



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
CYPRESS COLLEGE | FULLERTON COLLEGE
NORTH ORANGE CONTINUING EDUCATION

District Consultation Council Meeting

September 28, 2026

2:00 p.m.

Anaheim Campus – Room 105 (1st Floor)

**Videoconferencing participation available from the Cypress College President's Conference Room
and the Fullerton College President's Conference Room B**

AGENDA

CALL TO ORDER

1. Opportunity for Public Comment

MEETING SUMMARY

- | | |
|----------------------------|---------------|
| 1. August 24, 2026 Summary | Action |
|----------------------------|---------------|

STRATEGIC GOALS & PLANNING

- | | |
|---|-------------------|
| 1. NOCE Center-to-College Exploration Workgroup | Discussion |
|---|-------------------|

OPERATIONAL REVIEW

- | | |
|---|--------------------|
| 1. NOCCCD Decision Making Resource Manual – 2026 Update | Action |
| 2. NOCCCD Integrated Planning Manual 2025-26 Updates | Action |
| 3. CCCStart Updates: Go Live Dates, Residency Requirements, and ID Requirements | Discussion |
| 4. Accessibility Capability Maturity Model (ACMM) Site Visit | Information |

POLICY

- | | |
|--|-------------------|
| 1. Proposed AP 3519, Elder Abuse and Dependent Adult Abuse Reporting | Discussion |
| 2. Development of New Policies: BP/AP Intellectual Property, BP/AP Use of Copyrighted Materials, and BP/AP Burden Free Access to Instructional Materials | Discussion |

OTHER ITEMS

- 1.

DISTRICT CONSULTATION COUNCIL
August 24, 2026

SUMMARY

MEMBERS PRESENT: Byron D. Clift Breland, Steven Estrada, Julieta Gonzalez, Rosanna Islas, Bridget Kominek, Elaine Loayza, David Francisco Lopez, Candace Lynch, Flavio Medina-Martin, Khaoi Mady, Jaclyn Magginietti, Cynthia Olivo, John Parker, Michelle Patrick Norng, Valentina Purtell, Irma Ramos, Joel Salcedo, Marlo Smith, Kai Stearns Davis, Scott Thayer, Jennifer Vega La Serna, and Annalisa Webber.

VISITORS: Erika Almaraz, Jennifer Carey, Danielle Davy, Jennifer Oo, Bryan Ventura, and Quyen Vuong.

ABSENT: Aaron Pilkey.

CALL TO ORDER: Chancellor Byron Clift Breland called the meeting to order at 2:09 p.m. and led a round of introductions. There were no public comments.

MEETING SUMMARY

Summary: The summary of the May 18, 2026 meeting was approved as corrected. **There was consensus to approve the summary with three abstentions** (Steven Estrada, David Francisco Lopez, and Michelle Patrick Norng).

STRATEGIC GOALS & PLANNING

District Consultation Council 2026-27: Chancellor Byron D. Clift Breland led discussion related to the following:

Meeting Schedule: The 2026-27 DCC meeting dates are scheduled through June 2027 with the December 2026 and June 2027 meetings taking place only if needed. During the discussion, members agreed to cancel the December meeting due to faculty being off contract at that time. The Chancellor also shared the possibility of having the Colleges host DCC meetings throughout the year with remote access from the Anaheim Campus.

Membership Listing: The 2026-27 DCC membership list was reviewed and updates for representatives from the Cypress College Academic Senate and Fullerton College Associated Students were noted.

2026-27 Proposed Budget: John Parker, Vice Chancellor, Administrative Services, and Erika Almaraz, District Director, Fiscal Affairs, provided DCC members with an update on the 2025-26 ending fund balance, the Resource Allocation Model (RAM) budget assumptions for the 2026-27 Proposed Budget, districtwide expenses, and FTES targets.

The total ending fund balance as of June 30, 2026 was \$107,869,032 which includes reserved, restricted, and assigned funds along with Board Policy reserves. The total reflects a \$19 million decrease from the prior year's ending balance.

The 2026-27 Proposed Budget includes the following budget assumptions: use of the entire 4.31% COLA (including the discretionary funding of 1.44%); 2025-26 annual FTES for a SCFF allocation of \$290,362,221; and compensation for part-time faculty office hours for a total of \$310,584,252 in total revenue. Expenditures reflect a PERS rate decrease and \$59,180,240 in non-permanent personnel costs which includes contingencies related to the Job Family Study and salary increases.

The districtwide expenses budget was established after reviewing past year's averages. While most items remained the same, legal fees and IT expenses increased and disability compliance consulting services were added, for a total increase of 8% from the prior year. The budget is built on flat enrollment and if there is an enrollment decline the District could have an overstated budgeted revenue. Concern was also expressed about a deficit factor in the future and the declining surplus due to carryover funds being budgeted this year.

Vice Chancellor John Parker noted that the deficit factor did decrease and is expected to be at zero at the recalculation in February, if that occurs, the District will receive the revenue this fiscal year. He shared the Governor signed the budget which allocates \$15 billion for the California Community College system with COLA for Student Equity and Achievement (SEA) and strong workforce, but the State has not provided a calculation for the 14-week pregnancy leave funding so it is not possible to forecast what that means for the District yet.

During the discussion, members inquired whether the deficit factor revenue from the State would be distributed to the campuses, about District historical trends on pregnancy leave (as it relates to the new 14-week pregnancy leave and state funding) and election cost expenses. Clarification was also sought regarding the reliance on carryover dollars to fund ongoing expenses that should instead be institutionalized as part of the budget.

Anaheim College Exploration Discussion: Dr. Jennifer Vega La Serna, Vice Chancellor, Educational Services and Institutional Effectiveness, and Valentina Purtell, North Orange Continuing Education President, provided an update on the District's exploration of transitioning NOCE from an educational center to a recognized college, potentially Anaheim College. The presentation outlined the following points:

Why We Are Exploring College Status

- Strengthen Student Pathways: Create more seamless pathways from noncredit education to occupational degrees, transfer, and careers; staying true to the mission of NOCE.
- Respond to Student and Community Needs: Examine opportunities for programs aligned with Anaheim-area educational and workforce needs.
- Build on NOCE's Growth and Impact: Recognize the scale and role NOCE already plays in serving students and the community.
- Support Long-Term Sustainability: Explore the fiscal, enrollment, programmatic, and organizational opportunities associated with college status.
- Advance Statewide Priorities: Further align NOCE's work with Vision 2030 and the evolving role of noncredit education.

How Will We Explore College Status

- We are exploring the transition of NOCE from an educational center to a college within NOCCCD.
- This is a transparent, multi-year exploratory and planning process.

- DCC and other governance groups will receive updates as the work progresses.
- Cambridge West Partnership has been engaged to support the planning and approval process.

Planning Timeline 2026-28

- Fall 2026: Planning and Governance Engagement: Establish planning workgroup (DCC – October) and share timeline and milestones with governance groups.
- June 2027: Preliminary Notice: Develop multi-year plan; enrollment, demographic, facilities, fiscal, and workforce analysis; and prepare and submit the preliminary notice to the Chancellor's Office.
- September 2027: Letter of Intent: Prepare and submit LOI package for the Chancellor's Office; enrollment projections, capital planning, Board approval and resolution, and letters of support.
- Spring 2028: Needs Assessment: Prepare and submit comprehensive needs assessment, and respond to Chancellor's Office/agency questions.
- Spring–December 2028: Accreditation Substantive Change: Prepare and submit ACCJC substantive change proposal.

What Happens During the Planning Process

- Enrollment and demographic analysis
- Workforce and program needs
- Facilities and capital planning
- Districtwide fiscal impact
- Student pathways and potential programs
- Community and educational partnerships
- Accreditation requirements

DCC Discussion

- Questions about the proposed timeline?
- What information would be helpful as the exploration progresses?
- Are there areas DCC would like addressed in future updates?
- Next step: Formal presentation on exploration to NOCE, DCC and the Board in October 2026

Chancellor Cliff Breland thanked everyone for their support, which includes support from the Board. He reiterated that this is the exploration phase and if it materializes it will not draw enrollment from the Colleges, but instead directly benefit many students, align with Vision 2030, build additional pathways from NOCE to the Colleges, and provide more revenue for NOCE.

During the discussion, members expressed support for the concept and asked if NOCE would maintain the focus and services it currently provides if it becomes a college; if NOCE would mirror the Colleges with calendar, office hours, etc. for faculty; the distinction between adult education and non-credit; the impact on faculty teaching; how the workgroup composition will be established; whether the new NOCE credit programs would cannibalize other programs; the impact on adjunct faculty and loss of opportunities due to full time faculty hiring; and a desire to have presentations at campus level meetings in preparation for the future DCC discussion to help quell questions.

Chancellor Byron D. Cliff Breland thanked everyone for the conversation and start to the process.

OPERATIONAL REVIEW

Implementation of Updated Application System for CCC: CCCStart: Khaoi Mady, Executive Director Information Technology, provided an update on the status of the District's implementation and readiness for CCCStart. As part of efforts to improve the student experience and align with statewide initiatives, the District will transition to CCCStart, the California Community Colleges' new student application platform, designed to modernize a critical entry point into the statewide college ecosystem. The system was designed to deliver a simpler, more student-centered application experience reducing barriers between a student's initial interest and successful enrollment while strengthening a college's ability to serve students effectively. Implementation of CCCStart requires collaboration from the District and the CCC teams because it affects the data, integrations, admissions workflows, communications, reporting, and student services that depend on application information.

The go-live timeline will be the week of September 28, 2026, with an estimated official go-live date of October 1, 2026. Demonstrations are available and will be emailed to faculty and staff.

NOCCCD Accessibility Compliance Update – ACMM Site Assessment Visit Scheduled: Khaoi Mady also provided an update on the status of the District's accessibility compliance plan. Districtwide collaboration is ongoing to assess and address the District's digital accessibility challenges and develop a strategic roadmap for sustainable, districtwide accessibility compliance and improvement. The accessibility compliance deadline is April 26, 2027, and on April 27, 2026, the District reaffirmed its commitment to the Accessibility Capability Maturity Model (ACMM) and its partnership with the California Community Colleges Accessibility Center.

As a result, an ACMM site visit has been confirmed for October 8–9, 2026 with visits to District Services and NOCE on October 8 and visits to the Colleges on October 9. Planning is currently underway for the visits which will provide an opportunity to evaluate current capabilities, identify priorities, and inform the District's accessibility roadmap.

Districtwide Parking System: Quyen Vuong, District Director, Public Safety and Emergency Management, introduced a proposal for a new Districtwide parking system to replace the three different parking systems utilized by the campuses and implement a districtwide standardized parking system. The new system would be contracted through a single vendor, be cost effective, increase parking revenue, enhance efficiency, allow for ADA accessibility, provide wraparound services, provide better monitoring and tracking systems, and support student success.

Advantages of One Vendor

Advantages of having a single vendor include data consolidation, maintaining reciprocal permits, more effective parking enforcement with better monitoring and faster permit checking, reduction of fraud and permit sharing, uniform process across all campuses, reduction of confusion for visitors, simplified process for free/reduced parking for events, and the use of virtual permits.

License Plate Readers

The license plate readers (LPRs) used with a new system are not Flock and do not contain personal information, immigration status, photographs of vehicle owners, do not cross reference license plates to crime-related/law enforcement databases, and the data is not sold to third parties or shared with law enforcement. The LPRs are only mounted on golf carts and campus safety vehicles and will not be used for employee timekeeping or tracking. Scanned license plates are only for point-in-time to cross-reference a vehicle license plate to determine if the

vehicle has a valid parking permit and is authorized to park in staff parking; historical information is not kept.

Implementation

There would be minimal initial costs to transition to the new system with no start up fees, no cost to train Campus Safety Officers, and no cost for LPRs. Web portals for individual campuses will allow for Banner integration; students can register one vehicle per account (modifiable); staff can register two vehicles per account (modifiable); and after a successful transition period, the physical pay stations would be removed and existing parking vendors contracts would be canceled.

Vendor Comparison and Selection

After comparing three vendors—Phoenix Parking Solutions, IPARQ, and Passport Mobile—staff recommended moving forward with Phoenix Parking Solutions. They have no start-up fees, LPR technology is free, they provide free enforcement phones and printers, no cost for staff permits, no annual fees, and parking rates of \$0.50 per parking pass and \$5 per student semester permit. Phoenix Parking Solutions is currently utilized by Fullerton College and along with numerous community colleges and cities statewide.

Staff recommend rolling out the new parking system starting with the 2027 Spring semester to align the paperless issuance of permits with class registration.

During the discussion, members asked how staff parking would be addressed for employees who travel to all three locations; whether there would be a grace period for students; if Phoenix Parking Solutions retains the data infrastructure and information; what incentive for Phoenix Parking Solutions is at such low cost compared to the other options; the ability to add additional vehicles; concern for students opting to pay with cash; whether students will be able to purchase parking permits during the registration process; who the parking permits are purchased from (Phoenix Parking Solutions or the District); and next steps.

Chancellor Byron D. Clift Breland shared his support for the transition to a districtwide parking system and asked members to relay the information to their constituencies in order to bring back concerns to DCC for additional discussion. He also encouraged members to have Quyen Vuong attend their meetings to share the presentation.

This item will return to the October DCC meeting for follow up discussion.

POLICY

Revised Policies: BP 2725, Board Member Compensation and AP 6150, Designation of Authorized Signatures: BP 2725 is being revised to reflect the 5% increase in compensation for trustees and student trustees which were approved by the Board on May 12, 2026. AP 6150 is being revised to update language in order to provide clarity regarding authorized signers for various types of agreements (childcare center agreements, affiliate and partnership agreements) as well as applications for funds and grants and authorized signers for purposes of approving invoices, employee reimbursements, and check requests. Revisions also include an increase to the threshold for contracts and MOUs that is comparable to neighboring districts and to update job titles throughout. **There was consensus to approve revised AP 6150 and post it on the District website and forward revised BP 2725 to the Board for their consideration.**

Consider BP/AP for Elder/Dependent Abuse and Review of BP/AP 3518 Child Abuse Reporting: Michelle Patrick-Norng, NOCE Academic Senate President, noted that the District has BP/AP 3518, Child Abuse Reporting with faculty and staff as mandated reporters, but the District serves students of all ages, so there may be instances when suspected elder abuse should be reported to Adult Protective Services (APS) and some students may be considered dependent adults due to a disability, in which case suspected abuse or neglect should also be reported to APS.

During the discussion, it was noted that CCLC does not have template language for elder/dependent adult abuse reporting and it was suggested that the District locally develop standalone policies to address it or fold the reporting into BP/AP 3518.

The Chancellor expressed appreciation for the matter being brought to the attention of DCC and recommended folding the reporting into the existing policy. Michelle Patrick Norng will work on development of the language with Adam Gottdank, Martha Gutierrez, and Valentina Purtell.

This item will be agendized for further discussion at the September DCC meeting.

BP/AP Intellectual Property 3710 (Under Construction): Michelle Patrick-Norng, shared that the District currently has no policies to address intellectual property. During recent discussions with the California Open Educational Resources Initiative (OERI), NOCE faculty became aware that there is a general assumption across the California Community College system that districts have adopted policies addressing copyright ownership and intellectual property, commonly reflected in BP/AP 3710 (Securing of Copyright) and BP/AP 3715 (Intellectual Property). The District's only current procedure in this area is AP 3750, Use of Copyrighted Material. There is no separate policy or procedure governing intellectual property, copyright ownership, or faculty-created works outside the published manual.

Given the importance of intellectual property ownership and copyright considerations for faculty-created instructional materials, including OER, NOCE faculty leaders requested that DCC prioritize developing drafts of these policies/procedures with the goal of approving them this academic year. It was also requested that discussion include how any revised or developed policies related to intellectual property, copyright ownership, and/or faculty-created works overlap with union scope as it relates to funding and compensation.

This item will be agendized for further discussion at the September DCC meeting in order to develop a workgroup.

Tenure-Track Faculty Hiring Review Committee: Irma Ramos, Vice Chancellor, Human Resources, introduced discussion on the need to form a Tenure-Track Faculty Hiring Review Committee. The District's Administrative Guide contains the legacy Board Policy 3004, Tenure-Track Faculty Hiring Policy, which outlines the process and guidelines for full-time faculty hiring. The Guide warrants a comprehensive review to be consistent with existing Board Policies and Administrative Procedures, applicable state and federal requirements, Equal Employment Opportunity and current faculty hiring best practices. The District's current policy framework identifies faculty hiring as an area in which procedures must be developed and implemented in accordance with the Academic Senate's established role in local decision-making. In addition, the District's current BP 7120, Recruitment and Hiring, was last revised in November 2024 and references faculty hiring procedures, while the District has noted that AP 7120-1, Tenure-Track

Faculty Hiring, has not yet been formally adopted and that the legacy Administrative Guide Policy 3004 should be referenced in the interim.

Given the overlapping and evolving policy documents, there is an opportunity to establish a representative committee to review the existing Tenure-Track Faculty Hiring Guide, identify outdated or conflicting provisions, and recommend revisions that provide greater clarity, consistency, transparency, and alignment with current law and District practice. The review will also consider the District's Equal Employment Opportunity requirements and current expectations for screening and selection committees and will result in the development of a new Administrative Procedure for tenure-track faculty hiring to support consistent implementation of the revised process.

It was recommended that DCC support the creation of a Tenure-Track Faculty Hiring Review Committee with appropriate representation from faculty, Human Resources, and administration. The proposed committee would be charged with:

- Reviewing the existing Administrative Guide governing tenure-track faculty hiring;
- Comparing the Guide with current Board Policies, Administrative Procedures, collective bargaining agreements, and applicable state and federal requirements;
- Identifying outdated, duplicative, inconsistent, or unclear language;
- Reviewing current tenure-track faculty hiring practices and recommending appropriate updates;
- Ensuring procedures promote fairness, consistency, transparency and equitable treatment of all applicants;
- Developing proposed revisions for consultation through the appropriate shared-governance process; and
- Providing an Administrative Procedure for tenure-track faculty hiring to the District Consultation Committee for review and approval.

Irma Ramos, Vice Chancellor, Human Resources, stated that Mylene Daniels will chair the Tenure-Track Faculty Hiring Review Committee and send an email to solicit participants that will include Flavio Medina-Martin, three representatives from United Faculty, three representatives from the District Management Association, one representative from each academic/faculty senates, and one student representative from each campus, with Human Resources personnel available as resource members as needed. A recommendation from the Committee will be presented to DCC for further discussion.

Next DCC Meeting: The next DCC meeting will take place on Monday, September 28, 2026 in Room 105 at the Anaheim Campus.

ADJOURNMENT: The meeting was adjourned at 4:10 p.m.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 14, 2026

From: Dr. Jennifer Vega La Serna, Vice Chancellor, Education Services & Institutional Effectiveness
Valentina Purtell, President, North Orange Continuing Education

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME

NOCE Center-to-College Exploration Workgroup

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The District Consultation Council (DCC) will review the proposed structure and charge of the NOCE Center-to-College Exploration Workgroup, an advisory ad hoc workgroup established to support the District's exploration of transitioning North Orange Continuing Education (NOCE) from an educational center to a recognized college. The workgroup will provide a focused, District-wide venue to review data and narrative supporting the Letter of Intent and Needs Assessment, identify data gaps, test assumptions, coordinate institutional input, and advise on materials for broader participatory governance review.

The proposed workgroup will be co-chaired by the NOCE President and Vice Chancellor of Educational Services and will include representatives from District and campus leadership, research, faculty, bargaining units, facilities, fiscal services, and other subject-matter experts as needed. The workgroup will generally meet monthly and provide its analysis and recommendations to inform subsequent DCC discussion and the broader college exploration process.

5. RECOMMENDATION:

It is recommended that DCC review the proposed charge, composition, and meeting schedule of the NOCE Center-to-College Exploration Workgroup and appoint representatives to the workgroup prior to the next DCC meeting.

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

Chancellor's Staff

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

NOCE Center-to-College Exploration Workgroup

An advisory ad hoc Exploration Workgroup will report to DCC and provide a focused, District-wide venue for timely review and collaborative problem-solving. Membership is by appointment, consistent with NOCCCD practice.

Mission and Charge

The Exploration Workgroup will review the data and narrative needed for the Letter of Intent and related Needs Assessment. The workgroup will surface data gaps, test assumptions, coordinate institutional input, and advise on preparing materials for broader participatory governance review.

Facilitation and Responsibilities

CWP facilitates workgroup meetings, maintains the workplan, organizes draft materials, and integrates feedback into project documents.

NOCCCD and NOCE identify subject-matter leads, provide institutional data and documents, and verify the accuracy of draft information.

Members review materials in advance, consult their respective constituencies when appropriate, and complete assigned follow-up work by agreed deadlines.

The workgroup elevates unresolved policy, resource, or governance questions to the appropriate NOCCCD leadership or to DCC.

Proposed Composition

NOCE President and Vice Chancellor of Educational Services co-chair the workgroup.

District and college/NOCE research staff: 2 members (IR Directors)

District and campus instructional and student service administrators: 3 members, NOCE VPI, NOCE VPSS, College VPI and College VPSS

Faculty leadership, including Academic Senate representation: 3 members, one representative from each Academic Senate.

Union Representatives: 3 members, UF, AdFac, CSEA

NOCE student: 1 member

DMA Representative (may be a current workgroup member serving in both roles)

District facilities planning representative: 1 member

District fiscal services representative: 1 member

Other subject-matter experts invited as needed for specific agenda items.

Meeting Cadence and Typical Agenda

Proposed cadence: Monthly generally scheduled on the day of the District Consultation Council at 1 p.m. The workgroup's analysis and recommendations to inform broader discussion will be discussed at the following DCC meeting.

Review project milestones and upcoming governance dates.
Confirm data received, outstanding requests, and quality issues.
Review draft Letter of Intent and Needs Assessment sections.
Resolve cross-functional questions or identify matters requiring escalation.
Confirm decisions, owners, deliverables, and due dates for the next meeting.

Meeting Dates:

October 26, 2026, in person
November 30, 2026, remote
December 14th, 2026, if needed
February 22, 2027, in person
March 22, 2027, in person
April 26, 2027, in person
May 24, 2027, in person

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 22, 2026

From: Dr. Jennifer Vega La Serna, Vice Chancellor, Educational Services
and Institutional Effectiveness
Dr. Gabrielle Stanco, District Director, Research, Planning and Data Strategy

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME

NOCCCD Decision Making Resource Manual – 2026 Update

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

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

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **5 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

This item is being brought to the District Consultation Council in alignment with NOCCCD's Decision Making Resource Manual requirement to review planning and decision-making processes at least every three years. As part of this process, DCC is responsible for reviewing and approving updates to the Manual to ensure it reflects current practices and supports continuous improvement.

The Manual was presented to DCC for a first read in April 2026. Since then, District Governance Groups and Committee members have reviewed and proposed updates to the Manual to align with the current practices and committee compositions.

The Manual is now being brought to DCC for final review and approval.

Major updates in this iteration of the Manual include:

1. Updated position titles to align with recent changes.
2. Edits to language to ensure consistency throughout the document.
3. Updated committee membership and purpose to fully reflect current committee make-up and practices.
4. Removal of committees that no longer meet (District Technology Roundtable and Technology Implementation Committee) and addition of the 320 workgroup.
5. Updates to the AP/BP references as appropriate.
6. Removal of language describing the Information Technology governance framework as those changes are now incorporated in daily practice.

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

5. RECOMMENDATION:

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

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

**Chancellor's Staff
Governance Groups and District Committees**



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CYPRESS COLLEGE | FULLERTON COLLEGE
NORTH ORANGE CONTINUING EDUCATION

Decision Making Resource Manual: Structure, Function and Alignment

Date of Last Revision: ~~May 2023~~ May 2026

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

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

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

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

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

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Appendices

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California Code of Regulations for Collegial Consultation

Academic Senate (Title 5, Sections 53200—53206)

Faculty (Title 5, Section 51023)

Staff (Title 5, Section 51023.5)

Students (Title 5, Section 51023.7)

NOCCCD Board Policy 2510 Participation in Local Decision-making

NOCCCD Administrative Procedure 2510 Participation in Local Decision-making

Board Policies and Administrative Procedures are available online at:

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

NOCCCD IT Governance Structure and Framework (2021)

North Orange County Community College ~~District~~District

Decision Making Resource Manual: Structure, Function and Alignment

Prologue

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

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

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

~~The fifth theme is of particular relevance to this document. The following suggestions were offered as strategies for strengthening trust in NOCCCD leadership: The purpose of this resource manual is to describe how decisions are made in the North Orange County Community College District and has been developed with the goal of improving communication and trust across NOCCCD. These decision-making processes reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.~~

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

The purpose of this resource manual is to describe how decisions are made in the North Orange County Community College District and has been developed with the goal of improving communication and trust across NOCCCD. These decision-making processes reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

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

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

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

Roles of Constituents in ~~District~~District-level Decision Making

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

Board of Trustees

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

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

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

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

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

- Adopt policies that define the institutional mission and set prudent, ethical, and legal standards for campus operations.
- Hire a Chancellor and delegate to the Chancellor the authority to implement Board policies and decisions and other duties the Board of Trustees may prescribe.
- Establish policies for and approve comprehensive academic and facilities plans.
- Establish policies for and approve courses of instruction and educational programs, academic standards and graduation requirements, and rules governing student conduct.
- Monitor institutional performance, educational quality, and compliance with accreditation standards.
- Assure fiscal health and stability including adopting operational and capital outlay budgets and determining the need for tax or bond elections.

- Hold and convey property for the use and benefit of the [District](#) and manage and control [District](#) property.
- Employ and assign all personnel and establish employment practices, salaries, and benefits for all employees.
- Establish procedures for effective involvement of faculty, staff, and students in local governance.

Chancellor

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

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

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

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the [District](#) Consultation Council about the minor modification; or
- Returns the recommendation to the group that developed the recommendation for further consideration.

College and NOCCCD Campus Presidents

The role of the Presidents in making decisions at the [District](#) level is to articulate recommendations directly to the Chancellor in matters assigned in their job descriptions. In addition to making decisions at the campus level, these matters include serving as the primary advocate for their college/school at the [District](#) level and with the Board of Trustees for financial needs, policy issues, special projects and the promotion of campus goals.

Faculty

The role of full- and part-time faculty members in making decisions at the [District](#) level is to participate in:

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

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

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

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

1. Educational program development and educational program discontinuance;
2. ~~District~~District and ~~college~~ampus governance structures as related to faculty roles;
3. Processes for program review;
4. Processes for institutional planning and budget development; and
5. Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s).

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

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

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

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

~~Staff~~Classified and Confidential Professionals

The role of ~~classified and confidential~~staff members-employees in making decisions at the ~~District~~District level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and

- The processes for developing those recommendations.

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

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

~~There are two categories of staff members: classified staff and confidential employees.~~ Classified ~~staff~~ ~~professionals~~ ~~members~~ are represented by Classified School Employees Association Chapter 167 (CSEA) in matters related to working conditions within the scope of collective bargaining. Confidential employees do not bargain collectively, but are represented in their working relationship with NOCCCD by the Confidential Employees Group. As the exclusive representative of NOCCCD classified employees, CSEA is responsible for appointing representatives from the classified employees to specified committees per the CSEA Collective Bargaining Agreement Article 5.5 and California Education Code 70901.2(a). The Confidential Employees Group is responsible for appointing representatives from the confidential employees to specified committees.

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

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

Students

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

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

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

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;

9. Student fees within the authority of the [districtDistrict](#) to adopt; and
10. Any other [DistrictDistrict](#) and [collegecampus-ampus](#) policy, procedure or related matter that the [districtDistrict](#) governing board determines will have significant effect on students.

The Board recognizes the Fullerton [CollegeCampus](#) Associated Students, ~~and the~~ Cypress College Associated Students, [and NOCE Student Organization](#) as the official voices for students in NOCCCD (*Board Policy 5400: Associated Students Organization*). In accordance with *Board Policy 2510 Participation in Local Decision-Making*, the Associated Students are given an opportunity to participate effectively in the formulation and development of [districtDistrict](#) policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Students are given reasonable consideration.

The following resources related to students' role in making decisions at the [districtDistrict](#) level are included in the appendix of this document:

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

Administrators

The role of administrators in making decisions at the [districtDistrict](#) level is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

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

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

The Chancellor, vice chancellors, [collegecampus](#) and NOCE presidents, are designated by the Board of Trustees as the Executive Officers of the [DistrictDistrict](#). Other than these Executive Officers, administrators are represented by the [DistrictDistrict](#) Management Association, which is responsible for appointing administrators to specified committees.

Types of Groups that Develop Recommendations

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

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

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

1. Governance Committees/Councils

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

2. Organizational Groups

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

3. Ad Hoc Workgroups

Ad hoc workgroups are formed to create a venue for conversations on topics deemed by NOCCCD to require timely and concentrated ~~district-wide~~[District-wide](#) energy. Instead of being required by law or regulation, these groups are charged by the Chancellor or one of the Coordinating Councils to perform specific functions that benefit the entire ~~district~~[District](#). Ad hoc workgroups function for a specific purpose for a limited period of time. Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document. A 2022 example of an Ad Hoc Workgroup is the Security and Compliance Workgroup, stood up to specifically address the topics and concerns as a result of the cyber security incident in January 2022.

NOCCCD Governance Groups

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

[DistrictDistrict](#) Consultation Council

Charge

The [DistrictDistrict](#) Consultation Council meets monthly to:

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

Membership

Chancellor, Chair

~~Administrative Support~~ [District](#) Manager, Chancellor's Office [Operations](#) (Recording Secretary)

President, Cypress College

President, Fullerton College

President, North Orange Continuing Education

Vice Chancellor, Educational Services and [TechnologyInstitutional Effectiveness](#)

Vice Chancellor, [Finance and FacilitiesAdministrative Services](#)

Vice Chancellor, Human Resources

[DistrictDistrict](#) Director, ~~Public and Governmental Affairs~~ [Chief District Communications Officer](#)

[DistrictDistrict](#) Director, ~~Enterprise IT Applications Support and Development~~ [Executive Director, Information Technology](#)

[DistrictDistrict](#) Director, ~~Diversity, Culture, and Inclusion~~ [Culture, Inclusion, and Engagement](#)

President plus 1 designee, Cypress College Academic Senate

President plus 1 designee, Fullerton College Faculty Senate

President plus 1 designee, North Orange Continuing Education Academic Senate

President plus 1 designee, United Faculty Association
President or designee, Adjunct Faculty United
President plus 1 designee, Classified School Employees Association
President, Confidential Employees Group
President, [DistrictDistrict](#) Management Association
Student Body President or designee, Cypress College
Student Body President or designee, Fullerton College
Student Leader, NOCE

Subcommittees

Recommendations from the following subcommittees are forwarded to the [DistrictDistrict](#) Consultation Council:

- Council on Budget & Facilities
- [DistrictDistrict](#) Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- [DistrictDistrict](#) Technology Committee

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

Consultation Council Subcommittees	Purpose	Membership
Council on Budget & Facilities	• Make recommendations to DistrictDistrict Consultation Council on policies, planning and other matters related to fiscal resources and facilities • Ensure that NOCCCD resources are tied to the DistrictDistrict Strategic Plan and the Comprehensive Master Plan • Monitor the NOCCCD's fiscal solvency • Review budget assumptions • Review NOCCCD's resource allocation model • Review NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Review and discuss implementation of policies related to fiscal resources and facilities • Coordinate practices as needed related to administrative services • Serve as a forum for dialogue on ongoing fiscal and facilities activities and reporting • Review and share information on the state budget including capital outlay funds • Review the draft budget in its developmental stages	• Vice Chancellor, Human Resources (Chair) • Vice Chancellor, Finance & FacilitiesAdministrative Services (Chair) • Vice Chancellor, Human Resources • Vice Chancellor, Educational Services & TechnologyInstitutional Effectiveness • DistrictDistrict Executive Director, Fiscal AffairsServices • VP of Administrative Services – CC and FC • Director, Administrative Services – NOCE • One faculty from each site appointed by the Academic/Faculty Senate– CC, FC, and NOCE • Two representatives appointed by CSEA • United Faculty Representative • Adjunct Faculty United Representative • DistrictDistrict Management Association Representative • Confidential Employees Group Representative • One student from each site appointed by Associated Students or other appropriate body for NOCE– CC, FC, and NOCE
DistrictDistrict Curriculum Coordinating Committee	• Reviews and approves curriculum prior to being submitted to the Chancellor • Serve as NOCCCD's -highest authority for interpreting Title 5 curricular requirements • Serve as a resource to DistrictDistrict Consultation Council on curricular issues	• Vice Chancellor, Educational Services & Technology Institutional Effectiveness (non-voting chair) • Two faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE • Administrative representative of the curriculum committee at each site – CC, FC, and NOCE

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		Non-voting members: CC, FC, and NOCE Presidents campus Resource Staff
Institutional Effectiveness Coordinating Council	- Make recommendations to DistrictDistrict Consultation Council on policies, planning and other -matters related to accreditation and mandated reporting - Review and discuss implementation of policies related to research, accreditation and MIS reporting - Coordinate practices as needed related to research, accreditation and MIS reporting - Collaborate on the design, analysis and interpretation of data and surveys - Prepare progress reports to describe progress in achieving the objectives in the District-District-wide Strategic Plan - IECC meets four times a year (OctoberSeptember, November, AprilMarch, May); additional meetings can be called on an as-needed basis	- Vice Chancellor, Educational Services & Technology Institutional Effectiveness (non-voting Chair) - Director, Institutional Research & Planning – CC, FC and NOCE DistrictDistrict Director, Research, Planning, & Data Management Strategy DistrictDistrict Director, Enterprise Executive Director, IT Applications Support & Development - Two faculty from each site appointed by the Academic/Faculty Senate; at least one of these faculty also serves on the DistrictDistrict Consultation Council – CC, FC, and NOCE - Accreditation Liaison Officers from each college - CC₂ and FC₁ and NOCE - One student from each collegecampus appointed by Associated Students, or other appropriate body or the Student Organization for NOCE – CC, FC, and NOCE Resource (Non-Voting) Members: 1 each from Adjunct Faculty United, Confidential Group, CSEA, DMA, and United Faculty – appointed by the named bodies (5 total)
DistrictDistrict Technology Committee	Advise and recommend districtwide technology strategies, priorities, policies, standards, and governance practices. Guide the District Strategic Technology Plan and align technology priorities with District and college goals, student success, and institutional needs. Evaluate districtwide technology needs and initiatives and recommend priorities. Provide a collaborative forum to evaluate emerging technologies, share perspectives, and promote effective and innovative uses of technology across the District.	Vice Chancellor of Educational Services & Technology (non-voting chair) The Executive Director of Informational Technology Services serve as the non-voting chair (1 total) VPSS representative – rotating site representative (1 total) VPI representative – rotating site representative (1 total)

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	- Facilitate communication among District and college stakeholders and advocate for technology resources. The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and college campus. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District. Specifically, DTC serves the following purposes: - Develop and recommend District policies, procedures, and standards that: - Address the acquisition and use of technology. - Ensure the security and business continuity of the District's business-critical systems. - Ensure compliance with state and federal laws. - Develop and regularly review the District Strategic Technology Plan to ensure that it: - incorporates leading practices in the District's use of technology; - supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support; - aligns with state recommendations and state's allocation of resources;	- Budget officer or designee, one representative from each budget center – (4 total) - IT manager or designee, one representative from each site – (4 total) - Chief Information Security Officer or designee – (1 total) - Faculty from each site – appointed by the Academic/Faculty Senates (3 total) - Faculty DE Coordinator/DE Committee Chair or designee, one representative from each instructional site – (3 total) - Student, one representative from each instructional site – appointed by AS or other appropriate body (3 total) - Adjunct Faculty United – appointed by appropriate body (1 total) - Confidential – appointed by appropriate body (1 total) - DMA – appointed by appropriate body (1 total) - United Faculty – appointed by appropriate body (1 total) - CSEA – appointed by appropriate body (1 total) - Executive Director, Information Technology (chair) - One faculty from each site – appointed by the Academic/Faculty Senates (3 total) - One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total) - IT managers from all sites – 5 total - Faculty DE coordinator from each site – 3 total - Campus budget officers and District Fiscal Rep – 4 total - One student from each site – appointed by AS or other
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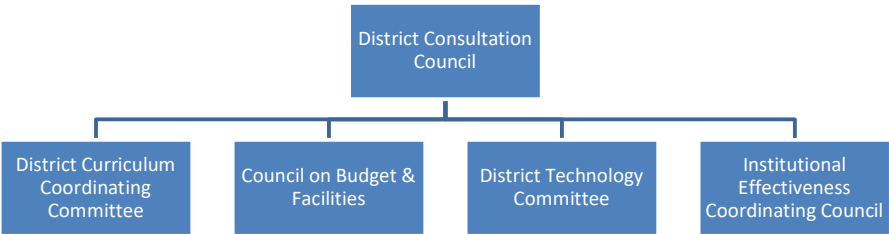
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d. aligns with the DistrictDistrict's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein; e. aligns with the work of the collegecampus' planning/budget committees and/or technology committees; f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion. 3. Promote the use of technology to increase efficiency of DistrictDistrict operations, to support teaching, and to enhance student learning. 4. Review technology-related recommendations from the collegecampus for cost-effectiveness and District-wide District-wide compatibility. 5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the DistrictDistrict and collegecampuses. 6. Assess how effectively current technology is being utilized throughout the DistrictDistrict and make recommendations for improvement. 7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations. 8. Advocate for making the use of technology a priority throughout the districtDistrict for students, faculty and staff where it will improve student success. 9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the DistrictDistrict and the colleges. 10. Assure bi-directional communication between end users and IT with regard to technology. 11. Establish and oversee technology focus workgroups as needed. DTC meets 8 times a year during the primary terms while school is session; additional meetings can be called on an as-needed basis.	appropriate body for NOCE (3 total) • 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty—appointed by the named bodies (4 total) • Site-based IT technical leads—appointed by CSEA (4 total) • 1 VPI rep (rotating) and 1 VPSS rep (rotating)—2 total
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Coordinating Council Structure



Operating Agreements for ~~District~~District Consultation Council

Protocol

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

Duties of Members

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

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

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

Resource Personnel

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

Procedures for ~~District~~District Consultation Council

Recommendations of the ~~District~~District Consultation Council to the Chancellor are developed by consensus. A quorum of at least two-thirds of seated members is required for a vote on a recommendation. A majority (66%) vote of seated members carries. Council members can request a super majority (75%) vote on an agenda item, but the request has to be approved by the Council before adoption. If consensus is not reached, a roll call vote will occur to outline who voted against, what group they represent, and the meeting summary will include a statement outlining why they dissented.

If a recommendation from ~~District~~District Consultation Council requires action by the Board of Trustees, the Chancellor reviews the recommendation and if they approve it, forwards it to the Board for their review and approval.

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

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

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

Minutes

Minutes of ~~District~~[District](#) Consultation Council meetings in the form of meeting summaries shall be recorded by a designated recorder and are subject to review and approval by the Council. These approved summaries are posted online immediately after the meeting in which these are approved.

NOCCCD Organizational Groups

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

Group	Purpose	Membership
Chancellor's Staff	- Advise the Chancellor on matters of policy; instruction and student services; budget; the integration of planning and resource allocation; and other matters of the District - Implement and administer policies, procedures and day-to-day operations of the District - Review and discuss implementation of policy decisions made by the Board regarding the operations of the District	- Chancellor (Chair) - Presidents – CC, FC, and NOCE - Vice Chancellor, Educational Services & Technology - Vice Chancellor, Finance & Facilities - Vice Chancellor, Human Resources District Director, Public & Governmental Affairs, Chief District Communications Officer Administrative Support District Manager, Chancellor's Office Operations
Budget Officers	- Review and discuss implementation of policies related to fiscal resources Discuss and address opportunities for business process improvements - Develop budget assumptions - Coordinate practices as needed related to fiscal services - Review and share information on NOCCCD and state budgets	District Executive Director, Fiscal Affairs - Vice Chancellor, Administrative Services District Assistant Director-Manager, Fiscal Affairs - VP, Administrative Services – CC and FC - Director, Administrative Services – NOCE Bursar Manager, Campus Accounting – CC and FC, Busar Manager, Campus Accounting – CC and FC, Business Office
District Agenda Committee (DAC)	- Share information about and coordinate agenda items prior to Board of Trustees' meetings - DAC meets twice a month on the Wednesday prior to a Board meeting week	- Chancellor (Chair) - Presidents – CC, FC, and NOCE - Vice Chancellor, Educational Services & Technology

		• Vice Chancellor, Finance & FacilitiesAdministrative Services • Vice Chancellor, Human Resources • DistrictDistrict Director, Public & Governmental Affairs Chief District Communications Officer • Administrative Support District Manager, Chancellor's Office Operations • VP, Instruction – CC, FC, & NOCE • VP, Student Services – CC, FC, & NOCE • VP, Administrative Services – CC & FC • Director, Administrative Services – NOCE • DistrictDistrict Director, Purchasing Procurement and Contracts • DistrictDistrict Director, Facilities, Planning, & Construction • DistrictDistrictExecutive Director, Fiscal Affairs Services • DistrictDistrict Director, Grants and Resource Development • Presidents of: Academic/Faculty Senates; United Faculty; Adjunct Faculty United; CSEA; Associated Students (CC and FC); DistrictDistrict Management Association; Confidential Employees Group
DistrictDistrict Equal Employment Opportunity Advisory Committee	• Assist the Chancellor and Vice Chancellor of Human Resources in the development and implementation of NOCCCD's Equal Employment Opportunity Plan • Formulate and recommend activities to promote diversity, inclusion and multiculturalism throughout NOCCCD • <u>Promote community relations in the area of diversity.</u> • <u>Assists in promoting an understanding and support of equal opportunity and</u>	• DistrictDistrict Director, Diversity, Culture, & Inclusion, and Engagement (Chair) • DistrictDistrict EEO & Compliance • Faculty member appointed by the respective Academic/Faculty senates -- CC, FC, and NOCE

	<u>nondiscrimination policies and procedures.</u> • <u>Works in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, inclusion, retention, and diversity.</u>	• Classified employee appointed by CSEA – CC, DS, FC, and NOCE • Administrator appointed by the DistrictDistrict Management Association -- CC, DS, FC, and NOCE • Confidential employee appointed by the Confidential Employees Group • Student representative appointed by the Associated Students – CC and FC • Student representative – NOCE • Two community representatives appointed by the Chancellor
District District Facilities Committee	• Review and coordinate implementation of <u>districtDistrictwide plans and</u> policies related to facilities • Prepare the NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Prepare and submit IPPs and FPPs for state capital outlay funding	• DistrictDistrict Director of Facilities Planning & Construction (Chair) • VP of Administrative Services – CC and FC • Director of Administrative Services - NOCE • <u>Director, Physical Plant/Facilities</u>Manager, Maintenance & Operations – CC and FC
District District Grants and Resource Development Committee <u>Update or delete</u>	• <u>The Committee serves as a collaborative forum to support effective communication, coordination, and alignment of grants and resource development efforts across the DistrictDistrict. Discuss grant-writing opportunities and determine best practices</u> • <u>The Committee meets on a quarterly basis to review, discuss, and coordinate grants and resource development initiatives, priorities, and related processes.</u> • <u>Supports the coordination of operational, procedural, and policy implementation related to grants and resource development activities.</u> • Ensure that grants align with the DistrictDistrict Strategic Directions and/or the District-wideDistrict-wide/Campus Strategic Plans • <u>Coordinate grant-writing activities across the DistrictDistrict</u>	• DistrictDistrict Director, Grants and Resource Development (Chair) • DistrictDistrict Executive Director, Fiscal Affairs • Directors, Institutional Research & -Planning – CC, FC, and NOCE • DistrictDistrict Assistant DirectorManager, Fiscal Affairs • Deans • <u>VPs and VPSSs responsible for Perkins</u> – CC, FC, and NOCE • Foundation Directors or designee – CC, FC, and NOCE • CTE Grants Office, CC • <u>Campus Accounting Manager, CC</u> • <u>Campus Accounting Manager, FC</u>

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	- Develop data and verbiage for use in grants - Provide grant management program to ensure fiscal compliance <u>Additional individuals not formally identified as members may be invited to attend meetings to provide information, subject matter expertise, or consultation as needed.</u> <u>Meets quarterly</u>	<u>District District Accounting Specialists, TBD</u> <u>Business Office Specialist, CC</u> <u>Business Office Specialist, FC</u> <u>Grants and Special Projects Assistant, NOCE</u>
District District Services Committee	- Coordinate and communicate operational issues and initiatives related to <u>District District Services</u> - Develop, implement and monitor a process of administrative unit review for <u>District District Services</u>	- Chancellor (Chair) - Vice Chancellor, Educational Services & <u>Technology Institutional Effectiveness</u> - Vice Chancellor, <u>Finance & Facilities Administrative Services</u> - Vice Chancellor, Human Resources <u>District District Director, Public & Governmental Affairs Chief District Communications Officer</u> <u>Administrative Support District Manager, Chancellor's Office Operations</u>
District District Staff Professional Development Committee	- Coordinate <u>district-wide District-wide learning and staff professional development initiatives</u> <u>Identifies priorities for district-wide District-wide staff development programs and processes based on</u> <u>Implement tools to support staff development Identify district Districtwide learning and development priorities through surveys, evaluation data, and other feedback mechanisms, ensuring alignment with institutional goals and employee needs</u> <u>Monitor emerging trends, best practices, and innovations in professional learning to keep district District offerings current and relevant</u> <u>Review and provide feedback on proposed professional development programs, activities, and content</u> <u>Coordinate, facilitate, and support district Districtwide compliance-related learning initiatives</u>	<u>District District Director, Professional Development (Chair)</u> <u>Staff Professional Development Committee Chair – CC, FC, and NOCE</u> - Representative from <u>District District Management Association, CSEA and Confidential Employees Group</u> <u>Management Support Representatives – CC, FC, NOCE and District District Services</u>

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Commented [A51]: We currently do not have campus management reps... though it might be a good idea. If we add then, we should have campus reps from other employee groups as well. Further, DS currently has no representation, other than PD Director.

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	- Identify, implement, and maintain learning technologies, tools, and systems, including the District's Learning Management System (LMS), to support employee development - Evaluate the effectiveness of professional development programs and offerings to inform continuous improvement - Serve as a central resource and provide support to campus professional development offices - Make recommendations to the Chancellor on allocation of staff development resources	
District Technology Roundtable delete section?	- Coordinate and communicate implementation of technology plans, initiatives, upgrades and operations across NOCCCD - Provide feedback to District Information Services on performance, reliability and training needs with regard to district-wide networking and computing infrastructure - Develop and ensure compliance with district-wide standards for best practices with regard to technology - Recommend processes for systems users - Ensure technology decisions and practices are consistent with board policy and regulations - Coordinate computer hardware and software purchasing to leverage economies of scale and ensure efficiencies across the District	- District Director, Enterprise IT Applications Support & Development (Chair) - Director, Academic Computing Technologies—CC, FC - Manager, Systems Technology Services—NOCE - Vice Chancellor, Educational Services & Technology—Resource Member
Technology Implementation Committee (TIC) Update or delete	Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects	- District Director, Enterprise IT Applications Support & Development (Chair) - One faculty from each site—appointed by the Academic/Faculty Senates (3 total) - Site-based IT technical leads—appointed by CSEA (4 total) - Director, Academic Computing Technologies—CC, FC - Manager, Systems Technology Services—NOCE

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		• Director of Enrollment Services – FC, CC, and NOCE • Director, Financial Aid – FC and CC • Academic dean – CC and FC (appointed by Presidents) • DistrictDistrict Manager, Payroll • DistrictDistrict Manager, Fiscal Services • DistrictDistrict Manager, Human Resources
Vice Presidents Council	• Reviews issues and concerns that are related to instruction and student support and makes recommendations to resolve these items. • Identify opportunities for alignment and collaboration across the three institutions and the District. • Recommends new policies and procedures to the Vice Chancellor, Educational Services and TechnologyInstitutional Effectiveness regarding instruction and student support • Maximize resources and making data-driven decisions. • Provides input regarding: ○ District-wideDistrict-wide Curriculum Development and Enrollment management ○ District-wideDistrict-wide FTES generation ○ District-wideDistrict-wide Distance Education plan and goals ○ District-wideDistrict-wide Student success initiatives ○ District-wideDistrict-wide Career Technical Education and economic development initiatives ○ District-wideDistrict-wide grants and resources development efforts	• Vice Chancellor, Educational Services & TechnologyInstitutional Effectiveness (Chair) • Vice President of Instruction – CC, FC and NOCE • Vice President of Student Services – CC, FC and NOCE • DistrictDistrict Director, Research, Planning & Data Management
320 Workgroup	• Review and discuss attendance accounting/320 data and all other apportionment data • Discuss issues and processes related to attendance accounting/320 data • Develop documentation and resources to support attendance accounting/320 processes • Discuss and recommend FTES targets at certain times during the fiscal year in	• Executive Director, Fiscal ServicesAffairs (Co-chair) • District Director, Research, Planning, and Data Strategy (Co-Chair) • Vice Chancellor of Educational Services and Institutional Effectiveness • Vice Chancellor, Administrative Services

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	<u>accordance with CCFS-320 Reporting deadlines (August, November, and March)</u>	• <u>Executive Director, IT</u> • <u>IT Project Leads, District and NOCE</u> • <u>Directors of Admissions and Records</u> • <u>Dean of Enrollment Services</u> • <u>Directors of Institutional Research and Planning (CC, FC, NOCE)</u> • <u>Vice Presidents of Instruction</u> • <u>Vice Presidents/Directors of Administrative Services</u> • <u>Directors, Academic Computing Technology</u> • <u>Deans, Library and Learning Resource Center</u> • <u>Director, Academic Support Programs</u>
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NOCCCD Meeting Calendar for Governance Committees/Councils and Organizational Groups

NOCCCD Governance Committees/Councils are identified in **blue**.

This Organizational Group meets as needed: [District](#) Equal Employment Opportunity Advisory Committee.

	Monday	Tuesday	Wednesday	Thursday	Friday	
First week of the month						
	District Technology Roundtable (Online)	District Facilities Committee	- Chancellor's Staff/District Agenda Committee District Professional Development Committee	District Grants & Resource Development District Services Committee		
Second week of the month						
	District Technology Roundtable (Online) Budget Officers Council on Budget & Facilities	Budget Officers District Staff Development	Chancellor's Staff	District Services Committee Vice Presidents Council District Curriculum Coordinating Committee		
Third week of the month						
	District Technology Roundtable (Online) Institutional Effectiveness Coordinating Council (OctoberSeptember, November, AprilMarch, and May)	District Facilities Committee District Technology Committee Vice Presidents Council	Chancellor's Staff/District Agenda Committee			

Fourth week of the month

• DistrictDistrict Technology Roundtable (Online) • DistrictDistrict Consultation Council	• Budget Officers • DistrictDistrict Staff Development	• Chancellor's Staff				
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Appendices

California Code of Regulation for Collegial Consultation

Academic Senate: Title 5, Section 53203

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

Academic Senate: Title 5, Section 53206

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

Faculty: Title 5, Section 51023

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

Staff: Title 5, Section 51023.5

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

Students: Title 5, Section 51023.7

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

NOCCCD Board Policies

Board Policy 2510 Participation in Local Decision-making

<http://www.nocccd.edu/files/2510bpfinalrevisedc-staff11-26-14referenceonly-20571.pdf>

<https://www.nocccd.edu/documents/bp-2510-participation-local-decision-making>

Board Policy 2200 Board Duties and Responsibilities

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

<https://www.nocccd.edu/documents/bp-2200-board-duties-and-responsibilities>

Board Policy 2430 Delegation of Authority to Chancellor

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

<https://www.nocccd.edu/documents/bp-2430-delegation-authority-chancellor>

Board Policy 5400 Associated Students

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

NOCCCD Administrative Procedures**Administrative Procedure 2510 Participation in Local Decision-making**

https://nocccd.edu/files/2510apfinalreviseddec-2019-03-25_66910.pdf

<https://www.nocccd.edu/documents/ap-2510-participation-local-decision-making>

Board Policies and Administrative Procedures are available online at:

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

<https://www.nocccd.edu/plans-policies-procedures/board-trustees-policies-procedures>

NOCCCD IT Governance Framework, Policy and Proposed Revisions

Cherry Li-Bugg

Spring 2024

Background

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

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

Framework of NOCCCD IT Governance

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

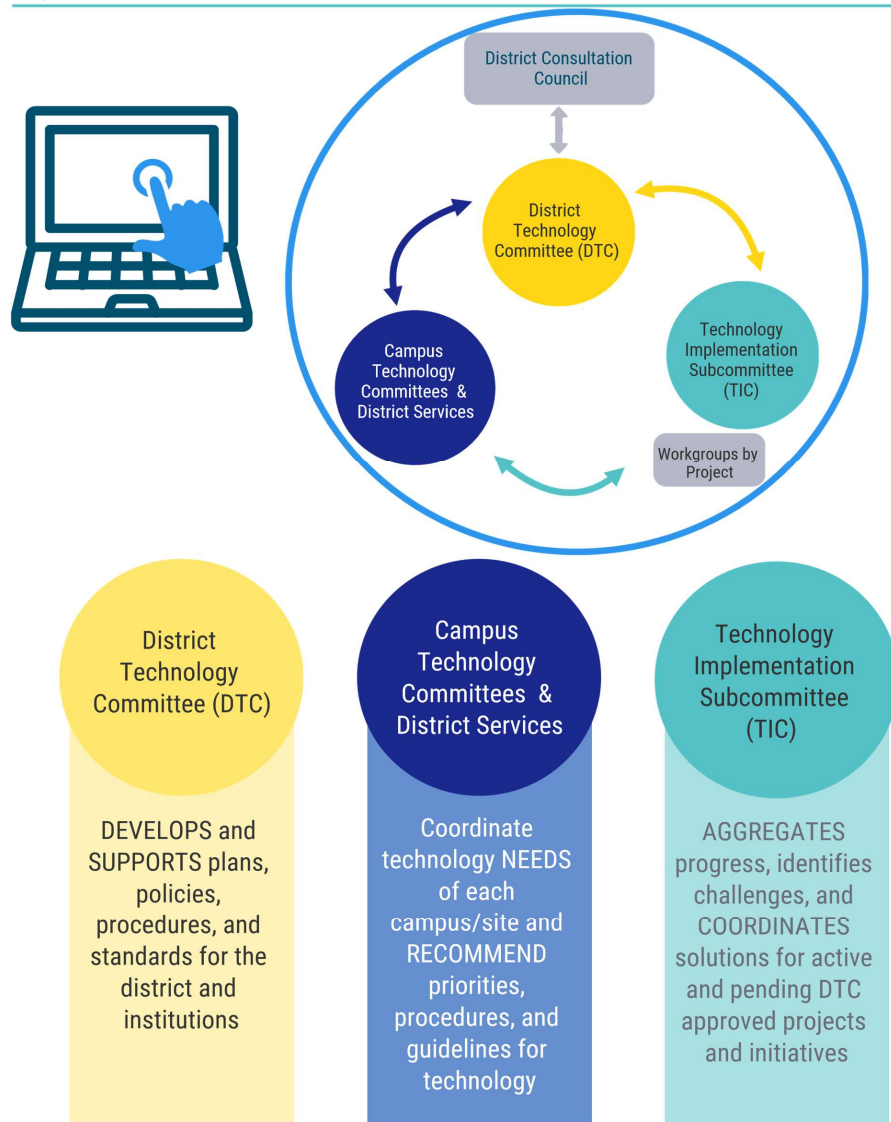
Why: The why of IT governance has to do with the big picture in terms of IT strategic planning, IT policies and IT standards. We propose slotting the District Technology Committee (DTC) in this role. The major charge for DTC is to develop and support plans, policies, procedures, and standards for the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

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

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

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

Proposed IT Governance Structure



Prepared by NOCCCD Educational Services and Technology May 2021

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

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

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

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

District~~District~~ Technology Committee (DTC)

Purpose:

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

Specifically, DTC serves the following purposes:

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

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

Membership:

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

- ~~□ One student from each site appointed by AS or other appropriate body for NOCE (3 total)~~
- ~~□ 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty appointed by the named bodies (4 total)~~
- ~~□ Site based IT technical leads appointed by CSEA (4 total)~~
- ~~□ 1 VPI rep (rotating) and 1 VPSS rep (rotating) 2 total~~
- ~~□ Vice Chancellor of Educational Services and Technology serves the non-voting chair~~

Special Guidelines, Parameters, and/or Resources:

~~1. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.~~

~~2. Decision Making:~~

- ~~a. Quorum—A quorum of at least two thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.~~
- ~~b. The District/District Technology Committee will obtain agreement of all three academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.~~
- ~~c. DTC will work closely with CBF and DCC on technology funding recommendations.~~

~~3. Meeting Schedule: Once a month while school is session; 8 meetings per year~~

Communication:

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

Subcommittees of DTC

Technology Implementation Committee (TIC)

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

Membership:

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

- ~~Academic dean—CC and FC (appointed by Presidents)~~
- ~~Program Director—NOCE (appointed by the President)~~
- ~~District/District Director, Research, Planning and Data Management—
District/District Services~~

~~We recommend the Chair of TIC be elected by members and that it rotates.~~

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

Campus Technology Committees and District/District Services

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

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

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

~~-~~

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

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

- ~~Civitas Illume—In 2017, Cypress College was interested in adopting this solution for predictive analytics and student success. Conversations were held with the other two campuses and neither Fullerton nor NOCE were interested in adopting the same solution. Cypress College proceeded with implementation of Civitas~~

Illume with no participation by the other two campuses. This became a Cypress-only project and was successful.

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

Workgroups by Topic

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

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

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

District-wide IT Projects and Costs

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

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 23, 2026

From: Gabrielle Stanco, District Director, Research, Planning and Data Strategy
Jennifer Vega La Serna, Vice Chancellor, Educational Services and Institutional Effectiveness

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME

NOCCCD Integrated Planning Manual 2025-26 Updates

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

This item is being brought to the District Consultation Council in alignment with NOCCCD's Integrated Planning Manual requirement to review planning and decision-making processes at least every three years. As part of this process, DCC is responsible for reviewing and approving updates to the Manual to ensure it reflects current practices and supports continuous improvement.

The Manual was presented to DCC for a first read in April 2026 after members of the Institutional Effectiveness Coordinating Council (IECC) reviewed and proposed updates to the Manual to align with the 2026–2030 District-wide Strategic Plan and current District planning practices.

The Manual is now being brought to DCC for final review and approval.

Major updates in this iteration of the Manual include:

1. Updated mission statement and Strategic Directions to reflect the most recent Board-approved mission and the 2021–2030 Educational and Facilities Master Plan refresh.
2. Updated accreditation references and approach, including removing embedded standards language in favor of coordinated crosswalks.
3. Revised District-wide Strategic Plan framework and assessment process to focus on District-wide systems, services, and leadership functions, rather than aggregating campus-level activities.
4. Updated Budget Allocation section to reflect current practices and remove redundancies with the Budget Allocation Handbook.

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

5. RECOMMENDATION:

It is recommended that DCC approve the proposed updates to the NOCCCD Integrated Planning Manual.

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

Institutional Effectiveness Coordinating Council (IECC) members



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
CYPRESS COLLEGE | FULLERTON COLLEGE
NORTH ORANGE CONTINUING EDUCATION

North Orange County Community College District Integrated Planning Manual

Publication Date:

~~2022~~2025-23-26 Update

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

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

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

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

**North Orange County Community College District
Integrated Planning Manual
2025-26 Update**

NOCCCD Mission Statement

Commented [GS1]: New BOT approved mission

The North Orange County Community College District cultivates an equitable learning and working environment to empower our students and employees to reach their full potential. We serve our community by providing exemplary academic programs and support services that foster student growth and attainment of educational, professional, and personal goals.

Cypress College and Fullerton College will offer associate and baccalaureate degrees, career and technical education (vocational) certificates, and transfer education, as well as developmental instruction and a broad array of specialized training. North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, career and technical education (vocational) certificates, and self-development courses. Specific activities in both the Colleges and North Orange Continuing Education will be directed toward promoting personal enrichment, civic engagement, and sustainable economic development.

The mission is evaluated and revised every three years.

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

2020-2030 District NOCCCD Strategic Directions

These Strategic Directions were updated by the Educational & Facilities Master Plan Refresh Steering Committee and are intended to guide the development of each program, project, or initiative within the District through 2030.

Student Experience & Success

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

Employee Experience

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

Stewardship of Resources

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

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Collective Impact & Partnerships

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

Physical Environment & Beyond

NOCCCD will be a leader in creating both accessible and resilient facilities and well-designed flexible learning opportunities that utilize up-to-date technology and processes to support student and employee success~~accessible and sustainable facilities that support — and employee success.~~

Commented [GS2]: Updated based on EFMP Refresh

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Commented [GS3]: Will refresh once all changes accepted

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Introduction

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

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

Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has an integrated planning process in which the components are linked to one another. The campus-level planning processes link to District-wide planning in two ways: through the District Strategic Directions. The campus-specific and District-wide strategic plans include site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions

~~The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.~~

~~—The District-wide Progress Report details progress on District Strategic Directions and District Objectives accomplished across all sites.~~

The *North Orange County Community College District Integrated Planning Manual* is reviewed and updated on a regular basis to maintain credibility as a valuable resource. The regular updates will reflect minor changes, such as in descriptions, timelines, or processes as well as substantive updates in content and processes. The regular update and review should occur no less than every three years. The assessment of NOCCCD's integrated planning processes is further described in the "Assessment of Planning and Decision-Making Processes" section of this document. As an overview, the assessment includes a review and proposed revisions to the *North Orange County Community College District Integrated Planning Manual* by the Institutional Effectiveness Coordinating Council and then a submission to the District Consultation Council. The District Consultation Council reviews and approves the proposed changes to the planning processes with any necessary updates. Through this review ~~processes~~ process, this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD's cycle of continuous improvement.

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Integrated Planning Model

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

An overview of the District-wide or District Services planning documents and processes as well as their update cycles are described in the table below.

<u>Report/Process</u>	<u>Update Timeframe</u>	<u>Last Update</u>	<u>Next Update</u>
NOCCCD <u>Integrated Planning Manual</u>	<u>3 years</u>	<u>2025-2026</u>	<u>2028-2029</u>
NOCCCD <u>Mission Statement</u>	<u>3 years</u>	<u>2023-2024</u>	<u>2026-2027</u>
NOCCCD <u>Educational and Facilities Master Plan</u>	<u>10 years</u>	<u>2021-2030*</u>	<u>2031-2040</u>
<u>District-wide Strategic Plan(s)</u>	<u>4 years</u>	<u>2026-2030</u>	<u>2030-2034</u>
<u>District Services Administrative Review</u>	<u>3 years</u>	<u>2024-2025</u>	<u>2027-2028</u>
<u>Budget Allocation Handbook</u>	<u>As Needed</u>		

*NOTE the Educational and Facilities Master Plan had an off-cycle refresh in 2023 due to the impact of the Covid-19 pandemic on disruptions in learning, abrupt transitions to remote and hybrid instruction modalities, and an acute awareness of the need for adaptable facilities to accommodate health and safety measures.

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

- **NOCCCD Mission Statement:** Describes the intended student population and the services that NOCCCD provides to the community. As such, this statement is the touchstone for all planning processes.
- **NOCCCD Educational and Facilities Master Plan:** NOCCCD's long-term plan that includes both educational and facilities components. The Plan outlines challenges and opportunities and projects future goals for the next 10 years based on an analysis of community demographics (external scans) compared to the current status described within NOCCCD's Mission Statement (internal scans).

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- **District Strategic Directions:** Institutional goals that are collaboratively developed during the Educational and Facilities Master Planning process and then approved by the Board of Trustees. The goals articulate how NOCCCD intends to address current and anticipated challenges—.
- **District-wide Strategic Plan(s):** NOCCCD's short-term plans that operate within the ten-year framework established by the *Educational and Facilities Master Plan*. The plans provide a coordinated framework to strengthen and align the work of District Services, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE). While campus plans focus on site-specific priorities, District-wide Strategic Plans center on District-wide systems, services, and leadership functions. The plans use the District Strategic Directions (institutional goals) to derive District Objectives that describe specific initiatives to be undertaken to achieve the District Strategic Directions requiring collaboration and coordination among District services and campus administrators, faculty, and staff.
- **District Services Administrative Review:** Process to track the efforts of each District Service to continually improve the quality of the services provided by District Services to the campuses and to other District Services. The review includes a thorough analysis of data and a plan for each District Services area to achieve its goals.
- **District resources** are allocated based on the process outlined in the *North Orange County Community College District Budget Allocation Handbook*—. Each campus and District Service then allocates resources based on its Strategic Plan and local process—.In addition, the Strategic Planning Fund is used to fund initiatives related to the District Strategic Directions and District-wide Strategic Plan.
- Once resources are allocated, District Services and the campuses **implement the plans** as developed at the local site and identified in the site Strategic Plans.
- NOCCCD assessesAssessment of Progress: NOCCCD assesses in two ways: (1) regular assessment of progress on the District Strategic Directions and District Objectives and (2) assessment of planning and decision-making processes on a three-year cycle (minimum)—. The assessments inform the Strategic Plans and the District Services Administrative Review.

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NOCCCD 2021-2030 Educational and Facilities Master Plan Cycle

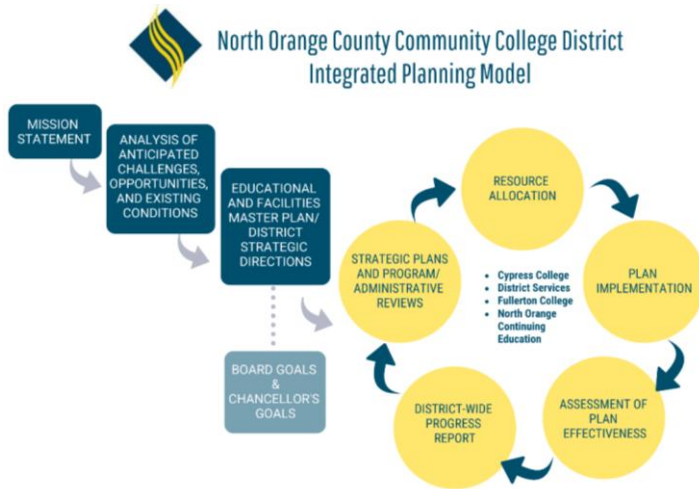
The chart below displays the different strategic planning activities across NOCCCD undertaken to achieve the District Strategic Directions identified in the *NOCCCD 2021-2030 Educational and Facilities Master Plan* cycle. Beginning in 2025-26, the short-term campus-specific plans begin a year prior to the short-term *District-wide Strategic Plan* to ensure integration and alignment of the campus strategies with the District-wide plan.

Activity / Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
NOCCCD 2021-2030 Educational and Facilities Master Plan									
NOCCCD 2023-2030 Educational and Facilities Master Plan Refresh									
Cypress College Strategic Plan 2021-2024									
Fullerton College Strategic Plan 2023-2025									
NOCE Strategic Plan 2023-2026									
2022-2026 Districtwide Strategic Plan									
Cypress College Strategic Plan 2025-2028									
Fullerton College Strategic Plan 2025-2029									
NOCE Strategic Plan 2026-2029									
2026-2030 Districtwide Strategic Plan									

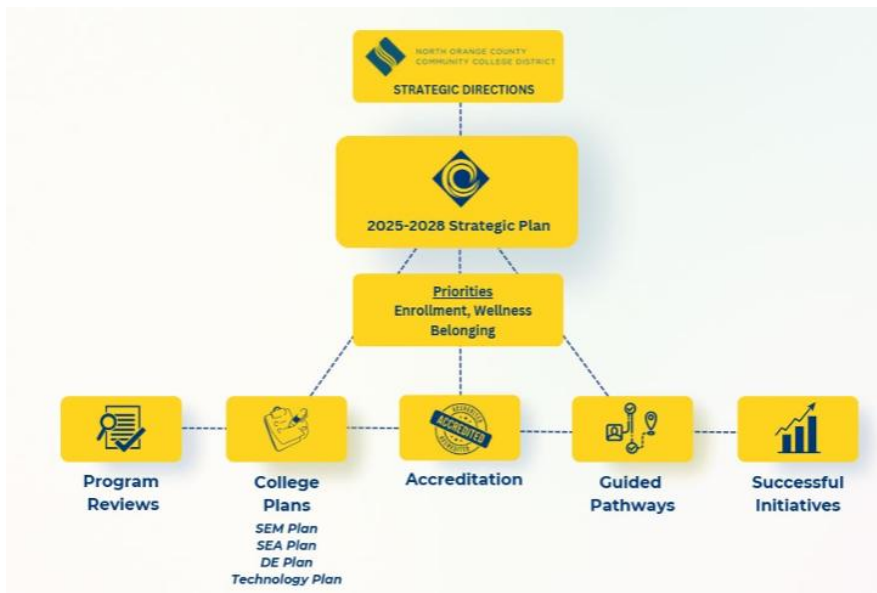
Prepared by NOCCCD Educational Services and Institutional Effectiveness

Updated August 2026

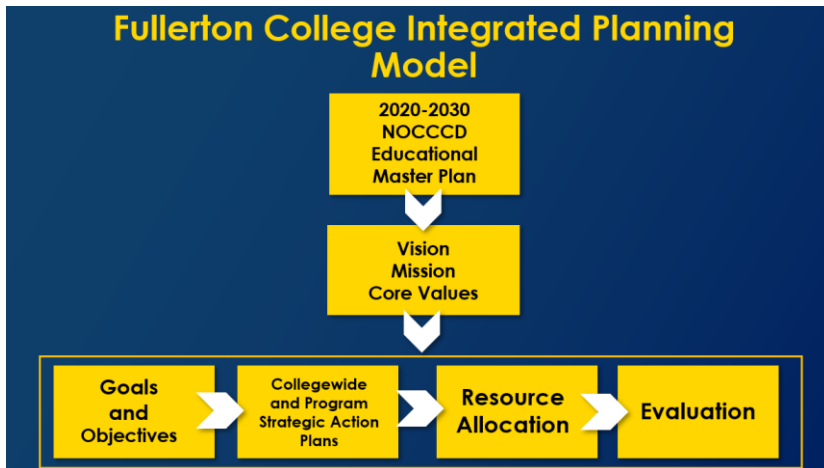
**North Orange County Community College District
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Prepared by NOCCCD Educational Services and Institutional Effectiveness

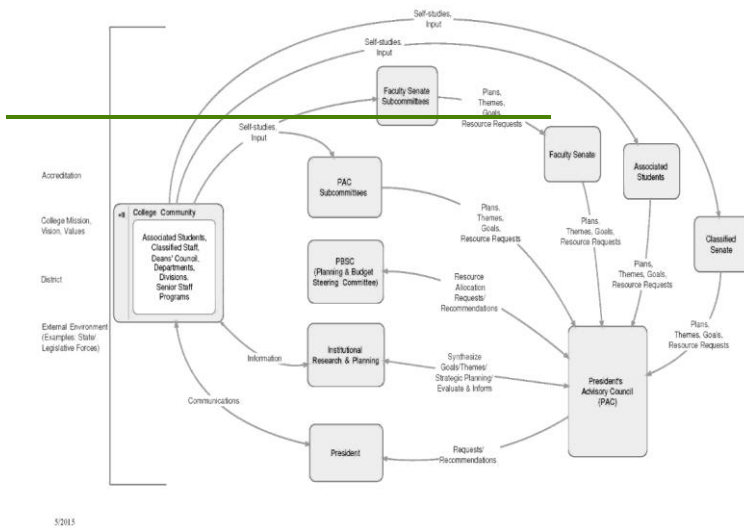


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Fullerton College Campus-wide Planning Process



North Orange County Community College District
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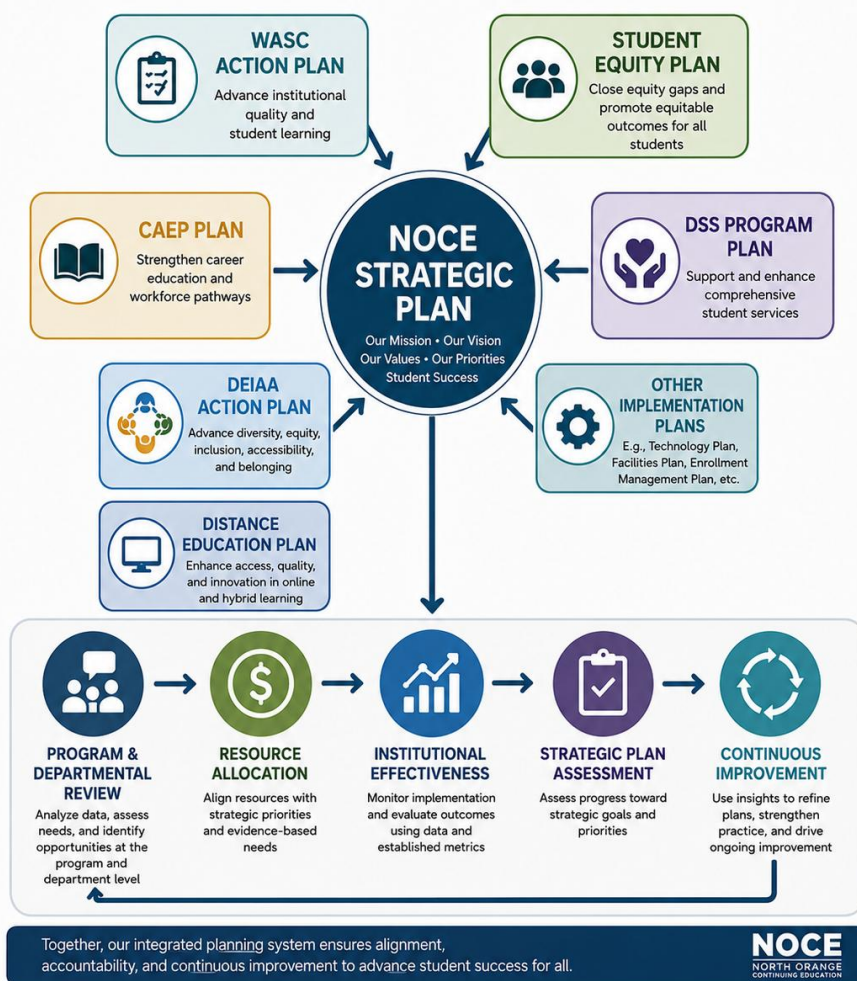
**NOCE Institutional Effectiveness
Model**



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NOCE Integrated Planning Framework

An integrated, equity-minded, and data-informed planning system that advances our mission and supports student success.



Note: NOCE's Integrated Planning Model was under review at the time of publication in fall 2026.

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NOCCCD Mission Statement

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

Commented [GS4]: Updated per revised mission

NOCCCD reviews its mission statement every three years. The mission statement was most recently revised and approved by the Board of Trustees in Spring-August 2024 and Board Policy 1001 was updated accordingly.

The current NOCCCD Mission Statement is:

The North Orange County Community College District cultivates an equitable learning and working environment to empower our students and employees to reach their full potential. We serve our community by providing exemplary academic programs and support services that foster student growth and attainment of educational, professional, and personal goals.

Cypress College and Fullerton College will offer associate and baccalaureate degrees, career and technical education (vocational) certificates, and transfer education, as well as developmental instruction and a broad array of specialized training. North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, career and technical education (vocational) certificates, and self-development courses. Specific activities in both the Colleges and North Orange Continuing Education will be directed toward promoting personal enrichment, civic engagement, and sustainable economic development.

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

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

Commented [GS5]: Note: Rather than citing accreditation standards in this document, IECC will work with the campus accreditation teams to develop a crosswalk of relevant district documents that support standards.

I.A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER-6).
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

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3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER-6)

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

Criterion 1: School Mission and Schoolwide Learner Outcomes

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

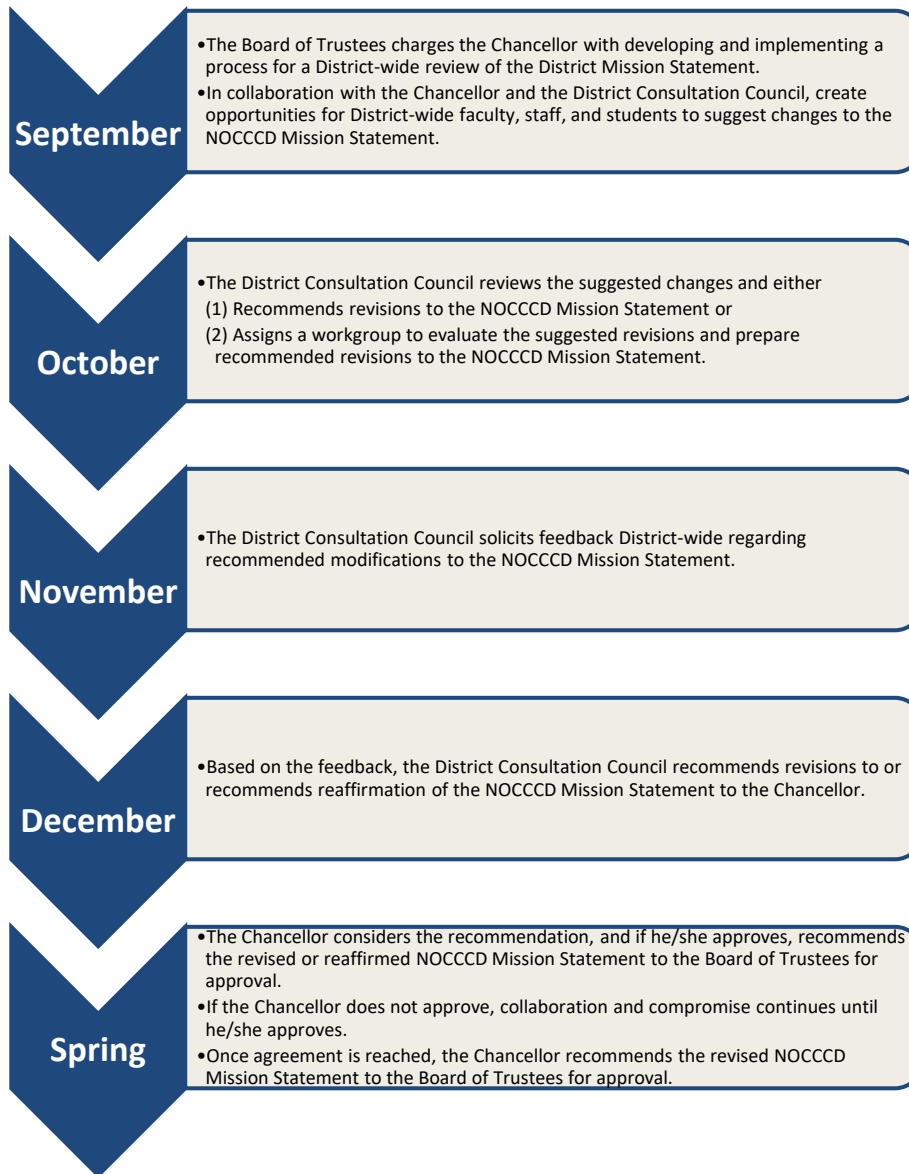
Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

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

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

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Timeline and Process for Review of the Mission Statement



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Comprehensive Educational and Facilities Master Plan

Commented [GS6]: Updating to current language used

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

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

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

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

Mission to CEFMP and District Strategic Directions

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

CMPEFMP District Strategic Directions to District-wide Strategic Plans

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

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

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I. B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Institutional Effectiveness

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

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

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Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

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

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

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

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

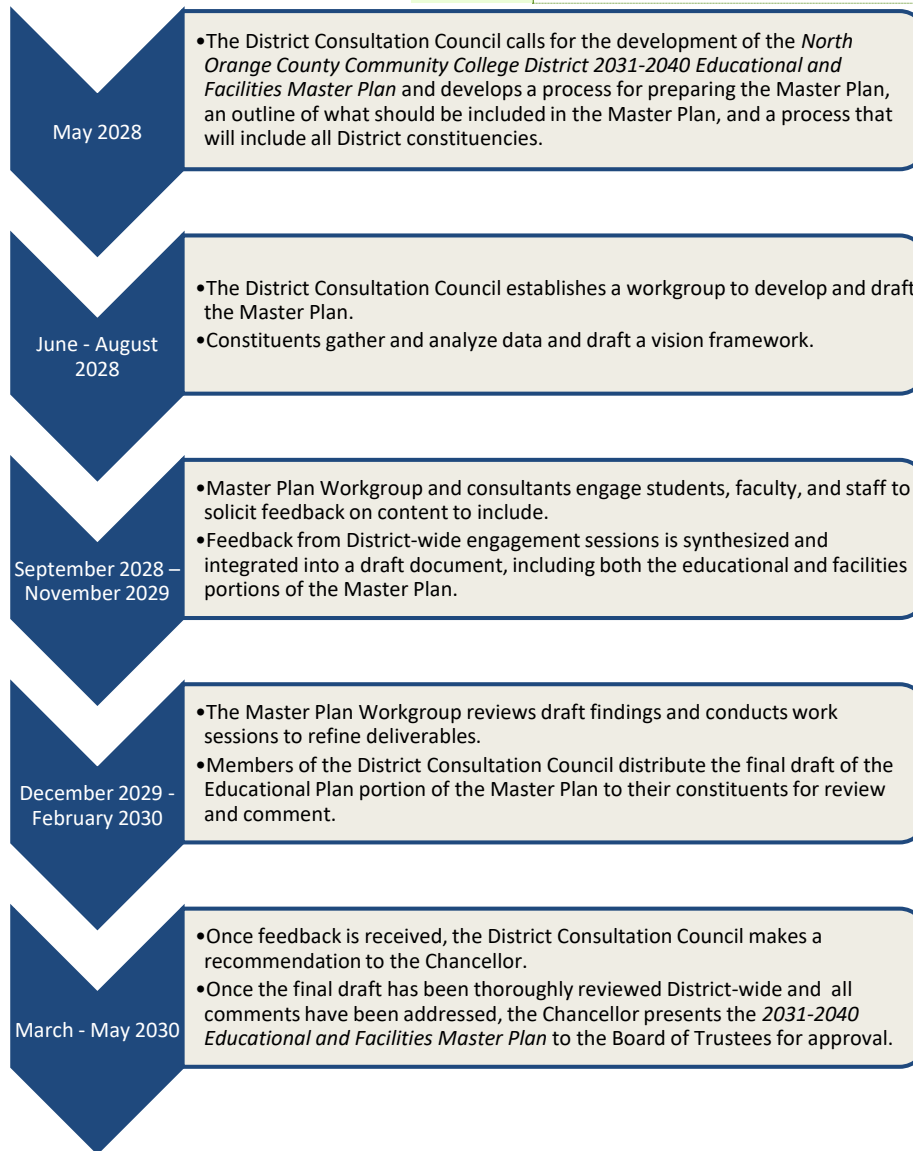
Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

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**Timeline and Process for the ~~2021-2031-2030-2040 Comprehensive Educational and Facilities~~
Master Plan**

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District-wide Strategic Plans

The North Orange County Community College 2022-2026 and 2026-2030 District-wide Strategic Plans ~~2022 – 2026 and 2026 – 2030~~ are NOCCCD's short-term plans. These plans include District Objectives and District Action Plans that describe how the District Strategic Directions identified in the 2NOCCCD 2021-2030 Educational and Facilities Master Plan will be achieved in the short-term. ~~—.~~

The District Objectives describe the initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty, and staff. ~~—.~~ While campus plans focus on site-specific priorities, District-wide Strategic Plans center on District-wide systems, services, and leadership functions that support student success, employee development, and community engagement. These include enterprise technology, fiscal stewardship, human resources, enrollment management, data infrastructure, and regional partnerships. By identifying shared priorities and aligning resources across institutions, the Plans reduces institutional barriers. The initiatives to be undertaken at each site that contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews. The District-wide objectives aggregate and synthesize the campus and District Services plans and identify commonalities in the work being performed districtwide to achieve the District Strategic Directions.

There are two District-wide Strategic Plans developed under the umbrella of the NOCCCD 2021-2030 Educational and Facilities Master Plan:

1. *2022 – 2026 District-wide Strategic Plan*
2. *2026 – 2030 District-wide Strategic Plan*

~~The 2022-2026 District-wide Strategic Plan will be developed in 2022-23, with implementation beginning in fall 2023.~~ Following the Integrated Planning Manual process from prior years based on discussion in the Institutional Effectiveness Coordinating Council and approval by the District Consultation Council, the format of the North Orange County Community College District-wide Strategic Plans 2022-2026 will is be a narrative format with objectives. ~~The following items will comprise the primary components of the plan:~~

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The 2022-2026 District-wide Strategic Plan was developed in 2022-23, with final approval and implementation in fall 2024. The 2026-2030 District-wide Strategic Plan was developed in 2025-26, with final approval and implementation expected in fall 2026.

• **District Strategic Directions** that were developed as part of the *2021-2030 Educational and Facilities Master Plan*. The District Strategic Directions are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.

▲ **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty, and staff. The objectives will represent commonalities from the site-specific plans that describe districtwide efforts toward achieving the District Strategic Directions.

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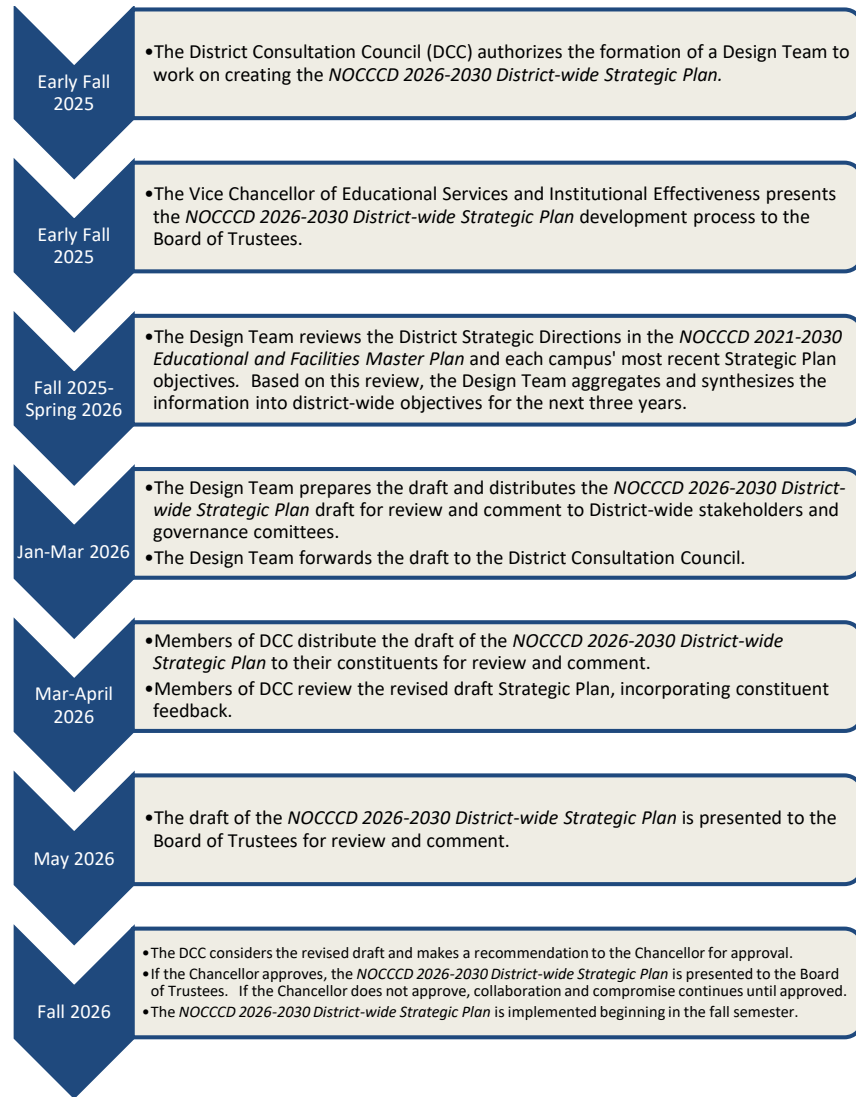
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Timeline and Process for the Development of the ~~2022-2026~~ 2026-2030 District-wide Strategic Plan

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District Services Administrative Review

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

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

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

The District Services that complete this review process are:

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

Resources are allocated to District Services in accordance with the NOCCCD budget allocation model described in the "Budget Allocation" section of this *Manual*. These resources are divided among the individual District Services based on current need and plans for improvement. Requests for distribution of allocations within District Services are presented to the District Services Committee for discussion and recommendation to the Chancellor. If funds are not available or if the request exceeds available funds within the District Services allocation, representatives from the District Services Committee may submit the request to the Council on Budget & Facilities.

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

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

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

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

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

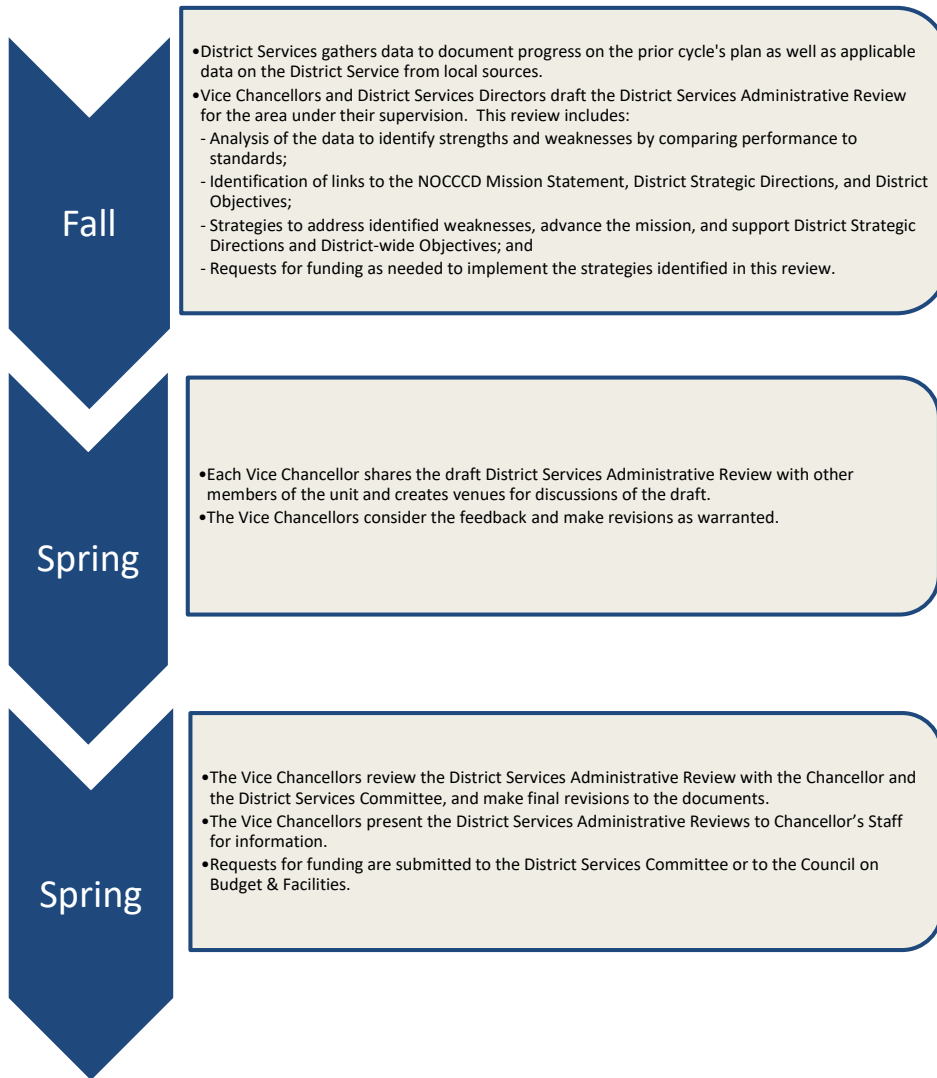
Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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

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Timeline and Process for District Services Administrative Review

(The events happen in the sequence listed below.)



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Budget Allocation

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

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

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

1. Recognize the District as the fiscal entity while honoring the unique legacy and culture of each institution
2. Use planning and goals to drive the budget process
3. Ensure that resource allocation decisions align with the type of funding
4. Consider both the inputs and outcomes of proposed budget decisions
5. Regularly assess operations and use data to inform the decision-making and planning processes
6. Incentivize innovation and program development
7. Take a long-term perspective
8. Be transparent, simple, and easy to explain

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

Speaking generally, all of the District Strategic Directions are plans for how to increase student success; similarly, the purpose of the budget allocation model is to fund the programs and

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Integrated Planning Manual
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services that both directly and indirectly promote student success. Students' needs are the foundation of decisions regarding the expansion and contraction of the budget allocations, especially in the personnel and extended day categories—. In addition to this general link between planning and budget allocations, NOCCCD will provide direct links between specific budget allocations and the District Strategic Directions in the following three ways:

1. All expenditures related to the Strategic Plan Fund will be tracked separately to provide Budget/Financial information to the Project Leader for inclusion in their year-end report.
2. When appropriate, that funding requests shall identify how the use of resources relates to the five District Strategic Directions and/or Comprehensive Educational and Facilities Master Plan.

Commented [GS9]: Deleting reference to Strategic Plan Fund as I am not aware we have this any longer

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The Accrediting Commission for Community and Junior Colleges 2024 standards most relevant to resource allocation processes are:

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3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

Standard I.B.9.

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

Standard III.D.2.

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

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~~NOCCCD Budget Allocation Model: Revenues~~

Commented [GS10]: Delete out since details are in Budget Handbook, pages 10-14

Student Centered Funding Formula (SCFF)	Other Unrestricted Revenues	Local Revenues
<i>SCFF Revenue is the amount anticipated to be received by the District as State Apportionment</i>	<i>Unrestricted state revenues received as well as local revenues earned</i>	
1. Base Allocation (70% of the SCFF): Sum of Basic Allocation funding, derived from the number of colleges and centers in a district, as well as its size, and its funding for Credit, non-Credit*, CDCP*, Incarcerated, and Special Admit FTES 2. Supplemental Allocation (20% of the SCFF): Component that targets equity of access and opportunity for low-income students. 3. Student Success Allocation (10% of the SCFF): Component that targets and incentivizes successful outcomes of California Community College students	1. Enrollment Fee Waivers 2. Full Time Faculty Hiring Funds 2018-19 3. Part Time Faculty Compensation 4. Lottery (Unrestricted portion) 5. Mandated Costs	1. Districtwide Activity revenues, primarily interest earned 2. Budget Center Activity, consisting of funds received for various local activities. Also includes self-supported activities that bring in revenue and are expected to cover their own costs 3. Intrafund Transfers, currently comprised of funds received as RDA revenue that are being used to contribute towards ongoing resources.

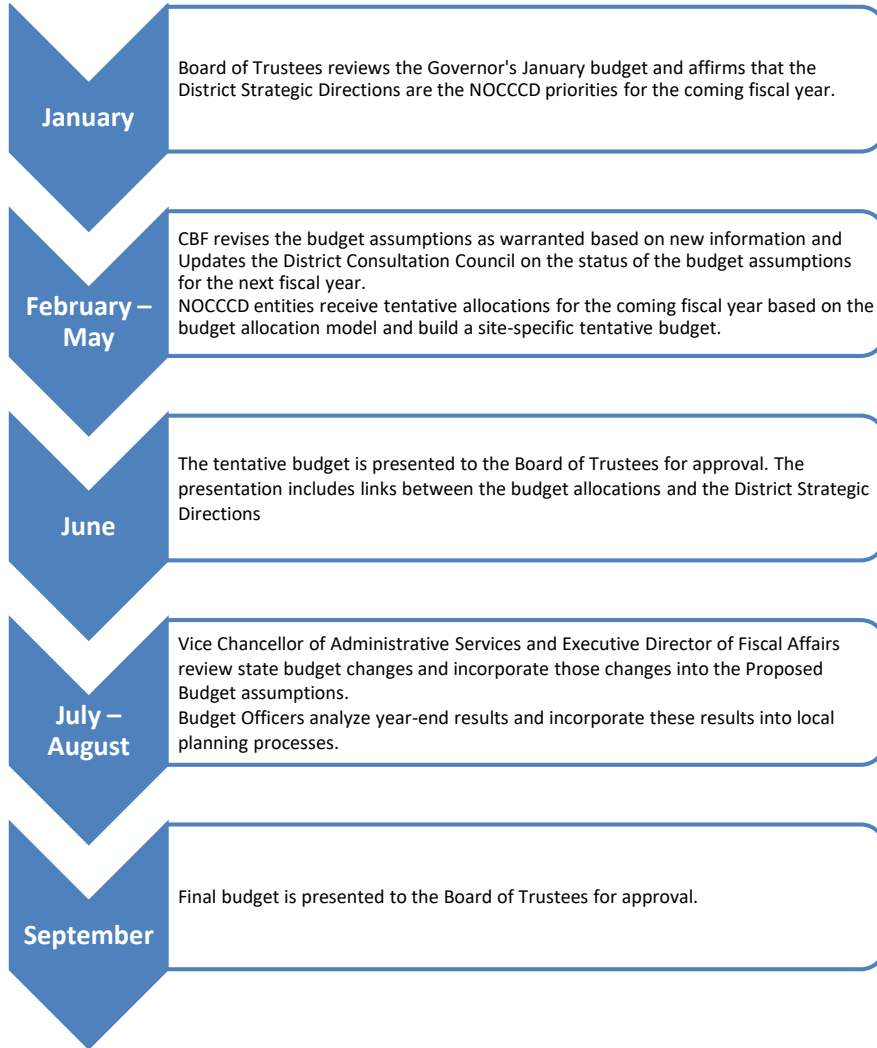
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~~NOCCCD Budget Allocation Model: Expenses~~

District-wide Expenses	Budget Center Expenses	Chargebacks
<i>Costs that have been identified and determined to be shared across all entities within the district.</i>	<i>Operating budgets included in the RAM for the budget centers are separated into ongoing and self-supported activities.</i>	<i>Certain expenses identified that one budget center incurred and which also benefitted another budget center</i>
<i>The listing of approved Districtwide expense categories and amounts are included in the annual proposed budget reports. Examples include:</i> 1. Retiree benefits 2. Districtwide shared informational technology expenses 3. Faculty sabbatical costs and related activity expenditures 4. Districtwide memberships 5. Audit expenses 6. Employee assistance program 7. Hospitality 8. Board-designated contribution to the Fullerton Child Care center	1. Personnel: a. Full Time Faculty b. Classified staff c. Confidential staff d. Academic managers e. Classified managers f. Executives g. Temporary Special Positions (including instructors, project coordinators, managers, and directors) 2. Other operating expenses: a. Adjunct Faculty b. Other temporary hourly personnel c. Departmental and campus office costs and maintenance needs d. Contingency funds set aside 3. Intrafund/Interfund Transfers	Chargebacks currently include the following: 1. Maintenance & Operations (custodial) personnel 2. Electricity 3. Gas 4. Water 5. Security

Timeline and Process for Budget Development

Commented [GS11]: Updated per fiscal webpage: [Budget Allocation Handbook | North Orange County Community College District](#).



Plan Implementation

The primary function of the District-wide Strategic Plan is to strengthen and align District-wide systems, services, and initiatives that support student success, employee development, and community engagement. The Plan focuses on District-level responsibilities and functions that operate at scale and support the work of all campuses and District Services.

Implementation of the Strategic Plan will be carried out in alignment with the defined District Functions and Key Performance Indicators (KPIs) outlined for each goal and objective described in the Plan.

The Institutional Effectiveness Coordinating Council (IECC) is responsible for monitoring progress on the District-wide Strategic Plan. IECC will focus on the implementation and effectiveness of District-led initiatives and progress toward established KPIs.

To support implementation, IECC will:

- Review data and evidence to assess the effectiveness of District-wide initiatives to inform continuous improvement
- Identify District-wide barriers that impact implementation and communicate these barriers to District Consultation Council and/or leadership
- Gather and review outcomes related to District-wide initiatives to support the Progress Report

The Progress Report described in the next section provides regular updates to the District community on the status, effectiveness, and outcomes of District-wide Strategic Plan implementation.

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

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

- Encourage the coordination of initiatives to increase innovation and efficiencies and;

Commented [GS12]: Updated this language to reflect new philosophy from 2025-26 Design Team and focused on District-wide Strategic Plan. Campuses already have their own process for campus strategic plan implementation

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- Identify District-wide barriers that impede the implementation of plans and recommend administrative and/or policy changes to remove those barriers;
- Identify District-wide projects and activities designed to address District Strategic Directions or District-wide Objectives needing additional funding and/or District-wide support and enhance synergy of resources;
- Review data and other types of evidence to assess the levels of success following plan implementation; and
- Gather documentation about activities and outcomes to contribute to the preparation of the annual Progress Report.

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

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Assessment of Progress on District Strategic Directions

NOCCCD's Educational Services and Institutional Effectiveness team produces a Progress Report is produced in consultation with the Institutional Effectiveness Coordinating Council on a regular basis to inform the internal community about movement toward achievement of the District Strategic Directions. The progress report will compile information on actions or achievements related to goal progress across each of the NOCCCD campuses and District Services on the District-wide Strategic Plan.

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

1. Monitor progress on Key Performance Indicators associated with each strategic objective
2. Assess the effectiveness of District-wide initiatives, systems, and services in advancing strategic goals
- Identify trends, gaps, and areas for improvement based on data and evidence
 - Consolidate information about the actions that have been completed by all NOCCCD entities;
 - Analyze those outcomes in terms of their effectiveness in moving NOCCCD toward achievement of the District Strategic Directions; and
 - Develop Action Plans as needed for the future to better support completion of Districtwide Objectives and/or recommend administrative and/or policy changes to remove barriers impeding the plans
- 3.

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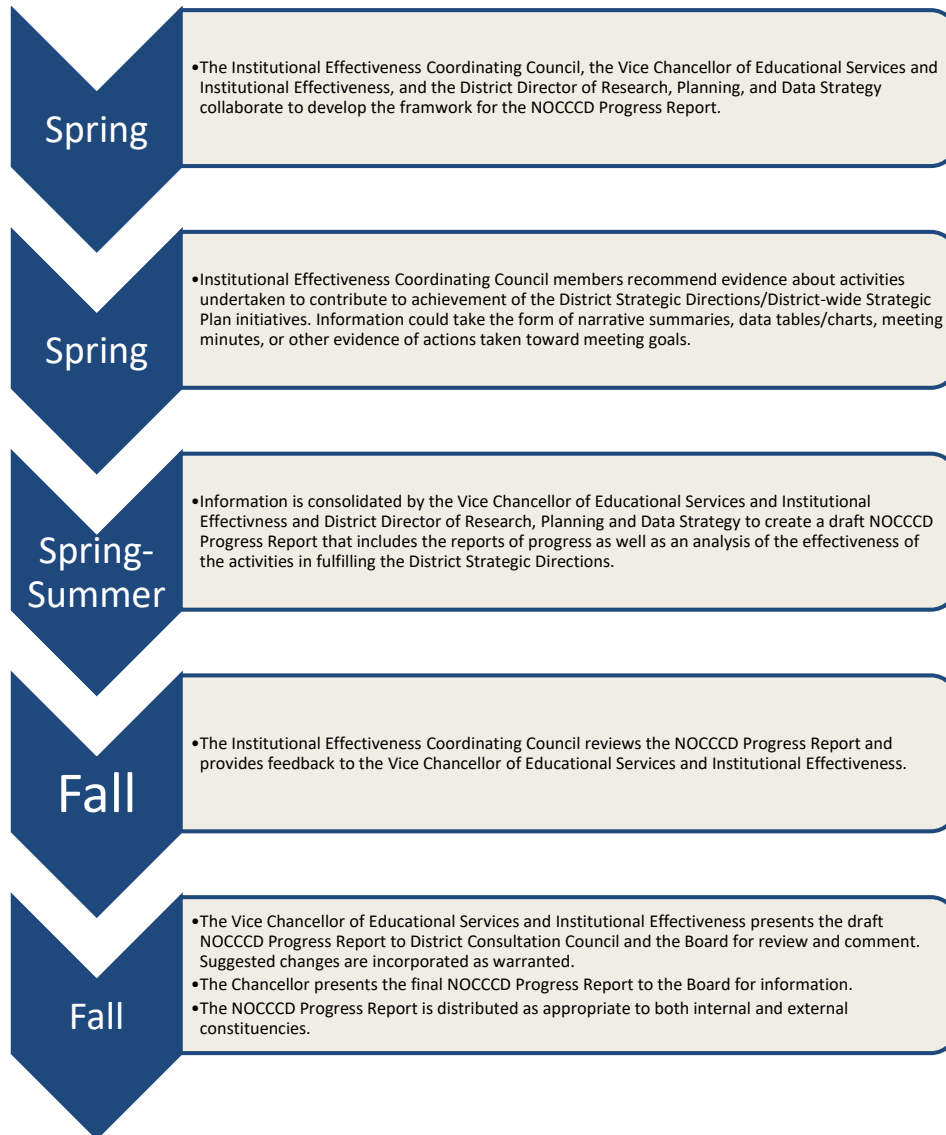
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There will be a minimum of one progress report for each District-wide Strategic Plan.

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

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Timeline and Process for Assessing Progress on ~~District Strategic Directions~~District-wide Strategic Plans



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Assessment of Planning and Decision-Making Processes

NOCCCD assesses its planning and decision-making processes on a regular basis in keeping with the ACCJC and ACS WASC standards on institutional effectiveness. The assessment is conducted at a minimum every three years and could reflect minor changes, such as in descriptions, timelines, or processes and/or substantive updates in content and processes. The assessment includes a review and proposed revisions to the *North Orange County Community College District Integrated Planning Manual* by the Institutional Effectiveness Coordinating Council and then a submission to the District Consultation Council. The District Consultation Council reviews and approves the proposed changes to the planning processes with any necessary updates. Through this review processes, this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD's cycle of continuous improvement.

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

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

Standard IV. A.7:

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

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

Criterion 10: Action Plan for Ongoing Improvement

The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

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~~Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.~~

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 23, 2026

From: Khaoi Mady, Executive Director of Information Technology

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME

CCCStart Updates: Go-live date, residency requirements, and ID verification requirements

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

This presentation is an update on the statewide initiative to move CCCApply, the current student applications, to CCCStart, the new statewide adopted application platform.

CCCStart is designed to modernize a critical entry point into the statewide college ecosystem. It is designed to deliver a simpler, more student-centered application experience reducing barriers between a student's initial interest and successful enrollment while strengthening colleges' ability to serve students effectively.

CCCStart has a few updates that include residency items and ID verification requirements through ID.me or DMV wallet.

CCCStart for NOCCCD is scheduled to go live on September 30, 2026, with ID verification through CCCStart scheduled to go live on October 1, 2026.

5. RECOMMENDATION:

It is recommended that the committee receive information about the status of NOCCCD's implementation for CCCStart and discuss NOCCCD's readiness.

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

Rena Martinez Stluka (Districtwide and Fullerton College CCCStart Lead), David Mosely Booze (Cypress College CCCStart Lead), Beverly Heasley (NOCE CCCStart Lead), Vice Chancellor Jennifer Vega La Serna, Vice Chancellor John Parker, Khaoi Mady

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

CCCStart, Residency Updates, & Identity Verification

Executive Sponsor: Khaoi Mady, Executive Director IT – information Services

District Lead: Rena Martinez Stluka, Director – Admissions & Records Fullerton College

Campus Lead: David Mosely Booze, Director – Enrollment Services Cypress College

Campus Lead: Beverly Heasley, Director – Admissions and Records NOCE



CCCApply → CCCStart

CCCSTART GO-LIVE

September 30, 2026

REQUIRED ID VERIFICATION GO-LIVE

October 1, 2026



Notable Changes

The CCCStart Brand

For Staff: “CCCStart” is used for awareness and explanatory materials.

For Students: “CCCStart” may not be a common term; More commonly known as application; however, it adds trust or context. Student-facing materials are suggested to use natural, action-oriented language for applying:

Examples:

Start Here

Get Started

Begin Your Journey

Admission Experience

- Mobile-first and multi-language capabilities
- Four straightforward student journeys: Credit, Noncredit, International, Dual Enrollment
- Reduced questions to answer, based on identified journey
- Intentional simple functions for students to move from a non-credit journey to a credit journey
- Protection against fraud: N2N LightLeapAI, ID.me, DMV wallet, Socure

Residency Changes

Residency Section is now titled Additional Information

Credit students are only required to answer 3 questions for residency determination.

Students can answer “unsure” to residency questions, and will receive additional information and support from A&R.

No longer required to submit documentation for most residency cases.

Undocumented and/or out-of-status students will receive information on their multiple waiver options along the way.

What the NOCCCD implementation team has done to prep for these changes:

- Updated our internal documentation.
- Created an internal A&R business process for these changes.
- Updated our student facing residency webpages with the changes.
- Met with CC/FC application and residency teams to discuss changes and implementation.
- Reviewed our Banner residency coding to ensure alignment.
- Reviewed our residency reclassification form, to edit appropriately.
- Updated our student automated emails to reflect the changes.
- Scheduled frontline staff training to address the changes and staff questions regarding residency determination for our campus communities.
- Created a staff resources webpage to be shared with all frontline support staff with training documentation, screenshots, videos, etc.

Required Identity Verification

- Students could choose to "verify later" and will receive an email with information and resources to complete their ID verification later in the admission process.
- **IMPORTANT NOTE:** If students are unable to use ID.me or the DMV Wallet to verify identity, they can verify in-person at the campus Admissions and Records Office and/or an alternative option.
- CCCCO and CCTech Center are working on a "Trusted Pathways" proposal as an alternative way to verify student identity through a local process. Process needs to be an acceptable form defined for financial aid.

Memorandum – July 23, 2026 – Revised Aug 11, 2026

Beginning October 1, 2026, applicants for admission to the California Community Colleges system will be required to have their identity verified through an approved online process or via local in-person verification steps before an application for admission is delivered to a college Student Information System (SIS) from the statewide admission portal (CCCApply or CCCStart). Verification may occur through a student-facing digital verification prompt, secure pathway-based data sharing, a special admission process, or local in-person verification when needed.

Choose How You'll Verify

All three methods satisfy the requirement equally. Choose the one that fits the documents and devices you have.



CA DMV Wallet

California's mobile Driver's License (mDL) is a free, secure digital ID in the CA DMV Wallet app. It verifies your identity from your phone while keeping your personal information on your device.

Best if you:

- Have a valid, easily readable California Driver's License or ID
- Have a compatible smartphone (iPhone XS or later with iOS 17.5+, or Android 9+ with NFC)
- Have or can create a MyDMV account

[How It Works ↓](#)



ID.me

ID.me verifies your identity online by scanning an ID document and matching a selfie. It is used by more than 100 million people and hundreds of government and private organizations.

Best if you:

- Could not confirm your identity using CA DMV Wallet
- Do not have access to a mobile device
- Live outside of California

[How It Works ↓](#)



In Person at Fullerton College

Bring a government-issued photo ID to Admissions & Records in Building 2000 and a staff member will verify you while you wait. No smartphone, app, or online account needed.

Best if you:

- Do not have the documents ID.me requires
- Do not have a California Driver's License or ID card
- Do not have a smartphone or reliable internet access
- Prefer not to use online biometric verification

[How It Works ↓](#)



Questions?

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 23, 2026

From: Khaoi Mady, Executive Director Information Technology

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME**Accessibility Capability Maturity Model (ACMM) Site Visit**2. AGENDA ITEM ACTION (Please check all that apply.)

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

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: 5 minutes4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Districtwide collaboration is ongoing to develop a strategic roadmap for sustainable, districtwide accessibility compliance and improvement. NOCCCD is working with the CCC Accessibility Center to adopt the Accessibility Capability Maturity Model (ACMM). A site visit has been confirmed for October 8–9, 2026. Planning is underway for this important opportunity to evaluate current capabilities, identify priorities, and inform the District's accessibility roadmap. The visit is not an audit. The visit will not request access to any individual course or individual instructional materials. The visit is concentrated around processes, procedures, training and support that the District has for staff and students.

Proposed itinerary; there is some flexibility in time and order of assessment visits.

Activity	Modality	Date	Time	Audience
ACMM Kickoff	Zoom (District-hosted)	9/29/26	9:30-10:30a	Targeted list
ACMM Training (Anaheim)	In-Person	10/8/26	8a-12p	All
ACMM Assessments @ District Office	In-Person	10/8/26	1-2:30p	Targeted list
ACMM Assessments @ NOCE	In-Person	10/8/26	3:00-4:30p	Targeted list
ACMM Assessments @ Cypress College	In-Person	10/9/26	9-10:30a	Targeted list
ACMM Assessments @ Fullerton College	In-Person	10/9/26	12p-1:30p	Targeted list
ACMM Follow-up Open House	Zoom (CCCAC - hosted)	10/14/26	2-3p	All

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

5. RECOMMENDATION:

It is recommended that the committee receive information about the status of NOCCCD's accessibility compliance plan.

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

District, Cypress College, Fullerton College, NOCE, Distance Education teams, Technology teams, Communications teams, Disabled Student Services teams. Vice Chancellor John Parker.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 22, 2026

From: Michelle Patrick-Norng

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME

Review Draft of AP 3519 Elder and Dependent Adult Abuse Reporting

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

It was confirmed at the August 24, 2026 DCC meeting that the BP/AP for Child Abuse Report (3518) should be updated to include language surrounding both elder and dependent abuse. Students are of all ages, so there may be instances when suspected elder abuse should be reported to Adult Protective Services (APS). Additionally, some students may be considered dependent adults due to a disability, in which case suspected abuse or neglect should also be reported to APS.

5. RECOMMENDATION:

It is recommended that DCC members review and discuss the draft of proposed AP on Elder, and Dependent Abuse. Feedback should be provided to NOCE Vice President, Martha Gutierrez, prior to a second reading in October.

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

**Valentina Purtell, NOCE President
Martha Gutierrez, NOCE Vice President of Student Services
Adam Gottdank, NOCE Dean, Disability Support Services**

AP 3519 Elder and Dependent Adult Abuse Reporting

Reference:

- **California Welfare and Institutions Code (WIC) 15610, 15630, and 15750;**
- **Penal Code Section 368**

1. The District recognizes the responsibility of its staff to report to the appropriate agency where there is a reasonable suspicion of abuse or neglect of an elder or dependent adult.
 - a. This procedure addresses the reporting of elder and dependent adult abuse pursuant to the provisions of California Welfare and Institutions Code Section 15630, which establishes the legal duties of mandated reporters to report known or suspected abuse of elders and dependent adults.
 - b. Abuse of an elder or a dependent adults means any of the following: physical abuse, neglect, abandonment, isolation, abduction, or other treatment with resulting physical harm or pain or mental suffering; the deprivation by a care custodian of goods or services that are necessary to avoid physical harm or mental suffering; and financial abuse (WIC Section 15610.07; Penal Code 368.5).
 - c. Failure to report suspected elder or dependent adult abuse is a misdemeanor and punishable by confinement in county jail by not more than six months or by a fine of not more than one thousand dollars \$1,000 or by both. If failure to report or obstruction results in the victim's death or great bodily injury, the penalty may include imprisonment in the county jail for up to one year, a fine of up to \$5,000, or both (WIC Section 15630[h]). Not reporting financial abuse can result in a fine of up to one thousand dollars (\$1,000). If the failure to report is intentional, the fine can be as high as five thousand dollars (\$5,000) (WIC Section 15630.1[f]).

2. Definitions

- a. **Abandonment:** The desertion or willful forsaking of an elder or dependent adult by anyone having care or custody of that person under circumstances in which a reasonable person would continue to provide care and custody (WIC Section 15610.05).
- b. **Abduction:** The removal from this state and the restraint from returning to this state of any elder or dependent adult who does not have the capacity to consent to this removal (WIC Section 15610.06).
- c. **Care Custodian:** An administrator or an employee of any of the following public or private facilities or agencies, or persons providing care or services for elders or dependent adults, including members of the support staff and maintenance staff: twenty-four-hour health facilities, clinics, home health agencies, agencies

providing publicly funded in-home supportive services, nutrition services, or other home and community-based support services, adult day health care center and adult day care, secondary schools that serve 18-to 22-year-old dependent adults and postsecondary educational institutions that serve dependent adults or elders, et al. (WIC Section 15610.17).

- d. Dependent Adult: any person residing in this state between 18 and 64 years of age and who has a combination of a disability and the inability to protect their own interest, or who has an inability to carry out normal activities to protect their rights, including, but not limited to, persons who have physical or developmental disabilities, or whose physical or mental abilities have diminished because of age (WIC Section 15610.23; Penal Code 368[h]).
- e. Elder: any person residing in this state age 65 years or older (WIC Section 15610.27; Penal Code 368[g])
- f. Financial Abuse: occurs when a person or entity takes or assists in taking, secreting, appropriating, obtaining, or retaining real or personal property of an elder or dependent adult for wrongful use or with intent to defraud, or both, or by undue influence (WIC Section 15610.30).
- g. Isolation: Acts intentionally committed to prevent an elder or dependent adult from receiving mail or telephone calls; falsely telling a caller or prospective visitor that the elder or dependent adult is not present or does not want contact for the purpose of preventing contact with family, friends, or concerned persons; false imprisonment; physical restraint for the purpose of preventing the elder or dependent adult from having contact family, friends, or concerned persons (WIC Section 15610.43 [a]).
- h. Neglect: the negligent failure of any person having the care or custody of an elder or a dependent adult to exercise that degree of care that a reasonable person in a like position would exercise; the negligent failure of an elder or dependent adult to exercise that degree of self care that a reasonable person in a like position would exercise (WIC Section 15610.57).
- i. Physical Abuse: Assault, battery, assault with a deadly weapon or force likely to produce great bodily injury, unreasonable physical constraint, prolonged or continual deprivation of food or water, sexual assault, and use of a physical or chemical restraint or psychotropic medication for punishment, for a period beyond that for which the medication was ordered by the physician/surgeon providing medical care, or for any purpose not authorized by the physician/surgeon (WIC Section 15610.63).

- j. Reasonable Suspicion: An objectively reasonable suspicion that a person would entertain, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect abuse (WIC Section 15610.65)
- k. Adult Protective Services Agency: A county welfare department, except persons who do not work directly with elders or dependent adults as part of their official duties, including members of support staff and maintenance staff. (WIC Section 15610.13).

3. Mandated Reporters

- a. Persons who have assumed full or intermittent responsibility for the care or custody of an elder or dependent adult, whether or not they receive compensation, including administrators, supervisors, and any licensed staff or a public or private facility that provides care or services for elder or dependent adult care custodian, health practitioner, clergy member, or employee of a county adult protective services agency or a local law enforcement agency, is a mandated reporter. (WIC Section 15630).
- b. The following employees of the District and other persons designated pursuant to California Code 15610.17 are designated as “mandated reporters” and are required to report instances of suspected elder or dependent adult abuse where they have reasonable suspicion of the abuse (see the definition of reasonable suspicion in Section 2.9 above):
 - i. Administrators;
 - ii. Faculty;
 - iii. Classified employees;
 - iv. Other employees whose duties involve the following:
 - 1. Direct contact and supervision of elders or dependent adults
 - 2. Service as instructional aides, teacher’s aides or teacher’s assistants;
 - 3. Service as an employee of a campus safety department
- c. A mandated reporter must make a report whenever the mandated reporter, in their professional capacity or within the scope of their employment, has knowledge of or observes an elder or dependent adult whom the mandated reporter knows or reasonable suspects has been the victim of elder or dependent adult abuse or neglect.
- d. Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon an elder or dependent adult or that their emotional well-being is endangered in any other way may report the known or suspected instance of elder or dependent adult abuse to an adult protective agency.

- e. The reporting duties of mandated reporters imposed under Welfare and Institutions Code section 15630 are individual, and no supervisor or administrator may impede or an individual's obligation to report, and no person making such a report may be subject to any sanction for making the report. (WIC Section 15630 (f).
- f. Any mandated reporter who reports a known or suspected instance of elder or dependent adult abuse shall not be civilly or criminally liable for any report required or authorized by the Welfare and Institutions Code section 15630.

Any person other than the elder or dependent adult custodian reporting a known or suspected instance of elder or dependent adult abuse shall not incur any liability as a result of making any report of elder or dependent adult abuse, unless it can be proven that a false report was made and the person knew that the report was false.

- g. The District will provide an employee who is designated as a mandated reporter with a statement informing the employee that they are a mandated reporter and informing the employee of the reporting obligations under Welfare and Institutions Code section 15630 and of their confidentiality rights. The District will provide a copy of WIC Sections xxx, xxx, xxx to the employee. As a condition of employment, the employee shall sign and return a statement on a form provided by the District to the effect that they have knowledge of the provisions of WIC Section 15630 and will comply with those provisions. The signed statements shall be retained by the District.

4. Other Reporters

- a. Reporting by persons other than the mandated reporters is permissive and not subject to the broad immunity for the making of false reports provided to mandated reporters by the Penal Code. (Penal Code **Sections xxx**)
- b. A person other than a mandated reporter who reports a known or suspected instance of elder or dependent adult abuse shall not incur any liability as a result of making any report of elder or dependent adult abuse, unless it can be proven that a false report was made and the person knew that he report was false. (Penal Code Section xxx)
- c. Volunteers are not mandated reporters but are encouraged to report suspected abuse or neglect of an elder or dependent adult.

5. Reporting

- a. Under the circumstances described in Section 3.x above, a mandated reporter must report a known or any reasonable suspicion of elder or dependent adult abuse to a local adult protective services agency immediately or as soon as practically possible by telephone. In addition, the individual making the

telephone report must prepare and send a written report thereof within two working days of receiving the information concerning the incident. The written report may be mailed or submitted by facsimile or electronic transmission (Welfare and Institutions Code Section 15630). The person reporting may contact any of the following:

- i. Orange County Adult Protective Services (APS) at (800) 451-5155 (24-Hour Hotline)
- ii. The local city police department.
- iii. The Orange County Sheriff's Department

b. Information Required

- i. The mandated reporter must make a verbal report by telephone as soon as practically possible to Adult Protective Services at 800-451-5155 (24-Hour Hotline). If the abuse occurred in a long-term care facility, the report is made to the Long-term Care Ombudsman at (714) 479-0107.
- ii. The telephone report must include the name of the person making the report; the name of the elder or dependent adult; the present location of the elder or dependent adult; the nature and extent of the injury; and any other information requested by the adult protective services agency, including information that led the person reporting to suspect elder or dependent adult abuse. Persons who are not mandated reporters pursuant to WIC XXX are not required to include their names in the report to the adult protective agency.
- iii. After the telephone report is made, the mandated reporter completes California state form SOC 341 available for download from the adult protective services website at <https://ssa.ocgov.com/abuse-reporting/elder-disabled/mandated-reporters>.
- iv. Mail or fax the original copy of the written report within two (2) working days to: Social Services Agency / APS, P.O. Box 14102, Orange, CA 92863, Fax: (714) 704-6161.
- v. If the suspected elder or dependent adult may be a result of traditional or cultural health practices, such suspicions must also be reported by telephone to the APS Hotline or other adult protective agency and in writing, as described above.

c. Each campus shall designate a location on campus where elder and dependent adult abuse reporting forms will be available (should this be changed in AP 3518 and do we replace it with something else in both APs?)

- d. The identity of all persons who report a known or suspected incident of elder or dependent adult abuse pursuant to Welfare and Institutions Code Sections 15630 et seq. shall be confidential and disclosed only to the following, or to comply with a court order (**Penal Code Section xxx**);
 - i. Adult protective agencies;
 - ii. Counsel representing an adult protective agency;
 - iii. The District Attorney in a criminal prosecution or in an action initiated under Section **XXX** of the Welfare and Institutions Code arising from alleged elder or dependent adult abuse;
 - iv. Counsel appointed pursuant to Welfare and Institutions Code Section **15600**.
 - v. County Counsel or District Attorney in an action initiated under Family Code Sections 782(), 7807, 7808, 7802-7827, 7890, 7892, or Welfare and Institutions Code Section 200, or when those persons waive confidentiality. This pertains to custody of minors. Is there an equivalent code for elders and dependent adults?
- 6. **Law Enforcement Investigation:** Investigation of suspicion of elder or dependent adult abuse is a function for local law enforcement agencies or adult protective services agencies. Legal charges, if deemed warranted, are filed by law enforcement agencies. Campus personnel must keep in mind that investigation of suspected elder or dependent adult is the responsibility of the adult protective services agencies.
- 7. **Notice and Release of Information**
 - a. ~~When designated campus officials release an elder or dependent adult to a peace officer for the purpose of removing the~~
 - b. ~~Non-accidental physical injury is considered to be a health and safety emergency and parental consent is not required for release of student information under the Family Education Rights and Privacy Act or the California Student Records Act. (Education Code Sections 76200 et seq.)~~
 - c. Information relevant to the incident of elder or dependent adult abuse may be given to an investigator from an adult protective agency who is investigating the known or suspected cause of elder or dependent adult abuse. (Penal Code Section xxx).

Date of Adoption:

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: September 22, 2026

From: Michelle Patrick-Norng

Re: Agenda Item for District Consultation Council Meeting of September 28, 2026

1. AGENDA ITEM NAME

Development of New Policies: BP/AP Intellectual Property, BP/AP Use of Copyrighted Materials, and BP/AP Burden Free Access to Instructional Materials

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

At the August 24, 2026 DCC meeting, members discussed the need to develop BP/AP addressing intellectual property and copyright ownership as they relate to OER/ZTC initiatives. Following further discussion with Chancellor Breland, the need was also confirmed to develop BP/AP addressing burden-free access to instructional materials. The deadline for districts to have a policy in place specifically addressing burden-free access to instructional materials has been extended to April 2027.

As part of this work, a review of the District's existing policies and procedures found that AP 3750, Use of Copyrighted Material, is currently the only procedure addressing this area. No separate BP/AP was identified addressing intellectual property, copyright ownership, or faculty-created works.

This gap became apparent through recent discussions with the California Community Colleges' Open Educational Resources Initiative (OERI). NOCE faculty learned that it is generally assumed across the California Community College system that districts have policies addressing copyright ownership and intellectual property, often reflected in BP/AP 3710 (Securing of Copyright) and BP/AP 3715 (Intellectual Property). A review of NOCCCD's publicly available policies did not identify corresponding policies or administrative procedures.

The item returns to DCC this month to continue discussion and determine next steps for developing the appropriate BP/AP.

5. RECOMMENDATION:

Form a DCC workgroup to prioritize developing drafts of these policies/procedures with the goal of approving them this academic year. In collaboration with Chancellor Breland,

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

it was recommended that DCC treat the three topics as one body of work rather than three separate tracks, since ownership, cost, and access questions will keep landing on the same table.

Additionally, discuss how any revised or developed BP/AP for intellectual property, copyright ownership, and/or faculty-created works overlap with union scope as it relates to funding and compensation.

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

Dr. Byron D. Clift Breland, Chancellor
Valentina Purtell, NOCE President
Dr. Karen Bautista, NOCE Vice President of Instruction
Martha Gutierrez, NOCE Vice President of Student Services
Dr. Mirwais Azizi, NOCE, Director of Distance Education
Jennifer Carey, NOCE Faculty and DE Committee Chair
Jennifer Oo, NOCE Faculty and Curriculum Committee Chair