second full-time counseling faculty joined the team with 50% reassigned time, which has supported the stability of the program by ensuring there are two full-time Counseling Cocoordinators.

Over the past 3 years, the Puente team has successfully recruited and supported 162 new students, two new cohorts totaling 54 students each year, while also continuing to support students from previous years. The Puente Program makes every effort to recruit students who have historically been underrepresented in higher education, many who are first generation Latinx students. Over the last 3 years, we have made strides in increasing the number of Latino male students, who have been underrepresented in college enrollment compared to other student groups.

In Fall 2024 the Puente Program, with the support of our college president, opened the Puente Center, which is a physical space for the Puente students to gather, build community, study and participate in team building and academic activities. The Puente Center has been very busy since its grand opening in September 2024. Students have been utilizing the center to study, meet with their English tutor, relax between classes, and participate in team building activities organized and facilitated by the Puente Center professional expert who oversees the space. This center has also contributed to building this sense of community and fostering an atmosphere that is conducive to supportive students' success.

In addition, the Puente team continues to supports the success and academic advancement of the Puente students through intentional activities in and out of the classroom which advance equitable outcomes such as supporting college persistence from fall to spring, completion of the first year of college and persistence to their second year, development and completion of educational goals (AA/AS, AA-T/AS-T, and or transfer) and development of confidence in their skills and abilities to pursue desired educational and career goals.

The Puente Program has demonstrated remarkable success in advancing the college's equity goals. The 2024–2025 Puente cohort was composed of 93 percent first-generation students, with 93 percent identifying as Latinx. Of the 54 students who began the program in Fall 2024, 51 persisted to Spring 2025, reflecting a 94 percent persistence rate. In addition, 83 percent of Puente students successfully completed ENGL 100 in Fall 2024, underscoring the program's strong academic outcomes. Furthermore, 95 percent of students in the Spring 2025 semester participated in the UC Northern California Field Trip, where they visited four University of California campuses, an experience that expanded their transfer awareness, motivation, and sense of belonging in higher education. Collectively, these outcomes highlight Puente's effectiveness in fostering academic success, persistence, and transfer readiness among Latinx and first-generation students, one of the goals outlined in the 2022-25 Student Equity Plan.

Development of OER/ZTC Materials to Reduce Financial Barriers for Students

The high cost of textbooks continues to be a significant equity barrier for students, and the college has made notable progress during the last Student Equity Plan cycle in expanding access to Zero Textbook Cost (ZTC) and Open Educational Resources (OER) to reduce these financial challenges. Through statewide grant funding from the CCCCO, the number of ZTC pathways in development has grown across multiple disciplines with support from our Guided Pathways team. Beginning in Fall 2025, new ZTC programs will include the Communication Studies ADT, followed by the Art History ADT, Geography ADT, and Theatre Arts ADT in Fall 2026. Several programs within Ethnic Studies such as Africana Studies AA, American Indian and Indigenous Studies AA, Asian Pacific Islander American Studies AA, Chicanx and Latinx Studies AAT, Ethnic Studies AA, and the Ethnic Studies for Educators Foundations and Discipline Emphasis Certificates, will also begin in Fall 2026. Additional ZTC pathways will be available in Social Justice Studies (General, Ethnic Studies, and Gender Studies).

We have developed an OER/ZTC and Equity Canvas course for faculty to learn more about developing and adopting OER and collaborating to create ZTC pathways. In Spring/Summer 2025, 25 faculty members received \$500 for completing a Canvas course, contributing to the continued expansion of affordable, accessible, and equity-centered instructional resources for students.

Library Initiatives Supporting Equity, Access, and Inclusion

Over the last three years, the Fullerton College library worked to increase and diversify its resources directed towards the needs of Black/African American and Latinx students. The library received funding to purchase books that reflected the lived experiences, histories, and backgrounds of our increasingly diverse students. To ensure that the books were easily findable and promoted a sense of inclusion among students, the library created numerous displays in conjunction with cultural celebrations and themes.

The library also engaged in outreach and events beyond the physical library. Through its mobile library initiative, librarians and staff attended key events organized by UMOJA and the Cadena Cultural Center, providing opportunities to promote books for Black/African American and Latinx students. To support students online, the library initiated an ongoing series of Online Author Chats, which regularly featured talks by a diverse group of bestselling authors, such as a talk with Pulitzer Prize finalist Lee Hawkins; multiple Spanish language and English language talks with Javier Zamoa, author of Solito; and a talk with Silvia Moreno-Garcia whose novel Mexican Gothic was read by the library's Leisure Reading Group. The library also experimented with different digital database collections that expanded access to new types of content, such as video and primary sources.

Over the last three years, the library has contributed to several initiatives to reduce course material and technology costs for all students. Through the Hornets Lending Program, the library purchased and loaned thousands of the college's most highly used textbooks. Working with Academic Computing Technologies (ACT), the library provided laptops, WiFi hotspots, and calculators for both short and long-term loans. Also, in conjunction with ACT, the library purchased a new electronic reserves system, providing access to digital versions of select textbook chapters. During Fall 2025, the library hired a new OER Librarian, ensuring that the library will continue to promote equitable access to course materials and technology for all students.

Currently the library is partnered with different divisions (Humanities, Ethnic Studies) departments (Staff Development), and programs (APIDA, Grads to Be, Cadena Cultural Center) to bring a diverse slate of authors to campus to discuss and celebrate their work. The first event of this series took place on October 8, 20025, and featured native Hawaiian poet Brandy Nālani McDougall. Upcoming events will include authors such as Javier Zamora, Danez Smith, Randa Jarar, and Nina G.

Increasing Utilization of Starfish to Support Student Success and Completion

Fullerton College, under our Guided Pathways team, has continued to expand the use of Starfish as a key tool for supporting student completion, transfer, and success. The platform helps programs serving disproportionately impacted (DI) students track participation, assess needs, and evaluate program impact, while also providing early alerts and progress checks that allow timely interventions. As of this cycle, our Student Advocates have made over 50,000 documented contacts and notes through Starfish. Academic Support Center programs (including Hornets Tutoring, the Tutoring Center, the Skills Center, and the Writing Center) along with the Math and Computer Science Tutoring Lounge, are transitioning to tracking appointments through the system. Together, these efforts enhance the college's ability to monitor student engagement, identify support gaps, and strengthen coordinated care across campus.

Advancing Equity Through Structural Transformation

During the last cycle, the college underwent a structural transformation by institutionalizing racial equity through a series of programs and initiatives that reflect a shared, campus-wide commitment to embedding equity as a collective responsibility across all areas of the institution.

These efforts include expanding equity and race-conscious professional development, advancing equitable recruitment and hiring practices, establishing the Division of Ethnic Studies and Student Equity, launching the HSI Transformation Team, and applying for the IEPI Partnership Resource Team Grant to support the college's pursuit of the Seal of Excelencia.

Equity and Race Conscious Professional Development

Under the guidance of our Professional Learning Coordinator, our campus has made significant strides in providing professional development opportunities that directly address student success, culturally responsive pedagogy, and ultimately increase belonging and trust for our DI populations. The efforts in these areas overlap with numerous metrics but ultimately reflect our institutional and structural transformation to increase student success and completion.

Course Redesign for Equity (CoRE): CoRE is a 3-week long training for instructional faculty delivered in a hybrid model. Faculty meet on Zoom for two, 2-hour sessions, with the rest of the instruction delivered asynchronously online via Canvas. CoRE provides culturally responsive teaching principles and serves as an ongoing Community of Practice to support faculty as they revise specific elements of their courses according to key equity building blocks. As of Fall 2025, 92 faculty members (10% of faculty) have participated in CoRE over three cohorts.

Race-Conscious Certificate: The RCC is part of a wider set of efforts aimed at cultivating a culture of race-consciousness at Fullerton College. The certificate was intentionally structured as a 20-hr hybrid-commitment to encourage long-term learning and engagement for increased sensitivity and understanding of race and anti-racist work amongst all employee groups. As of Fall 2025, 54 participants (faculty, managers, and classified staff) have completed the RCC.

Our college will evaluate, during the 2025-2028 Student Equity Plan cycle, if faculty who participate in these professional development opportunities see improved student success, especially for our DI populations.

Creation of the Department of Student Development and Engagement

Established by the Counseling Division in March 2022, the Department of Student Development and Engagement (SDE) was created through a collaborative effort between the campus community and shared governance process to provide a dedicated home for affinity-based programs. Although SDE is a relatively new department, many of its programs have deep roots at Fullerton College emerging from grassroots movements led by students, faculty, and classified staff advocating for equity, representation, and support.

SDE encompasses four key programs: the Cadena Cultural Center, the Grads to Be Program, the LGBTQIA2S+ Resource Program, and the Umoja Community Program. Each program has evolved through intentional restructuring to strengthen student support and align with institutional equity goals. To provide context, the Cadena Transfer Center was restructured into two separate entities (1) the Transfer Center and (2) the Cadena Cultural Center, allowing the Cadena Cultural Center to operate as a standalone program within SDE and the Transfer Center as its own center. This restructure resulted from the Student Equity and Achievement (SEA) Taskforce in 2021 to expand equity efforts more intentionally. Similarly, the Grads to Be Program, originally a sub-program of the Cadena Transfer Center became an independent program when SDE was established. The LGBTQIA2S+ Resource Program, launched just four months prior to SDE's creation, naturally integrated as one of the department's founding programs. The Umoja Community Program, which previously reported to the Dean of Student Services, also transitioned under SDE, enabling more intentional coordination, strategic planning, and advocacy.

While each SDE program provides specialized services and culturally relevant support, the department as a whole serves as a unifying hub, bridging programs, fostering collaboration, and uplifting intersecting student identities. Through this holistic approach, SDE works to integrate resources, provide wraparound services, cultivate brave and affirming spaces, and nurture a deep sense of belonging across the campus community.

Establishment of the HSI Transformation Team

In Fall 2023, our campus embarked on a journey to institutionalize our HSI Transformation Team into a dual-reporting committee, with the aim of improving our "servingness" to create a radically inclusive campus (Garcia, Núñez, Sansone, 2019). The HSI Transformation Team focused on five key priorities: faculty diversification in hiring, strengthening the college's HSI identity through marketing and branding, expanding culturally relevant practices, building equity infrastructure across the institution, and cultivating campus-wide solidarity. The HSI Team has built a strong and dynamic Latinx History Month program that features a full calendar of events, including Paletas with the President, Conchas with Counselors, the Cruisin' to College Car Show, Undocumented Student Success Week, and several high-profile speaker series that celebrate Latinx culture, leadership, and student achievement. Their efforts in the 5 key priorities are an essential part of our college's efforts to not only increase enrollment of Latinx students but ensure we have systems in place to support their academic and personal success. The HSI Transformation Team also played a key role in securing the IEPI Grant, which will help align the team's goals with the college's broader efforts to advance race-conscious professional development and pursue the Seal of Excelencia.

Advancing Equity in Recruitment and Retention

One of the primary goals of the previous Student Equity Plan cycle was to strengthen the recruitment and retention of Black faculty and staff, as well as educators who are deeply committed to serving our diverse student population. This goal directly aligns with NOCCCD's Equal Employment Opportunity (EEO) training, which emphasizes the District's commitment to hiring diverse faculty and staff to help close equity gaps and foster a campus culture that reflects the District's core values. As outlined in the EEO training, "If an applicant cannot demonstrate sensitivity to and understanding of diverse community college students, they are not qualified to work in the District." In alignment with these principles and the priorities outlined in Fullerton College's 2022–2025 Student Equity Plan, the college has made measurable progress in advancing the diversity and inclusion of its faculty and staff.

In Fall 2024, a cross-disciplinary team of faculty, classified professionals, counselors, and the college President participated in a two-day institute with Dr. Estela Bensimon at USC on Equity-Minded Leadership Searches, followed by ongoing coaching sessions in Spring 2025. This work also aligned with one of the key priorities of the HSI Transformation Team and provided a framework for implementing intentional and research-based hiring practices that help ensure we recognize the full scope of candidates' skills, leadership, and lived experience. Over the past year, the college has successfully recruited and promoted Black faculty, classified staff, and administrators whose contributions are strengthening our campus community and enriching the learning experience for all students. Their presence and leadership bring vital perspectives, mentorship, and connections that reflect our students' realities and aspirations.

As a result of these intentional practices, Fullerton College hired an exceptional and diverse cohort of full-time faculty in Spring 2025. Of the 14 new faculty members, four identify as Black, four as Latinx, three as White, two as APIDA, and one as Native American. We are encouraged by the outcomes of these efforts and look forward to seeing how these more equitable hiring and retention practices contribute to improved student success and institutional transformation in the next SE Plan cycle.

Launching Division of Ethnic Studies and Student Equity

The Ethnic Studies and Student Equity (ESSE) Division officially launched at Fullerton College in Fall 2025 to respond to the rapid growth of Ethnic Studies and to centralize the many campus, district, and statewide initiatives led by its faculty. The division includes three degree-granting departments—Ethnic Studies (ETHS), Chicanx and Latinx Studies (CLS), and African American Studies (AFRS)—as well as two degree-granting programs, Asian and Pacific Islander American Studies (APIS) and American Indian and Indigenous Studies (AIIS). It also houses the Ethnic Studies for Educators Certificate and a forthcoming Restorative and Transformative Justice Certificate planned for Fall 2026. Fullerton College is home to one of the oldest and most robust Ethnic Studies programs in the state, and this legacy continues through ongoing innovation that braids instructional and student services programs within the new division, each designed to center equity and align with statewide initiatives and mandates.

Through a combination of local funding and federal and state grants, the college has established two new centers designed to serve disproportionately impacted (DI) students while also providing dedicated affinity spaces that foster community and belonging for all students. In Fall 2023, the APIDA Resource Center opened, followed by the Rising Scholars Center in Spring 2025. In fall 2023, the Takeoff Grant from USC helped launch a pilot program for Men of Color which has officially been institutionalized as of Fall 2025. These programs and centers represent ESSE's high-impact student services that advance equity and liberation. The new division will also house already established projects such as the college's Hispanic Serving Institution (HSI) initiatives and emerging Black Serving Institution (BSI) efforts. Under this new structure, Fullerton College now has a dedicated dean responsible for leading the SE Plan and coordinating equity-related initiatives across campus. This intentional alignment continues our efforts to unify our planning under a shared vision for institutional transformation. The creation of this division demonstrates Fullerton College's commitment to statewide leadership in advancing innovative instruction and student services that place equity and belonging at the heart of the college experience.

Looking Forward

The 2025-2028 Student Equity Plan charts a roadmap for deepening Fullerton College's identity as an HSI, advancing efforts to become a BSI, and strengthening the college's capacity to serve all disproportionately impacted students with equity and care.

In the upcoming cycle, the college is committed to expanding opportunities for meaningful student input and leadership. The SEA Committee has already increased the number of student representatives from campus student government, ensuring stronger student voices in planning and implementation. The 2025–2028 SE Plan also identifies new opportunities for leadership, research, and decision-making roles that will allow Black and Latinx students to actively shape campus culture while gaining valuable experience. Above all, this plan affirms that equity is not the work of a few programs, but a campuswide commitment to ensure every student—regardless of race, background, or circumstance—has the opportunity to thrive at Fullerton College.

Strategies Across Metrics for 2025-2028 Student Equity Plan

To strengthen enrollment, the college is implementing customer relationship management tools to track every stage of the recruitment process and ensure no student falls through the cracks. Outreach efforts such as the African American High School Conference, the HBCU Caravan, and the Men/Mujeres Achieving Success (MAS) Conference provide culturally relevant entry points, while collaboration among Umoja, Puente, Promise, A2MEND, and APIDA ensures coordinated recruiting and onboarding.

Improving transfer-level math and English completion remains central to eliminating equity gaps. First-Year Experience models are being embedded in English and math gateway courses to connect instruction with culturally responsive strategies, affective domain supports, and student services. The college is doubling faculty participation in CoRE, Umoja, and Race-Conscious Certificate trainings, and expanding Umojafied sections of Statistics and English. Expanded tutoring services, embedded tutoring models, and stronger learning communities provide DI students with a greater sense of belonging and academic support.

To improve persistence, Fullerton College is transforming curricula to be culturally relevant and race-conscious, increasing Umojafied courses, and conducting targeted in-reach to high-enrollment DI classes. Cultural programming, including HBCU tours, Caravans, and African-centered study abroad, will increase belonging, while professional development will equip faculty and staff with equity-driven instructional strategies.

For completion, the college is embedding tutoring within Puente and Umoja courses, training a diverse tutor cohort, and expanding the use of predictive analytics and Starfish to flag students who need additional support. Guided Exit is being scaled to ensure that Latinx and Black students applying for graduation or lacking updated education plans receive proactive counseling.

Fullerton College is actively engaging Black and Latinx students in order to increase their participation in programs such as Honors, UC/CSU Dual Admission, UC TAG and transfer related events and services. Guided Exit ensures all DI students nearing transfer complete at least one proactive check-in with a counselor at key milestones and that they participate in Transfer Canvas Cohorts. Faculty, Umoja, Puente, and other affinity groups will coordinate transfer-focused events, culminating in a celebration of achievement. Recognizing the importance of family, the college has already organized family-centered workshops that embed transfer resources into cultural celebrations such as Puente's Parent Night. Future plans include the development of bilingual outreach and the expansion of translation services. Strengthened partnerships with CSU Fullerton through the Aspen–AASCU Transfer Student Success Intensive further address equity gaps for place-bound students and streamline pathways.

Contact Information

For more information about the Fullerton College Student Equity Plan, please contact: Dr. Cynthia Olivo, President of Fullerton College (colivo@fullcoll.edu | 714-992-7000).

Student Equity Plan Contributors

This plan was made possible through the combined effort and collaboration of the college community. Thank you to the members of the Student Equity and Achievement Committee and others who contributed:

Ericka Adakai Anita Juarez Ziza Delgado Noguera Mashonda Salsberry Porsha Boyd Cecilia Arriaza Todd Smith Zachariah McCarty

Marrietta Gilliard Jeanne Costello Anita Carlos Gina Bevec Devyn Hartnett Jorge Gamboa José Ramón Núñez Euree Kim Tim Ream Dani Wilson Juan Zaragoza Daniel Berumen Seung Ji Beth Kelley Philip Austin Ji Reyes Vinnie Wu Katheryn McGuthry Cynthia Guardado Connie Moreno Yamashiro Henry Hua Jennifer Merchant Sonia De La Torre

2025-2028 STUDENT EQUITY PLAN





Welcome to your 2025-2028 Student Equity Plan

Guidance

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program (Education Code 78222). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

Assurances

and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation
□ I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
□ I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Fullerton College ensures broad and active participation from all campus groups in the development of the Student Equity Plan through an inclusive, iterative, and collaborative process grounded in shared governance and transparency. The Student Equity and Achievement Committee (SEAC) leads this effort and includes representation from all major governance bodies, including the Faculty Senate, Classified Senate, Associated Students, managers, Student Services, and the Office of Institutional Effectiveness. This diverse membership ensures that these stakeholders each play an active role in shaping the college's equity goals and strategies.

To refine key strategies and reflect on the outcomes for each equity metric, SEAC has requested, and will continue to request, annual progress reports from programs and offices whose work is funded by Student Equity funds or whose missions center on equity. These reports allow for cross-campus reflection on outcomes, challenges, and innovations, ensuring that the plan reflects the lived experiences and expertise of those most closely engaged in student success. Multiple drafts of the 2025–28 Student Equity Plan were presented to the Faculty Senate, Classified Senate, Diversity Advisory Committee, Associated Students, and managers' meetings, where participants provided both high-level recommendations and detailed feedback that were incorporated into the final plan.

Student voice is central to this process. In Fall 2025, SEAC expanded the number of student representatives from Associated Students and is committed to offering mentorship and professional development opportunities to strengthen their leadership capacity throughout the implementation cycle. This includes inviting students to attend the SEPI Convenings and other professional development. Moving forward, SEAC will continue to engage students through focus groups with Umoja and Puente participants, participatory data discussions, and leadership opportunities in subcommittees related to key metrics.

This collaborative process ensures that equity planning is not done in isolation but through active engagement and accountability across all groups on campus. By embedding equity planning within shared governance and maintaining continuous feedback loops, Fullerton College ensures that the Student Equity Plan remains responsive to the needs of its community and reflective of the collective commitment to advancing racial equity and student success.

□ I have read the legislation Education Code 78220 and understand per Education Code section (c)	the
Student Equity Plan "shall be adopted by the governing board of the community college district a	and
submitted to the Chancellor of the California Community Colleges"	

 $\ \square$ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans provides information on race-consciousness strategies and student equity planning.

Fullerton College developed the 2025–28 Student Equity Plan through a race-conscious lens, building on three years of work and recent structural shifts. Since January 2025, Student Equity & Achievement) SEAC co-chairs and campus stakeholders have participated in the SEPI Collective and will join the December 2025 convening to plan implementation. Recent institutional changes anchor this plan: the institutionalization and expansion of the Umoja Community Program (with a coordinator, counselor, analyst, and therapist), the launch of the Division of Ethnic Studies and Student Equity (ESSE) to braid instruction and student services, the HSI Transformation Team to advance "servingness", and equity-minded hiring reforms aligned with District EEO training that diversified our latest faculty cohort. These shifts are reinforced by race-conscious teaching and support infrastructures including the Course Redesign for Equity (CoRE), a Race-Conscious Certificate, targeted FYE engagements in English and Math, expanded tutoring and learning spaces, and collegewide use of Starfish for early alerts and coordinated care.

The plan operationalizes race-consciousness by aligning people, resources, and policy to the points of greatest need. To rebuild Black enrollment, belonging, and transfer, we will scale the Umoja learning community and Umojafied sections, grow visibility and belonging through the Black Grad Ceremony, and partnerships like HBCU Caravan aligned with the CCC-HBCU transfer pathway. To close Latinx gaps, especially in transfer-level completion and transfer, we will expand Puente and provide more outreach materials in Spanish. To improve degree completion for Black and Latinx students, we will accelerate ZTC and OER pathways across multiple ADTs (including Ethnic Studies programs), strengthen culturally relevant pedagogy, and expand Guided Exit. Basic needs supports such as food, CalFresh assistance, transportation, lending library, technology loans, and emergency resources will remain embedded as core equity strategies for success.

Progress will be reviewed annually at a Spring retreat dedicated to collaborative data analysis and improvement before submitting the annual update. Student voice will expand through additional seats on SEAC and focus groups with Umoja and Puente participants. We will measure, reflect, and report using the structures we have institutionalized to remove race-based barriers, close equity gaps, and improve success for all students.

□ I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process and Schedule

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Fullerton College will implement a collaborative, data-informed process to ensure ongoing review and evaluation of the 2025–28 Student Equity Plan and its alignment with institutional equity goals. The process will be led by the Student Equity and Achievement Committee (SEAC) in collaboration with the Division of Ethnic Studies and Student Equity (ESSE), and Office of Institutional Effectiveness. Together, these groups will review progress on each equity metric, analyze disaggregated outcomes for disproportionately impacted student populations, and recommend adjustments to improve implementation.

To strengthen coordination across initiatives, the college is developing a crosswalk document that maps the objectives and strategies of the Student Equity Plan, the Fullerton College Strategic Plan, the Institutional Effectiveness Partnership Initiative (IEPI) grant, HSI Transformation Team, and the Seal of Excelencia framework. This crosswalk will ensure that equity-related efforts are integrated rather than siloed, creating shared accountability across divisions and programs. The IEPI grant will specifically support the institutionalization of equity alignment by funding the infrastructure, coaching, and analysis needed to track progress toward these common goals.

Review and evaluation will occur on a defined cycle. Each December, departments and programs supported by equity funds will submit brief progress reports summarizing their activities, outcomes, and data. In the spring, SEAC will host a dedicated data review retreat where faculty, staff, managers, and student representatives collaboratively assess the effectiveness of strategies, identify gaps, and propose modifications for the upcoming year. Findings will be shared with shared governance bodies to inform resource allocation, planning updates, and campus-wide accountability.

Bi-annual check-ins will be scheduled to track implementation milestones, review updated data dashboards, and ensure coordination between SEAC and other major equity initiatives. Annual update reports will also be published and shared with the campus community to promote transparency and continuous improvement. Through this structured and inclusive review process, Fullerton College will ensure that the Student Equity Plan remains a living document that drives measurable progress toward racial equity, institutional coherence, and lasting transformation.

College Contact Information

Name	Role			
Ziza Delgado Noguera	Project Lead			
Anita Juarez	Alternate Project Lead			
Cynthia Olivo	Approver: Chancellor/President			
Henry Hua	Approver: Chief Business Officer			
Jose Rámon Núñez	Approver: Chief Instructional Officer			
Sonia De La Torre	Approver: Chief Student Services Officer			
Bridget Kominek	Approver: Academic Senate President			
Jennifer Merchant	Approver: Guided Pathways Coordinator/Lead			

2022-2025 Student Equity Plan Reflection

Guidance

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge. In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

Reflection

For Reference: SEA Plan 2022-2025

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings

What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

Reflecting on the 2022–2025 Student Equity Plan cycle and recent data, we recognize that equity gaps stem from intersecting historical and contemporary institutional factors as well as broader systemic inequities. The COVID-19 pandemic disproportionately affected vulnerable communities and reshaped K–12 and higher education, deepening inequities that continue to impact student outcomes. Rising violence against Black, Indigenous, Latinx, Asian American, Pacific Islander, LGBTQIA2S+, undocumented and immigration-impacted communities further underscore the urgency of sustaining equity-minded approaches that center disproportionately impacted (DI) students.

Between 2022–2025, significant leadership transitions renewed our institutional focus on equity, with attention to Black and Latinx student success. Guided by the framework of "servingness"—moving from enrolling Latinx students to intentionally serving them (Garcia, Núñez, Sansone, 2019)—two major initiatives were launched in 2024: the HSI Transformation Team and the Ghana Delegation, which evolved into the North Star Committee.

The HSI Transformation Team advanced five priorities: diversifying faculty hiring, strengthening HSI identity through branding, expanding culturally relevant practices, building equity infrastructure, and cultivating campus-wide solidarity. In fall 2024, the Ghana Delegation attended the All-African Diaspora Education Summit inspiring the creation of the North Star Plan with institutional recommendations to strengthen pathways for students of the African Diaspora. Presented at Spring 2025 convocation, the plan includes connecting students to EOPS, CARE, and CalWORKs; expanding mentoring; and supporting faculty integrating Umoja-informed practices through professional development.

As of Spring 2025, these efforts have resulted in two standing bodies—the HSI Transformation Team and the North Star Committee—that are embedding racial equity into structures and practices. Together, they represent a multilevel approach: shifting campus culture to address racial equity explicitly and collaboratively, while institutionalizing it through infrastructure, policies, and programs.

Through this work, the college has strengthened alignment between campuswide equity strategies, Vision 2030 goals, and the Student Equity Plan. Most importantly, equity is increasingly recognized not as a separate initiative but as a shared, institutional responsibility.

Plan Continuity

Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

Approaching equity through a "servingness" lens has allowed our campus to develop intentional strategies that reflect a broader, more critical, and race-conscious approach to serving students. This framework will continue to guide the 2025–28 Student Equity Plan as we move beyond access to ensure equitable experiences and outcomes for Black and Latinx students. Our goal is to create lasting, campuswide practices that persist even after specific gaps are narrowed.

To ensure continuity between the 2022–25 and 2025–28 plans, we will: (1) maintain institutional support for racial equity initiatives by strengthening structures that sustain growth; (2) improve collaboration across divisions to build collective momentum toward systemic transformation; (3) expand data-informed decision-making to refine the application of servingness; and (4) leverage the new Division of Ethnic Studies and Student Equity, with its dean cochairing Student Equity & Achievement Committee (SEAC), to provide consistent leadership and follow-through between reporting periods.

For Black student populations, our current goal is to become a Black-Serving Institution. We recognize that increasing enrollment must be paired with infrastructure that fully supports Black students throughout their educational journey and beyond. Programs like Umoja have been central to this work, offering academic and cultural programming, building university partnerships, and expanding student and staff engagement. In 2023, the addition of a Special Projects Manager to lead A2MEND further strengthened support for Black male students. In spring 2026, the Men of Color Center will open adjacent to the Umoja Community Program. Collectively, these efforts have advanced retention, completion, transfer, and a stronger sense of belonging. Moving forward, the 2025–28 plan emphasizes that Black Student Success is a shared responsibility across the college and beyond.

We have also learned that professional learning is essential for sustained progress. The Professional Development Office has launched initiatives such as the Race-Conscious Certificate, Course Redesign for Equity (CoRE) training, and DEIA Hiring Trainings. These efforts deepen awareness of systemic inequities and help institutionalize equity-minded practices among faculty and staff. Continuing these professional learning opportunities will be central to cultivating a campus culture that actively reduces equity gaps.

Executive Summary

- Executive Summary URL:
- PDF Upload:

Student Populations Experiencing Disproportionate Impact

Guidance

The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goal.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1)

For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

SUCCESSFUL ENROLLMENT

03



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. https://datavista.ccco.edu/resources/38 (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics).

SUCCESSFUL ENROLLMENT

	Successful Enrollment % of students for	Successful Enrollment # of students	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
Student Population	2022-23 (Baseline Year)	for 2022-23 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.0%	4230	N/A	N/A	N/A	N/A
DI: Black/Africa n American	8.7%	103	6.7%	80	8.7%	104
DI: White	7.2%	949	18.6%	2436	20.6%	2698

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

^{*}The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.



Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment, as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

• Yes, our college has additional goals.

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

The college aims to achieve Black Serving Institution designation by enrolling at least 10% or 1,500 Black students in each term by 2029. In fall 2024, 1,104 Black students enrolled, including those categorized as Hispanic and Two or more race/ethnicities using the Integrated Postsecondary Education Data System (IPEDS) categories. The goal is part of the college's recently updated strategic plan, with a subcommittee established to track progress.

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

- Implement a customer relationship management (CRM) software to help Campus Communications, Outreach, Promise, and Admissions & Records keep track of the different steps of the prospective student recruitment process: prospect, inquiry, application, orientation, enrollment, and attendance.
- Provide culturally relevant programming for local high school students, such as an African American High School Conference and the Men/Mujeres Achieving Success Conference (MAS).
- Improve collaboration between special programs and services with Outreach and Admissions and Records (ex: Umoja, Promise, A2MEND, Puente, APIDA) including coordinating recruiting, onboarding, and the reporting of individuals in cohorts so that students are aware of programs but are not overwhelmed with duplicated messaging.

Additional Key Strategies for Overall Student Population (if applicable)

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population?

• None/Not Applicable

COMPLETED BOTH TRANSFER-LEVEL MATH & ENGLISH

04



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. https://datavista.cccco.edu/resources/39 (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics).

COMPLETED BOTH TRANSFER-LEVEL MATH & ENGLISH

	% of Students Completed Transfer- Level Math	# of Students Completed Transfer-			GOAL 2 Fully Close Equity Gap	
Student Population	and English for 2022-23 (Baseline Year)	Level Math and English for 2022-23 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	16.0%	834	N/A	N/A	N/A	N/A
DI: Black or African American	9.0%	12	2.8%	2.4	7.3%	10
DI: Hispanic	14.7%	417	0.1%	1	3%	86

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

^{*}The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer- Level English can be found here on DataVista: <u>Data Vista</u>: <u>Data View - Single Metric - NSA Students</u>



Completed Transfer-Level Math & English

There are two related goals for Completed Transfer- Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion of Transfer-level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

- From our college's 2025-2029 Strategic Plan: Goal 2 Equity in Support; Objective 4: Increase equitable access to academic support for students in courses with identified disproportionate impact.
- From our college's 2025-2029 Strategic Plan: Goal 3 Equity in Success; Objective 4: Increase employee participation in sustained, multi-session DEIAA-focused professional development.

Key Strategies to Advance Transfer-Level Math & English Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in completing Transfer-Level Math and English. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s).

Disproportionately Impacted Student Population(s)

- Embed First Year Experience in MATH C1000/STAT C1000 and ENGL C1000 courses that incorporates:
 - culturally responsive strategies for improving classroom sense of belonging
 - affective domain support
 - student service resources into course content
- Increase the number of math and English faculty participating in CoRE, RCC, and Umoja training to 10%, with an emphasis on full-time faculty; then, work with CoRE/RCC alums to develop in-house trainings for the math and English departments.
- Double the number of Umojafied sections of STAT C1000/STAT C1000E and ENGL C1000/C1000E.
- Expand access and use of math and English tutoring for DI populations by increasing tutor recruitment for introductory math, enhancing the Math & Computer Science Tutoring Lounge to foster belonging and engagement, and developing innovative embedded tutoring models for introductory math and English courses, aligning with our Strategic Plan goal of equitable academic support.

 Intentional support campaigns, via Student Success Advocates and summer START program, focused on both registering for math and English in year one and success in those courses for students in DI populations.

Additional Key Strategies for Overall Student Population (if applicable)

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population?

- Yes, our campus has additional key strategies
- Develop easily accessible repositories of instructional materials/resources to support math and English faculty with the following:
 - active, collaborative, and project-based learning
 - equitable and growth mindset-informed grading strategies
 - improved consistency of instructional delivery across sections of MATH and ENGL taught by full-time and adjunct instructors.

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

05



Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. https://datavista.ccco.edu/resources/40 (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics.

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

	Persistence Persistence	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap		
Student Population	students for 2021-22 (Baseline Year)	for 2021-22 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	70.2%	2972	N/A	N/A	N/A	N/A
DI: Black/Africa n American	52.7%	58	8.6%	10	17.9%	20
DI: First Generation	66.6%	1269	4.4%	84	6.5%	124
DI: White	65.6%	401	1.6%	10	5.3%	33

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

^{*}The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.



Persistence Equity Goals

There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

From our college's 2025-2029 Strategic Plan Goal 1 - Equity in Access, Objective 1: Reduce identified
equity gaps for Black students in first-year English and math completion, persistence,
degree/certificate completion, and transfer attainment.

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

- Transform course content and teaching to be culturally relevant and race conscious. Expand faculty participation in Umoja SLI and increase officially recognized Umojafied courses to help Black and First-Generation students see themselves as scholars who are reflected in the curriculum.
- Prioritize in-reach to courses with high Black and First-Generation enrollment, sharing key services, programs, and enrollment deadlines.
- Offer cultural programs that reconnect students with African heritage, such as HBCU tours, HBCU
 Caravans, and African-centered study abroad. Pursue designation as a Black-Serving Institution to
 foster Black Excellence, joy, intellect, and professional networks to infuse servingness in and out of the
 classroom.
- Develop and incentivize training for faculty, staff, and administrators that deepens understanding of structural and historical barriers impacting Black and First-Generation students and equips them with equity-driven instructional and service strategies.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population?

- Yes, our college has additional key strategies for the overall student population
- Leverage technology to ensure all students, including online learners, can access counseling, career services, library resources, and other student support equitably.

COMPLETION





Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. https://datavista.ccco.edu/resources/41 (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

COMPLETION

	% of Students	# of Students	GO/ Eliminate Dis	AL 1 proportionate	GOAL 2 Fully Close Equity Gap	
Student Population	Completed selected journey for 2019-20 (Baseline Year)	Completed selected journey for 2019-20 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.0%	832	N/A	N/A	N/A	N/A
DI: Black/AA	9.0%	21	2.7%	7	6.3%	15
DI: First Gen.	12.7%	342	2.6%	70	4.6%	124
DI: Male	11.5%	312	5.0%	135	7.0%	189
DI: Foster Youth	5.6%	4	4.3%	4	9.6%	7

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

^{*}The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.



Completion Equity Goals

There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I)Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks.

No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

• Not Applicable/None

Key Strategies to Advance Completion Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s).

Disproportionately Impacted Student Population(s)

- Increase equitable access to academic support programs by hiring a diverse cohort of tutors, providing training on creating inclusive spaces, and partnering with special programs (ex: Puente, Umoja) to provide embedded tutoring in reserved course sections.
- Implement the use of predictive analytics and proactive interventions through the integration of early alert software (ex. Starfish) in courses with large equity gaps, with a focus on Black students.
- Expand the "Guided Exit" program which provides direct outreach and educational planning support to Latinx and Black students who apply for graduation or do not have recent ed plans.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population?

- Yes, our college has additional key strategies for the overall student population
- Create comprehensive online, night, and weekend programs, that include modality specific noninstructional supports, to increase access for students.

TRANSFERRED TO A FOUR-YEAR





Guidance

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. https://datavista.ccco.edu/resources/42 (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

TRANSFERRED TO A FOUR-YEAR

	% of	# of Transfer	GO <i>A</i> Eliminate Disp	AL 1 proportionate	GOAL 2 Fully Close Equity Gap	
Student Population	Transfer Students for 2018-19 (Baseline Year)	Students for 2018-19 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Stude Equity Gap*
Overall Student Population	32.2%	647	N/A	N/A	N/A	N/A
DI: Econ Disadvantaged	30.8%	474	4.4%	69	6.7%	104
DI: First Generation	25.1%	209	9.5%	79	12.4%	104
DI: Hispanic (Latine/x)	28.3%	308	6.1%	67	8.8%	96
DI: Male	27.8%	259	5.6%	52	8.4%	79
DI: American Indian/Alaska Native	0.0%	0	-18.6%	1	-32.4%	1

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

^{*}The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year



Transfer Equity Goals

There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e—Baccalaureate Attainment)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks.

No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

• Not Applicable/None

Key Strategies to Advance Transfer Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Transfer. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates and meet the above goal(s) for your identified DI student population(s).

Disproportionately Impacted Student Population(s)

- Increase participation of Black and Latinx students in transfer-advantage programs such as Honors, UC/CSU Dual Admission, Dual Enrollment, HBCU Caravan, and UC TAG. Recruitment will be coordinated with affinity programs through targeted outreach, workshops, and advising to ensure that disproportionately impacted students access and benefit from these pathways. Support from university staff will be essential to the success of this strategy.
- Enhance Guided Exit by ensuring all Black and Latinx students nearing transfer complete at least
 one counselor check-in at key milestones (plan, application, aid). Track participation in Transfer
 Canvas Cohorts and document students receiving application guidance through the gathering of
 disaggregated data and the creation of data dashboards. Partner with Umoja, Puente, EOPS and
 others to align at least three transfer-focused events annually, culminating in a celebration with
 attendance tracked by race/ethnicity.
- Engage Latinx families by developing opportunities for families to learn about transfer pathways and opportunities (in English and Spanish) and hold events where students can invite family members. Develop materials in Spanish and make translation services available at major events.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population?

- Yes, our college has additional key strategies for the overall student population
- Encourage faculty engagement in transfer efforts by sharing best practices such as embedding
 information about transfer resources in Canvas, showing interest in students' transfer goals,
 integrating transfer-related conversations into course content, hosting discipline specific transfer
 events etc. These strategies can be shared during Flex Day sessions at the start of each semester
 and as additional professional development opportunities.

Transfer Emphasis

While the work and efforts for all student success metrics are crucial to the success of our students, the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer- intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Fullerton College's strategies to improve transfer outcomes are grounded in research, best practices, and a race-conscious approach. They draw from the RP Group's Through the Gate and African American Transfer Tipping Point studies, recommendations from the North Star Committee, insights from the National Institute for the Study of Transfer Students (NISTS), and lessons from the Aspen-AASCU Transfer Student Success Intensive.

The RP Group emphasizes connecting with students at multiple points to ensure readiness and help them make it "through the gate." Research shows Black students are more likely to transfer once milestones are reached, yet too few do. To address this, the college is developing dashboards with disaggregated data to track progress and enable early intervention. This requires staffing, technology, and collaboration with Institutional Effectiveness to sustain high-touch, data-informed support.

The North Star Committee recommends expanding opportunities that foster belonging and increase DI student participation in programs such as Honors, university tours, and the HBCU Caravan. NISTS research highlights the importance of family engagement, particularly for Latinx students. In response, the college is broadening family-inclusive programming through workshops and cultural events such as Puente's Parent Night, where students and families can also access transfer resources.

Faculty play a central role by discussing transfer in class, sharing experiences, and connecting students to resources—normalizing transfer as an expectation. Flex Day offers training and strategies, while discipline-based events and clubs—such as Psychology Day and STEM organizations—feature alumni panels and guest speakers. These touchpoints help students envision themselves as transfer-ready and expand awareness of opportunities.

Partnership with CSU Fullerton through the Aspen-AASCU initiative further strengthens pathways and reduces barriers. Because many DI students are place-bound, enhancing this relationship directly addresses equity gaps. Seamless pathways also benefit Latinx and other DI students by recognizing factors shaping transfer choices, including family commitments, cost, and commuting.

Together, these strategies—data-informed interventions, family and faculty engagement, and strengthened partnerships—build clearer, more equitable transfer pathways aligned with Vision 2030.

INTENSIVE FOCUS

08



Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Guidance

After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. (minimum of one population is required, maximum of three).

- Fullerton College Student Populations Experiencing DI Selected for Intensive Focus:
 - Black and Latinx

Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Over the last few years, our campus has strengthened our HSI designation through servingness and begun efforts toward becoming a Black Serving Institution (BSI). While progress has been made, several cross-cutting challenges remain:

Access to Real-Time Disaggregated Data

Historically, data disaggregated by race, ethnicity, and other categories was inconsistent, limiting programs' ability to measure enrollment, service use, and outcomes. This limited efforts to identify equity gaps, evaluate programming, and address the diverse needs of our student population.

Cultural Competency and Trauma-Informed Approaches

Our campus has increased training in cultural competency, responsiveness, and trauma-informed practices, but efforts must be expanded. To better serve Latinx students and families, access to bilingual/multilingual services must grow. For Black students, issues of belonging persist, underscoring the need for culturally relevant curriculum and faculty committed to creating inclusive learning environments.

Instructor Participation and Collaboration

Professional learning opportunities around culturally responsive teaching have expanded, yet faculty participation remains inconsistent. Greater adoption of collegewide tools like Handshake and Starfish is also needed. Additionally, more attention must be given to understanding faculty-student relations and student classroom experiences.

Partnerships and Collaborations Across Campus

Support for Latinx and Black students has often been led by affinity programs, such as Umoja. While vital, this work must be shared across all academic and student affairs areas to holistically serve disproportionately impacted students.

Consistent Funding and Permanent Staffing

Equity efforts require sustainable funding and staffing, as well as the recruitment and retention of existing staff of color, specifically Black faculty and staff. Vacancies and turnover have slowed growth, while inequitable policies around travel and reimbursement hinder staff. Adopting pre-payment processes and district credit cards, as used across the system, would reduce barriers for first-generation professionals leading student services. These changes ensure staff can focus on advancing opportunities, such as college tours and professional development, without the burden of upfront costs.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

- How will your college address and overcome the challenges and/or barriers shared above?
- What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?
- What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Fullerton College's equity action plan is designed to directly address systemic barriers affecting Black and Latinx students while advancing student success across all five metrics: Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion. Our strategies integrate academic and student affairs, leverage institutional resources, and strengthen community partnerships to create sustainable impact.

Over recent years, our campus has identified several persistent challenges. Limited access to real-time, disaggregated data by race, ethnicity, and other identities has constrained programs' ability to track enrollment, participation, and outcomes, making it difficult to identify gaps and tailor support effectively. To address this, the college is expanding data infrastructure and establishing regular departmental and divisional reporting cycles, enabling timely, data-informed interventions.

Uneven implementation of cultural competency and trauma-informed practices has also hindered student belonging. While professional learning has expanded, Black students continue to report feelings of exclusion, and Latinx students and families often lack sufficient bilingual or multilingual services. Fullerton College is scaling training opportunities, embedding culturally relevant curriculum across disciplines, and expanding multilingual outreach, ensuring classrooms and services foster belonging for all students.

Instructor participation in equity-focused initiatives remains inconsistent. To strengthen engagement, the college will incentivize participation, embed equity learning in evaluation and professional growth, and create peer-led communities of practice. Feedback loops with students will provide insights into classroom dynamics and inform improvements.

Historically, equity work has been concentrated in affinity programs like Umoja and Puente, leaving responsibility unevenly distributed. Moving forward, culturally responsive practices will be institutionalized across academic and student services, ensuring all students benefit from holistic support. Sustainable growth also requires consistent funding and staffing. The college will prioritize positions for equity programs and transform inequitable administrative policies—such as delayed reimbursements—through pre-pay processes and district credit cards, enabling staff to focus on advancing student opportunities and professional development.

Our strategies are multifaceted. Family-inclusive programming, expanded evening/weekend services, and centralized resource access will strengthen belonging. Basic needs support—covering food, housing, transportation, and mental health—will be embedded in equity-driven programs, including Rising Scholars, Umoja, Puente, LGBTQIA2S+, and the APIDA Amplified Center. Professional learning such as the Race-Conscious Certificate, DEIA book clubs, CORE, Pronouns 101, and UndocuAlly Training will continue and expand, adding specialized training on undocumented student support and trauma-informed practices.

Students will be central to these initiatives. Paid leadership opportunities, research roles, and decision-making positions will enable Black and Latinx students to shape campus culture while developing professional skills. Increasing student representation in our Student Equity and Achievement Committee will ensure closer collaboration with our campus student government. Scholarships and emergency aid for disproportionately impacted students, including undocumented students, will remove financial barriers to participation. Program-level collaborations—like embedded tutoring in learning communities, Umoja-specific courses in English, Counseling, and Ethnic Studies, and the Men of Color Center—illustrate how equity is embedded into both curriculum and co-curricular experiences. Summer residential transfer programs, a Black Student Scholarship for study abroad, and the Black Student Success High School Conference further demonstrate our commitment to student advancement.

Institutional processes such as Program Mapping, Early Alert/Predictive Analytics (Starfish), and Guided Exit will support seamless academic pathways and strengthen cross-departmental communication. The HSI Team and its equity-focused subcommittees will provide accountability, ensuring alignment with institutional goals. External partnerships with high schools and community organizations will expand culturally responsive recruitment, family engagement, and transfer support, connecting students to broader networks that reinforce their success.

Success will be measured both quantitatively—through increased enrollment, persistence, transfer-level completion, transfer, and overall completion for Black and Latinx students—and qualitatively, through improved belonging, stronger faculty-student relationships, expanded use of basic needs resources, and increased representation of Black and Latinx faculty and staff. Ultimately, success reflects a campus where equity is not confined to a few programs but embedded across the institution, ensuring all students thrive.

STUDENT EDUCATION PLANS





Guidance

Per Education Code 78222 (b)(4), as a condition of the receipt of SEA funds, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph." Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)." - Vision 2030: A Roadmap for California Community Colleges (page 10)

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Completed Comprehensive Student Education Plans

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term Exempt Students: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e., degree, certificate, transfer, apprenticeship)

STUDENT EDUCATION PLANS

	COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)						
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year		
Fall 2022 Cohort (Comprehensiv e Ed Plan by 6/30/2023)	3,534	622	17.60%	1020	28.90%		
Spring 2023 Cohort (Comprehensiv e Ed Plan by 12/31/2023)	626	53	8.50%	74	11.80%		
Fall 2023 Cohort (Comprehensiv e Ed Plan by 6/30/2024)	3509	484	13.80%	889	25.30%		
Spring 2024 Cohort (Comprehensiv e Ed Plan by 12/30/2024)	847	103	12.20%	153	18.10%		

STUDENT EDUCATION PLANS

Using local college data and the CCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

	Total Number of Enrolled	# of Students who Received a	% of Students who Received a	# of Students who Received a	% of Students who Received a
American Indian/Alaska	27	1	-11.15	1	-21.45
Asian	707	188	12.84	276	15.22
Black or African American	264	27	-4.74	51	-5.95
Filipino	2	1	35.19	1	24.92
Latinx	5197	766	-0.2	1300	-0.17
Native Hawaiian/Pacifi	28	0	-14.87	2	-18
Other/Unknown	179	31	2.55	46	0.63
Two or More	672	100	0.07	195	4.27
White	1440	148	-5.47	264	-8.12

Highlighted = DI using PPG method

Comprehensive Plan Implementation for DI Student Population

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

Fullerton College is committed to ensuring that disproportionately impacted (DI) students receive a comprehensive educational plan early in their academic journey, with primary delivery in the first semester and full implementation by the end of the first year. To achieve this, Student Services continuously evaluates and enhances its programs through coordinated faculty engagement, professional development, and strategic resource allocation.

Key strategies include deepening collaboration between the Career Center and Counseling Center to provide early and integrated career exploration and planning. The college is refining DegreeWorks templates to establish Comprehensive Education Plans (C-SEPs) as the primary tool guiding students' academic pathways, reducing reliance on A-SEPs, and ensuring plans accurately reflect prior coursework. Operational processes will be strengthened to guarantee C-SEPs are completed correctly, and data consistently documents student-counselor interactions.

Intentional outreach to Black and Latinx students without a C-SEP will be conducted, focusing on those completing their first year or those who have applied for a degree but are ineligible. Weekly embedded counseling at high schools and on-campus sessions will facilitate the completion of abbreviated education plans when needed. Partnerships with program managers and faculty will promote awareness and timely completion of C-SEPs among DI and transfer-intending students through classroom visits, embedded programming, incentive structures, and engagement via Starfish.

Professional development will include targeted training for full-time and part-time counselors on cultural competency, equity-minded counseling, and the pivotal role of C-SEPs in closing opportunity gaps. The college will also maintain a robust Athletic Counseling team to support student-athlete success and will enhance its Counseling Center website to better communicate the importance of meeting with a counselor. Collectively, these strategies aim to provide DI students with structured, equitable, and accessible pathways, ensuring timely progress toward their academic goals while fostering a campus culture centered on student success.

Comprehensive Plan Implementation for ALL Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Counseling faculty engage with students both at local high schools and on campus during New Student Advising sessions and other outreach-driven events to support the timely completion of educational plans. Throughout the first year, students in multiple programs meet with counseling faculty to develop a comprehensive education plan, guided by intentional data-driven outreach with a focus on DI populations.

Major Discovery Day (MDD) exemplifies proactive student support, connecting students to academic advising, campus resources, and career exploration opportunities. First-generation and other DI students are intentionally engaged, with counseling faculty on hand to provide guidance and assist with the completion of comprehensive education plans (C-SEPs). The event also supports the use of tools such as Program Mapper to help students refine academic goals and, if needed, adjust their program of study.

Technology is leveraged to reinforce these efforts. Platforms including Starfish and Element 451 deliver automated, milestone-based "nudges" through myGateway, email, and SMS to students who have not completed a C-SEP. Integration with myGateway ensures these messages appear alongside critical announcements making them highly visible to students.

Finally, the college has established intentional data-sharing practices with student services managers to reduce duplication of effort, optimize outreach, and increase C-SEP completion rates. Collectively, these strategies support equitable outcomes, preparing students for successful transfer, meaningful employment, and long-term economic mobility.

VISION 2030





Vision 2030 Equity Alignment and Coordination

Guidance

Education Code 78220 (a)(4) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.

<u>Vision 2030: A Roadmap for California Community Colleges</u> provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider "what access means when we lead with equity," centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice- impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have competed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in <u>Vision 2030: A Roadmap for California Community Colleges</u>.

Guided Pathways

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Fullerton College continues to align SEA and equity-centered efforts with Guided Pathways by transforming structures, scaling initiatives, and embedding equity practices across the student experience.

Transforming Structures

The college has expanded staffing to sustain cross-campus alignment in instruction, student services, and equity planning. Faculty equity-professional learning is embedded within Staff Development, building shared capacity for culturally responsive practices, academic identity-building, and fostering belonging.

Scaling Key Initiatives

- First Year Experience (FYE): Now serving over 5,400 students in English, math, and Business, with expansion planned for Ethnic Studies and STEM. FYE integrates career exploration, academic mindsets, support resources, and belonging activities into regular course instruction. Outcomes show persistence gains for Black and Latinx students and improved English completion for Latinx students.
- Zero Textbook Cost/Open Educational Resources (OER/ZTC): To reduce affordability barriers, the
 college is scaling ZTC pathways in ADTs (Communication Studies, Art History, Theatre, Geography)
 and Ethnic Studies/Social Justice programs. A new OER/ZTC Equity course prepares faculty to
 adopt no-cost materials, and a newly hired full-time OER Librarian provides sustained support.
- Starfish: Implemented throughout academic support centers and tutoring programs to gather attendance and participation data of disproportionately impacted students. Launched Academic Progress Reports (APR) to gather faculty input regarding EOPS student progress in courses allowing for early interventions. Utilizing Starfish to gather data regarding students' academic and student supports allows for early intervention and a holistic visualization of students' academic and support networks.
- Program Mapper: Offers transparent degree maps aligned with CalGETC and transfer requirements. In partnership with CSU Fullerton, 2+2 maps are being developed for seamless transfer.

Equity-Driven Practices

Each initiative directly addresses equity gaps in persistence, retention, completion, and transfer. Guided Pathways remains the central framework for aligning collegewide implementation with Vision 2030.

Student Financial Aid Administration

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Fullerton College's Financial Aid Office is advancing equity by maximizing aid receipt and systematically increasing FAFSA and CA Dream Act completion among disproportionately impacted populations, including Black, Latinx, undocumented, foster youth, and justice-impacted students.

Recent progress demonstrates impact: from 2022–2025, more than 1,200 Black and 13,000 Latinx students received Pell Grants. while over \$425,000 in Cal Grant Dream Awards supported undocumented students. Verification requirements declined from over 4,000 to under 250, accelerating aid delivery.

Strategies Include:

- Simplified Processes: Automation and IRS data matching reduce delays and paperwork barriers.
- Direct Support: Over 1,700 students assisted in person, 100 virtually, and 1,100 in labs last year, ensuring individualized guidance.
- Inclusive Appeals: Updated SAP processes recognize real-life challenges, supporting re-enrollment.
- Partnerships: Collaboration with Athletics, Rising Scholars, Foster Youth, Immigration-Impacted Services, and basic needs programs to link students to additional DSIG, Hire Up, and NextUp funding opportunities.
- Proactive Outreach: Staff follow up with students who do not complete applications to increase funding
 accessibility. Additionally, targeted FAFSA/CADA campaigns in collaboration with Grads to Be Program, to assist
 students on making informed decisions about their application options given the current political climate.

Looking forward, the college will expand workshops, streamline packaging, and scale emergency aid to address housing and food insecurity. These strategies ensure equitable access to resources and promote persistence and completion.

Students with Disabilities (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Disability Support Services (DSS) program is committed to proactively supporting efforts to eliminate disproportionate impact (DI) for Latinx and Black students by ensuring equitable access to services, resources, and opportunities for success. DSS will work closely with the SEA Committee, Guided Pathways, and other student support programs to align strategies, share data, and coordinate outreach to address barriers faced by these student populations.

Key strategies include:

• Early Identification & Outreach: Ensure timely accommodations (academic adjustments) and academic support referrals for Latinx and Black students with disabilities through targeted outreach and collaboration with Admissions, Counseling, and Learning Communities (e.g., Umoja, Puente).

- Staff Development: Provide ongoing professional development for faculty and staff centered on Universal Design or Learning (UDL), culturally responsive practices, and equity-minded approaches to disability services to ensure that faculty are equipped to foster inclusive learning environments where all students, particularly those from DI groups, feel valued and supported.
- Streamlined Services: Expanded access to assistive technology, academic adjustments, and simplified procedures reduces barriers to participation.
- Data-Driven Improvement: DSS actively participates in equity planning and data review to monitor progress and adjust strategies.

Through these efforts, DSS strengthens belonging, closes equity gaps, and supports the academic and personal success of disproportionately impacted students with disabilities.

Extended Opportunity Programs and Services (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

EOPS and CalWORKs advance equity for disproportionately impacted students, particularly Black, Latinx, foster youth, and parenting students.

Key strategies include:

- Outreach & Access: EOPS serves 877–1,155 students annually, with 76% Latinx participation and increasing Black enrollment. CalWORKs expands access for parenting students through partnerships with county agencies and community organizations.
- Student Success: EOPS and CalWORKs reinforce achievement with structured counseling, Academic Progress Reports, and individualized career planning. EOPS students consistently exceed campus averages in success rates and GPAs.
- Holistic Support: Both programs address basic needs to promote persistence. Students receive meal
 and gas cards, book service awards, and emergency grants. CalWORKs provides childcare support,
 work-study opportunities, and referrals to housing, food, and mental health services. EOPS expands
 resources through \$1.3 million in HireUp grants and new emergency aid for foster youth.
- Community & Belonging: EOPS builds connection through events such as Adopt-an-Angel and Recognition Ceremonies. CalWORKs supports parenting cohorts and connects them with Umoja Community Program, Grads to Be Program, LGBTQIA2S+ Resource Program, and the Cadena Cultural Center.

Together, EOPS and CalWORKs leverage data-driven practices to strengthen outcomes, ensuring disproportionately impacted students persist, complete, and transfer successfully.

NextUp/Foster Youth

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Fullerton College's Foster Youth Success Initiative (FYSI) program proactively supports the SE Plan by centering equity-driven, trauma-informed services to eliminate disproportionate impact for foster youth, particularly Black and Latinx students who comprise more than 80% of the population served.

Through targeted outreach partnerships with continuation high schools, transitional housing programs, group homes, and community agencies, the programs have nearly doubled enrollment from 43 students in 2022 to 85 in Spring 2025. This intentional outreach expands access for disproportionately impacted youth and directly addresses equity gaps in enrollment.

Once enrolled, students receive comprehensive wraparound supports, including textbook and supply assistance, vendor cards for groceries and transportation, emergency financial aid, laptop and Wi-Fi hotspot loans, childcare referrals, and housing navigation. These multi-layered supports—funded through SEAC, NextUp, and the California College Pathways Fund—help eliminate basic needs barriers that disproportionately affect Black and Latinx foster youth.

FYSI also employs a culturally responsive, high-touch case management model that ensures every student receives multiple counseling contacts per term, priority registration, SEP development, and academic progress monitoring. This proactive approach has resulted in a 76.69% retention rate and 48.12% success rate in Fall 2023—outperforming statewide foster youth averages and demonstrating measurable progress toward equity goals.

To sustain these gains, the programs have secured permanent staffing, standardized trauma-informed onboarding, and expanded equity-minded curricula such as the dedicated Mindful 101 course for FYSI, EOPS, and CARE students. New initiatives, including a Summer 2026 study abroad program in Panama (in partnership with Umoja) and a phased Foster Youth Ally training series for faculty, staff, and campus safety, further institutionalize equity-driven practices.

Finally, dual funding through SEAC and NextUp ensures that all foster youth—including those excluded from state eligibility criteria—receive equitable access to support. This structure allows Fullerton College to address systemic inequities, close racial equity gaps, and advance SE Plan goals by ensuring that foster youth, especially Black and Latinx students, can persist and thrive.

Program for Veterans (Veterans Resource Center)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The Veterans Resource Center (VRC) at Fullerton College is committed to advancing the goals of the Student Equity Plan by centering equity in all aspects of veteran support. Our services are designed not only to address the unique challenges of student veterans but also to eliminate disproportionate impact among historically marginalized and academically disproportionate groups, particularly Latinx and Black students.

The VRC offers wraparound services including academic and career counseling, mental health counseling, VA education certifications, tutoring, study space, food and snacks, free printing, emergency financial assistance, and more. These services reduce barriers to enrollment, persistence, and completion. In addition, the VRC provides community space, peer mentorship, and equity-focused workshops that empower students to thrive academically and personally.

We recognize that veterans hold intersecting identities and that many also identify as Latinx, Black, first-generation, or low-income students. To address this, the VRC is intentional in providing tailored support and services that respond to these diverse needs and promote equitable student success. One opportunity we will embrace is the disaggregation of veteran outcome data, which will allow us to identify equity gaps within the veteran population and respond with targeted interventions to meet additional needs.

Key Strategies include:

- Partner with campus and community resources to expand access to academic support, scholarships, and emergency grants.
- Provide access to mental health counseling and wellness workshops that reduce stigma and increase utilization among veterans of color.
- Develop culturally responsive programming and peer mentorship opportunities that validate the lived experiences of Latinx and Black veterans.

Through these strategies, the VRC will remain an active partner in the college's equity work, ensuring that veterans, and especially those from disproportionately impacted groups, are supported in ways that honor their service, affirm their identities, and promote long-term academic and career success.

Justice-Impacted Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Fullerton College's Rising Scholars Program commits to expanding access and success for justice-impacted students, with a focus on disproportionately impacted populations such as Black and Latinx students. The college has adopted structural changes and initiatives designed to address barriers and foster equity-centered support.

Key strategies include:

- Leverage the Rising Scholars Network Grant (approx. \$500,000), awarded in Fall 2025, to hire staff, provide professional development and expand meaningful programming for our justice-impacted students so they can thrive.
- Holistic Student Support: Addressing non-academic barriers by offering food, transportation, and gas support, while also connecting students to legal aid, Department of Rehabilitation, and culturally responsive community organizations. This ensures wraparound support for economic, social, and mental health needs.

Collectively, these strategies institutionalize long-term equity practices, reduce barriers to access, and affirm the identities of justice-impacted students, ensuring they are supported in achieving academic, personal, and professional success.

Low-Income Adults

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Key strategies to support low-income student populations—building on the long-standing equity-minded efforts of EOPS, CARE, and CalWORKs—include the following:

- Consistent collaboration with Career & Life Planning Center for career exploration.
- Continue tracking outcomes by race/ethnicity in partnership with Institutional Effectiveness.
- Ongoing partnerships with Umoja Community Program, Grads to Be Program, Pathways of Hope, Food Bank, and Cadena Cultural Center to institutionalize cross-campus equity work.

- Continue wrap-around case management for system-impacted and foster youth students.
- Continue Implementing high touch advising and success incentives (e.g., Academic Progress Reporting, tutoring, and financial aid liaison services).

Our campus is also scaling ZTC pathways across ADTs (Communication Studies, Art History, Theatre, Geography) and Ethnic Studies/Social Justice programs. A new faculty OER/ZTC Equity course is equipping instructors to adopt and develop high-quality, no-cost materials. Additionally, our Library will continue prioritizing the availability and improvement of its lending program-which includes resources like study-kits, visual aids, calculators, laptops, hotspots, textbooks, and material on course reserve.

Credit for Prior Learning

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Fullerton College is embarking on a deliberate expansion of Credit for Prior Learning (CPL) as a strategy to advance student success and equity. Historically, CPL has been awarded primarily through Advanced Placement exams, but the college is now building a broader framework to recognize knowledge gained through work experience, military service, industry credentials, and other non-traditional learning pathways.

In April 2025, the college approved its CPL catalog statement, establishing clear procedures for earning credit, including credit by exam, portfolio review, military Joint Services transcripts, industry-recognized certifications, and standardized exams. The policy also includes an appeal process and a commitment to regular review, ensuring that the system remains responsive to student needs.

Key Strategies for Credit for Prior Learning (CPL) include:

- Faculty Engagement: Departments will identify courses and programs best suited for CPL and collaborate to ensure consistent and equitable opportunities across disciplines.
- Counselor Integration: Counselors will incorporate CPL into educational planning to help students understand how CPL can shorten degree and transfer pathways.
- Equity-Centered Outreach: Develop targeted outreach, student-centered guides, and workshops to support veterans, adult re-entry students, working parents, foster youth, and other disproportionately impacted populations.
- Data Collection and Analysis: Track participation and outcomes to ensure equitable access, identify gaps, refine practices, and guide data-informed decisions.
- Professional Development: Faculty and staff will participate in statewide and regional curriculum conferences to integrate best practices and align CPL expansion with Vision 2030.

Through these structural, procedural, and equity-focused strategies, Fullerton College is laying the foundation for CPL to become a meaningful, accessible pathway that recognizes students' prior learning and supports historically underserved populations in achieving their educational goals.

Dual Enrollment

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - <u>Vision 2030: A Roadmap for California Community Colleges</u> (page 2)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Dual Enrollment has worked closely with high school partners at AUHSD, PYLUSD, BOUSD, and FJUHSD to secure over \$4 million to support program expansion. The schools we serve averaged 61.6% Hispanic/Latinx and 2.3% Black students between 2022–2025.

Key Strategies to increase equitable Dual Enrollment:

- Online and in-person classes to meet diverse student needs
- Virtual cohort academies within the bell schedule, supporting students to complete at least 12 college units
- Expanding in-person dual enrollment by summer 2026
- Developing an Early College Academy with embedded cohorts starting in 9th grade to earn up to 24 college units by high school graduation

Fullerton College has grown the Dual Enrollment Office with three full-time Special Project Coordinators and ten part-time Success Coaches stationed at high schools to provide direct student support. The Division of Ethnic Studies & Student Equity will expand offerings to help schools meet the new ethnic studies graduation requirement through AB 101.

We are mindful that dual enrollment students who fail, do not pass, or withdraw from their classes may experience negative impacts on future financial aid eligibility and their GPA, which can also affect their ability to transfer. To mitigate this, Fullerton College also implements early academic counseling, embedded coaching, cohort-based support, tutoring, and structured interventions for at-risk students. These strategies aim to improve completion, reduce withdrawals, and ensure students maximize both high school and college success without jeopardizing future financial aid eligibility.

Strong Workforce Program/Perkins

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Fullerton College aligns the Strong Workforce Program (SWP) and Perkins Program with the Student Equity and Achievement (SEA) Program to advance Vision 2030 goals of increasing equitable access to living-wage careers. While equity is not formally applied to the allocation of local SWP or Perkins funds, the college actively incorporates an equity lens internally in program planning, student support, and pathway design to address the needs of disproportionately impacted students.

SWP and Perkins strengthen career education by funding curriculum innovation, faculty development, and industry partnerships.

Key coordination strategies include:

- Outreach & Access: SWP and Perkins pathways intentionally reach low-income and underrepresented students through culturally responsive marketing, dual enrollment, and community partnerships.
- Student Support: Provide counseling, tutoring, and basic needs support which can be integrated into CTE programs, creating a high-touch support system.
- Work-Based Learning: SWP and Perkins expand internships, apprenticeships, and employer engagement.
- By embedding an internal equity lens into program design and student supports, Fullerton College ensures workforce programs advance Vision 2030's commitment to equitable workforce development, socio-economic mobility, and the success of historically underrepresented students.

Additional Programs

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the Vision 2030: A Roadmap for California Community Colleges document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

LGBTQIA2S+

The LGBTQIA2S+ Resource Program provides holistic academic, social, and wellness support that affirms and empowers queer and trans students. The intersectional identities of being queer, Latine, Black, APIDA, and White are nuanced and multi-faceted, requiring tailored efforts and queer mentorship through LGBTQIA2S+ Resource Program Staff, events, resources, and services. A part-time Academic Counselor offers appointments tailored to students' unique goals, helping maintain enrollment and academic standing. A part-time Wellness Associate provides check-ins focused on mental health and access to gender-affirming care, supporting students who often face tension being out on campus but not at home. Our full-time employee ensures consistency in services and has expanded support by developing the LGBTQIA2S+ Scholars Program. Our scholars program promotes structured enrollment, retention, and completion through counseling, wellness support, monetary aid, and community engagement with 72% of our 24-25 class identifying as Latine, Black and/or having more than one race of Latine/Black.

Led by our full-time LGBTQIA2S+ employee, our goal in 2026 is to build a robust LGBTQIA2S+ Learning Community that can be sustained and flourish to support LGBTQIA2S+ learning, success, and sense of belonging in the classroom in addition to our events and services out of the classroom. Offering tailored queer support specially for our Latine and Black students continues to be important for our program and is integrated into our bi-monthly True Colors Trans Support Group and Loud & Proud Processing Group. We have collaborated with Grads to Be Program, that is predominately Latine students, on wellness and scholar events, and with the Umoja Program on scholars' events promoting intersectional identities. For our LGBQTIA2S+ History Month kick-off event, we offered culturally relevant Latine snacks and drinks.

Additionally, we continue to offer cultural competency training to faculty and staff through Pronouns 101 and Neuroqueer 101 workshops, updating these presentations every semester to encompass the most recent needs of our LGBTQIA2S+ populations while also centering images and examples that reference our Latine and Black student community. Learning more about the multiple identities folks hold racially and ethnically is a priority as we continue to update our data to understand our student population and disrupt barriers that hinder access to data.

Fullerton College Re-Entry Program

The Re-Entry Program at Fullerton College has made notable progress in supporting racially minoritized adult learners, particularly Black and Latinx students returning to higher education. Between Fall 2023 and Spring 2024, enrollment increased from 393 to 420 students, with 63.7% identifying as Latinx and many being first-generation, low-income, or single-parent students. The program disbursed over 100 bookstore and gas cards to help remove financial barriers and achieved a 91.7% educational plan completion rate, ensuring students have clear academic pathways. Each year, Re-Entry has hosted around 28 workshops and events focused on academic skills, career readiness, social belonging, and mindfulness, and participated in more than 30 community and campus outreach activities such as the First Gen Resource Fair, Posadas at the Park, and the Teen Parent Conference (CARE). These efforts have led to greater visibility, engagement, and support for returning adult learners, culminating in the celebration of 45 Re-Entry graduates over the past three years.

Re-Entry's long-term work reflects growing coordination with campus and community partners. The program collaborates regularly with HSI, AANAPISI, Umoja, Cadena Cultural Center, LGBTQIA2S+, EOPS/CARE/CalWORKs, FYSI, and DSS to co-host culturally responsive events and workshops. It has implemented systematic outreach aimed at adult learners through annual themed fairs, and tracks disaggregated data on enrollment, service use, and outcomes by race and age to inform planning. New efforts include purpose and belonging workshops, mentorship and CTE internship information sessions, and participation in events such as the H.I.R.E. OC Reentry Resource Fair to connect students with external support. The program has also increased evening and weekend offerings for working students and student parents and coordinated meditation and de-stress workshops to address mental health needs and reduce stigma among Black and Latinx adult learners.





321 E. Chapman Ave. Fullerton, CA 92832

www.fullcoll.edu

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action		
		Resolution		
DATE:	November 18, 2025	Information	Χ	
		Enclosure(s)	Χ	
SUBJECT.	NOCE Student Equity Plan	· · ·		

2025-2028

BACKGROUND: The Student Equity Plan is a state-mandated initiative required by the CCCCO under CA Education Code 78220-78222 to promote equitable outcomes for all students. NOCE developed the Student Equity Plan, which outline strategies, activities, and goals to close equity gaps in metrics related to Successful Enrollment, Persistence from First to Second Primary Terms, and Completion: Degree or Certificate. Developed collaboratively by faculty, staff, and administrators, the 2025-2028 Student Equity Plan aligns with the District's commitment to DEIAA. Students, through their constituent groups, have participated in the review and feedback process as part of NOCE's shared governance structure.

NOCE has worked through the governance process to develop the Student Equity Plan.

How does this relate to the five District Strategic Directions? The Student Equity Plan directly supports the District's Strategic Directions by advancing equitable student experiences and success through targeted interventions that close achievement gaps (Direction 1). The plan promotes an inclusive employee experience by engaging faculty and staff in professional learning focused on equity (Direction 2). Through efficient use of categorical funding and data-informed decision-making, it reflects responsible stewardship of resources (Direction 3). Collaboration with community organizations and K-12 districts strengthen collective impact and partnerships (Direction 4). Finally, the plan aligns with efforts to create welcoming and accessible learning environments that enhance the physical environment of the campus (Direction 5).

How does this relate to Board Policy: This item aligns with BP 5300, Student Equity, which affirms the District's commitment to ensuring equitable access, opportunities, and outcomes for all students. The Student Equity Plan operationalizes this policy by identifying disproportionately impacted student groups and outlining strategies to promote inclusion and success across the college community.

FUNDING SOURCE AND FINANCIAL IMPACT: This item is required by the State Chancellor's Office as a condition of the District receiving Student Equity and Achievement funding.

RECOMMENDATION: It is recommended that the Board receive a first reading of the NOCE 2025-2028 Student Equity Plan.

By. Up Bull Approved for Submittal Jennifer Vega La Serna 4.k.1 Recommended by









NOCE Student Equity Plan 2025-2028 Executive Summary

The mission of North Orange Continuing Education (NOCE) is to serve our diverse community by providing holistic programs and services that are relevant and accessible to all learners in achieving their goals. As a leading provider of noncredit education, NOCE is committed to closing equity gaps, a core value reflected in both institutional and district-wide strategic plans. This commitment is continuously advanced through a comprehensive and data-driven approach to student equity planning, ensuring that all students have the resources and support they need to succeed.

STUDENT EQUITY PLANNING

The development of the 2025-2028 Student Equity Plan was a collaborative process, building upon the foundation of the previous 2022-2025 plan. The Student Equity Advisory (SEA) Committee, in partnership with the NOCE Office of Institutional Research and Planning (OIRP), reviewed updated disaggregated data to identify specific areas of disproportionate impact. This iterative process involved reviewing the progress on previous goals, which notably included a focus on addressing the needs of Hispanic/Latinx students, the institution's largest student population.

The 2025-2028 plan incorporates several new initiatives and structural changes to better serve students who have historically faced systemic barriers as well as continues to build on activities identified in the 2022-2025 plan. In order to ensure all students experiencing disproportionate impact are addressed in the plan, the 2025-2028 plan includes goals to close and fully eliminate the equity gap for each disproportionately impacted student population. The plan outlines a series of goals and activities designed to dismantle barriers and foster an environment where all students can thrive.

The 2025-2028 Student Equity Plan introduces several key strategies to increase access and success for disproportionately impacted student groups. These initiatives represent a focus on providing holistic support and streamlined access to services and support. The plan aligns student equity metrics, adapted for the noncredit student population, with institutional goals and plans, including the Guided Pathways Plan, and highlights the work being done in the newly formed DEIAA Committee through the DEIAA statement on Diversity, Inclusion, Antiracism, and Accessibility and upcoming Action Plan.

- Streamlining the Student Journey: The plan emphasizes a focus on streamlining the onboarding
 process and identifying where more support is needed as students move from the application to
 enrollment. An institution-wide CRM, Element 451, will be implemented beginning in fall 2025 and
 we will continue to utilize our partnership with the translation services provided by Language
 Services Associates (LSA).
- **Leveraging Student Supports:** The plan includes a strategy to expand access to counseling, basic needs support, tutoring, and career development services by incorporating counseling services

into the classroom (such as graduation checks and completion of student education plans), expanding basic needs services to support students across NOCE's locations, and offering tutoring and career development services in-person and online.

 Automation of processes: The plan highlights the process of auto-awarding certificates for students who have met the program requirements. The first pilot of the process, conducted using data from the Summer and Fall 2020 semesters, identified 138 students who completed the ESL Multi-skills Certificate. Since then, the process has expanded to include all available CDCP certificates. In the 2023-2024 academic year, a total of 1,812 certificates were awarded to NOCE with 1,102 (61%) certificates auto awarded.

The 2025-2028 Student Equity Plan represents a forward-looking strategy that is both informed by past successes and responsive to current student needs. By focusing on these targeted initiatives, NOCE aims to make tangible progress toward its goal of closing equity gaps and ensuring a supportive educational environment for all students.

STUDENT EQUITY METRICS

Successful Enrollment

Definition: Among all students in the 2023-2024 AY who were admitted into and have not applied to the district in prior years, the proportion who enrolled at NOCE in 2023-2024 AY.

2023-2024 Overall data for successful enrollment:

Overall Enrollment Data	2021-2022 overall Enrollment data (2022-2025 SE Plan	2023-2024 overall Enrollment data (2025-2028 SE Plan)	
# of applicants	4,411	9,261	
# of enrolled students	1,893	5,019	
Overall enrollment Rate	42.9%	54.2%	

2023-2024 Disaggregated Data for Successful Enrollment:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Gap	y Close Equity
Asian	51.4%	1,484	0.8%	12	3.3%	49
Black or African America	24.4%	332	26.3%	88	30.9%	103
Hispanic or Latino	50.5%	4,320	5.0%	214	7.0%	300
Filipino	37.3%	126	8.7%	11	17.1%	22
More than one race	43.9%	221	4.0%	9	10.6%	23
White	47.2%	935	4.6%	44	7.8%	73

Additional Goals:

• In our 2025-2026 institutional goals, we have a goal of increasing FTES to reach 2017-2018 benchmark. This includes achieving or exceeding the 2017-2018 benchmark of 5,065.67 by supporting FTES growth and maximizing CDCP FTES.

Strategies to meet goals for successful enrollment:

- Examine each point of the onboarding process and where possible, break down data further to identify what onboarding steps were completed (e.g. orientation, placement test, counseling appointment, SEP completion) and at what point the student stopped. Once identified, identify steps for more targeted follow-up and support, with an initial primary focus on Black or African American students.
- Purchase and implement a new CRM system to support prospective students and increase communication and efficiency throughout the onboarding process, including exploring Element 451 to support the application process for NOCE students. Utilize translation features within Element 451, the continued contract with Languages Services Associates (LSA) to provide information in students' preferred language, and case management-style support to ensure students move from application to enrollment.
- Develop a flexible, student-centered orientation framework that includes a variety of modalities, scaffolding information throughout onboarding and the first semester to provide timely and relevant information and explore the development of a student handbook to increase awareness of and access to information and resources to support student success.

Progress from previous Student Equity Plan

- Successful enrollment for overall population increased from 42.9% to 54.2%. In 2022-2025 plan, enrollment was defined as all CCCApply applicants in the selected year while the 2025-2028 plan considers all students who applied through CCCApply and paper applications.
- Black or African American students and Hispanic/Latinx students continue to be disproportionately impacted in the 2022-2025 plan as well as the 2025-2028 plan.
- Black or African American students rate of successful enrollment decreased from 28.5% to 24.4%, while Hispanic/Latinx students successful rate of enrollment increased from 41% to 50.5%.
- Students in the other/unknown race are no longer disproportionately impacted; however, in the 2025-2028 plan, Asian, Filipino, students of two or more races, and White students are now disproportionately impacted.
- Goals identified in the 2022-2025 Student Equity Plan included
 - Maintain a 3-year successful enrollment rate of 41.16%
 - Increase successful enrollment rate for Hispanic/Latinx students by 3% compared to the 3-year average (increase to 44%) in year 2 of the plan
 - Increase successful enrollment rate for Hispanic/Latinx students by 5% compared to the 3-year average (increase to 46%) in year 3 of the plan

Goal obtained

Persistence: First Primary Term to Secondary Term

Definition: Among all students enrolled at NOCE in the 2023 Fall term, the proportion of students retained from Fall 2023 to Spring 2024, excluding students who completed an award (i.e., CDCP certificate/diploma or locally approved certificates including DSS certificates), or transitioned to Fullerton or Cypress College in the same year.

2023-2024 Overall data for Persistence:

Overall Persistence Data	2021-2022 overall Persistence data (2022-2025 SE Plan)	2023-2024 overall Persistence data (2025-2028 SE Plan)	
# of students enrolled in the fall	9,061	9,745	
# of students retained in the spring	4,364	5,792	
Overall persistence	48.2%	59.4%	

2023-2024 Disaggregated Data for Persistence:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
Hispanic or Latino	54.3%	3,877	6.5%	254	8.5%	331
Other or Unknown						
Race	57.5%	2,199	0.4%	9	2.5%	54

Additional Goals:

• One of the 2025-2026 institutional goals includes strengthening institutional effectiveness through student-centered practices including increasing persistence, completion, and satisfaction through engagement and wrap-around services.

Strategies to meet goals for persistence:

- Scale student engagement and retention efforts at NOCE through student affinity spaces, participation in the Student Leadership Program, and the continuation of the Student Navigator program. Student Leaders and Student Success Navigators are selected to be representative of NOCE students and receive training on DEIAA and trauma-informed practices. Develop and strengthen opportunities for students to share feedback with the Student Leaders and the Student Trustee.
- Expand access to counseling, basic needs support, tutoring, and career development services by
 reducing barriers. In-class counseling presentations and SEP development and Grad Check
 applications (where applicable) to ensure students have access to information about services.
 Work is being done to increase availability of basic needs services at NOCE Centers as well as
 bringing community and health services to campus. Career development services and tutoring are
 offered in multiple modalities.
- Continue to seek out and support opportunities for professional development focused on equity and develop and begin implementing the NOCE DEIAA Action Plan. A variety of professional development opportunities offered within NOCE and throughout the district provide the chance for all employees to participate, reducing barriers of cost, travel, and expand participation.

Progress from previous Student Equity Plan

- Persistence (retention) for overall population increased from 48.2% to 59.4%.
- Black or African American students are no longer disproportionally impacted in 2025-2028 plan but Hispanic/Latinx and students of Other/Unknown race are now disproportionately impacted.
 Male students continue to be disproportionately impacted in both the 2022-2025 plan and 2025-2028 plan.
- Goals identified in the 2022-2025 Student Equity Plan included
 - Maintain a 3-year average persistence rate for Hispanic/Latinx students at 56.7%

- Increase 3-year average persistence rate for Hispanic/Latinx students by 3% compared to the 3-year average (increase to 59.7%) in year 2 of the plan
- Increase 3-year average persistence rate for Hispanic/Latinx students by 5% compared to the 3-year average (increase to 61.7%) in year 3 of the plan

Goal not obtained

COMPLETION

Definition: Among all students who enrolled in the 2022-2023 Academic Year in Career Technical Education (CTE), Basic Skills (BSP), or English as a Second Language (ESL) courses, the number of students who received a CDCP certificate/diploma in the 2022-2023 Academic Year or subsequent year.

2023-2024 Overall data for Completion:

Overall Completion Data	2021-2022 overall Completion data (2022-2025 SE Plan	2023-2024 overall Completion data (2025-2028 SE Plan)
# of students enrolled in BSP, CTE, ESL	5,219	7,925
# of students received a certificate/HS		
Diploma	631	1,410

·		·
Overall completion	12.1%	17.8%

2023-2024 Disaggregated Data for Completion:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Ga	
American						
Indian/Alaskan Native	0%	12	15.8%	2	17.8%	2
Hispanic or Latino	16.7%	4,792	0.8%	40	2.8%	136
Other or Unknown						
Race	9.4%	340	5.7%	20	8.8%	30
Male students	13.3%	2,151	4.1%	89	6.1%	131
Unknown Gender						
students	13.0%	392	1.7%	7	5.0%	20

Additional Goals: N/A

Strategies to meet goals for completion:

- Invite guest speakers to present during classes and as workshops on topics including completion
 and career options. Presentations will help students understand next steps and build momentum
 for students to complete their programs. Ensure diversity of presenters to be representative of
 NOCE students, including speakers who are American Indian, Alaskan Native, Hispanic, or Latinx.
- Continue to develop and promote courses that focus on college preparation and readiness including college preparation, college pathways, transition, and mirrored courses.
- Utilize technology and automated processes to help ensure students can see the number of credits they have remaining in order to complete a program and receive their certificate. Strategies include utilizing DegreeWorks audit and auto-awarding certificates for students who qualify.

- Completion for overall population increased from 12.1% to 17.8%.
- Students of two or more race/ethnicity are no longer disproportionately impacted in 2025-2028
 plan but new populations that are disproportionately impacted in 2025-2028 plan are American
 Indian/Alaskan Native, Hispanic/Latinx, and students of Unknown Race/Ethnicity. Male students
 continue to be disproportionately impacted. In 2025-2028, students of unknown gender are also
 disproportionately impacted.
- Goals identified in the 2022-2025 Student Equity Plan included:
 - Maintain a 3-year average completion rate for Hispanic/Latinx students at 11.7%
 - Increase 3-year average completion rate for Hispanic/Latinx students by 3% compared to the 3-year average (increase to 14.7%) in year 2 of the plan
 - Increase 3-year average completion rate for Hispanic/Latinx students by 5% compared to the 3-year average (increase to 16.7%) in year 3 of the plan

Goal obtained

Transition

Definition: Among all students who enrolled at NOCE in the Fall 2022 term in BSP, CTE, ESL, or DSS courses, the number of students who transitioned to Fullerton or Cypress College for the first time ever in the 2022-2023 Academic Year or subsequent year, excluding students who co-enrolled in their first term at NOCE and the credit colleges or had previous enrollments at the credit colleges.

Note: Student Equity metric of Transferred to a four-year institution does not apply to NOCE. This section is not completed in the Student Equity Plan submitted via NOVA.

2023-2024 Overall data for Transition:

Overall Transition Data	2020-2021 overall Transition data (2022-2025 SE Plan	2023-2024 overall Transition data (2025-2028 SE Plan)	
# of students enrolled	3,046	3,638	
# of students transitioned to FC/CC	103	112	
Overall transition rate	3.4%	3.1%	

2023-2024 Disaggregated Data for Transition:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
Hispanic or Latino	2.1%	2,181	0.5%	12	2.5%	55
Other or Unknown						
Race	0.7%	136	0.4%	1	2.4%	3

Additional Goals: N/A

Strategies to meet goals for transition:

• Create opportunities for conversations about transition at multiple points of a students' educational journey and in each instructional program, including workshops, tours, and classes. Offer transition activities during both fall and spring semesters.

- Have clear pathways between NOCE programs to credit programs, both instructional (example NOCE ESL to credit ESL, NOCE ECE to credit ECE) and student services (transition support for undocumented students, connection to EOPS, Puente, Legacy/Umoja, etc.).
- Create visual pathways for students to see how NOCE programs connect to FC/CC degrees or certificates.

Progress from previous Student Equity Plan

- Transition rate for overall population decreased slightly from 3.4% to 3.1%.
- Hispanic/Latinx students remain disproportionately impacted. In addition, students of other or unknown race/ethnicity are disproportionately impacted in 2025-2028 plan.
- Goals not set in 20220-2025 plan.

Student Education Plan (SEP) Completion:

Definition: Among new, first-time, non-special admit NOCE students (cohort) enrolled in CDCP courses during the cohort year, who received noncredit education plan by the end of their second primary term of enrollment.

Spring 2024 Overall data for Student Education Plans (SEP) within one academic year:

Overall SEP Data	Spring 2023 SEP Completion (metric was not required in previous SE plan)	Spring 2024 SEP Completion (2025-2028 SE Plan)
# of students enrolled in the Spring cohort	1,517	1,904
# of students received an SEP within year	333	403
Overall SEP completion rate for one year	22%	21.2%

Spring 2024 Overall data for Student Education Plans (SEP) within first primary semester:

Overall SEP Data	Spring 2023 SEP Completion (metric was not required in previous SE plan)	Spring 2024 SEP Completion (2025-2028 SE Plan)
# of students enrolled in the Spring cohort	1,517	1,904
# of students received an SEP within first primary semester	275	332
Overall SEP completion rate for one year	18.1%	17.4%

Spring 2024 Disaggregated Data for SEP Completion within one year:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap		
Hispanic or Latino	19.4%	1,228	2.8%	35	5.0%	62	
Other or Unknown	13.2%	91	1.4%	2	8.4%	8	
Race							
Male students	16.6%	755	11.1%	84	13.7%	103	

Spring 2024 Disaggregated Data for SEP Completion within first primary semester:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap		
Hispanic or Latino	16.2%	1,228	1.4%	18	3.5%	43	
Other or Unknown	11%	91	0.3%	1	6.8%	6	
Race							
Male students	14.3%	755	2.7%	21	5.2%	39	

Additional Goals: N/A

Strategies to meet goals for SEP Completion:

- Have counselors facilitate group SEP completion in lower-level ESL classes as well as during inperson ESL orientations that are given as part of ESL student onboarding along with placement testing.
- For students in CTE classes, counselors complete SEPs in classes the follow a structured sequence or students may be required to complete an SEP as part of class assignment.
- Incorporate completion of SEP within the last year for basic needs applications including the Book Award program and Laptop Loan Program.
- Utilize Student Success Navigators to help identify students who have not completed an SEP and support students with scheduling a counseling appointment.

RESOURCES THAT HAVE BEEN BUDGETED TO MEET EQUITY GOALS

NOCE receives a portion of the district SEA funds, with a base of \$2 million and a percentage of the remaining allocation allocated proportionately based on 3-year FTES data by institution. The allocation for 2025-2026 is \$2,347,308. Below is an accounting of the anticipated spending for the 2025-2026 allocation. The California Community College State Chancellor's Office (CCCCO) also requires a detailed expenditure report each fall after the two-year spending cycle is complete.

SEA funds are used to fund the salary and benefits for the majority of NOCE's Counseling and Student Services department including the director, manager, four full-time counselors, and seven classified positions, and a portion of an A&R classified position. Several positions braid funds with other funding sources including Basic Needs, CAEP, and general funds. Additional activities include hourly and professional expert staff members to support the Learning Center (tutors) and Counseling and Student Services department, funding the foreign degree transcript evaluation, supporting the Book Award program and Basic Needs programming, and cultural programming for heritage months. Funds are also used for the High School Diploma postcard campaign to encourage students to return to the High School Diploma program.

Categories are identified by the CCCCO.

Category	2025-2026		2	026-2027	Category Percentage
Counseling	\$	761,464	\$	236,798	34%
Professional Development	\$	10,000	\$	-	.41%
Tutoring	\$	-	\$	63,878	2.61%
Orientation/Welcome Activities	\$	5,100	\$	5,100	.42%

Emergency Aid for students (AB943)	\$ -	\$ -	
Embedded Tutoring	\$ -	\$ -	
First Year Experience	\$ -	\$ -	
Basic Needs	\$ 50,000	\$ 30,000	3.3%
Other*	\$ 994,854	\$ 290,114	53%
Program Totals	\$ 1,821,418	\$ 625,890	100%

^{*}Other: Classified staff, Academic and Classified Administrators, hourly and professional expert support for Counseling and Student Services including counseling office, STSS, Food Pantry and CARE Team Resource Coordinators, benefits, software, hospitality, contracted services (transcript evaluation), postage, and mileage.

ACCOUNTING OF EQUITY FUNDING EXPENDITURES

Below is an accounting of the funds expended by for stated Student Equity Plan activities classification since 2022. The California Community College State Chancellor's Office also requires a detailed expenditure report each fall after the two-year spending cycle is complete.

SEA funds have been used to fund the salary and benefits for the majority of NOCE's Counseling and Student Services department including the director, manager, four full-time counselors, six classified positions, and a portion of an A&R classified position. Several positions braid funds with other funding sources including Basic Needs, CAEP, and general funds. Additional activities include hourly and professional expert staff members to support the Learning Center and Counseling and Student Services department, funding the foreign degree transcript evaluation, and cultural programming for heritage months. Funds are also used for the High School Diploma postcard campaign to encourage students to return to the High School Diploma program.

Category	2022-2023 (FY23)		20	2023-2024 (FY24)		2024-2025
Academic Salaries	\$	788,325.97	\$	736,163.35	\$	805,256.81
Classified and Other						
Nonacademic Salaries	\$	635,025.42	\$	579,960.93	\$	603,748.60
Employee Benefits	\$	499,937.72	\$	524,148.07	\$	524,216.15
Supplies and Materials	\$	2,266.26	\$	690.03	\$	1,087.31
Other Operating Expenses and						
Services	\$	20,763.89	\$	27,439.17	\$	25,667.96
Capital Outlay	\$	-	\$	1,428.39	\$	-1092.13
Other Outgo (Book Grants)	\$	2,635.05	\$	10,704.79	\$	12,304.05
Program Totals	\$	1,948,954.31	\$	1,880,534.73	\$	1,971,188.57

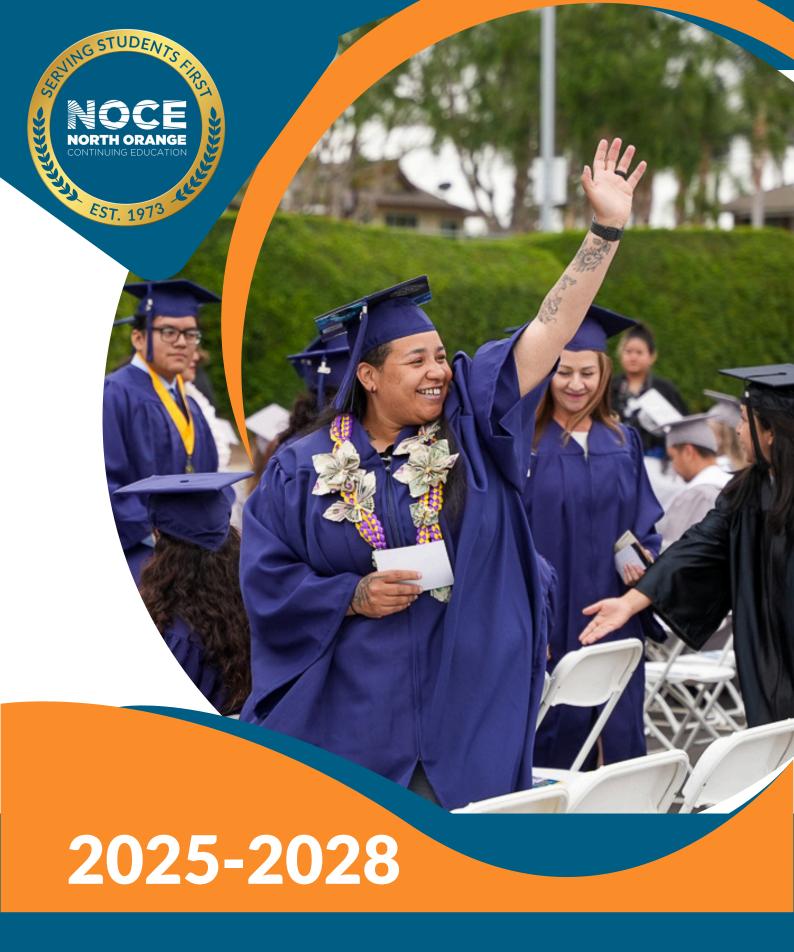
CONTACTS:

Project Lead	Deb Perkins	dperkins@noce.edu
President	Valentina Purtell	vpurtell@noce.edu
Chief Business Officer	Terry Cox	tcox@noce.edu
Chief Instructional Officer	Karen Bautista	kbautista@noce.edu
Chief Student Services Officer	Martha Gutierrez	mgutierrez@noce.edu
Academic Senate President	Michelle Patrick-Norng	mpatrick@noce.edu
Guided Pathways Lead	Deb Perkins	dperkins@noce.du

STUDENT EQUITY PLAN CONTRIBUTORS:

Academic Senate	Maria Hernandez*
Cecelia Lopez	Maria Vela
Chris Garcia	Maryam Rezai
Deb Perkins*	Megan Ly*
Denise Mora	Michelle Patrick-Norng
Dulce Delgadillo*	Monica Revelo-Torres
Erik Diaz	President's Cabinet
Fabian Livingston	Raquel Murillo*
Gabby Diaz Vallejo	Robert Johnson
Jason Makabali	SEA Program Committee
Khanh Ninh	Stacy Webb
Linda Langgle	Stephanie Rodriguez-Yokana
Lourdes Valiente	Yellckin Brenes*
Manpreet Kaur	Yvette Krebs

^{*}SEA Program Committee voting and resource members



STUDENT EQUITY PLAN





GUIDANCE

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program(Education Code 78222. Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

X I have read the legislation <u>Education Code 78220</u> and <u>Education Code 78222</u> am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

X I have read the legislation <u>Education Code 78221</u> and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

X I have read and given special consideration to <u>Education Code 78220</u> section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

CAMPUS INVOLVEMENT & LEVERAGING STUDENT VOICE

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

The Student Equity Plan is developed in the SEA Program Committee which includes management, faculty, classified, and student representatives. The Committee invites and has active participation from resource members who represent Admissions and Records, Counseling and Student Services, instructional programs, Campus Communications, and Institutional Research. The plan template was shared during Academic Senate and President's Cabinet during spring 2025 with an invitation to the campus community to participate in two feedback gathering sessions held in May 2025. During the Student Leader Retreat in July 2025, the Student Leaders were provided an opportunity to receive the student equity data and begin to provide input for areas of challenge and strategies to address disproportionate impact. Feedback will continue to be gathered as the draft plan is presented during the fall semester. The plan will continue to be reviewed and discussed in the SEA Program Committee to ensure continual improvement and input into the plan.

X I have read the legislation <u>Education Code 78220</u> and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."

X I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

RACE-CONSCIOUSNESS

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: <u>Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans</u> provides information on race-consciousness strategies and student equity planning.

NOCE is committed to utilizing a race-conscious lens in the development of the Student Equity Plan. One of NOCE's seven core values is equity. This is seen through the focus on equity through institution focused plans and initiatives including the NOCE Strategic Plan and DEIAA Action Plan. The DEIA Committee, formed in (2023) has taken the lead in developing NOCE's statement on Diversity, Equity, Inclusion, Antiracism, and Accessibility and will be developing the institution's first DEIAA Action Plan. The statement and plan set a framework for the institution's focus on creating an equity-focused and inclusive campus.

Within the Student Equity Plan development, a key component of being race-conscious includes starting with understanding the data. Due to NOCE's nature of being one of two stand-alone noncredit institutions, the student equity data that is typically provided to institutions by the Chancellor's Office and WestEd is not accurate. For each Student Equity Plan, NOCE's Office of Institutional Research develops a comprehensive Data Brief. This data brief was presented to the SEA Program Committee and at Student Equity Plan development sessions to ensure the plan is focused on addressing disproportionate impact in NOCE students' outcomes. The Office of Institutional Research has modified the student equity metrics to align them with noncredit offerings and student trajectory to employment and/or transition to credit institutions.

X I have read <u>Education Code 78220</u> section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

LOCAL REVIEW PROCESS & SCHEDULE

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

The Office of Institutional Planning and Research has developed Tableau dashboards that align with several of the Student Equity metrics:

- Term to Term retention aligns with student equity metric of retention
- Program completers aligns with student equity metric of completion
- Noncredit to credit transition aligns with student equity metric of transition/transfer

These dashboards are disaggregated by race and ethnicity and can be filtered by instructional program and gender. While we need to continue to work towards establishing regular review and evaluation of activities specifically funded by SEA funds, these dashboards allow us to annually review areas of improvement or where we see a need to increase focus or resources. In preparation of the student equity plan, the Office of Institutional Research and Planning develop the three-year data brief that provides the data for each metric for each year as well as a summary of the three-year trend.

SECTION 2: CONTACTS

The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

- a) Project Lead (College Equity Lead is recommended): Deb Perkins
- b) Approver: Chancellor/President: Valentina Purtell
- c) Approver: Chief Business Officer: Terry Cox
- d) Approver: Chief Instructional Officer: Karen Bautista
- e) Approver: Chief Student Services Officer Martha Gutierrez
- f) Approver: Academic Senate President: Michelle Patrick-Norng
- g) Approver: Guided Pathways Coordinator/Lead: Deb Perkins

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

For Reference: your most recent SEA Annual Report

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

A focus in our 2022-2025 Student Equity plan was recovering from the pandemic. As we emerged from being fully online during the start of the pandemic to finding a balance of in- person, hybrid, and online classes and services, we have worked to ensure that the modality of offerings aligned with what students are requesting and that they have the access to technology and are provided support in developing the digital literacy skills needed to be successful. Strategies included gathering feedback from students through the Distance Education survey administered initially in 2020 and again in fall 2024, institutionalization of the Student Technology Support Program within the Basic Needs Program under the Counseling and Student Services department, establishment of the Distance Education office

with permanent positions including a Director and Instructional Designer and beginning to explore new instructional methods including hyflex.

Another area of focus has been identifying institutional practices that are causing barriers and leading to inequities and working to remove those. Examples include mapping out the process from application to enrollment and working to streamline the onboarding process. Institutionalizing practices such as weekly Fastrack-style onboarding for ESL students that allow them to complete their application, counselor-led orientation, placement test, registration, and SEP or follow-up counseling appointment during one visit as well as Fastrack events as part of our UDW partnership project ensure students don't get stuck in the onboarding process. In mapping the process from application to enrollment, we are beginning to identify promising practices from each instructional program that potentially can be scaled up as we implement our new CRM. We have also scaled the use of auto-awarding for certificate completion for ESL and CTE certificates. The first pilot of this process, conducted using data from the Summer and Fall 2020 semesters, identified 138 students who completed the ESL Multi-skills Certificate. Since then, the process has expanded to include all available CDCP certificates. In the 2023-2024 academic year, a total of 1,812 certificates were awarded to NOCE with 1,102 (61%) certificates "auto awarded".

Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

NOCE serves adult students in noncredit programs. Many students have a primary language other than English as their first language, may struggle with access to technology and/or digital literacy, and may be unfamiliar with how their education can align with career and future educational pathways. Throughout Student Equity and institutional strategies, we will continue the work we have begun to ensure information is accessible in the languages that are most common with the students we serve (currently Spanish, Korean, Chinese, Arabic, and Vietnamese), exploring how digital literacy can be supported throughout the institution in both instructional and student services departments, and continue to have faculty to have provide leadership in developing new curriculum focused on responsiveness to student and/or labor market demand, alignment with CAEP outcomes and Vision 2030 goals, opportunity for growth potential, and unique value to meet student needs.

Another key area of focus has been and will continue to be an institutional focus on increasing awareness and visibility in our commitment to diversity, equity, and inclusion. In 2020, our President issued a Call to Action with the goal of addressing adverse effects of racism, to be deliberate and intentional in identifying and eliminating systemic barriers to racial injustice, inclusion, and equity. Subsequently, a new DEIAA shared governance committee was formed and charged with championing continued progress of NOCE DEIA initiatives with the goal of transforming NOCE into an equity-minded institution. This includes making recommendations on ten key areas including campus climate, courageous conversations, accountability for DEIA, ensuring access to disaggregated data, advancing NOCE's anti-racist strategies, making recommendations for DEIA in NOCE's mission, vision, and values as well as integrated planning, promoting diversity in hiring, recommending professional development, and examining and interrogating systems and structures. During 2024-2025, the DEIAA Committee developed NOCE's statement on Diversity, Equity, Inclusion, Antiracism, and Accessibility and in 2025-2026, will be developing the DEIAA Action Plan.

SECTION 4: EXECUTIVE SUMMARY

Executive Summary

Please enter the URL to your college's 2025-28 Executive Summary in the box below:

Insert 2025-28 Executive Summary URL Link:

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

PDF Upload: *see attached document

SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

GUIDANCE:

The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: <u>CCCCO Percentage Point Gap Minus One</u> (PPG-1)

For further information on the Metric and DI Population Summary table, see this resource: <u>Student Equity</u> Plan 2025-28 Metrics

SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

STEP 1: DATA REVIEW/ESTABLISHING EOUITY AND STUDENT POPULATIONS GOALS

GUIDANCE:

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the **CCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. https://datavista.ccco.edu/resources/38 (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment</u>. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

SUCCESSFUL ENROLLMENT DATA									
	Successful Enrollment	Successful Enrollment#	GOAL 1 Eliminate Disproportionate Impact # of % of Increase Needed to Eliminate DI Eliminate DI*		GOAL 2 Fully Close Equity Gap				
Student Population	% of students for 2023-24 (Baseline Year)	of students for 2023-24 (Baseline Year)			% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*			
Overall Student									
Population	54.2%	9,261	N/A	N/A	N/A	N/A			
DI: Asian	51.4%	1,484	0.8%	12	3.3%	49			
DI: Black or African American	24.4%	332	26.3%	88	30.9%	103			
DI: Hispanic or Latino	50.5%	4,320	5.0%	214	7.0%	300			
DI: Filipino	37.3%	126	8.7%	11	17.1%	22			
DI: More than one race	43.9%	221	4.0%	9	10.6%	23			
DI: White	47.2%	935	4.6%	44	7.8%	73			

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2023-24; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

<u>SUCCESSFUL ENROLLMENT EQUITY GOALS</u>. There are two related goals for Successful Enrollment: <u>a baseline</u> goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful. Enrollment for the overall student population.

<u>ADDITIONAL GOALS</u>. Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment, as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (*Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)*

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation. If yes, click 'Yes' and enter a brief description of the additional goal(s). (500 characters max for each goal) If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

- Yes, our college has additional goals.
- No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

The overall successful enrollment rate is 54.2 or 5,019 students out of 9,261 in 2023-2024. In our 2025-2026 institutional goals, we have a goal of increasing FTES to reach 2017-2018 benchmark. This includes achieving or exceeding the 2017-2018 benchmark of 5,065.67 by supporting FTES growth and maximizing CDCP FTES.

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS -

<u>Disproportionately Impacted Student Population(s)</u>

GUIDANCE:

Review your data and goals above. Then, consider the experiences of your disproportionately impacted prospective student populations and identify what key strategies, <u>especially across academic and student affairs</u>, are needed to address equity in enrollment. Please share a <u>minimum of three</u> key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates <u>and</u> meet the above goal(s) for your identified DI student population(s).

- 1) Examine each point of the onboarding process and where possible, break down data further to identify what onboarding steps were completed (e.g. orientation, placement test, counseling appointment, SEP completion) and at what point the student stopped. Once identified, identify steps for more targeted follow-up and support, with an initial primary focus on Black or African American students.
- 2) Purchase and implement a new CRM system to support prospective students and increase communication and efficiency throughout the onboarding process, including exploring Element 451 to support the application process for NOCE students. Utilize translation features within Element 451, the continued contract with Languages Services Associates (LSA) to provide information in students' preferred language, and case management-style support to ensure students move from application to enrollment.
- 3) Develop a flexible, student-centered orientation framework that includes a variety of modalities, scaffolding information throughout onboarding and the first semester to provide timely and relevant information, and explore the development of a student handbook to increase awareness of and access to information and resources to support student success.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

- Yes, our college has additional key strategies for the overall student population.
- No, our college does not have additional key strategies for the overall student population

SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

Does Not Apply to Noncredit

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE:

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the CCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. https://datavista.ccco.edu/resources/40 (453C)

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence</u>. (For further information on the data table and goals provided, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>)

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA								
	Persistence	Persistence		GOAL 1 roportionate Impact	GOAL 2 Fully Close Equity Gap			
Student Population	% of # of students for 2023-24 (Baseline Year)		% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*		
Overall Student	59.4%	9,745	N/A	N/A	N/A	N/A		
Population								
DI: Hispanic or Latino	54.3%	3,877	6.5%	254	8.5%	331		
DI: Other/Unknown	57.5%	2,199	.04%	9	2.5%	54		
DI: Male students	53.1%	2,580	6.7%	173	8.7%	224		

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

GOALS:

<u>PERSISTENCE EQUITY GOALS</u>. There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark. If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

- Yes, our college has additional goals.
- No, our college does not have additional goals.

^{*}The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2023-24; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

The overall persistence rate is 59.4% with 5,792 out of 9,745 students persisting from fall 2023 to spring 2024. One of the 2025-2026 institutional goals includes strengthening institutional effectiveness through student-centered practices including increasing persistence, completion, and satisfaction through engagement and wrap-around services.

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE:

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, <u>especially across academic and student affairs</u>, are needed to address equity in Persistence. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates <u>and</u> meet the above goal(s) for your identified DI student population(s).

KEY STRATEGIES FOR STUDENT PERSISTENCE - Disproportionately Impacted Student Population(s)

- Scale student engagement and retention efforts at NOCE through student affinity spaces, participation in the Student Leadership Program, and the continuation of the Student Navigator program. Student Leaders and Student Success Navigators are selected to be representatives of NOCE students and receive training on DEIAA and trauma-informed practices. Develop and strengthen opportunities for students to share feedback with the Student Leaders and the Student Trustee.
- 2) Expand access to counseling, basic needs support, tutoring, and career development services by reducing barriers. In-class counseling presentations and SEP development and Grad Check applications (where applicable) to ensure students have access to information about services. Work is being done to increase availability of basic needs services at NOCE Centers as well as bringing community and health services to campus. Career development services and tutoring are offered in multiple modalities.
- 3) Continue to seek out and support opportunities for professional development focused on equity and development and begin implementing the NOCE DEIAA Action Plan. A variety of professional development opportunities offered within NOCE and throughout the district provide the chance for all employees to participate, reducing barriers of cost, travel, and expand participation.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. (500 characters max for each strategy) If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

- Yes, our college has additional key strategies for the overall student population.
- No. our college does not have additional key strategies for the overall student population.

SECTION 9: METRIC - COMPLETION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE:

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the CCCCO
Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. https://datavista.ccco.edu/resources/41 (619C)

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion</u>. (For further information on the data table and goals provided, see this resource: <u>Student Equity Plan 2025-28 Metrics</u>)

COMPLETION DATA								
	%ofStudents Completed selected	#ofStudents Completed selected	Eliminate Di	DAL 1 sproportionate spact	GOAL 2 Fully Close Equity Gap			
Student Population	journey journey		% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*		
Overall Student	17.8%	1,1410	N/A	N/A	N/A	N/A		
Population								
DI: American Indian/Alaskan Native	0.0%	12	15.8%	2	17.8%	2		
DI: Hispanic or Latino	16.7%	4,792	0.8%	40	2.8%	136		
DI: Other/Unknown	9.4%	340	5.7%	20	8.8%	30		
DI: Male students	13.3%	2,151	4.1%	89	6.1%	131		
DI: Unknown Gender	13.0%	392	1.7%	7	5.0%	20		

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2023-24; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

<u>COMPLETION EQUITY GOALS</u>. There are two related goals for Completion: <u>a baseline goal of eliminating disproportional impact (Goal 1)</u>; and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I)Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks. If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

- Yes, our college has additional goals. (bottom text box opens in NOVA)
- No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population

The overall completion rate was 17.8% with 1,410 out of 7,925 students receiving a certificate or High School Diploma in 2022-2023 or subsequent year.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE:

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, <u>especially across academic and student affairs</u>, are needed to address equity in Completion. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates <u>and</u> meet the above goal(s) for your identified DI student population(s).

KEY STRATEGIES FOR COMPLETION- Disproportionately Impacted Student Population(s)

- 1) Invite guest speakers to present during classes and as workshops on topics including completion and career options. Presentations will help students understand next steps and build momentum for students to complete their programs. Ensure diversity of presenters to be representative of NOCE students, including speakers who are American Indian, Alaskan Native, Hispanic, or Latinx.
- 2) Continue to develop and promote courses that focus on college preparation and readiness including college preparation, college pathways, transition, and mirrored courses.
- 3) Utilize technology and automated processes to help ensure students can see the number of credits they have remaining in order to complete a program and receive their certificate. Strategies include utilizing DegreeWorks audit and auto-awarding certificates for students who qualify.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

- Yes, our college has additional key strategies for the overall student population.
- No, our college does not have additional key strategies for the overall student population.

SECTION 10: METRIC - TRANSFERRED TO A FOUR-YEAR

DOES NOT APPLY TO NONCREDIT

TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer- intending students, including many from disproportionately impacted populations, do not transfer. Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

At NOCE, the emphasis for students who want to transfer is to first transition to a credit college, often Fullerton College and Cypress College. Many of our transition strategies are aligned with our strategies for completion in helping students build the foundational skills they need to transition, understand and streamline the pathways to transition, and help students feel comfortable and confident with making the transition to credit. We are also continuing conversations with our sister credit institutions to explore articulation from noncredit to credit and mirrored classes. Another area of focus for the next several years will be exploring options to expand Credit for Prior Learning.

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e— Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

GUIDANCE:

After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

Hispanic or Latino

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Many students face challenges as they begin the application process, with many students struggling to complete the CCC Apply application. The application is lengthy, asks for sensitive information, and requires completion of both the systemwide application and the separate NOCE application. Many students do not realize they need to complete both parts of the application.

After receiving their application, students might struggle accessing the online orientation through Comevo, which requires them to log-in to our district portal using a multi-factor authentication process. Many students struggle with digital literacy and/or do not have access to reliable technology.

Once enrolled in courses, students might stop attending due to obligations related to family or family or challenges related to transportation, childcare, or in the current sociopolitical, fears of immigration related raids. Students who have challenges coming to campus might prefer to take classes remotely but again, might struggle with the digital literacy or access to technology to participate in distance education courses.

Upon completing courses, students may not know how the courses or certificate they completed will help them move into the workforce or their next level of education.

Many students do not have past experience with education or conversely, might have advanced degrees from their countries but might not be clear on how to apply their education and skills to higher levels of education or employment in the United States.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

A workgroup has been formed to map the process from inquiry to application to enrollment. A new CRM, Element 451, has been purchased with anticipated roll-out this year. This tool, which will automate communication, allow for more timely tracking of where students are in the process, and allows for multilingual support will be paired with high-touch strategies including increasing the number of in-person orientations, providing Welcome Tables at NOCE's three main centers during the first week and a half of each semester/term, Student Success Navigators and ESL Community Engagement Team reaching out to students before the semester to ensure they have information about their upcoming classes, and exploring the use of other application processes that address the challenges experienced with the current CCCApply application.

An increased focus on scaling student engagement and retention efforts across NOCE, expanding access to counseling, basic needs support, and career development services, and expanding and strengthening Distance Education offerings. This includes helping students get connected to Basic Needs resources through referrals using Starfish Student Success Check- Ins (Early Alert), through CARE Team referrals, and by proactively reaching out to students who have stopped attending to identify needed resources and support through the Student Success Navigator Program. Student engagement opportunities have increased through opportunities to provide feedback to NOCE's Student Trustee and the Student Leaders, and programming through Rising Scholars Program, Pride Space, and Grads to Be program, which focuses on supporting undocumented students.

Work has been started to explore how to increase support for students with digital literacy from every instructional and student service on campus. This includes increasing staffing in the Student Technology Support Program in order to respond to both in-person and remote technology related needs, utilizing the ESL Student Success Center, Learning Center, and Career Resources and Skills Lab for hands-on support and workshops, and incorporating digital literacy into the orientation and curriculum. The office of Distance Education has been established to include an instructional designer and Distance Education director, as well as creating a process for faculty to request equivalency for required distance education training, which creates the opportunity for more faculty to be able to teach remote or hybrid classes. A new delivery modality, hyflex, will be piloted in spring 2026. This will give students the option to attend a class in-person or remote and was specifically identified as a strategy in response to recent immigration enforcement-related concerns.

A successful strategy that has increased the number of students receiving a certificate and streamlined the completion process is auto-awarding certificates. The auto-awarding pilot that was started using data from summer and fall 2020 terms identified 138 students who completed the ESL Multi-Skills certificate. In the 2023-2024 academic year, a total of 1,812 certificates were awarded to NOCE with 1,102 (61%) certificates auto awarded.

The SEA Program Committee will continue to discuss, utilize data, and make recommendations for strategies or programs to increase outcomes for our Hispanic/Latinx students as well as all disproportionately impacted students.

SECTION 12: STUDENT EDUCATION PLANS

GUIDANCE:

Per Education Code 78222 (b)(4), as a condition of the receipt of SEA funds, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph." Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)." - Vision 2030: A Roadmap for California Community Colleges (page 10)

Using <u>local college data</u>, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to <u>Title 5 Section 55532</u> for a list of possible exempt students.

Comprehensive Student Education Plans = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with <u>Title 55524 Student Education Plans</u> and include the student's declared course of study along with <u>all</u> required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e., degree, certificate, transfer, apprenticeship).

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)								
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehe nsive Ed Plan by end of First Primary	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensiv e Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year			
		Term						
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023	1,178	224	19%	253	22%			
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1,517	275	18%	333	22%			
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,552	253	16%	298	19%			
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1,904	332	17%	403	215			

Using local college data and the <u>CCCCO Percentage Point Gap Minus One (PPG-1)</u>, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

- Fall 2022 start
 - 1 year completion: DI group = Latinx and Male
 - 1 semester completion: DI group= Latinx and Male
- Spring 2023 start
 - 1 year completion: DI group= Filipino, Male, gender unknown
 - 1 semester completion: DI group= Male
- Fall 2023 start
 - 1 year completion: DI group = White and Male
 - 1 semester completion: DI group= White
- Spring 2024 start
 - 1 year completion: DI group = Latinx, Race/Ethnicity Unknown, and Male
 - 1 semester completion: DI group= Latinx, Race/Ethnicity Unknown, and Male

The data shows trends of males being disproportionately impacted almost every semester over this four-semester span. Latinx students, which is our largest student population and the student population that we have focused on for our intensive focus, is another group that we see disproportionate impact in more than one semester.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the <u>identified disproportionately impacted (DI) student populations</u> receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

We have begun to implement some new strategies to increase the number of students who complete a Student Education Plan, especially within their first semester of beginning their program. In breaking

SEP completion down by instructional program, we see the lowest level of completion in the ESL program. One strategy initiated by our general counselors during spring 2025 is to develop group SEPs in low-level ESL classes. Counselors completed group SEPs for twenty-six ESL classes during this pilot semester of implementation. Another strategy to increase SEP completion for ESL students has been to ensure counselors provide in-person orientations and completion of abbreviated SEPs during the ESL placement test. The placement test is required for all new and returning ESL students so by combining the orientation and SEP completion, students are able to complete all of these onboarding steps at one time rather than having to make multiple trips. In addition, counselors are also completing group SEPs in CTE classes where students typically follow a set sequence of classes or instructors are including completion of an SEP as a course requirement.

We have also begun requiring completion of an SEP within the last year for students to access basic needs services including the Book Award program and Laptop Loan program. The intention is not to make it more challenging for students to access these resources so because these programs are housed under the Counseling and Student Services department, counseling support staff can assist students with making a counseling appointment when they come in for assistance with completing the Book Award application. Our Counseling and Student Services department has also implemented peak counseling appointments during registration periods and start of the semester to focus on supporting more students during these high traffic times.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure <u>all students</u> receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

We currently use Starfish primarily as a tool for Early Alert, but with the implementation of the Student Success Navigator program, we are expanding the use of Starfish as a case management tool. Student Success Navigators will be able to see if a student has not completed an SEP and support students with scheduling a counseling appointment to complete an SEP. We will be working toward automating flags to more easily identify students who have not completed an SEP.

Through our Office of Institutional Research and Planning, we have begun disaggregating completion of SEPs by instructional program and will explore breaking down the data even further to see specific levels of SEP or CTE certificate programs that have lower levels of SEP completion so we can continue to be intentional in developing strategies to reach these students.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE:

Education Code 78220 (a)(4) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider "what access means when we lead with equity," centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have competed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

The Student Equity and Achievement (SEA) Program Committee supports the completion of the Guided Pathways Plan as well as the Student Equity Plan. Strategies identified in the Guided Pathways plan are incorporated into the Student Equity Plan. Action Steps in the Guided Pathways Strategic Focus Area expand the connections between NOCE, District and community partners, transition to employment upon completion of education goals, and student services. This area focuses on improving and expanding supports that will help student be successful. Guided Pathways is also incorporated in Program Planning.

STUDENT FINANCIAL AID ADMINISTRATION

N/A

STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Representatives from DSS serve as voting and resource members on the SEA Program Committee. At NOCE, the DSS department offers instructional as well as student service offerings. DSS students historically have high rates of enrollment, persistence, completion, and transition due to the case management approach that focuses on high-touch support and innovative services, including education coaches, workforce preparation, career and college readiness, and integrated support from community agencies.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

N/A

NEXTUP/FOSTER YOUTH

N/A

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

N/A

JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

NOCE has an active Rising Scholars Program due to the receipt of the Rising Scholars 2.0 grant and recent renewal of grant funding through the 2025-2028 grant application cycle. While data has not been disaggregated for the outcomes of Rising Scholars Program, the program provides holistic case management support through coordinated programming, dedicated space for students, counselors

and peer mentors with lived experience who provide regular follow up and connection to resources, and program coordinator who ensures grant compliance.

LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

NOCE does not collect data or disaggregate outcomes for students based on income level. Our programs are offered at no-cost and we do not have Financial Aid. However, we know that many of our students would qualify for the Pell Grant and/or Cal Grant at a credit institution and may receive public benefits. NOCE's Basic Needs Program, operating under the Counseling and Student Services department continues to develop and expand to address the needs of students. Programs that are currently offered include the Food Pantry, Housing Navigation (offered in partnership with Pathways of Hope), Book Award Program, Emergency Aid (based on available funding), Laptop and Hotspot Loan Program, CARE Team Resource Coordinators, and Scholarships. Through the CTE department, students also have the opportunity to apply for a book loan.

During spring 2025, the Basic Needs Program, in partnership with the Office of Institutional Research and Planning, participated in the Real College CA Basic Needs Survey to learn more about the experiences of students. We will be analyzing that data this fall to incorporate into our planning. In addition, we will be implementing a Fresh Success Program to provide additional case management and support to students who qualify for the CalFresh Employment and Training (E&T) Program. We are also beginning to pilot mobile health services including low-cost or free dental, vision, and medical services through a partnership from a community agency, Serve the People.

CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Credit for Prior learning is happening within CTE and the High School program but work is continuing to be done on expanding the structure and implementation for credit for prior learning. This is an area of focus our district has identified for conversations at the district-level as well as within each institution.

DUAL ENROLLMENT

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - <u>Vision 2030: A Roadmap for California Community Colleges (page 2)</u>

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

NOCE students enrolled in the High School Diploma Program (HSDP) or GED-preparation classes are eligible to participate in the adult dual enrollment program. This relatively new program was legislated in 2019 under SB554 and allows students in adult education to co-enroll in credit classes, at no cost to the student. At NOCE, our counselor for Transition has taken the lead in supporting students with the dual enrollment application process which includes completing an application for Fullerton or Cypress College, meeting with the Transition Counselor to verify their enrollment in NOCE's HSDP or GED-Prep, discuss their enrollment goals and review courses, and submit a Special Admit Application to Cypress or Fullerton College. It is recommended students also meet with a counselor on the credit side to discuss their educational plans and goals. Currently, 16 students are participating the adult dual enrollment program.

STRONG WORKFORCE PROGRAM

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

As we have continued to refine the membership of the SEA Program Committee, we have been intentional with the voting and resource members to have representatives from each instructional department. CTE representatives attend the SEA Program Committee and give input on the development of the Student Equity and Guided Pathways Plans. We will continue to have conversations about aligning the work that is being done in the SEA Program Committee with the Student Equity Plan and Guided Pathways Plan and the Strong Work Force Program so we don't duplicate efforts or pull resources from the other.

During fall 2024, NOCE's President issued a Call to Action for Departmental Curriculum Review and Develop Plans which included identifying opportunities to respond to student and labor market demand, alignment with CAEP outcomes and Vision 2030 goals, provide opportunity for growing our enrollment, and hold a unique value in meeting student needs. During fall 2025, several new and continuing workforce preparation classes are offered including Career Exploration classes focused on Animal Care Skills, Childcare Skills, Paths in the Food Service Industry, and Retail Services and Career Pathways for English Language Learners. These classes include Job Searches and Resume Writing, Interview Preparation, U.S. Workplace Culture and Etiquette, and U.S. Workplace Operations and Financial Literacy. Additionally, the Office Assistant, Introduction Certificate is being offered using the I-BEST model of co-instruction between CTE and ESL.

ADDITIONAL PROGRAMS (OPTIONAL)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

NOCE was one of the first institutions to join the UDW Demonstration Project. Through the partnership, we have had 105 UDW members complete applications and during fall 2025, we have 32 course enrollments. As part of the partnership, we host Fastrack onboarding events to help students complete their application, orientation, and registration. Our UDW Student Success Navigator provides case management-style support to ensure students are enrolled, attending classes, and have access to resources. This is done in partnership with the UDW Resource Center, which also provides case management support, supplements NOCE programs by providing additional student supports including parking permits, bus passes, laptops, and gas cards.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action X						
DATE:	November 18, 2025	Resolution Information Enclosure(s) X						
SUBJECT:	Academic Personnel	Enclosure(s) X						
BACKGROUND:	Academic personnel matters within budget.							
How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.								
	late to Board Policy: These items are in comp Policies and Administrative Procedures relating							
FUNDING SOURCE	CE AND FINANCIAL IMPACT: All personnel m	atters are within budget.						
RECOMMENDAT	ION: It is recommended that the following items	s be approved as submitted.						
Irma Ramos	B. V. digt Brill	5.a.1						
Recommended by	∉Approved for Submittal	Item No.						

EXTENSION OF TEMPORARY MANAGEMENT CONTRACT

Rocha, Sandra	CC	Interim Director, Educational Partnerships &

Programs/ SEM Range 20, Column A

Management Salary Schedule Eff. 10/01/2025-12/31/2025

LEAVE OF ABSENCE

@01565952 CC Family Medical Leave (FMLA/CFRA) and

Parental Leave (AB 2393)

Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 9/2/2025 – 9/5/2025 (Consecutive Leave)

@01565952 CC Family Medical Leave (FMLA/CFRA) and

Parental Leave (AB 2393)

Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter

Eff. 10/6/2025 – 10/17/2025 (Consecutive Leave)

@01565952 CC Family Medical Leave (FMLA/CFRA) and

Parental Leave (AB 2393)

Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter

Eff. 11/10/2025 – 11/21/2025 (Consecutive Leave)

@01605644 CC Family Medical Leave (FMLA/CFRA)

Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 9/23/2025 – 10/24/2025 (Consecutive Leave)

@01817310 FC Family Medical Leave (FMLA/PDL)

Paid Leave Using Regular and Supplemental Sick

Leave Until Exhausted; Unpaid Thereafter

Eff. 12/21/2025 – 3/1/2026 (Consecutive Leave)

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2026 SPRING SEMESTER

Lim, Peter FC Column 1, Step 2
Tovar, Jorge FC Column 2, Step 1
Vokhshoori, Natasha FC Column 3, Step 1

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

Cruz, Caroline FC Column 2, Step 5

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Calista, Ciara NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Carmona, Mirta NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Curtain, Brian CC Opening Day Division Meeting

Stipend not to exceed \$100.00

Eff. 08/22/2025

Doan, Quinn CC IPLOR Committee Service

Stipend not to exceed \$1,500.00

Eff. 10/13/2025-11/17/2025

Edwards, Todd CC Opening Day Division Meeting

Stipend not to exceed \$100.00

Eff. 08/22/2025

Garcia, Michael NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Garcia, Oscar CC Opening Day Division Meeting

Stipend not to exceed \$100.00

Eff. 08/22/2025

Hall, Cassandra NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Harless, Heather CC Opening Day Division Meeting

Stipend not to exceed \$100.00

Eff. 08/22/2025

Hester, Tracy NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Academic Personnel November 18, 2025

Knorr, Arielle NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Maldonado Apaez, Lizbeth NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

McArthur, Arianna NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Mungaray, Sally NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Ndirangu-Mwathi, Agnes NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Reeves, Megan NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Sosa, Kandyce NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Stanojkovic, Ivan NOCE DSS Instructor Summer Training

Stipend not to exceed \$150.00

Eff. 07/23/2025

Swift-Ramirez, Wyatt CC Proctor Chemistry Lab Practicums for DSS Students

Lecture Rate, Regular and Contract Faculty

Overload Teaching Schedule

Eff. Fall 2025 semester

Wu, Tzong Han CC Opening Day Division Meeting

Stipend not to exceed \$100.00

Eff. 08/22/2025

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action X Resolution	_
DATE:	November 18, 2025	Information Enclosure(s) X	- -
SUBJECT:	Classified Personnel	Lilolosure(s) X	_
BACKGROUND:	Classified personnel matters within budget		
	elate to the five District Strategic Direct e, and welcoming environment to support the	•	
	ate to Board Policy: These items are in co Policies and Administrative Procedures rela		
FUNDING SOURC	CE AND FINANCIAL IMPACT: All personne	el matters are within budget.	
RECOMMENDAT	ON : It is recommended that the following it	ems be approved as submitted.	
Irma Ramos	B V. dist Bald	5.b.1	

Item No.

Recommended by

Classified Personnel November 18, 2025

RETIREMENTS

Alcaraz, Jose FC Financial Aid Technician

12-month position (100%)

Last Date of Employment: 12/30/2025

PN FCC994

Noriega, Timothy CC Skilled Maintenance Mechanic

12-month position (100%)

Last Date of Employment: 12/30/2025

PN CCC741

RESIGNATIONS

Durning, Sadie FC Lab Clerk/Earth Sciences

10-month position (50%)

Last Date of Employment: 12/19/2025

PN FCC619

Islam, Alima AC IT Technician II

12-month position (100%)

Last Date of Employment: 11/04/2025

PN ISC996

NEW PERSONNEL

Amirfarzaneh, Farid CC Campus Safety Officer II

12-month position (100%)

Range 36, Step E

Classified Salary Schedule

Eff. 12/01/2025 PN CCC667

Delgado Sanchez,

Isidra

CC Facilities Custodian I

12-month position (100%)
Range 27, Step E + 10% Shift
Classified Salary Schedule

Eff. 11/19/2025

PN CCC755

Guthrie, John Robert FC Administrative Assistant III, Foundations

12-month position (100%)

Range 41, Step A

Classified Salary Schedule

Eff. 12/01/2025 PN FCC542 Classified Personnel November 18, 2025

Najera, Ruth FC Library Assistant I

12-month position (100%)

Range 33, Step E

Classified Salary Schedule

Eff. 12/01/2025 PN FCC746

Ochoa, Gabriela FC Admissions and Records Analyst

12-month position (100%)

Range 44, Step B

Classified Salary Schedule

Eff. 12/02/2025 PN FCC865

Vuong, The Quyen AC District Director, Campus Safety

12-month position (100%) Range 25, Column F

Management Salary Schedule

Eff. 12/01/2025 PN DEM967

REVISION OF CONTRACT

Terpening, Noah CC Special Projects Coordinator, Cybersecurity

Temporary Management Position (100%)

Range 1, Special Project Admin Daily Rate Schedule

Eff. 07/01/2025 - 06/30/2026

PN CCT721

To: Special Projects Manager, Cybersecurity

Temporary Management Position (100%) Range 2, Special Project Admin Daily Rate

Schedule

Eff. 12/01/2025 - 06/30/2026

PN CCT999

VOLUNTARY CHANGES IN ASSIGNMENT

Arredondo, Amabel NOCE Curriculum Specialist (100%)

Extension of Temporary Change in Assignment To: AC Administrative Assistant III, Public Affairs

12-month position (100%)

Range 41, Step E + 10% Longevity + PGD

Classified Salary Schedule Eff. 01/01/2026 – 02/28/2026

PN DEC905 - TR

Bal, Lucy NOCE Instructional Aide, High School Lab (100%)

Temporary Change in Assignment

To: CC Student Services Technician, Counseling

12-month position (100%)

Range 33, Step E + 5% Longevity

Classified Salary Schedule Eff. 11/19/2025 – 06/30/2026

PN CCC724 - TR

Gardner, Hatty NOCE Instructional Assistant, ESL & Citizenship

12-month position (100%)

PN SCC896

Permanent Lateral Transfer

To: FC Administrative Assistant II

Music Dept., Fine Arts Division

12-month position (100%)

Eff. 12/01/2025 PN FCC743

Manjarrez, Janeth NOCE Director, Adult Education Blocked Grant/ AEBG (100%)

Extension of Temporary Change in Assignment

To: FC Interim Executive Director,

College Foundation & Community Relations

12-month position (100%) Range 25, Column G

Management Salary Schedule

Eff. 11/01/2025 - 01/31/2026

PN FCM943- TR

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Hamblet, Nitzya FC Administrative Assistant II (100%)

6% Stipend

Eff. 01/01/2026 - 03/31/2026

Sandoval, Enrique NOCE IT Services Coordinator II (100%)

6% Stipend

Eff. 10/01/2025 - 06/30/2026

LEAVES OF ABSENCE

@02005293 AC Family Medical Leave (CFRA) and

Parental Leave (AB 2393)

Paid Leave Using Sick Leave and

Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 10/23/2025 – 1/22/2026 (Consecutive Leave)

@01441160 AC IT Technician II (100%)

Unpaid Personal Leave

Eff. 10/27/2025 - 10/31/2025

@01905660 NOCE Family Medical Leave (FMLA/CFRA)

Paid Leave Using Regular and

Supplemental Sick Leave

Until Exhausted; Unpaid Thereafter

Eff. 10/29/2025 – 11/30/2025 (Consecutive Leave)

@01691549 CC Communications Specialist

Classified Staff Development Leave

Eff. 11/17/2025 - 11/26/2025 Eff. 12/01/2025 - 12/05/2025

(Intermittent, not to exceed 104 hours in total)

@01821658 FC Family Medical Leave (FMLA/PDL)

Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 10/31/2025 – 12/26/2025 (Consecutive Leave)

PLACEMENT ON 39-MONTH REEMPLOYMENT LIST

@02021960 CC Administrative Assistant II, President's Office

12-month position (100%)

Eff. 10/06/2025 PN CCC803 Classified Personnel November 18, 2025

REVISED CLASSIFIED JOB DESCRIPTION

Community Engagement Coordinator Range 45 (CL) Classified Salary Schedule

Job Title:	Communications Coordinator- Community Engagement Coordinator	Range:	45
Date Revised:		Date Approved:	November 12, 2024

PRIMARY PURPOSE

Under the direction of the Director of Campus Communications, this position is responsible for serving as the lead for institutional coordination of strategic outreach, partnership development, and community engagement.

ESSENTIAL FUNCTIONS

Examples of essential functions are interpreted as being descriptive and not restrictive in nature.

Develop a community engagement and partnership development plan in collaboration with the institutional strategic plan and priorities for increasing enrollment. Performs marketing and outreach activities to promote awareness of campus programs, 2. services and events; helps support the marketing and outreach efforts of various campus departments and offices. Assists in fundraising efforts to secure financial support for student scholarships, program 3. enhancements, and other institutional initiatives. Attends various community, partner, legislative, and media events, as assigned, to represent 4. the campus and promote campus institutional programs and services. Develop informational materials, outreach presentations, and community engagement 5. workshops regarding instructional programs, services, application, registration and onboarding and share with community members Communicate regularly with community partners through email, phone, newsletter, and various 6. other formats. Maintain master community partner database and outreach master calendar. 7. Establish processes such as streamlining agreements for community partners and formally tracking data from outreach events. Creates content about institutional partnerships and community engagement for campus-based 8. newsletters, websitewebsites, social media, and reports, and other informational, advocacy, or promotional in traditional or emerging media formats. Researches, recommends, and integrates industry trends and best practices into operational 9. processes. Acts as a liaison with community-based partners, schools, organizations, legislators, and local 10. leaders, including: responding to inquiries, making presentations, providing campus tours, coordinating and participating in community outreach events, and scheduling advocacy and public relations visits. Organizes, attends, or leads a variety of project-based meetings as required; coordinates programs and services as appropriate with other school-wide personnel. Serve as lead of campus-based outreach/partnership workgroups and report back to the campus-based marketing or community relations committee.

12.	Manages office activities related to community engagement to assure efficient operations; writes, edits, and sends department correspondence including emails, letters, agendas and reports; schedules appointments and meetings; initiates and answers telephone calls; responds to requests for information; answers questions and resolves problems requiring judgment, knowledge and explanation of policies; routes and distributes incoming mail and other materials; prepares presentation folders/packets and outreach materials for informational events.
13.	Monitors community engagement budget; approves expenditures within established guidelines; assists with budget development and tracks status of budgets related to activities and events focused on community engagement; maintains petty cash accounts; responds to inquiries regarding financial issues.
14.	Orders supplies and prepares purchase requisitions; tracks orders to assure delivery and payment.
15.	Assist in the planning, coordination, scheduling, and publicity for school-wide, community, and partner public relations events including campus tours for the institution, community, and partners.
16.	Learns and applies emerging technologies and advances as necessary to perform duties in an efficient, organized, and timely manner.
17.	Train, provide work direction and coordinate with internal and external partners.
18.	Participate in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; active assistance in the creation of a welcoming and inclusive work and educational environment; attend and participate in diversity, equity and inclusion trainings and events.
19.	Performs related duties as assigned.

OTHER FUNCTIONS

WORKING RELATIONSHIPS

The Communications Coordinator Community Engagement Coordinator maintains frequent contact with various District campus departments and personnel, faculty, students, community members, partners, legislative offices, media representatives, consultants, vendors, and the public.

EDUCATION AND EXPERIENCE

Minimum Qualifications

Bachelor's Degree or equivalent from an regionally accredited institution in the areas of English, Communications, Business Administration, Public Relations, Journalism, Marketing, Graphic Design or a related field;

Three (3) years of experience in communications, <u>outreach</u>, <u>community engagement</u>, <u>or related field</u> with demonstrated networking, presentation, <u>community outreach</u>, and writing skills; <u>OR</u>

Associate's Degree from a regionally accredited institution in a related field AND

Five (5) years of experience in communications, community engagement, or related field with demonstrated networking, presentation, community outreach, and writing skills.

OR, any combination of education and experience which would provide the required equivalent qualifications of the position.

Experience connecting organizational priorities with community partnerships and outreach.

Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

Desirable Qualifications

Prior experience in approaching work and interactions with colleagues and/or students in an equity minded manner. Ability to provide an inclusive and welcoming work/educational environment.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of District organization, operations, policies and objectives

Knowledge of rules, strategies, technologies, terminologies, and best-practice trends related to communications, public relations, and marketing

Knowledge of modern office practices, procedures, and equipment

Knowledge of record-keeping techniques

Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary

Ability to interpret, apply and explain rules, regulations, policies and procedures

Ability to write clearly, accurately, and effectively in a variety of styles for emails, memos, letters, reports, newsletters, news releases, fliers, brochures, ads, social media, website pages, and other formats
Ability to edit communications for clarity and accuracy

Ability to use a variety of computer software to perform functions such as word processing,

desktop and website publishing, data basedatabase management, and presentation preparation; graphic design and website publishing is desirable

Ability to learn and use new and emerging technologies

Ability to understand and follow oral and written directions

Ability to work independently with little direction

Ability to take leadership, coordinating role with assigned projects

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Ability to understand scope of authority in making independent decisions

Ability to analyze situations accurately and identify an effective course of action according to established guidelines

Ability to plan, organize and prioritize work

Ability to meet schedules and timelines

Ability to work confidentially with discretion

Ability to establish and maintain effective working relationships with others

Ability to develop relationships with community members and/or partners to cultivate fundraising opportunities for institutional priorities including student scholarships

SPECIAL REQUIREMENTS

Requires a valid California Driver's License

WORKING CONDITIONS

Office environment; subject to constant interruptions and frequent interaction with others; sitting for long periods at a time (up to 2-3 hours); repetitive use of upper extremities, including hand coordination activities. Working within the community, driving to a variety of locations to make presentations, meet with community members, hosting information tables at events, attending meetings, and more

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action Resolution	X					
DATE:	November 18, 2025	Information Enclosure(s)						
SUBJECT:	Professional Experts	Lilolosure(s)						
BACKGROUND:	Professional Experts within budget.							
How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.								
	late to Board Policy: These items are i Policies and Administrative Procedures	•						
supervising mana	CE AND FINANCIAL IMPACT: All perso ger is authorized by the Board to assign l erts. The total amount for this board date	oudget numbers in the employ						
RECOMMENDAT	ION: It is recommended that the following	ng items be approved as subn	nitted.					
Irma Ramos	R V d'At R l	<u>/</u>	c 1					

Recommended by

Professional Experts November 18, 2025

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Hourly Rate	Max Dollar Total	Begin	End
Arciga Echeverria, Vianney	FC	Project Expert II	Dual Enrollment Success Coach	26	\$25.00	\$2,321.43	10/27/2025	11/21/2025
Arciga Echeverria, Vianney	FC	Project Expert II	Dual Enrollment Success Coach	26	\$25.00	\$1,021.43	12/01/2025	12/12/2025
Arciga Echeverria, Vianney	FC	Project Expert II	Dual Enrollment Success Coach	26	\$25.00	\$6,221.43	01/05/2026	03/13/2026
Arciga Echeverria, Vianney	FC	Project Expert II	Dual Enrollment Success Coach	26	\$25.00	\$9,192.86	03/23/2026	06/30/2026
Bonnand, George*	FC	Technical Expert II	Curriculum Technical Development and Processing	10	\$55.00	\$6,914.29	09/16/2025	12/13/2025
Collins, Patrick	FC	Project Expert III	Starfish Configuration Overview	26	\$30.00	\$9,025.71	11/10/2025	01/30/2026
Covey, Kendyl*	CC	Technical Expert II	POCR Reviewer	10	\$55.00	\$9,507.14	09/01/2025	12/31/2025
Cunningham, Justine	FC	Project Expert I	Umoja Village Support	26	\$20.00	\$2,377.14	10/20/2025	11/21/2025
Cunningham, Justine	FC	Project Expert I	Umoja Village Support	26	\$20.00	\$1,337.14	12/01/2025	12/19/2025
Cunningham, Justine	FC	Project Expert I	Umoja Village Support	26	\$20.00	\$6,314.29	01/05/2026	03/31/2026
Cunningham, Justine	FC	Project Expert I	Umoja Village Support	26	\$20.00	\$4,308.57	04/01/2026	05/29/2026
Cunningham, Justine	FC	Project Expert I	Umoja Village Support	26	\$20.00	\$1,337.14	06/01/2026	06/19/2026
Dadson, Guy*	FC	Technical Expert II	Curriculum Technical Development and Processing	2	\$55.00	\$1,382.86	09/16/2025	12/13/2025
Dadson, Guy*	FC	Technical Expert II	Curriculum Technical Development and Processing	2	\$55.00	\$1,838.57	02/02/2026	05/30/2026
Galvez, Timothy	FC	Project Expert I	Drone Pilot	26	\$20.00	\$3,491.43	10/27/2025	12/13/2025
Garcia, Rosa	FC	Project Expert II	Assistant Director for Dance Concert	20	\$25.00	\$1,357.14	10/27/2025	11/15/2025
Garnica, Kevin	FC	Technical Expert II	Fine Arts Accompanist	10	\$55.00	\$3,535.71	11/04/2025	12/19/2025
Gary, Austin	NOCE	Project Expert I	Online Software Tutoring Support	20	\$20.00	\$857.14	03/12/2026	03/27/2026
Gary, Austin	NOCE	Project Expert I	Online Software Tutoring Support	20	\$20.00	\$4,514.29	04/06/2026	06/24/2026
Gopar, Gary*	CC	Technical Expert II	CCLC Conference Coordination	10	\$55.00	\$550.00	11/20/2025	11/22/2025
Graves, Gary*	FC	Technical Expert II	Curriculum Technical Development and Processing	10	\$55.00	\$6,914.29	09/16/2025	12/13/2025

Professional Experts November 18, 2025

Grote, Silvie*	CC	Technical Expert II	24/25 SWP Kinesiology Integrative Health and Wellness	4	\$55.00	\$4,305.71	11/03/2025	03/20/2026
Guillen, Giselle	FC	Project Expert II	Stage Manager	26	\$25.00	\$1,764.29	10/27/2025	11/15/2025
Jackson, Shannon	FC	Project Expert I	Assistant Stage Manager	26	\$20.00	\$1,411.43	10/27/2025	11/15/2025
Jun, Hyoin	FC	Project Expert III	High School Dance Day Support	26	\$30.00	\$5,125.71	12/15/2025	01/30/2026
Li, Bingbing	CC	Technical Expert II	Perkins HVAC	10	\$55.00	\$14,850.00	11/17/2025	05/25/2026
Lu, Xiaofeng	CC	Technical Expert II	UCI HVAC Grant	26	\$55.00	\$47,190.00	10/27/2025	06/15/2026
Macias Jacinto, Guadalupe	CC	Project Expert I	Student Advocate	26	\$20.00	\$9,137.14	01/26/2026	05/29/2026
Miller, Ryan	CC	Project Expert I	Perkins V-Aviation and Travel	10	\$20.00	\$1,085.71	11/05/2025	12/13/2025
Miller, Ryan	CC	Project Expert I	Perkins V-Aviation and Travel	10	\$20.00	\$3,342.86	02/02/2026	05/30/2026
Morris, Diana	FC	Project Expert II	Stage Manager	26	\$25.00	\$1,764.29	10/27/2025	11/15/2025
Munguia, Rosalba	FC	Project Expert I	A&R Support in Hornet Resource Center Project	26	\$20.00	\$1,337.14	11/17/2025	12/05/2025
Munguia, Rosalba	FC	Project Expert I	A&R Support in Hornet Resource Center Project	26	\$20.00	\$5,497.14	01/12/2026	03/27/2026
Munguia, Rosalba	FC	Project Expert I	A&R Support in Hornet Resource Center Project	26	\$20.00	\$817.14	05/04/2026	05/15/2026
Olmedo, Catalina	FC	Technical Expert II	Grant Support	15	\$55.00	\$2,121.43	11/24/2025	12/12/2025
Rajah-Boyer, Kavita*	FC	Technical Expert II	Program Review Natural Sciences STEM Field Trip Driver	24	\$55.00	\$1,320.00	10/24/2025	10/26/2025
Reyes Ostorga, Mayra	FC	Project Expert I	Dual Enrollment Success Coach	26	\$20.00	\$17,754.29	11/03/2025	06/30/2026
Rodriguez, Kyle Matthew	CC	Project Expert I	College Transitional Leader	26	\$20.00	\$16,565.71	11/19/2025	06/30/2026
Serb, Kaylee	FC	Project Expert II	Dual Enrollment Success Coach	26	\$25.00	\$22,192.86	11/03/2025	06/30/2026
Thomas, Brittney	CC	Assistant Coach 4	Athletic Team Assistant Coach	26	\$35.00	\$29,250.00	11/17/2025	06/30/2026
Uppal, Harpreet	NOCE	Technical Expert II	Academic Program Review Expert	26	\$55.00	\$51,684.29	10/20/2025	06/30/2026
Valdez, Edilberto*	CC	Technical Expert II	Perkins V-Aviation and Travel Careers	4	\$55.00	\$2,577.14	11/10/2025	01/31/2026
Winans, Tydus	FC	Project Expert I	Drone Pilot	26	\$20.00	\$4,011.43	10/20/2025	12/13/2025

Total \$329,425.71

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TR	RUSTEES		Action _	X				
DATE:	November 18,	2025		Action _ Resolution _ Information _ Enclosure(s) _					
SUBJECT:	Hourly Person	nel		Enclosure(s) _	X				
	BACKGROUND : Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.								
substitute emplo	In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.								
	ole, and welcomin		egic Directions? support the well-bei						
			ms are in compliand cedures relating to						
FUNDING SOUR	RCE AND FINAI	NCIAL IMPACT: /	All personnel matter	rs are within bu	dget.				
RECOMMENDA	RECOMMENDATION : It is recommended that the following items be approved as submitted.								
Irma Ramos		By. U. Approved for	Bull		5.d.1				
Recommended b	у	[∥] Approved [/] for	Submittal	ľ	tem No.				

Hourly Personnel November 18, 2025

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Alt, Mireya	CC	Technical - Assist in Admissions & Records	11/19/25	02/19/26	TEB2
Beach, Tyler	CC	Non-Direct Instr Support - Model for Life Drawing art classes	11/19/25	12/12/25	TE G 4
Beach, Tyler	CC	Non-Direct Instr Support - Model for Life Drawing art classes	02/02/26	05/30/26	TE G 4
Berganza, Gerson	CC	Technical - Assist MESA Program with Retention	01/26/26	03/27/26	TEB2
Berganza, Gerson	CC	Technical - Assist MESA Program with Retention	04/06/26	05/29/26	TEB2
Chen, Ziqi (Demi)	CC	Technical - Assist MESA Program with Retention	01/26/26	03/27/26	TE B 2
Chen, Ziqi (Demi)	CC	Technical - Assist MESA Program with Retention	04/06/26	05/29/26	TEB2
Chung, Joelle	FC	Technical - Assist in Hornet Resources Center	01/26/26	04/24/26	TE B 1
Corong, Sonia	FC	Technical - Assist with College Food Bank	01/26/26	04/24/26	TE A 2
Dooley, Michael	CC	Non-Direct Instr Support - Model for Life Drawing art classes	11/19/25	12/12/25	TE G 4
Dooley, Michael	CC	Non-Direct Instr Support - Model for Life Drawing art classes	02/02/26	05/30/26	TE G 4
Huffman, Matthew	CC	Technical - Assist MESA Program with Retention	01/26/26	03/27/26	TE B 4
Huffman, Matthew	CC	Technical - Assist MESA Program with Retention	04/06/26	05/29/26	TEB4
Long, Reth	CC	Technical - Assist in Admissions & Records	01/05/26	04/03/26	TEB2
Marsh Jr., Joseph (Allen)	CC	Non-Direct Instr Support - Model for Life Drawing art classes	11/19/25	12/12/25	TE G 4
Marsh Jr., Joseph (Allen)	CC	Non-Direct Instr Support - Model for Life Drawing art classes	02/02/26	05/30/26	TE G 4
Marsh, Charlie	NOCE	Technical - Assist with College Food Bank	10/29/25	01/28/26	TE A 2
Marsh, Charlie	NOCE	Technical - Assist with College Food Bank	04/06/26	06/30/26	TE A 2
Taher, Haron	CC	Direct Instr Support - Assist in Cybersecurity Programs and mentoring CIS	11/19/25	02/18/26	TE B 1
Taher, Haron	СС	Direct Instr Support - Assist in Cybersecurity Programs and mentoring CIS	04/27/26	06/30/26	TE B 1
To, Teresa	СС	Direct Instr Support - Assist in Cybersecurity Programs and mentoring CIS	11/19/25	02/18/26	TE B 1
To, Teresa	СС	Direct Instr Support - Assist in Cybersecurity Programs and mentoring CIS	04/27/26	06/30/26	TE B 1
Tran, John Dong	СС	Technical - Assist in Admissions & Records with various duties	01/05/26	04/03/26	TE A 1
Uribe, Brandon	СС	Direct Instr Support - Assist in Cybersecurity Programs and mentoring CIS	11/19/25	02/18/26	TE B 1
Uribe, Brandon	СС	Direct Instr Support - Assist in Cybersecurity Programs and mentoring CIS	04/27/26	06/30/26	TE B 1

Hourly Personnel November 18, 2025

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ahmed, Rayhan	FC	Full-time Student -Provide Support FC Men of Color Program	11/19/25	05/30/26	TEB2
Akile, Aseel	СС	Full-time Student - Assist Languare Arts Dept	02/02/26	05/01/26	TEB2
Asistio, Dorothy	FC	Work Study Student - Assist in Student Life and Leadership Desk Staff	11/19/25	06/30/26	TE A 1
Bagalot, Laura	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Brown, Sincere	FC	Full-time Student -Provide Support FC Men of Color Program	11/19/25	05/30/26	TEB2
Collins, Caleb	FC	Full-time Student -Provide Support FC Men of Color Program	11/19/25	05/30/26	TEB2
Cua, Joshua	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TEA 1
Curiel, Alan	FC	Work Study Student - Assist in Fullerton Art Gallery	11/19/25	06/30/26	TE A 1
Escobar, Abril	FC	Full-time Student - Assist in Student Life & Leadership Department	11/19/25	06/30/26	TE A 1
Gutierrez, Cynthia	FC	Full-time Student - Assist in Admissions and Records	11/16/25	06/30/26	TE A 2
Jung, Claire	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Lyons, Lamora	CC	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Muruato Patino, Diego	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Nasla, Yunis	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Pham, Bao Gia	CC	Full-time Student - Assist in DSS Office with various duties	11/12/25	06/30/26	TE A 2
Schuessler-Duran, A.	FC	Work Study Student - Assist in Digital Arts Lab	11/19/25	06/30/26	TE A 1
Sexon, Ken	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Tarik, Arfan	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Torres, Ashton	FC	Work Study Student - Assist in Dual Enrollment	11/19/25	06/30/26	TE A 1
Usmani, Sania	СС	Full-time Student - Assist Languare Arts with outreach in honors center	11/12/25	06/15/26	TE A 1
Villalobos, Jonathan	СС	Work Study Student - Assist in Auto Lab	11/19/25	12/12/25	TE A 1
Villalobos, Jonathan	СС	Work Study Student - Assist in Auto Lab	03/02/26	05/21/26	TE A 1

Hourly Personnel November 18, 2025

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Patel, Bina	FC	Direct Instr Support - Tutor for Tutoring Center	11/12/25	06/30/26	TE A 2
Paulos, Nicholas	CC	Direct Instr Support - Assist in Cybersecurity/CIS	11/19/25	02/18/26	TE B 1
Paulos, Nicholas	CC	Direct Instr Support - Assist in Cybersecurity/CIS	04/27/26	06/30/25	TE B 1
Reyes, Carmen	NOCE	Direct Instr Support - Tutor for DSS students	11/12/25	06/30/26	TE A 4
Rojas, Owin	CC	Direct Instr Support - Assist in Cybersecurity/CIS	11/19/25	02/18/26	TE B 1
Rojas, Owin	CC	Direct Instr Support - Assist in Cybersecurity/CIS	04/27/26	06/30/25	TE B 1
Taher, Haron	CC	Direct Instr Support - Assist in Cybersecurity/CIS	11/19/25	02/18/26	TE B 1
Taher, Haron	CC	Direct Instr Support - Assist in Cybersecurity/CIS	04/27/26	06/30/25	TE B 1
To, Teresa	CC	Direct Instr Support - Assist in Cybersecurity/CIS	11/19/25	02/18/26	TE B 1
To, Teresa	CC	Direct Instr Support - Assist in Cybersecurity/CIS	04/27/26	06/30/25	TE B 1
Uribe, Brandon	СС	Direct Instr Support - Assist in Cybersecurity/CIS	11/19/25	02/18/26	TE B 1
Uribe, Brandon	СС	Direct Instr Support - Assist in Cybersecurity/CIS	04/27/26	06/30/25	TEB1

<u>Substitutes</u>

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ray, Emmalee	FC	Technical - Substitute for Classified employee on leave PN FCC706	11/10/25	06/30/26	TE C 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action X					
10.	BOARD OF TROSTEES	Resolution	_				
DATE:	November 18, 2025	Resolution Information Enclosure(s)	_				
SUBJECT:	Volunteers	Enclosure(s) X					
BACKGROUND : The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.							
How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.							
How does this relate to Board Policy: Not applicable.							
FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.							
RECOMMENDA ⁻	FION : It is recommended that the following ite	ms be approved as submitted.					
Irma Ramos	y Approved for Submittal	5.e.1					
Recommended by	y /Approved for Submittal	Item No.					

Volunteer Personnel November 18, 2025

<u>Volunteers</u>

Name	Site	Program	Begin	End
Almazan, Catherine	FC	Volunteer_Friends of Fullerton DSIG	11/18/25	06/30/26
Aranda, Marilyn	СС	Volunteer Personal Service Attendant/NOCE/DSS	09/10/25	06/30/26
Guzman, Karely Silvar	FC	Volunteer Grads to be Program & Biology Dept.	01/05/26	06/30/26
Weinberguer, Marcela	NOCE	Volunteer Personal Service Attendant/NOCE/DSS	05/27/25	05/22/26

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution		
DATE:	November 18, 2025	Information		
		Enclosure(s)	Χ	
SUBJECT:	Organizational Meeting and 2026 Board Calendar			

BACKGROUND: The provisions of Education Code Section 35143 and 72000 require the governing board of each school district and community college district to hold an annual Organizational Meeting within a prescribed 15-day period. For 2025, this 15-day period is December 12-26. The law further requires that, unless otherwise provided by rule of the governing board, the day and time of the annual organizational meeting shall be selected by the Board at its regular meeting held immediately prior to the first day of the 15-day period.

The Board is asked to establish Tuesday, December 16, 2025, as the date of its annual Organizational Meeting. At the Organizational Meeting, the Board must establish its calendar for 2026. A probable calendar is now presented for review which includes:

- The second and fourth Tuesdays of each month in 2026 as meeting dates.
- The first meetings in January and July are canceled.
- The first meeting in August is listed as tentative.
- The December meeting date moved to December 15, 2026 due to organizational meeting legal requirements.
- The dates of national or state conventions or conferences to determine possible scheduling conflicts.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2305, Annual Organizational Meeting.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board establish Tuesday, December 16, 2025 as the date of its Organizational Meeting and to inform the County Superintendent. It is further recommended that the Board amend, if necessary, the suggested 2026 meeting calendar.

Byron D. Clift Breland
Recommended by

Approved for Submittal

6.a.1

tem No.



North Orange County Community College District 2026 Board Meeting Calendar

January 2026			
First Regular Meeting in January	Second Tuesday, January 13, 2026		
Only Regular Meeting in January	CCLC Effective Trustee Workshop January 23-25, 2026 – Sacramento, CA CCLC Annual Legislative Conference January 25-26, 2026 – Sacramento, CA Fourth Tuesday, January 27, 2026		
	ry 2026		
	ACCT National Legislative Summit February 8-11, 2026 – Washington, DC		
First Regular Meeting in February	Second Tuesday, February 10, 2026		
	ACCCA Annual Conference February 18-20, 2026 – Long Beach, CA		
Second Regular Meeting in February	Fourth Tuesday, February 24, 2026		
Marcl	1 2026		
First Regular Meeting in March	Second Tuesday, March 10, 2026		
ACCT Governance Leadership Institute March 18-20, 2026 – Miami, FL			
Second Regular Meeting in March	Fourth Tuesday, March 24, 2026		
April	2026		
	NOCCCD Spring Recess March 30 – April 3, 2026		
First Regular Meeting in April	Second Tuesday, April 14, 2026		
	AACC Annual Convention April 10-14, 2026 – Seattle, WA		
Second Regular Meeting in April	Fourth Tuesday, April 28, 2026		
May	2026		
	CCCT Annual Trustees Conference May 1-3, 2026 – Dana Point, CA		
First Regular Meeting in May	Second Tuesday, May 12, 2026		
Second Regular Meeting in May	Fourth Tuesday, May 26, 2026		

June 2026			
First Regular Meeting in June	Second Tuesday, June 9, 2026		
Second Regular Meeting in June	Fourth Tuesday, June 23, 2026		
July	2026		
First Regular Meeting in July	Second Tuesday, July 14, 2026		
Only Regular Meeting in July	Fourth Tuesday, July 28, 2026		
Augus	st 2026		
	CCLC Student Trustees Workshop August 2026 – Location TBD		
First Regular Meeting in August (Tentative)	Second Tuesday, August 11, 2026		
Second Regular Meeting in August	Fourth Tuesday, August 25, 2026		
Septem	ber 2026		
First Regular Meeting in September Second Tuesday, September 8, 2026			
Second Regular Meeting in September	Fourth Tuesday, September 22, 2026		
Octob	er 2026		
First Regular Meeting in October	Second Tuesday, October 13, 2026		
	ACCT Leadership Congress October 21-24, 2026 – Chicago, IL		
Second Regular Meeting in October	Fourth Tuesday, October 27, 2026		
Novem	per 2026		
First Regular Meeting in November	Second Tuesday, November 10, 2026		
	CCLC Annual Convention November 19-21, 2026 – Riverside, CA		
Second Regular Meeting in November	Fourth Tuesday, November 24, 2026		
Decem	per 2026		
Only Regular Meeting in December	Third Tuesday, December 15, 2026*		
	* The 15-day period for the Board to have its organizational meeting is December 11-25.		

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	
		Resolution	
DATE:	August 22, 2023	Information	Х
		Enclosure(s)	Χ
SUBJECT:	Proposed New Board Policy 3450, Animals on Campus	· / <u>-</u>	

BACKGROUND: The North Orange County Community College District currently does not have a Board Policy addressing the presence, treatment, and management of stray or feral animals on District property. Recent events at various campus sites have underscored the need for clear guidance to ensure a safe, clean, and humane environment for students, employees, and visitors. The proposed policy establishes standards to address issues such as the humane treatment of animals and coordination with local animal control agencies. It also directs the Chancellor to develop administrative procedures for implementing catchneuter-release and adoption programs in partnership with qualified organizations. This policy is designed to promote compliance with state and local regulations while supporting the District's commitment to environmental stewardship, public health, and humane practices.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2410, Board Policies and Administrative Procedures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board review the proposed, new BP 3450, Animals on District Property.

Approved for Submittal 6.b.1

Item No.

Byron D. Clift Breland
Recommended by

Chapter 3
General Institution

BP 3450 Animals on District Property

Reference:

California Penal Code Sections 597 et seq.; California Health and Safety Code; Government Code; Education Code; applicable local ordinances.

- 1.0 **Purpose and Scope**: The North Orange County Community College District ("District") is committed to maintaining a safe, clean, and humane environment for students, employees, and visitors. This policy establishes standards governing the presence and treatment of animals on District property, including college campuses and District facilities.
- 2.0 Protection of Animals: Under state law, it is a crime to maliciously and intentionally maim, wound, or kill an animal. Any such conduct on District property is strictly prohibited. Violations shall be reported immediately to the Chancellor or designee for investigation and appropriate administrative action, and to local law enforcement or animal control authorities as required by law.
- 3.0 **Feeding of Stray or Feral Animals**: Leaving food or water outdoors for feral or stray cats, or other animals, on District property is prohibited. Feeding animals in outdoor areas attracts pests and wildlife, contributes to unsanitary working conditions, and violates state anti-littering laws. Employees, students, and visitors are expected to refrain from engaging in or condoning such practices.
- 4.0 **Feral and Stray Cat Management**: To protect public health and safety and to promote the humane treatment of animals, the Chancellor shall develop and implement, or authorize selected agencies, organizations, or licensed veterinarians to implement, a District-approved program to:
 - 4.1 Catch, neuter, and release feral cats on District property, to the extent allowable by law; and
 - 4.2 Catch, neuter, and place for adoption stray cats through partnerships with no-kill animal shelters whenever feasible.

All such activities shall be conducted in a manner consistent with applicable animal welfare laws, local ordinances, and public health regulations.

- 5.0 **Implementation and Oversight**: The Chancellor or designee shall establish Administrative Procedures to ensure compliance with this policy, including procedures for:
 - 5.1 Coordination with local animal control and humane organizations;
 - 5.2 Reporting and abatement of health and safety risks associated with animals on District property; and
 - 5.3 Education and communication to the campus community regarding this policy.

Date of Adoption:

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	
		Resolution	
DATE:	November 18, 2025	Information	X
		Enclosure(s)	X
SUBJECT:	Revised Board Policies	· · · <u></u>	

BACKGROUND: The Chapter 3 Board Policies included in this agenda item were reviewed as part of the District's continuous review cycle and were revised to update legal language as provided by the CCLC Policy and Procedure Legal Updates Service. The District Consultation Council reviewed, discussed, and reached consensus on the Board Policies on September 22, 2025 (with revisions noted in blue). The Board Ad Hoc Policy Committee reviewed the Board Policies and made further revisions (which are noted in red).

Chapter 6, Business and Fiscal Affairs

BP 3300, Public Records: This policy was revised to update the reference section to reflect renumbering of the California Public Records Act.

BP 3310, Records Retention and Destruction: This policy had no revisions from DCC, but includes a language revision from the Board Ad Hoc Policy Committee.

BP 3440, Service Animals: This policy was revised to update the reference section to make a grammar correction.

BP 3500, Campus Safety: This policy was revised to update the reference section to make a grammar correction, and includes a further language revision from the Board Ad Hoc Policy Committee.

BP 3505, Emergency Response Plan: This policy was revised to update the reference section to make a grammar correction, and includes further language revisions from the Board Ad Hoc Policy Committee.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2410, Board Policies and Administrative Procedures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board receive the proposed, revised Board Policies in Chapter 3 and direct that they be placed on a future Board meeting agenda for action.

Byron D. Clift Breland

Recommended by

Approved for Submittal

6.c.1

Chapter 3
General Institution

BP 3300 Public Records

Reference:

Government Code Sections 6250 7920.000 et seq.

1.0 The Chancellor shall establish procedures for records management, including access by the public that comply with the requirements of the California Public Records Act.

See Administrative Procedure 3300, Public Records; Board Policy 3310, Records Retention and Destruction; and Administrative Procedure 3310, Records Retention and Destruction.

Date of Adoption: March 23, 2004

Date of Last Revision: November 26, 2019

Chapter 3
General Institution

BP 3310 Records Retention and Destruction

Reference:

Title 5 Sections 59020 et seq. Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

1.0 The Chancellor shall establish administrative procedures to assure the retention and appropriate destruction of all District records—including electronically stored information as defined by the Federal Rules of Civil Procedure—in compliance with Title 5. Such records shall include, but not be limited to student records, employment records, and financial records.

See Administrative Procedure 3310, Records Retention and Destruction; Board Policy 3300, Public Records; and Administrative Procedure 3300, Public Records.

Date of Adoption: March 23, 2004

Date of Last Revision: November 26, 2019

Chapter 3
General Institution

BP 3440 Service Animals

Reference:

The Americans with Disabilities Act of 1990 – 42 United States Code Sections 12101 et seq.;

28 Code of Federal Regulations Part 35;

28 Code of Federal Regulations Part 36;

34 Code of Federal Regulations Part 104.44 subdivision (b)

1.0 In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.

Date of Adoption: November 22, 2011

Date of Last Revision: January 28, 2020

Chapter 3
General Institution

BP 3500 Campus Safety

Reference:

Education Code Section 67380 subdivision (a)(4)

1.0 The Board of Trustees is committed to a safe and secure work and learning environment within the District. To that end, the Chancellor shall establish a campus safety plan and ensure that it is posted or otherwise made available to students. The campus safety plan shall include availability and location of safety personnel, methods for summoning assistance of safety personnel, and any special safeguards that have been established, any actions taken in the preceding 18 months to increase safety, and any changes in safety precautions to be made during the next 24 months.

See Administrative Procedure 3500, Campus Safety; Board Policy 3505, Emergency Response Plan; Board Policy 7600, Campus Safety Officers; and Administrative Procedure 7600, Campus Safety Officers.

Date of Adoption: March 23, 2004

Date of Last Revision: January 28, 2020

Chapter 3
General Institution

BP 3505 Emergency Response Plan

Reference:

Education Code Sections 32280 et seq. and 71095; Government Code Sections 3100 and 8607 subdivision (a); Homeland Security Act of 2002; National Fire Protection Association 1600; Homeland Security Presidential Directive-5; Executive Order S-2-05; 19 California Code of Regulations Sections 2400-2450; 34 Code of Federal Regulations Part 668.46 subdivision (g)

- 1.0 The District shall have emergency response and evacuation procedures for notifying the campus community in the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.
- 2.0 The Chancellor shall establish procedures that ensure that the District implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster or hazardous condition. This plan must comply with the National Incident Management System (NIMS), and the Standardized Emergency Management Systems (SEMS) and should incorporate the functions and principles of the Incident Command System (ICS), the Master Mutual Aid Agreement (MMAA), and any other relevant programs. The plan must incorporate NIMS and SEMS to facilitate the coordination between and among agencies in the event of an emergency or natural disaster.
- 3.0 Compliance with NIMS and SEMS mandates includes but are is not limited to:
 - 3.1 Establishing <u>a plan or procedures for</u> disaster preparedness procedures or a plan; and
 - 3.2 Completion of training sessions by college personnel in compliance with NIMS and SEMS guidelines.
 - 3.2.1 Training requirements vary based on job titles or assigned roles within the emergency plan.
- 4.0 College personnel must be informed that as public employees, they are also disaster service workers during national, state, and local emergencies. The District must ensure that its employees are in compliance with the disaster service worker oath requirements.
- 5.0 The Chancellor shall ensure that a team is created to carry out compliance with NIMS and SEMS mandates. The responses to emergencies or natural disasters are organized by SEMS into five categories: field response, local government, operational areas, regions, and state.
- 6.0 The plan shall contain information regarding activation and chain of command responsibilities. Compliance with NIMS mandates requires planning and incorporation for all phases of emergency management including mitigation and prevention, preparedness, response, and recovery. The District must ensure that its plan is updated regularly. Colleges must comply with NIMS and SEMS to receive federal or state funding.

Chapter 3
General Institution

BP 3505 Emergency Response Plan

See Board Policy 6520, Security for District Property and Administrative Procedure, 6520, Security for District Property.

Date of Adoption: November 22, 2011

Date of Last Revision: January 28, 2020



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	Х
DATE:	November 18, 2025	Information	
		Enclosure(s)	Χ
SUBJECT:	Resolution No. 25/26-22,		

Honoring Former Trustees and Conferring

the Title of Trustee Emeritus

BACKGROUND: This resolution proposes to confer the honorary title of Trustee Emeritus upon six former members—Leonard Lahtinen, Molly McClanahan, Donna Miller, Barry Wishart, Nancy Rice, Jacqueline Rodarte, and Michael Matsuda—each of whom served the District with distinction for at least five years and concluded their service in good standing. Collectively contributing more than a century of exemplary governance, these individuals provided visionary leadership, fiscal stewardship, and steadfast advocacy for equitable access and student success across all NOCCCD campuses. The Trustee Emeritus designation expresses the District's enduring appreciation for their contributions and preserves their connection to the NOCCCD community through continued recognition and engagement. This practice is consistent with the District's longstanding tradition of awarding emeritus status to distinguished faculty and staff.

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

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 25/26-22, Honoring Former Trustees and Conferring the Title of Trustee Emeritus.

By. Lift Bull

Jeffrey P. Brown Recommended by

6.d.1

RESOLUTION OF THE BOARD OF TRUSTEES OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Resolution No. 24/25-22, Honoring Former Trustees and Conferring the Title of Trustee Emeritus

WHEREAS, the Board of Trustees of the North Orange County Community College District wishes to recognize and honor the exceptional leadership, service, and dedication of its former members, whose vision and commitment have significantly advanced the mission of the District and the success of its colleges and students; and

WHEREAS, the following individuals each served a minimum of five (5) years on the Board of Trustees, left their positions in good standing, and demonstrated extraordinary devotion to public education and to the communities served by the District:

- Leonard Lahtinen 26 years of service
- Molly McClanahan 25 years of service
- **Donna Miller** 19 years of service
- Barry Wishart 17 years of service
- Nancy Rice 10 years of service
- Jacqueline Rodarte 9 years of service
- Michael Matsuda 9 years of service

WHEREAS, these former Trustees collectively contributed more than one hundred years of exemplary service, providing steady leadership, sound fiscal oversight, and enduring support for equitable access, academic excellence, and student success; and

WHEREAS, the Board desires to express its gratitude through the formal conferral of an honorary title recognizing their contributions and continued connection to the District community; now

THEREFORE, BE IT RESOLVED, that the North Orange County Community College District Board of Trustees hereby confers upon Leonard Lahtinen, Molly McClanahan, Donna Miller, Barry Wishart, Jacqueline Rodarte, and Michael Matsuda the honorary title of Trustee Emeritus of the North Orange County Community College District; and

BE IT FURTHER RESOLVED, that the Board offers its sincere appreciation for their dedicated service and authorizes the following courtesies to be extended, should the recipients wish to accept them:

- A framed certificate and copy of this resolution presented in recognition of service;
- District and campus parking privileges for attendance at District and college events;
- Complimentary admission, upon request, to District-sponsored performing arts and athletic events;
- Library privileges on District campuses; and
- Recognition on the District website and in official commencement or ceremonial materials, as appropriate.

6.d	.2
Item	No.

District, this 18 th day of November 2025, by the	, , ,
AYES:	
NOES:	
ABSENT:	
ABSTAINING:	
-	Loffroy D. Prown
	Jeffrey P. Brown Board President

6.d.3

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	Χ	
		Resolution	Χ	
DATE:	November 18, 2025	Information		
		Enclosure(s)	Χ	
SUBJECT:	Resolution No. 25/26-21,			
	Board of Trustees Excused Absence			

BACKGROUND: Pursuant to Board Policy 2725, Board Member Compensation, Board members may be paid for meetings when they are absent, if the Board adopts a Resolution verifying that the absence is excused.

Education Code Section 7425, Subdivision (c) reads as follows:

A member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes, finds that at that time of the meeting he or she is performing services outside of the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. This compensation shall be a charge against the funds of the district.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2725, Board Member Compensation.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 25/26-21, Trustee Absence verifying that Trustee Stephen T. Blount was absent on October 28, 2025 due to illness and, therefore, eligible to receive compensation for the Regular Board meeting held on that date. A signed affidavit from Trustee Blount verifying his absence due to illness will be on file in the Chancellor's Office.

Byron D. Clift Breland Recommended by

6.e.1

Item No.

RESOLUTION OF THE BOARD OF TRUSTEES OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Resolution 25/26-21, Trustee Absence

WHEREAS, Education Code Section 72425(c) states:

(c) A member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. This compensation shall be a charge against the funds of the District.

NOW, THEREFORE, BE IT RESOLVED that the Trustee named below was absent from the Regular Board meeting of October 28, 2025, due to illness, and therefore, eligible to receive compensation for the meeting held on that date.

TRUSTEE

Stephen T. Blount

ATEO.	
NOES:	
ABSENT:	
ABSTAINING:	
DATE ADOPTED:	November 18, 2025

VEC.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action		
		Resolution		
DATE:	November 18, 2025	Information	Χ	
		Enclosure(s)		
SUBJECT.	Future Board Agenda Items			

BACKGROUND: At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new Future Board Agenda Items section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

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

How does this relate to Board Policy: This item is in accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board discuss any potential future Board agenda items.

Byron D. Clift Breland

UNAPPROVED

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

October 28, 2025

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, October 28, 2025, at 5:30 p.m. in the Anaheim Campus Board Room with a YouTube livestream broadcast.

Board President Jeffrey P. Brown called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance.

TRUSTEE ROLL CALL: <u>Present</u>: Ryan Bent, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Mark Lopez, Evangelina Rosales and Student Trustees Samiy Castillo Bolivar, Zachary Colinco, and Kristine Nacu. <u>Absent</u>: Stephen T. Blount.

RESOURCE PERSONNEL PRESENT: Byron D. Clift Breland, Chancellor; Fred Williams, Vice Chancellor, Administrative Services; Irma Ramos, Vice Chancellor, Human Resources; Jennifer Vega La Serna, Vice Chancellor, Educational Services & Institutional Effectiveness; Cynthia Olivo, President, Fullerton College; Scott Thayer, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Karen Bautista, representing the District Management Association; Michelle Patrick Norng, representing the North Orange Continuing Education Academic Senate; Jaclyn Magginetti, representing the Cypress College Academic Senate; Joel Salcedo, representing United Faculty; Elaine Loayza, representing CSEA; Naveen Kanal, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Howard Kummerman, Terri Long, and Marc Posner from Cypress College; Carlos Ayon, Miranda Bates, Tam Contreras, Sonia De La Torre, Henry Hua, Jose Ramon Nuñez from Fullerton College; Maria Hernandez, Neisha Jenkins, and Jennifer Perez from North Orange Continuing Education; and Erika Almaraz, Amabel Arredando, Mylene Daniels, Danielle Davy, Tyler Deacy, Devin Griffin, Julie Kossick, Julie Leggin, Khaoi Mady, Flavio Medina Martin, Gabrielle Stanco, Amita Suhrid, and Rick Williams from the District Office.

VISITORS: Dawn Fortin Mattoon. Public participation was provided via YouTube livestream.

BLOCK VOTE APPROVAL OF AGENDA ITEMS: It was moved by Trustee Barbara Dunsheath and seconded by Trustee Evangelina Rosales that the following non-personnel and personnel items be approved by block vote:

Administrative Services: 3.d, 3.e, 3.f, 3.g, 3.h, 3.i

Human Resources: 4.a, 4.b, 4.c, 4.d, 4.e

Motion carried with Trustees Bent, Brown, Dunsheath, E. Lopez, M. Lopez, and Rosales voting yes, including Student Trustees Castillo Bolivar, Colinco, and Nacu's advisory votes.

CHANCELLOR'S REPORT

Chancellor Byron D. Clift Breland reported on several events that reflect the momentum and positive spirit across the District including the recent registration upgrade launched by Fullerton College which streamlines the process into an all-in-one platform within MyGateway, allowing students to plan and register for classes in the same place, with real-time availability and mobile-friendly access. He shared that Vice Chancellor Fred Williams was honored at the recent Association of Chief Business Officers (ACBO) meeting for his decades of service, mentorship, and unwavering commitment—not only to North Orange—but to the entire California Community College system. At Cypress College, President Scott Thayer recently presented at the Rotary Club of Los Alamitos, Cypress, and Seal Beach, alongside Howard Kummerman, Executive Director of the Foundation and Community Relations, to provide campus updates, including student-centered initiatives, and to continue to strengthen community partnerships across the District's service area. The Chancellor concluded his report by wishing everyone a safe and fun Halloween, and thanked faculty, staff, and students for the creativity and community spirit they bring during this season.

MINUTES: It was moved by Trustee Ryan Bent and seconded by Trustee Mark Lopez to approve the Minutes of the Regular Meeting of October 14, 2025. Motion carried with Trustees Bent, Brown, Dunsheath, E. Lopez, M. Lopez, and Rosales voting yes, including Student Trustees Castillo Bolivar, Colinco, and Nacu's advisory votes.

ADMINSTRATIVE SERVICES

Item 3.a: The Board received and reviewed the CCFS-311 Annual Financial and Budget Report as presented pending any audit adjustments.

Item 3.b: The Board received and reviewed the 2024-2025 Travel Expense Report.

Item 3.c: The Board received a progress update on the District's sustainability progress and goals. As part of the update, **Tyler Deacy**, Special Projects Director, Sustainability, led a presentation on the District's Sustainability Action Plan which highlighted that 39% of the District's current energy use comes from renewable sources, with a goal to reach 100% renewable energy within the next ten years.

During the discussion, trustees praised the District's focus and progress on sustainability efforts including policy development and inclusion in planning documents. They also inquired about wellness rooms, waste reduction efforts, waste management contracts, e-waste efforts, water conservation initiatives including motion sensor faucets, the impact of AI on sustainable initiatives, and the status of the Fullerton College solar panel installation and operational status.

(See Supplemental Minutes #1370 for a copy of the presentation.)

Item 3.d: By block vote, authorization was granted to increase the agreement with Allana Buick & Bers, Inc. by \$50,000 for a new total contract amount of \$148,990 for Consultant Services for the Fine Arts Renovation Project at Cypress College.

Further authorization was granted for the Vice Chancellor, Administrative Services or District Director, Purchasing to execute the agreement on behalf of the District.

Item 3.e: By block vote, authorization was granted to adopt Resolution No. 25/26-16 to approve Change Order #9 with Verne's Plumbing Inc. for Bid 2324-04, for the public works project, to increase the contract amount by \$124,239 for a new total of \$2,514,435 for the Cypress College Fine Arts Renovation Project.

Further authorization was granted for the Vice Chancellor, Administrative Services or Interim District Director, Purchasing to execute trade contractor change order on behalf of the District.

Item 3.f: By block vote, authorization was granted to ratify the current change orders for the public works project listed per the Change Order Request, with a total increase of \$177,701 for the Fine Arts Renovation at Cypress College.

Further authorization was granted for the Vice Chancellor, Administrative Services or District Director, Purchasing to execute each trade contractor change order on behalf of the District.

Item 3.g: By block vote, authorization was granted to allow the Cypress College Foundation to serve alcoholic beverages at the Americana Kick-off Event on the Cypress College campus on Monday, December 8, 2025.

Item 3.h: By block vote, authorization was granted to approve out-of-country travel for Sylvia Pimentel to attend the 17th Asian Conference on Education in Tokyo, Japan, from November 22-29, 2025.

Item 3.i: By block vote, authorization was granted for Fullerton College to accept donations to its divisions, departments, and/or programs.

HUMAN RESOURCES

Item 4.a: By the block vote, authorization was granted for the following academic personnel matters, which are within budget:

RETIREMENTS

Carter, Kelly CC Counselor

Last Date of Employment: 06/30/2026

PN CCF966

PROMOTION

Salazar, Valerie FC Student Services Specialist, Promise

To: Director, Educational Partnerships & Programs,

Promise

12-month position (100%)

Range 20, Step C

Management Salary Schedule

Eff. 11/01/2025

CHANGE IN SALARY CLASSIFICATION

Fontaine, Frank CC Music Instructor (ADJ)

From: Column 1, Step 1
To: Column 2, Step 1

Eff. 08/25/2025

Gonzales-Harwell, Brianna CC Counselor, Kinesiology

From: Class B, Step 1 To: Class B, Step 7

Eff. 07/01/2025

Ochoa-Springer, Liliana FC Child Dev/Early Childhood Ed Instructor (ADJ)

From: Column 1, Step 1 To: Column 3, Step 1

Eff. 08/25/2025

Uyeki, Tomoko FC Foreign Language-Japanese Instructor (ADJ)

From: Column 1, Step 1 To: Column 2, Step 1

Eff. 08/25/2025

Winborne, Nicole FC Counselor, EOPS, Temporary Contract (100%)

From: Class B, Step 1
To: Class B, Step 7

Eff. 09/15/2025

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Fiero, Deniz FC Director, EOPS/CARE/CalWORKs (100%)

Revision of End Date for 10% Stipend

From: 11/30/2025 To: 10/31/2025

ADDITIONAL DUTY DAYS @ PER DIEM

Austin, Phil FC Assistant Coach, Basketball 11 days Webster, Perry FC Head Coach, Basketball 15 days

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2025 FALL SEMESTER

Lucero, Angela CC Column 1, Step 1
Novak, Brian CC Column 3, Step 1
Pazargadi, Fatima FC Column 2, Step 5

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Corrales, Nancy CC Proctor Exam Practicums for DSS Students

Lecture Rate, Regular and Contract Faculty

Overload Teaching Schedule Eff. 2025-2026 Academic Year

Cox, Wesley FC Hiring Committee Service

Lab Rate, Regular and Contract Faculty

Overload Teaching Schedule

Not to exceed 7 hours Eff. 06/17/2025-08/11/2025

Estrada, Steven FC Hiring Committee Service

Lab Rate, Regular and Contract Faculty

Overload Teaching Schedule

Not to exceed 7 hours Eff. 06/17/2025-08/11/2025

Kar, Rosie FC Hiring Committee Service

Lab Rate, Regular and Contract Faculty

Overload Teaching Schedule

Not to exceed 7 hours Eff. 06/17/2025-08/11/2025

McLellan-Bujnak, Danielle NOCE @ONE Online Teaching Certificate

Stipend not to exceed \$250.00 Eff. 08/20/2025-08/31/2025

Novak, Brian CC Supervising Dentist (Dental Assisting)

Column 3, Step 1

Lecture Rate, Adjunct Faculty Salary Schedule

Eff. 2025 Fall Semester

Vaguera, Adriana CC UndocuStudent Educational Series Workshop

Stipend not to exceed \$1,200.00 Eff. 10/16/2025-10/21/2025

Item 4.b: By the block vote, authorization was granted for the following classified personnel matters, which are within budget:

RESIGNATIONS

Sadek, Andrea FC Student Serv. Spec./EOPS/CARE

12-month position (100%)

Last Date of Employment: 10/13/2025

PN FCC570

RESCISSION OF OFFER

Banerjee, Sayan AC IT Security Analyst/Systems Administrator

12-month position (100%)

PN ISC973

NEW PERSONNEL

Ajanel, Chandni NOCE Administrative Assistant II

12-month position (100%)

Range 36, Step A

Classified Salary Schedule

Eff. 11/03/2025 PN SCC815

Ellis, Kevin AC Human Resources Technician

12-month position (100%)

Range 36, Step C

Classified Salary Schedule

Eff. 11/03/2025 PN DEC985

Juarez, Jessica FC Grants & Special Projects Assistant

12-month position (100%)

Range 41, Step C

Classified Salary Schedule

Eff. 11/03/2025 PN FCC534

PROMOTION

Camarillo, Yanett NOCE Clerical Assistant I

12-month position (100%)

PN SCC826

To: Administrative Assistant II, ESL & Citizenship

12-month position (100%)

Range 36, Step C

Classified Salary Schedule

Eff. 11/03/2025 PN SCC975

VOLUNTARY CHANGES IN ASSIGNMENT

Nava, Crystal NOCE Student Services Technician

12-month position (100%)

PN SCC873

To: FC Administrative Assistant II, Staff

Development

12-month position (100%)

Range 36, Step E + 5% Longevity + PG&D

Classified Salary Schedule Eff. 11/01/2025 – 06/30/2026

PN FCC544

PROFESSIONAL GROWTH & DEVELOPMENT

Thomas, Jodie CC Health Sciences Coordinator (100%)

5th Increment (\$400) 6th Increment (\$400) Eff. 07/01/2025

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

Aguillon, Yadira FC Administrative Assistant II (100%)

6% Stipend

Eff. 01/01/2026 - 04/30/2026

Salazar, Valerie FC Student Services Specialist/Promise (100%)

Revision of End Date for 6% Stipend

From: 11/30/2025 To: 10/31/2025

STIPEND FOR ADDITIONAL MANAGEMENT DUTIES

Abesamis, Naomi FC Director, Student Life and Leadership (100%)

Revision of End Date for 6% Stipend

From: 12/19/2025 To: 12/31/2025

Esquivel, Roland NOCE Campus Safety Officer Coordinator (100%)

Extension of 8% Stipend 10/01/2025 – 12/31/2025

LEAVES OF ABSENCE

@00360504 FC Family Medical Leave (FMLA/CFRA)

Paid Leave Family Illness and Personal Necessity

Leave Until Exhausted; Unpaid Thereafter Eff. 7/18/2025 – 1/18/2026 (Intermittent Leave)

@01177728 FC Family Medical Leave (CFRA) and

Parental Leave (AB 2393)

Paid Leave Using Sick Leave and Bonding Leave

Until Exhausted; Unpaid Thereafter

Eff. 10/17/2025 – 1/9/2026 (Consecutive Leave)

@02026312 FC Military Leave with Pay

Uniformed Services Employment and Reemployment Rights Act (USERRA)

Eff. 8/8/2025 – 8/21/2025 (Consecutive Leave)

@02026312 FC Military Leave without Pay

Uniformed Services Employment and Reemployment Rights Act (USERRA)

Eff. 8/22/2025 – 11/6/2025 (Consecutive Leave)

@01411884 NOCE Family Medical Leave (FMLA/CFRA)

Paid Leave Using Regular and Supplemental Sick

Leave Until Exhausted; Unpaid Thereafter

Eff. 10/21/2025 – 11/11/2025 (Consecutive Leave)

@01265840	FC	Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 10/8/2025 – 10/14/2025 (Consecutive Leave)
@01265840	FC	Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 10/15/2025 – 10/21/2025 (Consecutive Leave)
@01925518	FC	Unpaid Leave of Absence Eff. 09/09/2025 – 10/12/2025 (Consecutive Leave)
@00003382	FC	Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 8/19/2025 – 9/1/2025 (Consecutive Leave)
@01998582	NOCE	Unpaid Personal Leave Eff. 07/25/2025 - 07/31/2025; 08/01/2025 - 08/04/2025

Item 4.c: By the block vote, authorization was granted for the hourly personnel per the hourly personnel listing.

(See Supplemental Minutes #1370 for a copy of the professional expert personnel listing.)

Item 4.d: By the block vote, authorization was granted for the assignment of hourly personnel per the hourly personnel listing.

(See Supplemental Minutes #1370 for a copy of the hourly personnel listing.)

Item 4.e: By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1370 for a copy of the volunteer personnel listing.)

GENERAL

Item 5.a: The Board received an enrollment update that included an overview of key enrollment and success metrics from 2022–23 through 2024–25. Gabrielle Stanco, District Director of Research, Planning & Data Management, led a presentation highlighting district and campus trends in the following areas:

- Enrollment and Success: Including enrollment by instructional modality, Career Technical Education (CTE) enrollment trends, and student enrollment by citizenship and race/ethnicity. The report also examines success rates by instructional modality and fallto-spring persistence rates.
- <u>Student Demographics</u>: Including headcount and demographic trends across race/ethnicity, age, gender, and first-generation college status.

 <u>Dual Enrollment</u>: Including enrollment by high school district and proportional enrollment of Orange County high school students.

The data update supports ongoing evaluation of districtwide goals related to student experience and success as well as enrollment restoration and growth, and aligns with the California Community Colleges Chancellor's Office Vision 2030 Roadmap priorities to expand equitable enrollment and improve student outcomes. The report showed a 14% increase in total seat count and an 11% increase in unique student headcount over the past three years. FTES has grown nearly 20% since 2021–22, and the District is now within about five% of pre-pandemic levels. Student persistence from fall to spring remains steady at 68% for the credit colleges and about 60% for NOCE.

During the discussion, trustees requested clarification on the "nonresident" term and who that includes, if students attending from different college districts are tracked, what figure the race percentage is derived from, enrollment by modality, what the higher asynchronous Fullerton College enrollment was attributed to, student success completion/retention compared to asynchronous courses, the difference in support services for online courses, whether students complete a feedback form when they finish a dual enrollment course, the percentage of dual enrollment students in Orange County high schools, progress towards the State Chancellor's goal of having high school students take 3 units each year of high school, data for Los Angeles County within our district boundaries, data on what motivates students to enroll in the District, and factors that influence the modality breakdown (e.g., student demand, faculty input).

Board President Jeffrey P. Brown thanked Dr. Stanco for the presentation noting that the information is helpful in order to see how the District is tracking and how it can improve.

(See Supplemental Minutes #1370 for a copy of the presentation.)

Item 5.b: The Board received a presentation from Ruffalo Noel Levitz (RNL) on the completed Strategic Enrollment Plan Project led by Dawn Fortin Mattoon.

The presentation included an overview of the District's Strategic Enrollment Plan Project which outlined the Plan's four phases of data analysis, strategy development, goal setting, and implementation which were all designed to create scalability and measurable enrollment and revenue goals through 2030. The Plan defines key performance indicators focused on enrollment, student success, competitive positioning, and financial sustainability while also highlighting strategies to strengthen recruitment, expand dual enrollment, and support student success.

During the discussion, trustees inquired if the plans differed between the Colleges and NOCE based on their student populations; how students are advised so that they graduate/transfer in appropriate time; what strategies are being taken so that the plans are implemented and don't die; how trustees can help; if an update will be provided a year from now; the current status of the campus strategic enrollment plans; any additional conversations related to academic strategies and guided pathways; discussions of implementing something similar to Amazon's "if you bought this, you might like this" concept; a need to be able to steer prospective students beyond the transfer model and also serve enrichment class students; workforce development and partnering with local companies to identify what key points are needed for entry-level positions; plans to offer NOCE dual enrollment programs; the need to switch to focus on a recruitment culture or to have a significant advertising campaign like

competing districts have done for years to attract our students; and revisiting the recruitment of international and out of state students to determine if it's worth continuing or if those efforts and resources are best put elsewhere.

Trustees expressed their gratitude for the informative presentation and the work by staff across the District to develop the plan.

(See Supplemental Minutes #1370 for a copy of the presentation.)

Item 5.c: It was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales that the Board honor the contributions of past and present members of the Armed Forces in the state of California and in the North Orange County Community College District, and adopt Resolution No. 25/26-16 to declare that the week of November 10-14, 2025 be observed as Veterans Appreciation Week.

After Board President Jeffrey P. Brown read the resolution into the record, the motion carried with Trustees Bent, Brown, Dunsheath, E. Lopez, M. Lopez, and Rosales voting yes, including Student Trustees Castillo Bolivar, Colinco, and Nacu's advisory votes.

Item 5.d: It was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales that the Board adopt Resolution No. 25/26-17, Trustee Absence verifying that Trustee Stephen T. Blount was absent on October 14, 2025 due to illness and, therefore, eligible to receive compensation for the Regular Board meeting held on that date. Motion carried with Trustees Bent, Brown, Dunsheath, E. Lopez, M. Lopez, and Rosales voting yes, including Student Trustees Castillo Bolivar, Colinco, and Nacu's advisory votes.

A signed affidavit from Trustee Blount verifying his absence due to illness will be on file in the Chancellor's Office.

Item 5.e: It was moved by Trustee Ryan Bent and seconded by Trustee Barbara Dunsheath that the Board adopt Resolution No. 25/26-18, Trustee Absence verifying that Trustee Evangelina Rosales was absent on October 14, 2025 due to hardship and, therefore, eligible to receive compensation for the Regular Board meeting held on that date. Motion carried with Trustees Bent, Brown, Dunsheath, E. Lopez, and M. Lopez voting yes, including Student Trustees Castillo Bolivar, Colinco, and Nacu's advisory votes, and Trustee Rosales abstaining.

A signed affidavit from Trustee Rosales verifying her absence due to hardship will be on file in the Chancellor's Office.

Item 5.f: Board President Jeffrey P. Brown asked if there were any requests for potential future agenda items and there were none.

CHANCELLOR'S STAFF COMMENTS

Valentina Purtell reported that NOCE continues to advance its mission of service and community care through health, safety, and student support initiatives. Recently, NOCE hosted two medical mobile clinics at the Anaheim Campus through their partnership with Serve the People to provide free health screenings, and also offered flu, COVID-19, and tetanus vaccinations with their collaboration with Walgreens. All NOCE centers recently completed emergency response drills as part of the Great ShakeOut with additional

evacuation drills at the Anaheim Campus on October 22. Additional training—including use of Stryker Chairs and tabletop exercises for the Incident Command Team—is planned to further strengthen readiness. She announced that NOCE launched their annual Aspire Attire Lounge Donation Drive to support students in need of warm clothing this winter. From October 20 through December 4, donations of gently used or new attire can be dropped off at the Anaheim Campus Career Skills and Resource Lab. President Purtell noted that the NOCE Budget Forum is scheduled for October 30 and the Fall 2025 Pastries with the President sessions will take place on November 12 and 13.

Cynthia Olivo reported that in partnership with Orange County United Way and the Anaheim Union High School District, Fullerton College is strengthening economic mobility and college success for Orange County youth via the United for Success initiative, which is an 18-month career-connected learning pathway for 200 11th-grade students to begin next summer and will provide dual enrollment and access to campus facilities and professional development spaces. She thanked Carlos Ayon for leading this effort along with Flor Huerta, Albert Abutin, and Tam Contreras. She expressed her gratitude to Trustee Evangelina Rosales for leading the Fullerton College Foundation Board meeting where they updated their member policy, and announced that they have identified four new Foundation Board Members who are all Fullerton College alumni. She also thanked Trustee Rosales and Trustee Mark Lopez for their attendance at Fullerton College events including the 30th annual Dia de los Muertos celebration. President Olivo congratulated the College's Football Team and Women's Water Polo Team who are currently ranked sixth and seventh in the State respectively. She concluded her report by sharing that she was honored to recently host four of the alumni who established the Vietnamese Student Association 30 years ago for a campus tour and are assisting the group to organize a reunion in Fall 2026 for the 120 members in the Club.

Scott Thayer announced that Cypress College is one of 10 California Community Colleges selected to participate in UCLA's ADT pilot program to facilitate a seamless transfer to the University of California system which will offer priority consideration for select majors and will begin in Fall 2026. He reported on his attendance at several campus events including a recent planetarium show, the "Into the Woods" theater production, and a cultural festival, along with his participation at the State's Zero Textbook Cost/Open Educational Resources (ZTC/OER) cohort conference, and a presentation at the local Rotary Club. He thanked Trustee Mark Lopez for attending the Foundation's Pups N' Pints event, and invited attendance at opening night of the campus production of "The Crucible" which will run through November 9, at a series of Veterans Week events which include the Women Veterans Recognition on November 5 and the Veterans Resource Center softball game against Fullerton College on November 7. President Thayer concluded his report in memory of long-time counselor Tom Nordee, who recently passed away, and retired following 35 years of service to Cypress College.

Fred Williams reported that at the next Board meeting, a notice of completion for the Board Room remodel would be agendized. He also highlighted the installation of four cameras to the Board Room, new technology to list speaker names, and elimination of the broadcast delay. He expressed his appreciation to staff and the vendors for their ongoing efforts to improve the technology and provide a better user experience for those watching online.

RESOURCE TABLE PERSONNEL COMMENTS

Michelle Patrick Norng reported that at its next meeting the NOCE Academic Senate will review proposed resolutions that will be voted on at the upcoming Academic Senate for California Community Colleges Fall Plenary Session which she will attend, and will announce the results of the special election for our Distance Education Committee Chair. She expressed her gratitude to outgoing Chair, **Corinna Lopez**, for her exceptional service and leadership. She also thanked **Karen Bautista**, **Dulce Delgadillo**, and the Office of Institutional Research and Planning team for providing attendance and FTES data for the weeks of Thanksgiving and the final week of the fall semester which will help inform faculty discussions about future academic calendars.

Jaclyn Magginetti reported that the Cypress College Academic Senate recently reviewed the proposed drafts of the 2026–27 and 2027–28 academic calendars which are currently being negotiated with the District, received an update on the District's new Employee Mediation Program, conducted first reads of the 2025–2028 Strategic Plan and the Student Equity and Achievement Plan, and received a demonstration of the new Canvas Gradebook Integration, a tool designed to better support student engagement and success. She also noted her plans to attend the upcoming statewide Academic Senate Fall Plenary to discuss faculty leadership and academic and professional matters.

Joel Salcedo reported that United Faculty has solidified a full leadership team and is excited to begin a new chapter grounded in steadiness, collaboration, and a shared belief in the power of partnership across the District. He reported that the first Representative Council meeting is scheduled for mid-November, an October 29 meeting with the Senate Presidents and Vice Chancellor Jennifer Vega La Serna to discuss the academic calendar, and plans to survey faculty to identify potential areas for reopening negotiations all in an effort to restore alignment and focus.

Elaine Loayza reported that CSEA reached a settlement with the District on the Fullerton College Administrative Assistants I and II grievance and expressed her appreciation to **Julie Kossick** and **Carmen Aiken** for their efforts to achieve a positive outcome. She also shared that voting for CSEA executive board positions would take place in December, and noted that CSEA continues to advocate for classified positions in order to address staffing issues and the use of professional experts.

Naveen Kanal reported that Adjunct Faculty United has been busy at both the regional and national levels to support the California Federation of Teachers and the American Federation of Teachers. He congratulated United Faculty on their leadership transition and expressed appreciation for their inclusion of adjunct faculty in the academic calendar discussions.

MEMBERS OF THE BOARD OF TRUSTEES COMMENTS

Student Trustee Kristine Nacu reported on her attendance at semimonthly student leadership meetings which provider her with the opportunity to connect with leaders, share updates, and gather feedback from students. She shared plans to participate in an upcoming leadership training offered by the Student Senate for California Community Colleges, the NOCE PowerUp Resource Fair on December 10, the NOCE holiday event on December 11, and the NOCE Accreditation and Strategic Planning event on January 9, 2026.

Student Trustee Samiy Castillo Bolivar reported that the Fullerton College Academic Senate plans to meet with campus and faculty groups to address student issues related to parking, equity, and accessibility. He reported on his attendance at the California Community

College Student Affairs Association Conference and the Fullerton College Dia de los Muertos celebration, and invited attendance to several upcoming events including Harvest Haunt on October 29 and the HBCU Caravan on October 30 to meet with university representatives on campus.

Student Trustee Zachary Colinco reported that Cypress College Associated Students are working to develop a cat colony committee report in order to have students lead the effort, and plans to host outreach events for the holidays which include a Giving Tree donation event and a flower giveaway to promote kindness. He reported on his attendance at the California Community College Student Affairs Association Conference, plans to attend General Assembly, and the mixed feedback that the College's new registration platform has received. He also invited all to attend the Pumpkin Bash on October 30.

Trustee Mark Lopez reported on his attendance at several events across the District including the Fullerton College Cruisin' to College and Dia de los Muertos events, the Connect2Cypress event which included attendance of 1,300 students, and the Pups N' Pints event hosted by the Cypress College Foundation. He also attended the October 16 Anaheim Union High School District Board meeting to present the District's appreciation resolution alongside the Board President and Chancellor.

Trustee Evangelina Rosales reported on her participation at the Fullerton College Dia de los Muertos event and the Cypress College Puente Program "Noche Con Los Padres" event where she shared her experience with parents of students in the program.

Trustee Barbara Dunsheath reported on her attendance at the Association of Community College Trustees (ACCT) Leadership Congress and offered to share a listing of the workshops she attended, and highlighted the keynote address which described community colleges as the nation's unsung heroes who serve 40% of the country's undergraduate students. She noted that ACCT has a new Student Trustee Handbook and an interesting article in their Trustee Quarterly publication on trustee demographics, and also invited participation at the Women's Caucus "Centering Women in Higher Education" webinar on October 29.

Board President Jeffrey P. Brown reported that there would only be one Board meeting in November that would take place on the third Tuesday of the month on November 18 and would be followed by the CCLC Annual Convention in Anaheim. He commended Cypress College on their selection as one of the California community colleges' second cohort for Zero Textbook Cost (ZTC), noting the transformative impact that no/low textbooks have on students.

PUBLIC COMMENTS ON NON-AGENDA & CLOSED SESSION ITEMS: There were no public comments.

CLOSED SESSION: At 7:49 p.m., Board President Jeffrey P. Brown adjourned the meeting to closed session in memory of **Tom Nordee**, Cypress College Retired Faculty. He announced that closed session would take place per the following sections of the Government Code and reported that there would not be a read out:

Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES; Employee Organizations: United

Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.

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

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Vice Chancellor of Administrative Services.

RECONVENE MEETING: At 8:42 p.m., Board President Jeffrey P. Brown reconvened the meeting in open session.

ADJOURNMENT: At 8:43 p.m., it was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales to adjourn the meeting. **Motion carried with Trustees Bent, Brown, Dunsheath, E. Lopez, M. Lopez, and Rosales voting yes.**

Prepared By Recording Secretary for Ed Lopez, Secretary, Board of Trustees