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

District Consultation Council Meeting

October 26, 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. September 28, 2026 Summary — **Action**

STRATEGIC GOALS & PLANNING
1. NOCE Center to College Exploration — **Information**
2. NOCCCD Enrollment Update — **Information**
3. Progress Report on District-wide Strategic Plan 2022-2026 — **Information**
4. 2026-2030 Districtwide Strategic Plan — **Action**

OPERATIONAL REVIEW
1.

POLICY
1. Proposed BP 3519, Elder Abuse and Dependent Adult Abuse Reporting — **Action**
2. Revised Administrative Procedures: Updated Holidays AP 4010, AP 7230-2, and AP 7240-2 — **Action**
3. Revised Board Policies and Administrative Procedures: Updated WASC/ACS References — **Information**

OTHER ITEMS
1.

DISTRICT CONSULTATION COUNCIL
September 28, 2026

SUMMARY

MEMBERS PRESENT: Belinda Allan for Elaine Loayza, Byron Clift Breland, Joy Case for Aaron Pilkey, Steven Estrada, Julieta Gonzalez, Rosanna Islas, Bridget Kominek, David Francisco Lopez, Candace Lynch, Khaoi Mady, Jaclyn Magginetti, Cynthia Olivo, John Parker, Michelle Patrick Norng, Valentina Purtell, Joel Salcedo, Marlo Smith, Kai Stearns Davis, Scott Thayer, Jennifer Vega La Serna, and Annalisa Webber.

VISITORS: Karen Bautista, David Booze, Danielle Davy, Beverly Heasley, Rena Martinez Stluka, and Gabrielle Stanco.

ABSENT: Josue Coslaya, Karen Le Cornet, Flavio Medina-Martin, and Irma Ramos.

CALL TO ORDER: Chancellor Byron Clift Breland called the meeting to order at 2:08 p.m. There were no public comments.

MEETING SUMMARY

Summary: The summary of the August 24, 2026 meeting was approved as submitted. **There was consensus to approve the summary with two abstentions** (Belinda Allan and Joy Case).

STRATEGIC GOALS & PLANNING

NOCE Center-to-College Exploration Workgroup: Jennifer Vega La Serna, Vice Chancellor, Educational Services and Institutional Effectiveness, and Valentina Purtell, North Orange Continuing Education President, led a review of 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 NOCE from an educational center to a recognized college. The proposed 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 NOCE Center-to-College Exploration Workgroup will be co-chaired by Valentina Purtell and Jennifer Vega La Serna and will include representatives from the District and campus leadership, research, faculty, bargaining units, facilities, fiscal services, students, 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. Planned meeting dates for the current academic year include October 26, November 30, December 14 (if needed), February 22, March 22, April 26, and May 24.

Names for representatives from constituencies should be sent to Valentina Purtell and Jennifer Vega La Serna soon, in order to be in place in advance of the first meeting on October 26 from 12:30-2:00 p.m. with lunch provided by the Chancellor's Office.

During the discussion, it was noted that Valentina Purtell and Jennifer Vega La Serna will present information related to the exploration at the academic/faculty senates and NOCE President's Cabinet, and are open to attending other meetings.

In response to a request from DMA to add one middle management representative from each campus to the workgroup, the Chancellor stated that there is already an open invitation to subject matter experts to attend meetings as needed and that the composition can be reevaluated in the future if needed. The Chancellor also requested the addition of a Confidentials representative.

Chancellor Byron Clift Breland concluded the discussion by reiterating that DCC will continue to be the primary group to discuss information related to the center-to-college initiative.

OPERATIONAL REVIEW

Decision Making Resource Manual: Vice Chancellor Jennifer Vega La Serna and Gabrielle Stanco, District Director, Research, Planning, and Data Strategy, presented a second reading of the Decision Making Resource Manual in order to review planning and decision-making processes which are required to be reviewed at least every three years. The Manual was presented to DCC for a first read on April 27, 2026 and since then DCC members and district governance groups and Committee members have reviewed and proposed updates to the Manual to align with the current practices and committee compositions.

Major updates to the Manual included updated position titles to align with recent changes; edits to language to ensure consistency throughout; updated committee membership and purpose to fully reflect current committee make-up and practices; removal of committees that no longer meet (District Technology Roundtable and Technology Implementation Committee) and addition of the 320 workgroup; updates to the AP/BP references as appropriate; and removal of language describing the Information Technology governance framework as those changes are now incorporated in daily practice.

After clarification on how additional changes to committee compositions should be made (for subcommittees they should be requested via the subcommittee with a recommendation to DCC) and how the composition of organizational groups is assigned based on job duties and descriptions, **there was unanimous consent to approve the Decision Making Resource Manual.**

Integrated Planning Manual: Jennifer Vega La Serna and Gabrielle Stanco also presented a second reading of the Integrated Planning Manual in order to review and approve updates to the Manual to ensure it reflects current practices and supports continuous improvement which are required to be reviewed at least every three years. Proposed revisions to the Manual were presented to DCC for a first read on April 27, 2026 after being developed by the Institutional Effectiveness Coordinating Council (IECC) to align with the 2026–2030 District-wide Strategic Plan and current District planning practices.

Major updates to the Manual included an updated mission statement and Strategic Directions to reflect the most recent Board-approved mission and the 2021–2030 Educational and Facilities Master Plan refresh; updated accreditation references and approach, including removing embedded standards language in favor of coordinated crosswalks; 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; and an updated budget allocation section to reflect current practices and remove redundancies with the Budget Allocation Handbook.

There was unanimous consent to approve the Integrated Planning Manual.

Implementation of Updated Application System for CCC: CCCStart: Khaoi Mady, Executive Director Information Technology, introduced 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. Khaoi Mady, Rena Martinez Stluka, David Booze, and Beverly Heasley led a CCCStart presentation which outlined the following:

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

Notable Changes
- 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
- Credit students are only required to answer 3 questions for residency determination.
- Students can answer "unsure" to residency questions, and receive additional information and support from Admissions & Records.
- 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.

Required Identity Verification
- Students could choose to "verify later" and receive an email with information and resources to complete their ID verification later in the admission process.
- 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 CCCTech Center are working on a "Trusted Pathways" proposal as an alternative way to verify student identity through a local process. The process needs to be an acceptable form defined for financial aid.

During the discussion, members noted the following:

- Concerns with ID.me and DMV Wallet and the impact on the NOCE student population.
- Currently testing Socure which is easier and very quick but doesn't address students who don't have a valid ID.
- NOCE has submitted proposals to allow for the use of trusted processes used at assisted living sites and employee-based sites where identification has already been validated in order to eliminate the duplication of efforts which are under consideration by the State Chancellor's Office.
- Praise for Beverly Heasley for immediately pivoting after the edict and developing training materials, advising the State Chancellor's Office, and sharing training materials with other noncredit providers across the State.

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- Appreciation for the quick turnaround.
- Confirmation that the changes only apply to new students, however, if an existing student makes a change to their account they will need to apply again.
- Has there been consideration for a homegrown option or having a third-party help?
- We have asked Element451, the District's CRM, if they can assist with the process and embed it into their system.
- Kudos to Rena Martinez Stluka who serves on the Statewide committee for her leadership and commitment.

Chancellor Byron Clift Breland thanked everyone involved and highlighted the need to have marketing and outreach efforts to share all of the assistance available for students, especially during the enrollment periods.

NOCCCD Accessibility Compliance Update – ACMM Site Assessment Visit Scheduled: Khaoi Mady also provided an update on the ongoing district-wide collaboration to develop a strategic roadmap for sustainable, districtwide accessibility compliance and improvement. The District is working with the CCC Accessibility Center to adopt the Accessibility Capability Maturity Model (ACMM) and a site visit has been confirmed for October 8–9, 2026. Planning is underway for the visit, which will provide an important opportunity to evaluate current capabilities, identify priorities, and inform the District's accessibility roadmap. He emphasized that the visit will not be an audit and the ACMM team will not request access to any individual course or instructional materials, but instead it is focused on processes, procedures, training, and support that the District has for staff and students.

The Districtwide ACMM introduction and general training will take place on October 8 at the Anaheim Campus with site-specific assessments on October 8 for District Services and NOCE and on October 9 at Cypress College and Fullerton College. Invitations to all the events will be shared via email.

POLICY

Consider BP/AP for Elder/Dependent Abuse and Review of BP/AP 3518 Child Abuse Reporting: At the August 24, 2026 DCC meeting it was recommended that BP/AP 3518, Child Abuse Reporting 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.

Subsequent to the August 24 DCC meeting it was determined that a separate policy would be more prudent due to the different legal statutes governing mandated reporting and the requirements pertaining to each; to maintain the integrity of the widely used CCLC template for child abuse reporting; and to make it easier to find information needed when reporting child abuse and vice versa. In response, the development of draft AP 3519, Elder and Dependent Abuse Reporting was led by Martha Gutierrez, NOCE Vice President, and presented to DCC for a first reading. Members were asked to review the draft AP and provide feedback directly to Martha Gutierrez.

During the discussion, it was highlighted that a corresponding Board Policy would also be developed and presented to the Board first before taking action on proposed AP 3519.

BP/AP Intellectual Property 3710 (Under Construction): 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 Open Educational Resources (OER)/Zero Textbook Cost (ZTC) initiatives. Following further discussion with Chancellor Byron Clift Breland, the need to develop policies addressing burden-free access to instructional materials was also confirmed with the April 2027 deadline for districts to have a policy in place.

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 with no separate policies identified to address intellectual property, copyright ownership, or faculty-created works. 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.

DCC was asked to determine next steps for developing the appropriate policies and the following points were noted during the discussion:

- It is a compensation aspect for faculty developing these types of materials and in the past they have been paid via professional expert contracts or OER funding.
- The issue crosses between the three institutions and should include representation and feedback from all three campuses.
- Is the intent to form another workgroup? Who would lead it? Possibly Vice Chancellor Jennifer Vega La Serna?
- Is it possible to incorporate language into other existing policies?
- The focus should be on a policy to address burden-free access to materials which will be implemented in April 2027.
- Include language related to burden-free access to AP 5031, Instructional Material Fees.
- Ownership of the materials will also need to be addressed and we might need to establish a workgroup to address that aspect.
- Faculty will feel uncomfortable sharing the materials they developed with everyone. What does it mean that the District owns it?
- There needs to be clarification on the differences between OER which are free for everyone, ZTC which can be OER materials and instructor-developed materials), and burden-free materials.

Chancellor Byron Clift Breland stated that additional guidance was needed to determine where the District currently stands.

Next DCC Meeting: The next DCC meeting will take place on Monday, October 26, 2026 in Room 105 at the Anaheim Campus.

ADJOURNMENT: The meeting was adjourned at 3:49 p.m.

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North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 21, 2026

From: Dr. Jennifer Vega La Serna, Vice Chancellor, Educational Services and Institutional Effectiveness

Re: Agenda Item for District Consultation Council Meeting of October 26, 2026

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1. AGENDA ITEM NAME

NOCE Center to College Exploration

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: **20 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The District Consultation Council (DCC) will receive an update on the District's exploration of transitioning North Orange Continuing Education (NOCE) from an educational center to a recognized college. The presentation will provide DCC with an overview of the exploration purpose, process, and timeline.

The purpose of exploring NOCE Center to College status helps to:

- **Strengthen Student Pathways: Create more seamless pathways from noncredit education to occupational degrees, transfer, and careers.**
- **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.**

This agenda item is intended to keep DCC informed, provide an opportunity to discuss the timeline and next steps, and respond to questions from Council members. The process will include further analysis and engagement around areas such as community and workforce needs, program development, accreditation, fiscal and capital considerations, and stakeholder support.

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

5. RECOMMENDATION:

It is recommended that DCC review and discuss the timeline and provide feedback on the NOCE Center to College Exploration.

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

Chancellor's Staff; District Consultation Council; NOCE Academic Senate; Fullerton Academic Senate

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

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 20, 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 October 26, 2026

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1. AGENDA ITEM NAME

NOCCCD Enrollment Update

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: **20 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The North Orange County Community College District (NOCCCD) continues to coordinate enrollment management across Cypress College, Fullerton College, and North Orange Continuing Education to support student success and fiscal sustainability. This presentation brings together student and enrollment data, progress during the first year of the Strategic Enrollment Plan implementation, and fiscal considerations to inform District-wide planning.

The presentation addresses three related areas:

- **Student and Enrollment Trends: The presentation reviews District-wide and campus-level seat count enrollment, full-time equivalent students (FTES), student demographics, and enrollment by student type. The report includes the fall 2026 enrollment snapshot, scheduling efficiency, and demographic projections affecting future enrollment.**

- **Enrollment Management Efforts: The presentation highlights progress across the seven Strategic Enrollment Action Teams, including recruitment, application processes, dual enrollment, orientation, course scheduling, and student completion. The report also highlights complementary work in academic planning, curriculum, data tools, and student support, along with indicators for monitoring outcomes through 2029–30.**

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

- **Fiscal Impact and Planning: The presentation examines the relationship between enrollment, instructional efficiency, student outcomes, and District funding. The presentation reviews Student- Centered Funding Formula (SCFF) allocations and considerations for sustaining enrollment management efforts.**

This update supports a coordinated approach to enrollment planning that connects student needs and outcomes with operational priorities and available resources. It also identifies considerations for the next phase of implementation, including retention and completion, ongoing funding, and accountability.

5. RECOMMENDATION:

It is recommended that DCC receive as information the NOCCCD Enrollment Update presentation.

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

Chancellor's Staff; Council on Budget and Facilities (CBF)

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

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 21, 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 October 26, 2026

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1. AGENDA ITEM NAME

Progress Report on 2022-2026 NOCCCD District-wide Strategic Plan

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: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Between 2022 and 2026, the North Orange County Community College District (NOCCCD) made significant progress toward the objectives of the *Progress Report on 2022-2026 NOCCCD District-wide Strategic Plan* and the broader District Strategic Directions. This work reflects collective efforts across Cypress College, District Services, Fullerton College, and North Orange Continuing Education (NOCE).

Progress across the three strategic objectives included:

- **Student Experience and Success: Expanded onboarding, student support, flexible learning options, and technology-supported services helped students navigate their educational journeys and supported persistence and completion.**
- **Community: Expanded educational and community partnerships increased access to dual enrollment, college and career pathways, workforce opportunities, and basic needs resources.**
- **Planning and People: Investments in employee development and inclusive decision-making, sustainable facilities, resource stewardship, and integrated planning strengthened the District's people, places, and planning.**

The report summarizes progress and supporting outcomes for each of the plan's three objectives.

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

5. RECOMMENDATION:

It is recommended that DCC receive as information the *Progress Report on 2022-2026 NOCCCD District-wide Strategic Plan.*

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

Institutional Effectiveness Coordinating Council (IECC); Chancellor's Staff

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

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

PROGRESS REPORT ON 2022-2026 NOCCCD DISTRICT-WIDE STRATEGIC PLAN

FALL 2026

Executive Summary

Between 2022 and 2026, the North Orange County Community College District (NOCCCD) made significant progress toward the objectives of the *2022-2026 NOCCCD District-wide Strategic Plan* and the broader District Strategic Directions. This work reflects collective efforts across Cypress College, District Services, Fullerton College, and North Orange Continuing Education (NOCE).

Progress across the three strategic objectives included:

- **Student Experience and Success:** Expanded onboarding, student support, flexible learning options, and technology-supported services helped students navigate their educational journeys and supported persistence and completion.

- **Community:** Expanded educational and community partnerships increased access to dual enrollment, college and career pathways, workforce opportunities, and basic needs resources.

- **Planning and People:** Investments in employee development and inclusive decision-making, sustainable facilities, resource stewardship, and integrated planning strengthened the District's people, places, and planning.

This plan represents the first of two District-wide strategic plans under the *NOCCCD 2021-2030 Educational and Facilities Master Plan* and marks the midpoint of that 10-year planning cycle. The sections that follow summarize progress and supporting outcomes for each of the plan's three objectives.

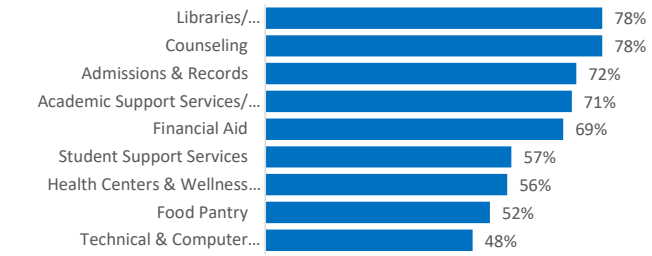
OBJECTIVE 1: STUDENT EXPERIENCE AND SUCCESS

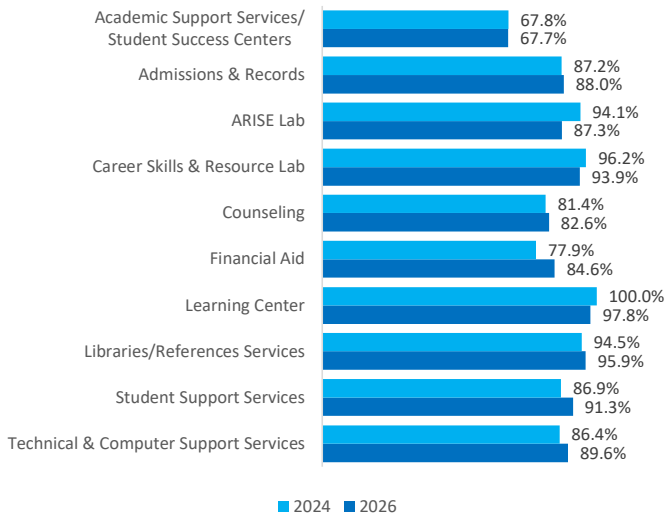
Support equitable outcomes and achievement through care, compassion, and connection to:

a) enhance the student experience through DEIAA approaches
b) develop collaborative, autonomous learners
c) strengthen student support services
d) provide clear pathways to completion
e) use technology to offer flexible learning options

Aligned to *NOCCCD Strategic Direction – Student Experience & Success*

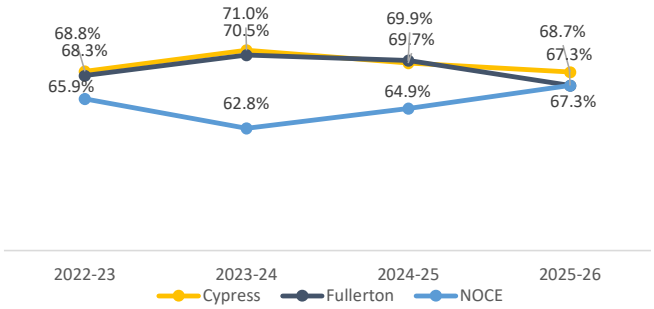
Focus: Strengthening the student experience *within* NOCCCD to help students navigate their educational journey, persist, and complete their goals.

Progress Highlights	Outcomes Data
Enhanced the student experience through connection and belonging. Cypress expanded the Charger Experience Program and signature onboarding events; Fullerton provided application, financial aid, orientation, and educational planning support to high school students; and NOCE supported new students through flexible in-person and virtual onboarding, including admissions, registration, orientation, assessment, and counseling, with enhanced support for students in Emeritus and off-site ESL programs.	**Student Belonging:** Approximately 7 in 10 student respondents reported a sense of belonging in Library/Reference Services, Counseling, Admissions & Records, Academic Support Services/Student Success Centers, and Financial Aid. About half reported a sense of belonging in Student Support Services, Health Centers & Wellness Services, the Food Pantry, and Technical & Computer Support Services.  Note: Data represent the % of respondents who selected "Somewhat belong" or "Strongly belong" for each office or location in the 2024 NOCCCD District-wide Student Survey. Comparable data are not available in 2026.

Strengthened access to student support services. Cypress, Fullerton, and NOCE expanded access to academic support through tutoring, counseling, accommodations, assistive technology, workshops, embedded support, and targeted outreach and referrals. Cypress and Fullerton Disability Support Services served more than 4,100 students, while NOCE expanded access through DSS outreach, orientations, workshops, resource fairs, and specialized academic and career support labs. Across all three institutions, Student Advocates/Student Success Navigators provided proactive outreach and intervention to help students navigate onboarding, respond to absences or drops, and connect with services, with more than 10,000 student interactions recorded since the program launched.	**Access to Student Support** The majority of NOCCCD student respondents reported that accessing student support services and counseling was "Somewhat Easy" or "Very Easy", with rates remaining relatively consistent from 2024 to 2026.  Note: Data represent the % of respondents who selected "Somewhat easy" or "very easy" for each statement in the 2024 and 2026 NOCCCD District-wide Student Survey.
Flexible Pathways to Persistence & Completion: NOCCCD expanded online, hybrid, HyFlex, and community-based learning, along with virtual student services and technology-supported navigation and intervention. Technology tools including Element451 for student communication, DegreeWorks for educational planning and progress tracking,	**Fall-to-Spring Persistence** Persistence rates remained relatively stable across all three institutions from 2022-23 to 2025-26, with approximately two-thirds of fall students continuing into the spring semester. In Fall 2025, persistence rates ranged from 67.3% to 68.7%, reflecting consistent levels of student continuation across the District.

and Starfish for early alerts and referrals provided students with more flexible and proactive support as they progressed toward their educational goals.

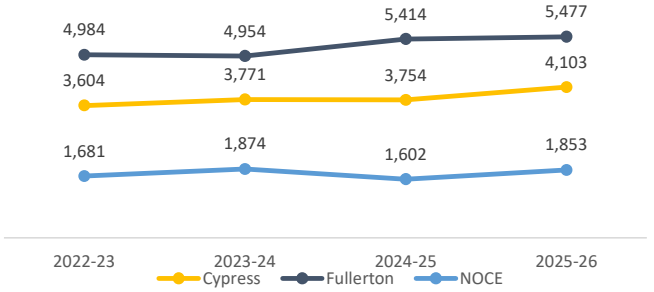
Fall-to-Spring Persistence (Cont.)



Note: Each point represents a fall cohort and the percentage who enrolled the following spring. Cohorts exclude students who completed a degree or certificate as well as concurrent/dual enrollment students.

Degree and Certificate Completion

Degree and certificate completions increased 11% District-wide over four years, from 10,269 in 2022-23 to 11,433 in 2025-26. All three institutions experienced growth between approximately 10 to 14%.



Source: Program Awards Summary Report from CCCCO Data Mart as of September 16, 2026. Data represent the number of awards conferred and not unique student headcounts.

OBJECTIVE 2: COMMUNITY

Facilitate inclusive partnerships, expand access to programs and services, encourage collaboration, and prioritize DEIAA, supporting:

a) academic and career goals
b) basic needs
c) success through seamless pathways within/beyond our institutions

Aligned to *NOCCCD Strategic Direction – Collective Impact & Partnerships*

Focus: Expanding opportunity through collaboration *across* NOCCCD institutions and external partners to create seamless pathways and support students' academic, career, and basic needs.

Progress Highlights	Outcomes Data
Expanded access through educational and community partnerships. Partnerships with local K-12 districts substantially expanded dual enrollment opportunities across NOCCCD. Cypress and Fullerton expanded dual enrollment across multiple school districts and strengthened high school partnerships and pathway-aligned offerings. NOCE expanded partnerships with K-12 districts, universities, employers, and community organizations to extend adult education, workforce preparation, and lifelong learning opportunities throughout the region. District-wide partnership-building also included the Community Breakfast, an early engagement event supporting development of Destination 2050, NOCCCD's long-range vision for "The Destination District."	**Dual Enrollment Headcount** Dual enrollment participation nearly doubled from 2022-23 to 2025-26, expanding early access to NOCCCD for high school students across the region. **Subsequent Enrollment of Dual Enrolled Students at NOCCCD, 2016-2025** Close to 50% of dual enrollment students later returned to the district to enroll after leaving high school.

College	2022-23	2023-24	2024-25	2025-26	% Change
Cypress College	1,586	1,818	2,993	3,166	100%
Fullerton College	1,699	1,989	2,542	3,386	99%

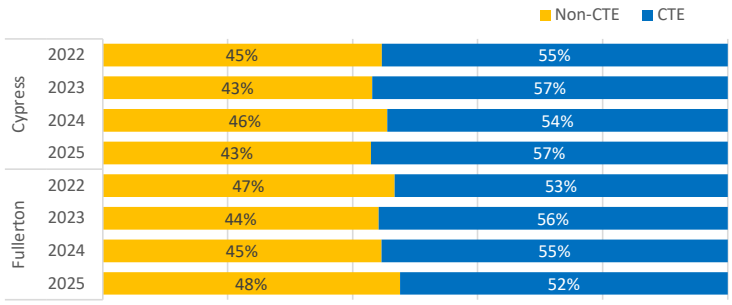


Source: Banner. Data represent the percentage of Dual Enrollment students who later enrolled at Cypress or Fullerton College as non-special admit students between 2016 and 2025.

Strengthened career, workforce, and transfer pathways. NOCCCD institutions strengthened pathways connecting students to further education and employment. Cypress expanded transfer and industry partnerships supporting Career Technical Education (CTE) programs in fields such as automotive technology, HVAC, nursing, and accounting; Fullerton advanced its partnership with CSU Fullerton while expanding employer engagement and work-based learning, including more than 200 approved internship sites; and NOCE developed pathways connecting noncredit students to college and careers through CTE program maps, transition-to-college coursework, mirrored courses, and the Adult Career & College Transition Program. District-wide Credit for Prior Learning also provided students with opportunities to earn college credit for demonstrated knowledge and skills.

CTE Headcount Enrollment Trends

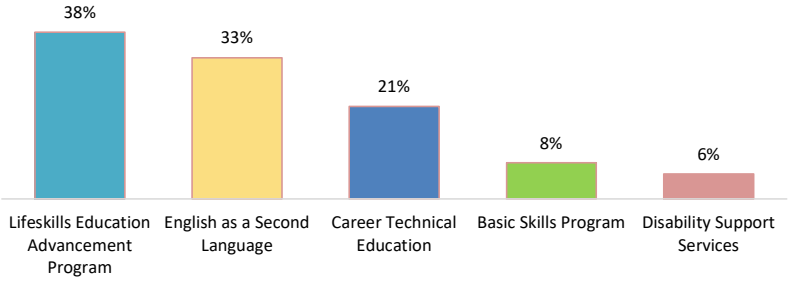
CTE students represented a majority at both credit colleges from 2022-23 to 2025-26, accounting for 57% at Cypress College and 52% at Fullerton College in 2025-26.



Note: Data show the percentage of students enrolled in at least one CTE course and the percentage enrolled exclusively in non-CTE courses. Each student is counted in only one group per college and academic year.

NOCE Students by Program

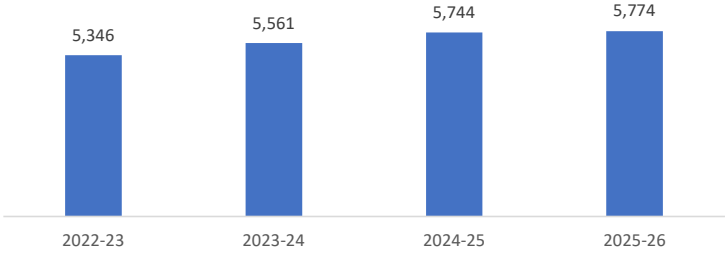
In Fall 2025, 21 percent of NOCE students were taking classes in the CTE program.



Source: NOCE Fall 2025 vs Fall 2024 Enrollment Tableau Dashboard as of 1/15/2026.
Note: Data represent the percentage of students who were enrolled in classes in the respective NOCE program in Fall 2025. Because students can enroll in more than one program, individuals may be counted multiple times.

Transfer Ready Students

The number of students meeting transfer-readiness requirements increased by 8%, from 2022-23 to 2025-26, reflecting progress in preparing students for transfer to four-year institutions.



Note: Transfer-ready students have completed at least 60 UC/CSU transferable credit units with at least a 2.0 GPA and have successfully completed any transfer-level English and transfer-level math course with a passing grade.

Credit for Prior Learning

The number of students receiving Credit for Prior Learning increased 45% District-wide from 2022-23 to 2024-25, with students receiving an average of 12.5 units.

Employment Pathways for Students with Disabilities

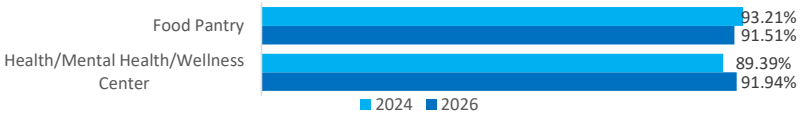
In 2024-25, close to 200 students district-wide participated in WorkAbility III, College-to-Career, and California Subminimum Wage programs, which support students with disabilities in preparing for and transitioning to employment. Participation in disability-focused employment services increased 59% from 2022-23 to 2024-25.

DSS Workforce	2022-23	2023-24	2024-25
Employment Services	122	164	194
Employed	34	38	43
Work Experience	26	20	25

Connected students with basic needs and community resources. Campus and community partnerships expanded access to food, financial assistance, health, mental health, and other essential resources. Campus Food Pantry and Basic Needs Resource Centers connected students and family members with basic needs, emergency assistance, health services, and community resources through campus services and partnerships with nonprofit and regional organizations. Campus Care teams also supported students with circumstances such as academic difficulties, feelings of isolation, or family and personal challenges.

Access to Basic Needs Support

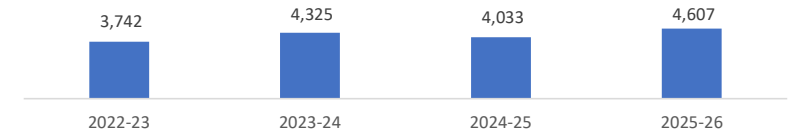
Approximately 9 in 10 student respondents reported that it was easy to get help from someone at the Food Pantry and Health/Mental Health/Wellness Center in both 2024 and 2026.



Note: Data represent respondents who selected "Somewhat Easy" or "Very Easy" in the District Student Survey.

Food Security Resources

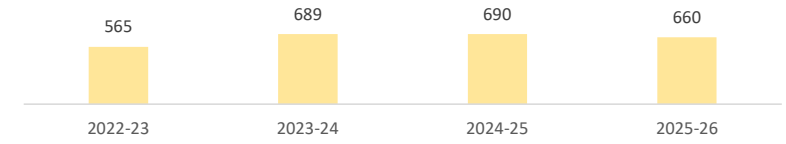
The number of students receiving food assistance services District-wide increased by 23%, from 2022-23 to 2025-26. Services included direct food assistance, CalFresh application support, and referrals to community food resources.



Source: NOCCCD data reported to the CCCCO for MIS SG23, Food Security

Student Mental Health and Well-Being Support

Campus CARE teams provided support for students experiencing academic, personal, and emotional challenges, with approximately 600 to 700 referrals annually from 2022-23 through 2025-26.



Source: Annual CARE Team Referrals from Campus Teams, 2022-23 to 2025-26. Note: Cypress data preliminary as of Oct 2026.

OBJECTIVE 3: PLANNING AND PEOPLE

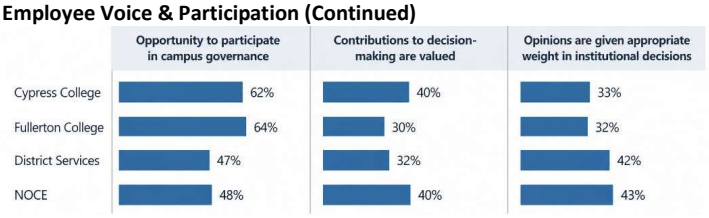
Promote resource stewardship, employee development, inclusive decision making, and campus accessibility/sustainability to:

a) foster a positive experience/support employee development
b) strengthen participatory governance with a DEIAA emphasis
c) improve campus physical space to enhance student and employee well-being
d) align resources through integrated planning

Aligned to *NOCCCD Strategic Directions – Employee Experience; Stewardship of Resources; and Physical Environment and Beyond*

Focus: Strengthening NOCCCD's people, places, and planning through an inclusive employee experience, effective stewardship of physical and technological resources, and integrated decision-making.

Progress Highlights	Outcomes Data
Strengthened employee development, belonging, and inclusion. District-wide professional learning and employee engagement efforts included Diversity and Inclusion Faculty and Classified Fellows, NCORE communities of practice, Faculty and Staff Associations, DEIAA and equitable hiring training, and programs designed to strengthen cultural competency and equity-minded practices. These efforts created opportunities for employees across classifications to develop professionally, build community, and contribute to a more inclusive workplace.	**Employee Belonging** A majority of employee respondents (>60%) across NOCCCD institutions reported feeling a sense of belonging.  Note: Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" to the statement, "I feel like I belong" on the 2025 NOCCCD Employee Climate Survey. Cypress College employees were not asked to respond to this statement in the survey.
Strengthened employee voice and inclusive decision-making. A District-wide Employee Climate Survey gathered feedback from 853 employees on belonging, equity, communication, and participation in decision-making. Findings were shared through governance and advisory groups and used to identify opportunities to strengthen transparency, close communication loops, clarify decision-making processes, and increase meaningful employee participation.	**Employee Voice & Participation** Employees generally reported opportunities to participate in governance, but fewer than half at each institution felt their contributions to decision-making were valued or that employee opinions carried appropriate weight.

	Employee Voice & Participation (Continued)  Note: Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement on the 2025 NOCCCD Employee Climate Survey.
Improved sustainable facilities and resource stewardship. NOCCCD adopted a District-wide Sustainability Action Plan linking facilities planning with energy efficiency, climate resilience, wellness, and resource stewardship. New energy-management systems and total-cost-of-ownership tools supported more sustainable and data-informed facilities planning. Measure J investments continued to modernize learning, student support, and community spaces. Updates to District-wide integrated planning also strengthened connections among strategic priorities, institutional planning, resource allocation, implementation, assessment, and continuous improvement.	**Sustainability & Energy Stewardship** NOCCCD generated enough solar energy to account for 6.4% of District-wide electricity and 11.9% of Fullerton College's electricity in 2025-26. Including renewable energy purchased through electricity providers, renewable sources accounted for 67.4% of the District's total electricity supply. Fullerton College also used 17.3% less energy than in 2018-19, the pre-pandemic baseline year. Note: District-wide historical energy-use comparisons are not available due to differences in historical electricity data availability. **Facilities Modernization** By September 2026, 40 Measure J-funded facilities projects had been completed across NOCCCD, with 19 additional projects in various stages of planning, design, construction, implementation, or closeout. These investments have modernized instructional and student support spaces, technology and infrastructure, safety and accessibility, athletics, and community spaces across the District. Source: *Measure J NOCCCD Capital Projects Report to the Citizens' Oversight Committee*. September 2026.

Supporting Documents and Data Sources

District Planning, Facilities, and Progress Documents

- NOCCCD Sustainability Action Plan. 2024.
- NOCCCD Equal Employment Opportunity Report. 2025.
- NOCCCD Integrated Planning Manual. 2025-26.
- NOCCCD Equal Employment Opportunity Annual Certification Form. 2026.
- Measure J NOCCCD Capital Projects Report to the Citizens' Oversight Committee. September 2026.

NOCCCD Board of Trustees Presentations

- 2025-26 NOCCCD Student Success Goal Setting. October 14, 2025.
- NOCCCD Enrollment Update. October 28, 2025.
- NOCCCD Study Session: Student Success Updates. March 24, 2026.
- Update on Awareness Efforts for Student Support Services. April 14, 2026.
- The Destination District: Collective Impact & Partnerships. June 9, 2026.

College and NOCE Reports

- Cypress College 2026 State of the College/Community Report. 2026.
- Fullerton College ¡Adelante, Hornets! 2026 State of the College. 2026.
- NOCE Impact Report. April 2026.
- NOCE State of NOCE/Opening Day. August 2026.

Climate Survey Reports

- NOCCCD Employee Climate Survey: Employee Voice and Decision-Making Results. November 2025.
- NOCCCD Employee Climate Survey: Equity, Belonging, and Inclusion Highlights. March 2026.
- NOCCCD Student Climate Survey Results. 2026.
- NOCCCD Student Climate Survey Results. 2024.

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 21, 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 October 26, 2026

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1. AGENDA ITEM NAME

2026-2030 District-wide Strategic Plan

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: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

In August 2025, DCC authorized the formation of a District-wide Workgroup ("Design Team") to develop the *2026-2030 District-wide Strategic Plan ("Strategic Plan")*. The Design Team met and worked to develop the *Strategic Plan* throughout the 2025-2026 academic year.

The resulting *Strategic Plan* represents the collaborative work of stakeholders from across the District and provides a framework for implementing, evaluating, and advancing the District Strategic Directions that guide NOCCCD's District-wide initiatives.

The *Strategic Plan* focuses on District-wide systems, services, and leadership functions that support student success, employee development, and community engagement. Specifically, the Strategic *Plan* outlines goals and objectives in three areas:

1. **Expand Equitable Student Success and Career Mobility**
2. **Strengthen Employee Engagement and Organizational Effectiveness**
3. **Advance Regional Impact and Strategic Partnerships**

The *Strategic Plan* was presented to DCC for a first read on March 12, 2026, and on April 27, 2026, for review and feedback from the constituent groups. The *Strategic Plan* is being presented to DCC for a second read and approval.

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 *2026-2030 District-wide Strategic Plan.*

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

District-wide Workgroup ("Design Team"); Institutional Effectiveness Coordinating Council (IECC); Chancellor's Staff

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

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

CYPRESS COLLEGE | FULLERTON COLLEGE
NORTH ORANGE CONTINUING EDUCATION

2026-2030 NOCCCD DISTRICT-WIDE STRATEGIC PLAN

North Orange County Community College District
2026-30 District-wide Strategic Plan

October 2026

District Services
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

NOCCCD Board of Trustees

Dr. Barbara Dunsheath
Trustee Area 1

Ed Lopez, J. D.
Trustee Area 2

Stephen T. Blount
Trustee Area 3

Evangelina Rosales
Trustee Area 4

Mark Lopez
Trustee Area 5

Jeffrey P. Brown
Trustee Area 6

Dr. Ryan Bent
Trustee Area 7

Ahmad Haidari
Cypress College Student Trustee

Samantha Meili
Fullerton College Student Trustee

Yellckin Brenes
NOCE Student Trustee

Background

The 2026–2030 District-wide Strategic Plan operates within the ten-year framework established by the NOCCCD 2021–2030 Educational and Facilities Master Plan and is the second of two short-term implementation plans within that cycle. Recognizing that institutional aspiration must extend beyond any single planning window, the District is committed to developing a longer-range strategic vision that will inform and shape the next master planning cycle beginning in 2028–29.

In August 2025, the District Consultation Council authorized the formation of a Districtwide Workgroup ("Design Team") to develop the 2026-2030 Districtwide Strategic Plan. The Design Team met and worked to draft the Strategic Plan throughout the 2025-26 academic year. The resulting draft Strategic Plan represents the collaborative work of stakeholders from across the District and provides a framework for implementing, evaluating, and advancing the District Strategic Directions that guide NOCCCD's district-wide initiatives.

Introduction

The 2026–2030 District-wide Strategic Plan provides 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, this plan centers 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 Plan reduces institutional barriers. This collaborative approach establishes the operational foundation for NOCCCD to advance as "The Destination District" committed to equitable student success outcomes, workforce preparation for livable wage jobs and career advancement, and thriving, empowered employees.

1. Expand Equitable Student Success and Career Mobility

Goal: Advance equitable student access, academic success, and post-graduation opportunities by strengthening District-wide academic and career pathways, supported by integrated technology, data, and enrollment management systems that promote timely degree and certificate completion and transition into living-wage careers.

a) **Improve student access by expanding noncredit-to-credit pathways and standardizing Credit for Prior Learning (CPL) practices through coordinated curriculum and articulation processes.**
   - District Function: The District will maintain and enhance enterprise systems (including Banner and DegreeWorks) and records infrastructure to support CPL evaluation, pathway mapping, and cross-campus curriculum alignment, ensuring consistent articulation from noncredit to credit programs.
   - Key Performance Indicators:
     i. Number of students who transition from NOCE noncredit programs to credit-bearing courses at Cypress or Fullerton Colleges.
     ii. Number of students successfully awarded Credit for Prior Learning per academic year.
     iii. Implementation of infrastructure to capture CPL evaluation and pathway mapping.

b) **Increase student retention, persistence, and completion by aligning District-wide enrollment management efforts through coordinated learning opportunities, fiscally responsible resource allocation, instructional and administrative technology systems, and the strategic use of data.**
   - District Function: The District will coordinate targeted professional learning, District-wide planning, and shared data resources related to enrollment management, scheduling efficiency, and student progression. The District will also evaluate District-wide, fiscally supported initiatives to assess effectiveness and inform future resource allocation including support for NOCE Center-to-College Exploration.
   - Key Performance Indicators:
     i. Vision 2030 Metric: Number of students completing a certificate, associate degree, or baccalaureate degree
     ii. Number of students completing a noncredit certificate
     iii. Fall-to-Spring persistence rates
     iv. Fall-to-Fall retention rates
     v. Participants in District-wide enrollment management learning opportunities
     vi. Average time to complete program pathways

c) **Coordinate workforce development initiatives and strengthen regional industry partnerships to expand internships, work-based learning, and career-connected education aligned with high-demand sectors.**
   - District Function: The District is responsible for coordinating and supporting large-scale partnerships with regional employers and workforce organizations and facilitating District-wide collaboration to guide students into programs that lead to living wage careers.
   - Key Performance Indicators:
     i. Vision 2030: Proportion of Students After Exit Who Attained the Living Wage
     ii. Student Centered Funding Formula (SCFF) Metric: Number of students who earned nine or more career education units within the district in an academic year
     iii. Number of students who completed internships in an academic year
     iv. California Adult Education Program (CAEP) Score Card Metric: Number of Noncredit Students who Completed a Workforce Preparation Milestone
     v. Program demand analysis results incorporated into curriculum development

2. Strengthen Employee Engagement and Organizational Effectiveness

Goal: Cultivate a strong, diverse, and equitable District workforce by investing in professional learning, inclusive communication, and competitive compensation and benefits that promote employee growth, engagement, and organizational effectiveness.

a) **Evaluate employee professional development needs, align responsive professional development, and develop relevant mandated compliance and enterprise technology training (e.g., Banner, Microsoft Office).**
   - District Function: The District is responsible for designing, coordinating, and delivering District-wide professional learning to support employee growth, instructional and operational effectiveness, and innovation, as well as mandated compliance training (including Equal Employment Opportunity, Title IX, Section 508, and AB 2821), ensuring consistent standards, equity mindedness, access, and regular evaluation of effectiveness across all sites.
   - Key Performance Indicators:
     i. Number of employees attending District-wide trainings, specifically in Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA); Artificial Intelligence (AI) literacy; and Section 508 accessibility compliance.
     ii. Completion of District-wide professional development needs assessment
     iii. Number of employees participating in the District-wide Leadership Academy

b) **Strengthen District-wide communication to promote transparency, collaboration, trust, and engagement informed by regular employee feedback and climate assessment.**
   - District Function: The District will lead the development of transparent communication systems, promote inclusive dialogue across employee groups, and use climate and engagement data to guide continuous improvement, accountability, and organizational effectiveness.
   - Key Performance Indicators:
     i. Percentage of employees responding positively to communication questions on the biennial Employee Climate Survey disaggregated by employee type and demographics.
     ii. Number of District-wide communications sent annually (e.g., memos, emails, etc.)
     iii. Number of District systems, forms, or processes reviewed and updated to improve clarity, usability, and accessibility for employees

c) **Modernize District-wide classification and compensation structures to promote equity, recruitment, retention, and competitiveness across all employee groups.**
   - District Function: District Human Resources centrally manages and leads the compensation and classification systems, including the administration of benefits and the hiring lifecycle throughout the Pre-Hiring, Hiring, and Post-Hiring phases of employment in alignment with applicable laws, regulations, and collective bargaining agreements.
   - Key Performance Indicators:
     i. Completion of McKnight Job Family Study
     ii. Number of applicants to NOCCCD positions, disaggregated by position type and demographics as reported in the annual Equal Employment Opportunity Report 2025.
     iii. Number of employees who separated from the district annually, disaggregated by demographics as reported in the annual Equal Employment Opportunity Report 2025.

3. Advance Regional Impact and Strategic Partnerships

Goal: Elevate the District's visibility, partnerships, and resource-building capacity to expand student opportunity, strengthen workforce connections, and advance regional impact.

a) **Strengthen "The Destination District" identity through coordinated marketing and community outreach that highlights student success, program quality, employee experience, and institutional impact.**
   - District Function: The District will lead brand strategy and visual

communications, manage District-wide digital platforms, and coordinate external messaging to promote the achievements of Cypress College, District Services, Fullerton College, and NOCE.

- Key Performance Indicators:
  i. Regional community survey results measuring the recognition and reputation of NOCCCD as "The Destination District"

b) Facilitate collaborative regional partnerships, including with educational partners (e.g., K–12 districts, adult schools, four-year institutions), local government, non-profit agencies, and employer agencies as well as basic needs providers to expand educational and career pathways.

- District Function: District Services will coordinate partnership development, maintain centralized agreements and relationships, and convene cross-campus teams to align pathway design and implementation.
- Key Performance Indicators:
  i. Number of data-sharing and other agreements with local agencies and educational partners
  ii. Vision 2030 Metric: Number of students who transferred to a CSU or UC institution.
  iii. Total enrollment and unduplicated headcount of high school students participating in dual enrollment programs in the District
  iv. Development of inventory of all agencies and educational partners
  v. Number of partnerships with local government, non-profit agencies, and employer agencies

c) Increase public and private investment through coordinated grant development, philanthropic endeavors, and community engagement campaigns.

- District Function: Lead District-wide strategies related to grant development and philanthropic endeavors, pursue multi-institution funding opportunities, and align external investments with District priorities.
- Key Performance Indicators:
  i. Investments received or committed
  ii. Number of requests for proposals (RFPs) reviewed, grants submitted, and the total amount of awards and funding received by fiscal year
  iii. Amount of braided funding allocated
  iv. Recommendations from community engagement survey implemented

Appendix A: District-wide Design Team Members 2025-26

Member Representation	Member Name
Vice Chancellor, Educational Services and Institutional Effectiveness (Chair)	Jennifer Vega la Serna
District Director, Research, Planning & Data Management	Gabrielle Stanco
Director, Institutional Research & Planning - Cypress	Bryan Ventura
Director, Institutional Research & Planning - Fullerton	Daniel Berumen
Director, Institutional Research & Planning - NOCE	Dulce Delgadillo
Faculty Senate Representative - Cypress	Jaclyn Magginetti
Faculty Senate Representative - Fullerton	Bridget Kominek
Faculty Senate Representative - NOCE	Afraim F. Sedrak
United Faculty Representative	Steven Estrada
Adjunct Faculty United Representative	Marlo Smith
District Management Association Representative - District Services	Flavio Media Martin
District Management Association Representative - Cypress	Jose Sanchez
District Management Association Representative - Fullerton	Kristine Nikkhoo
District Management Association Representative - NOCE	Karen Bautista
California School Employees Association Representative - District Services	Yuvia Coleman
California School Employees Association Representative - Cypress	Daisy Ramirez
Confidentials Group Representative	Annalisa Webber

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 20, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of October 26, 2026

1. AGENDA ITEM NAME

New BP 3519, Elder and Dependent Adult Abuse Reporting

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The District serves students of all ages, and while the District has policies in place to address child abuse reporting for mandated reporters, it does not have a Board Policy to address instances when suspected elder abuse or suspected abuse or neglect of dependent adults should be reported to Adult Protective Services.

Proposed BP 3519, Elder and Dependent Adult Abuse Reporting was drafted in response to the DCC discussion and, in compliance with the policy development process, was presented to the Board for review. After review by DCC, proposed BP 3519 will be forwarded to the Board Policy Review Committee before returning to the Board for approval. A corresponding administrative procedure is currently in the development process.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, the new Board Policy be forwarded to the Board for their consideration.

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

Board of Trustees and Chancellor's Staff

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

BP 3519 Elder and Dependent Adult Abuse Reporting

Reference:

Welfare and Institutions Code Sections 9700, 15600, 15610 et seq., 15630, and 15750-15766;
Penal Code Sections 368 and 11174.1-11174.9;
Health and Safety Code Sections 1250, 1250.2, and 1250.3

1.0 The District is committed to treating reports of suspected abuse or neglect of elders and dependent adults as serious matters and to ensuring that such reports are promptly referred to the appropriate authorities in accordance with the law.

2.0 The Chancellor shall establish procedures related to the responsibility of employees who, within the scope of employment or in their professional capacity, are required by law to report suspected abuse or neglect of elders or dependent adults to appropriate authorities.

Date of Adoption: TBD

PROPOSED

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 20, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of October 26, 2026

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1. AGENDA ITEM NAME

Revised Administrative Procedures – Updated Holidays

- **AP 4010, Academic Calendar**
- **AP 7230-2, Confidential Employees – Holidays**
- **AP 7240-2, Management Employees – Holidays**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The proposed revisions to all three administrative procedures are to update the listing of District approved holidays.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, the revised Administrative Procedures be posted on the District website.

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.

AP 4010 Academic Calendar

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

1.0 The academic year consists of 177 days of instruction.

2.0 Flexible days are considered part of the 177 days of instruction.

3.0 Statutory holidays are observed on the dates noted, or on alternate dates in accordance with Education Code Section 79020, and include:

3.1 New Year's Day (January 1)

3.2 Dr. Martin Luther King, Jr. Day (Third Monday in January)

3.3 ~~Lincoln Day (February 12)~~ **Lunar New Year**

3.4 President's Day (Third Monday in February)

3.5 Farmworkers Day (March 31)

3.6 Memorial Day (Last Monday in May)

3.7 Juneteenth (June 19)

3.8 Independence Day (July 4)

3.9 Labor Day (First Monday in September)

3.10 Veterans' Day (November 11)

3.11 Thanksgiving Day (Fourth Thursday in November)

3.12 Christmas Day (December 25)

4.0 The Board of Trustees may declare other days to be holidays and close the colleges and offices when good reason exists.

See Board Policy 4010, Academic Calendar.

Date of Adoption: June 22, 2004

Date of Last Revision: April 27, 2026 District Consultation Council
April 24, 2023 District Consultation Council
October 25, 2021 District Consultation Council
September 23, 2019 District Consultation Council

PROPOSED

AP 7230-2 Confidential Employees – Holidays

Reference:
Education Code Sections 79020 and 79021

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

New Year's Day
Martin Luther King Day
Lunar New Year
~~Lincoln's Birthday~~
President's Day
Farmworkers Day
Spring Holiday
Memorial Day
Juneteenth
Independence Day
Labor Day
Veterans' Day
Thanksgiving Day
Friday after Thanksgiving
Day Preceding Christmas Day
Christmas Day
Three Days between Christmas Day and New Year's Eve
Day Preceding New Year's Day

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

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

4.0 **Holiday Pay Computation**:

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

4.2 Holiday compensation for confidential employees who are employed less than full- time shall be prorated by the percentage of employment.

4.3 For those confidential employees who are assigned to work ten-hour days, if the Juneteenth holiday or the Independence Day holiday falls on a ten (10) hour workday, that day becomes a ten (10) hour paid holiday. For those confidential

PROPOSED

AP 7230-2 Confidential Employees – Holidays

employees who work less than a ten-hour day and those on the alternative schedule who do not have sufficient accrued vacation time to comply with this provision may be advanced two (2) hours of vacation leave which shall be deducted from future vacation accrual or may elect to take two (2) hours of unpaid leave.

See Board Policy and Administrative Procedure 4010, Academic Calendar

Date of Adoption: March 25, 2008

Date of Last Revision: April 27, 2026 District Consultation Council
October 28, 2024 District Consultation Council
April 24, 2023 District Consultation Council
November 26, 2018 District Consultation Council

PROPOSED

AP 7240-2 Management Employees – Holidays

Reference:
Education Code Sections 79020 and 79021

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

New Year's Day
Martin Luther King Day
Lunar New Year
~~Lincoln's Birthday~~
President's Day
Farmworkers Day
Spring Holiday
Memorial Day
Juneteenth
Independence Day
Labor Day
Veterans' Day
Thanksgiving Day
Friday after Thanksgiving
Day Preceding Christmas Day
Christmas Day
Three Days between Christmas Day and New Year's Eve
Day Preceding New Year's Day

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

3.1 **Holiday Pay Status**

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

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

See Board Policy and Administrative Procedure 4010, Academic Calendar

Date of Adoption: May 27, 2008

PROPOSED

AP 7240-2 Management Employees – Holidays

Date of Last Revision: April 27, 2026 District Consultation Council
April 24, 2023 District Consultation Council
November 26, 2018 District Consultation Council

PROPOSED

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 21, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of October 26, 2026

1. AGENDA ITEM NAME

Revised Board Policies & Administrative Procedures – WASC/ACS Standards Revisions

- **BP 1001, District Mission, Vision, and Values Statement**
- **BP 1002, Philosophy**
- **BP 2010, Board Membership**
- **BP 2200, Board Duties and Responsibilities**
- **BP/AP 2410, Board Policies and Administrative Procedures**
- **BP/AP 2430, Delegation of Authority to the Chancellor**
- **BP/AP 2431, Chancellor Selection**
- **BP 2432, Chancellor Succession**
- **BP/AP 2435, Evaluation of the Chancellor**
- **BP/AP 2510, Participation in Local Decision-making**
- **BP/AP 2715 Code of Ethics/Standards of Practice**
- **BP/AP 2740, Board Education/Professional Development**
- **BP/AP 2745, Board Self-Evaluation**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Revisions to these policies only include reference section updates pursuant to the WASC/ACS standard changes.

5. RECOMMENDATION:

It is recommended that DCC review the changes to the revised Administrative Procedures which have been posted on the District website and to the revised Board Policies which will be forwarded to the Board for their consideration.

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.

BP 1001 District Mission, Vision, & Values Statements

Reference:

ACCJC Accreditation Standard 1.1 and Eligibility Requirements 6 & 20
WASC/ACS ~~Criterion 1, Indicator 1.1~~ Category A, Standard A1

1.0 **Mission**:

1.1 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.

1.2 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.

1.3 The mission is evaluated and revised every three years.

2.0 **Vision**: The District is a compassionate community where everyone belongs and thrives.

3.0 **Values – Shared Beliefs**:

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

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

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

3.4 Collaboration: Our decision-making practices support a climate of collaboration by providing opportunities for stakeholder participation and ensuring the inclusion of relevant perspectives.

3.5 Stewardship: We are committed to responsible, transparent, and equitable stewardship of fiscal, physical, and human resources of the District.

BP 1001 District Mission, Vision, & Values Statements

3.6 Success: We evaluate accomplishment of the mission through program review and assessment of outcomes and embrace a data-informed approach to continuous improvement of student learning and achievement.

3.7 Sustainability: We are committed to practices that promote environmental awareness; to incorporating and teaching ecological values; to acting locally and thinking globally; and to supporting sustainability in our community.

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

Date of Adoption: June 12, 2001

Date of Last Revision: August 27, 2024
February 12, 2019
November 28, 2017
October 25, 2016
April 14, 2015
November 26, 2014 Chancellor's Staff
November 22, 2011
August 22, 2006

BP 1002 Philosophy

Reference:

Title 5 Sections 51023.5, 51023.7, 53200, and 53203;
Education Code Section 70902(b)(7);
ACCJC Accreditation Standard 1 and 4;
WASC/ACS Category A, Standard A1, A3, A5, and A6; Category B, Standard B1; and Category C, Standard C2

1.0 The faculty, staff, administration, and Board of Trustees will strive to fulfill the mission adopted by the State of California for community colleges, effectively manage the resources provided by the taxpayers, and build mutually-beneficial partnerships with the community, business and industry, and elected officials at the local, state, and national level.

2.0 The District is committed to a broad range of educational opportunities, along with support services that will enable students to attain their academic and personal goals. The Board of Trustees, faculty, staff, and administrators have the responsibility to provide and support educational offerings of the highest quality and value to students and to the community.

2.1 The District will ensure that curriculum is current and relevant, and employ well-qualified faculty and staff.

2.2 Achieving, respecting and embracing diversity within the student body, faculty, and staff will be of primary importance.

2.3 The District adheres to principles codified in the Education Code concerning participatory governance, which is a governance process that honors the value of all opinions while preserving the ultimate decision-making responsibility of the governing board.

2.4 Consistent with Title 5, the Board of Trustees assures the right of staff and students to participate effectively in the governance process and acknowledges the Board's responsibility to consult collegially with the Academic/Faculty Senates on academic and professional matters. An agreement between the Board and the Academic/Faculty Senates appears in Administrative Procedure 2510, Participation in Local Decision-making.

2.5 Resources and programs will be provided to support staff and professional development through special learning opportunities, sabbatical leaves, conferences and workshops.

See Administrative Procedure 2510, Participation in Local Decision-making.

Date of Adoption: June 12, 2001

Date of Last Revision: February 25, 2025
February 12, 2019

BP 2010 Board Membership

Reference:

Education Code Section 72023, 72103, and 72104;
Government Code Section 1099;
ACCJC Accreditation Standard 4 and Eligibility Requirement 7;
WASC/ACS ~~Criterion 2, Indicator 2.1~~ Category A, Standard A2

1.0 The Board of Trustees shall consist of seven members elected by the qualified voters of the District. Beginning with the District's November 2012 election, and for all elections thereafter, each trustee will be registered to vote, and shall reside throughout their term, in one of seven specified trustee areas, and shall be elected by the voters residing in that area only. The trustee areas are defined in BP 2100, Board Elections. If a change in election methodology occurs prior to any subsequent election, any affected incumbent trustee shall serve out their term of office.

2.0 Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board of Trustees.

3.0 An employee of the District may not be sworn into office as an elected or appointed member of the Board of Trustees unless they resign as an employee. If the employee does not resign, the employment will automatically terminate when the employee is sworn into office.

4.0 No member of the Board of Trustees shall, during the term for which they are elected or appointed, hold an incompatible office. When two public offices are incompatible an officeholder shall be deemed to forfeit the first office upon acceding to the second. Such forfeiture is enforceable pursuant to Section 803 of the Code of Civil Procedure.

5.0 No member of the Governing Board shall, during the term for which they were elected, be eligible to serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district.

See Board Policy 2015, Student Members; Board Policy 2100 Board Elections; and Board Policy 2105, Election of Student Members.

Date of Adoption: June 24, 2003

Date of Last Revision: February 25, 2025
February 12, 2019
October 25, 2016
April 22, 2015 Chancellor's Staff
September 25, 2012

BP 2200 Board Duties and Responsibilities

Reference:

ACCJC Accreditation Standard 4;
WASC/ACS ~~Criterion 2, Indicator 2.1~~ Category A, Standard A1, A2, and A5; Category C, Standard C1

1.0 The Board of Trustees governs the community colleges and education centers of the North Orange County Community College District on behalf of the residents of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

1.1 The Board of Trustees may initiate and carry on any lawful program or activity that is not in conflict with the purposes for which community college districts are established.

1.2 The Board of Trustees shall represent the public interest and establish rules and policies consistent with applicable laws and regulations for the governance and operation of the District's community colleges and education centers.

2.0 The Board of Trustees is committed to fulfilling its responsibilities to:

2.1 Adopt policies that define the institutional mission and set prudent, ethical, and legal standards for campus operations.

2.2 Hire a Chancellor, evaluate them, and delegate to the Chancellor the authority to implement Board policies and decisions and other duties the Board of Trustees may prescribe.

2.3 Establish policies for and approve comprehensive academic and facilities plans.

2.4 Establish policies for and approve courses of instruction and educational programs, academic standards and graduation requirements, and rules governing student conduct.

2.5 Monitor institutional performance, educational quality, and compliance with accreditation standards.

2.6 Assure fiscal health and stability including adopting operational and capital outlay budgets and determining the need for tax or bond elections.

2.7 Hold and convey property for the use and benefit of the District and manage and control District property.

2.8 Employ and assign all personnel and establish employment practices, salaries, and benefits for all employees.

2.9 Establish procedures for effective involvement of faculty, staff, and students in local governance.

2.10 Establish policies related to Board ethics and conflict of interest and abide by these

BP 2200 Board Duties and Responsibilities

policies.

2.11 Operate in an open, accessible, welcoming spirit, and maintains an inclusive and anti-racist culture.

2.12 Establish policies that ensure the District operates in an anti-racist manner.

3.0 The Board of Trustees, by majority vote, may adopt a rule delegating authority to the District's Chancellor or any other employee or to a committee as the Board may designate. Any rule delegating authority shall prescribe the limits of the delegation. The governing board shall not delegate any power that is expressly made nondelegable by statute.

See Board Policy 2710, Conflict of Interest and Board Policy 2715, Board Code of Ethics/Standards of Practice.

Date of Adoption: April 24, 2007

Date of Last Revision: March 25, 2025
March 23, 2021
September 14, 2016 Chancellor's Staff
April 26, 2016
November 26, 2014 Chancellor's Staff

BP 2410 Board Policies and Administrative Procedures

Reference:

Education Code Section 70902;
ACCJC Accreditation Standard 4.4
WASC/ACS ~~Criterion 2, Indicator 2.4~~ Category A, Standard A2, A4, and A6

1.0 The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary to assure academic quality, integrity, effectiveness of student learning programs and services, and financial stability of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

1.1 The Board encourages broad participation in the initiation, formulation, and review of policies.

1.2 Once the Board reaches a decision, all Board members act in support of the decision.

2.0 The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

3.0 Policies of the Board of Trustees may be adopted, revised, added to or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission and promoting diversity, equity, inclusion, and anti-racist practices.

4.0 Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board policy. Such administrative procedures shall be consistent with the intent of Board policy. Administrative procedures may be revised as deemed necessary by the Chancellor.

5.0 The Chancellor shall, annually, provide each member of the Board of Trustees with any revisions to administrative procedures since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all Board policies and administrative procedures shall be readily available to District employees through the District's website and the Chancellor's Office.

See Administrative Procedure 2410, Board Policies and Administrative Procedures.

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
November 24, 2020
September 10, 2019
September 14, 2016 Chancellor's Staff
April 14, 2015

AP 2410 Board Policies and Administrative Procedures

Reference:

Education Code Section 70902;
ACCJC Accreditation Standard 4.4;
WASC/ACS Category A, Standard A2, A4, and A6

1.0 Board policies are regularly reviewed by the District Consultation Council, which recommends revisions to ensure currency and compliance with state and federal laws. Any employee, student, or member of the public may initiate a review of any policy by submitting a request or recommendation in writing to the Chancellor's Office. In accordance with District policies, the District Consultation Council is composed of representatives of students, faculty, classified employees, confidential employees, and administration. Other employees with expertise in specific areas governed by a District policy may be consulted during the revision process.

2.0 All policies and administrative procedures are available to employees and the public through the offices of the Chancellor, the Presidents, and the District website.

Date of Adoption: June 24, 2003

Date of Last Revision: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
September 28, 2020 District Consultation Council
March 25, 2019 District Consultation Council
September 26, 2016 District Consultation Council
February 23, 2015 District Consultation Council

BP 2430 Delegation of Authority to the Chancellor

Reference:
Education Code Sections 70902(d), 72400;
ACCJC Accreditation Standard 4.5
WASC/ACS ~~Criterion 2, Indicator 2.1~~ Category A, Standard A2 and A6

1.0 The Board of Trustees 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. The Board of Trustees gives the Chancellor full authority to implement Board Policies and ensure effective operations and fulfillment of the institutional mission.

1.1 The Chancellor may delegate any powers and duties entrusted to them by the Board of Trustees, including the administration of colleges and centers, but will be specifically responsible to the Board of Trustees for the execution of such delegated powers and duties.

1.2 The Board of Trustees delegates authority to the Chancellor to appoint an acting chancellor to serve in their absence for short periods of time, not to exceed thirty (30) calendar days at a time.

The Board of Trustees shall appoint an acting or interim chancellor for periods exceeding thirty (30) calendar days.

In the case of death, resignation, or retirement of the Chancellor, the Board of Trustees shall establish a Chancellor search process. The Board of Trustees may appoint an interim Chancellor for up to one year.

2.0 The Chancellor is empowered to reasonably interpret board policy. In situations where there is no Board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of Trustees of such action and to recommend written Board policy if one is required.

3.0 The Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Chancellor.

4.0 The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

5.0 The Chancellor shall make available any information or give any report requested by the Board of Trustees as a whole. Individual trustee requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be provided to all trustees.

6.0 The Chancellor shall act as the professional advisor to the Board of Trustees in policy formation.

BP 2430 Delegation of Authority to the Chancellor

See Administrative Procedure 2430, Delegation of Authority to the Chancellor

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
May 14, 2019
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff

AP 2430 Delegation of Authority to the Chancellor

Reference:

Education Code Section 70902;
ACCJC Accreditation Standard 4.5;
WASC/ACS Category A, Standard A2 and A6

1.0 The Chancellor delegates full responsibility and authority to the Presidents to implement and administer delegated policies and holds them accountable for the operation of their respective institution.

2.0 When the Chancellor is away from the District for business or personal reasons, one of the Executive Officers of the District will be designated to be in charge.

Date of Adoption: June 24, 2003

Date of Last Revision: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
September 28, 2020 District Consultation Council
March 25, 2019 District Consultation Council
September 14, 2016 Chancellor's Staff
February 23, 2015 District Consultation Council

BP 2431 Chancellor Selection

Reference:
Title 5 Sections 53000 et seq.;
ACCJC Accreditation Standard 4.5;
WASC/ACS ~~Criterion 2, Indicator 2.4~~ Category A, Standard A2 and A6

1.0 In case of a Chancellor vacancy, the Board of Trustees shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
May 14, 2019
September 14, 2016 Chancellor's Staff
November 26, 2014

AP 2431 Chancellor Selection

Reference

Education Code Sections 70901.2(a), 70902(b)(7), and 70901.2(a);
Title 5 Sections 53203(f), 53024, 53200-53206, 51023.5, and 51023.7;
CCLC Trustee Handbook Chapters 24, 26, and 27;
NOCCCD Board Policies and Administrative Procedures: BP/AP 7120-4;
ACCJC Accreditation Standard 4.5;
WASC/ACS Category A, Standard A2 and A6

1.0 Application

1.1 Selecting a Chancellor is the most important decision that a Board of Trustees will make. A well-designed search process reflects positively on the Board of Trustees and the District. A good search process is developed and directed by the Board of Trustees, involves appropriate constituencies in the institution and community, and is based on district goals and priorities. A successful search results in the selection of a person that the Board of Trustees, District employees, students, and community can fully support.

1.2 This procedure is established by the Board of Trustees pursuant to the provisions of Board Policy 2431, Chancellor Selection, and shall apply to the selection of the Chancellor for the North Orange County Community College District. The process by which the Chancellor is selected is the prerogative of the Board of Trustees. The final authority for hiring the Chancellor rests with the Board of Trustees.

2.0 Development and Distribution of Job Announcement

2.1 Development of Job Announcement

2.1.1 The job announcement for the position shall be developed by the Vice Chancellor of Human Resources under the direction of the Board of Trustees with consideration of recommendations from the screening committee and shall include the following information:

2.1.1.1 The position;

2.1.1.2 The major duties of the position, which shall also include the following statement: “Sensitivity to and understanding of the disabilities and diverse academic, socioeconomic, cultural, and ethnic background of students;”

2.1.1.3 The qualifications for the position, which shall include the minimum qualifications for service as required by law and/or such other qualifications as established by the District;

2.1.1.4 The desirable qualifications for the position, which would clearly render the applicant better able to perform the job, but which are not required for satisfactory performance. Desirable qualifications must be bona fide occupational qualifications which are specific and directly reflective of the screening criteria to be utilized in the selection process.

AP 2431 Chancellor Selection

2.1.2 The Vice Chancellor of Human Resources shall review the job description for accuracy, clarity, and consistency with legal requirements and District policy, and shall prepare and publish a final job announcement, which shall include complete information regarding the application procedure and requirements.

2.2 Distribution of Job Announcement

2.2.1 In consultation with the Board of Trustees, the Vice Chancellor of Human Resources shall determine the closing date for the position such that the job announcement will be distributed at least six weeks prior to the closing date.

2.2.2 The District Office of Human Resources will advertise and distribute position announcements, as practicable and appropriate.

3.0 **Application Requirements**

3.1 Applications shall be submitted to the District Office of Human Resources.

3.2 A complete application packet must include the following:

3.2.1 Letter of application, which provides examples from background and experience to demonstrate how the candidate's knowledge and expertise apply to the position;

3.2.2 Current resume of education and professional experience;

3.2.3 Academic transcripts of graduate course work (unofficial transcripts may be submitted with application; candidates selected for employment will be required to provide official transcripts and verification of experience prior to the first day of service);

3.2.4 A job description of the applicant's most recent position;

3.2.5 Additional requirements as may be established by the Board of Trustees.

3.3 Required application materials must be submitted online. Applicants shall bear the sole responsibility for ensuring that application packets are complete when submitted. The District does not accept application materials by fax, e-mail, or in person.

4.0 **Screening Committee**

4.1 A screening committee shall have membership that is inclusive of representation from the District's constituent groups. The committee will participate in the screening and interviewing of candidates and will recommend finalists for the Board of Trustees' consideration.

AP 2431 Chancellor Selection

4.2 Screening Committee Composition: The screening committee shall include the following:

4.2.1 Representatives from District Constituency Groups

4.2.1.1 The screening committee shall include the following representatives from the District's constituent groups:

4.2.1.1.1 One (1) management representative from Cypress College appointed by the District Management Association;

4.2.1.1.2 One (1) management representative from Fullerton College appointed by the District Management Association;

4.2.1.1.3 One (1) management representative from North Orange Continuing Education appointed by the District Management Association;

4.2.1.1.4 One (1) management representative from the District appointed by the District Management Association.

4.2.1.1.5 One (1) faculty representative from Cypress College appointed by the Cypress College Academic Senate;

4.2.1.1.6 One (1) faculty representative from Fullerton College appointed by the Fullerton College Faculty Senate;

4.2.1.1.7 One (1) faculty representative from North Orange Continuing Education appointed by the North Orange Continuing Education Academic Senate;

4.2.1.1.8 One (1) faculty representative appointed by United Faculty;

4.2.1.1.9 One (1) faculty representative appointed by Adjunct Faculty United.

4.2.1.1.10 Four (4) classified employee representatives, one each from Cypress College, Fullerton College, North Orange Continuing Education, and the District Office appointed by CSEA;

4.2.1.1.11 The Vice Chancellor of Human Resources. If the Vice Chancellor of Human Resources is serving as the committee chair, a designee will be appointed by Chancellor's Staff;

AP 2431 Chancellor Selection

4.2.1.1.12 One (1) confidential employee representative appointed by the Confidential Employees Group.

4.2.2 Student Representatives: The screening committee shall include the following representatives from the District's student groups:

4.2.2.1 One (1) student representative appointed by the Cypress College Associated Students.

4.2.2.2 One (1) student representative appointed by the Fullerton College Associated Students.

4.2.2.3 One (1) student representative appointed by the appropriate North Orange Continuing Education student representative body.

4.2.3 Community Representatives: The screening committee may include two community representatives appointed by the Board of Trustees.

4.2.4 Equal Opportunity/Diversity Representative: The District Director of EEO and Compliance or the District Director of Human Resources shall serve as the non-voting equal opportunity/diversity representative.

4.2.5 Committee Chair: An executive officer of the District appointed by the Board of Trustees shall serve as the non-voting chair of the screening committee, except that where the Board of Trustees elects to retain a search consultant to administer the hiring process, the Board of Trustees may designate the consultant as the chair of the committee.

4.2.6 Constituent groups and the Board of Trustees are encouraged to consider diversity when making appointments to the committee.

4.3 Responsibilities of Screening Committee Members

4.3.1 Responsibilities of All Committee Members

4.3.1.1 Committee members shall participate in all aspects of the process, including, but not limited to, the following:

4.3.1.1.1 Training regarding the hiring procedure and equal opportunity employment objectives of the District;

4.3.1.1.2 Development of recommended desirable qualifications;

4.3.1.1.3 Development of rating criteria and interview questions;

4.3.1.1.4 Development of protocols for performance tests;

AP 2431 Chancellor Selection

4.3.1.1.5 Evaluation and rating of candidates;

4.3.1.1.6 Interviewing of candidates;

4.3.1.1.7 Recommendation of finalists.

4.3.1.2 Committee members shall maintain strict confidentiality throughout the entire hiring process and after the process is completed.

4.3.1.3 A committee member who fails to participate in applicant material evaluation and all interviews shall be removed from the committee.

4.3.2 Responsibilities of Committee Chair

4.3.2.1 The committee chair shall be responsible for the following:

4.3.2.1.1 Ensuring compliance with District policies and procedures in conjunction with the hiring process;

4.3.2.1.2 Convening and conducting committee meetings, according reasonable consideration to the schedules of committee members;

4.3.2.1.3 Coordinating candidate interviews;

4.3.2.1.4 Communicating with applicants, as required;

4.3.2.1.5 Maintaining committee records;

4.3.2.1.6 Performing other duties determined by the Board of Trustees.

4.3.2.2 The committee chair will be a nonvoting member of the committee and, except as to performance of the responsibilities described in section 4.3.2.1, will not participate in paper screening or deliberations regarding the selection of candidates.

4.3.3 Responsibilities of the Equal Opportunity/Diversity Representative

4.3.3.1 The Equal Opportunity/Diversity Representative shall ensure that no candidate is discriminated against on the basis of race, color, gender, sexual orientation, religion, national origin, age, disability, veteran, or marital status, and shall serve as the committee liaison to the Vice Chancellor of Human Resources with responsibility for reporting noncompliance.

4.3.3.2 Any allegation of noncompliance shall be investigated by the District Director of EEO and Compliance and reported to the Vice

AP 2431 Chancellor Selection

Chancellor of Human Resources, who shall take appropriate corrective action, if warranted.

4.3.3.3 The Equal Opportunity/Diversity Representative will be a nonvoting member of the committee and, except as to performance of the responsibilities described in section 4.3.3.1, will not participate in paper screening or deliberations regarding the selection of candidates.

4.4 Screening Committee Procedures

4.4.1 Committee decisions shall be made by a simple majority vote. No additions or replacements to the committee membership shall be made subsequent to the first scheduled candidate interview. If a replacement is made prior to the first scheduled candidate interview, the replacement committee member must participate in all aspects of the search process, except for 4.3.1.1.2, 4.3.1.1.3, and 4.3.1.1.4.

4.4.2 The screening committee shall develop the following for use in evaluating candidates against the advertised job announcement, which shall be reviewed by the District Director of Human Resources Operations and approved by the Vice Chancellor of Human Resources prior to consideration of applicant materials by the screening committee:

4.4.2.1 Paper screening criteria and interview questions;

4.4.2.2 Protocol for an administrative demonstration, writing sample, and/or other performance indicators appropriate for the position;

4.4.2.3 Parameters for conducting interviews and administration of performance tests.

4.4.3 Initial Screening of Applications

4.4.3.1 The District Office of Human Resources will examine each applicant's materials for completeness and evidence of compliance with the required qualifications as advertised in the job announcement. Incomplete applications will not be considered.

4.4.3.2 Complete applications will be independently assessed by each member of the selection committee, using the rating criteria developed by the committee.

4.4.3.3 Committee members shall avoid any discussion of ratings, rankings, or recommendations of candidates until independent evaluations of all candidates have been completed by each committee member.

4.4.3.4 The committee will then discuss the ratings and evaluate the

AP 2431 Chancellor Selection

merits of the candidates to determine if there is an adequate pool of professionally qualified candidates with which to continue the selection process.

4.4.3.4.1 If the pool is deemed adequate by the committee, the committee shall proceed with the selection of candidates for interview.

4.4.3.4.2 If the pool is not deemed adequate by the committee, the committee chair shall discuss the matter with the Board of Trustees who shall determine the action to be taken.

4.4.4 Selection of Candidates for Interview

4.4.4.1 After initial screening of the applicants, if the committee determines there is an adequate pool of professionally qualified candidates, the committee will determine the candidates it will interview.

4.4.4.2 The committee chair will establish an interview schedule in consultation with the committee and will notify the candidates to be interviewed.

4.4.4.3 The committee chair will provide each interview candidate a confirmation letter detailing the interview appointment and place, a map and parking permit, and other appropriate materials.

4.4.5 Interview and Performance Tests

4.4.5.1 The circumstances of each interview and performance test, if conducted, shall be as similar as is practicable.

4.4.5.2 Each committee member shall independently assess each candidate using the rating criteria developed by the committee.

4.4.5.3 Committee members shall avoid any discussion of ratings, rankings, or recommendations of the candidates until all interviews and performance tests have been completed and independent evaluations have been completed by each committee member.

4.4.6 Selection of Finalists

4.4.6.1 Following the interviews, the committee chair shall lead discussion, which shall focus on the strengths and weaknesses of the candidates, to determine the candidates to be recommended by the committee as finalists for consideration by the Board of Trustees.

AP 2431 Chancellor Selection

4.4.6.2 In the event there are fewer than three (3) candidates the committee recommends as finalists, the committee chair will meet with the Board to clarify the committee's reasons for the number of candidates recommended.

5.0 **Board of Trustees**

5.1 If the Board of Trustees is satisfied with the finalists recommended by the screening committee, the Board of Trustees will interview the finalists.

5.2 If the Board of Trustees is not satisfied with the pool of recommended finalists, it may meet with the committee to articulate its concerns and discuss the rationale for the recommendations that were advanced. If the Board of Trustees still feels the process has yielded insufficient choices, it may then ask the committee to forward additional candidates. If a majority of the committee agrees that there are no additional candidates it can recommend to the Board of Trustees, the committee may decline to do so and the committee chair will meet with the Board to clarify the committee's reasons for adhering to the initial list. The Board of Trustees may then decide whether to reconsider the initial candidates, extend the search process, or terminate the process and restart the search for a Chancellor.

5.3 The Chancellor's Staff group will interview the finalists and provide feedback to the Board of Trustees in a manner prescribed by the Board of Trustees.

5.4 Campus forums shall be conducted as part of the hiring process and in such manner as the Board of Trustees may determine to introduce candidates to the District's constituents and the community.

5.5 Site visits may be conducted as part of the hiring process at the discretion of the Board of Trustees. If site visits are conducted, the Board of Trustees shall determine the composition of the visiting team(s).

5.6 Reference checking of candidates may be conducted at the discretion of the Board of Trustees and in such manner as the Board of Trustees may determine.

5.7 The Board of Trustees shall make the final decision regarding the candidate to be offered the position and reserves the right to discontinue the process or extend the recruitment at any time, at its discretion.

Date of Adoption: May 14, 2013

Date of Last Revision: October 21, 2026 Chancellor's Staff (Reference only)
April 28, 2025 District Consultation Council
March 25, 2019 District Consultation Council
September 25, 2017 District Consultation Council
April 25, 2016 District Consultation Council

BP 2432 Chancellor Succession

Reference:
Education Code Sections 70902(d) and 72400;
Title 5 Section 53021(b);
WASC/ACS Category A, Standard A2

1.0 The Board of Trustees delegates authority to the Chancellor to appoint an acting Chancellor to serve in their absence for short periods of time, not to exceed thirty (30) days at a time.

2.0 In the absence of the Chancellor and when an acting Chancellor has not been named, administrative responsibility shall reside with (in order):

2.1 Vice Chancellor, Administrative Services

2.2 Vice Chancellor, Human Resources

2.3 Vice Chancellor, Educational Services & Institutional Effectiveness

3.0 The Board of Trustees shall appoint an acting Chancellor for periods exceeding thirty (30) days.

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
May 14, 2019
October 25, 2016

BP 2435 Evaluation of the Chancellor

Reference:

ACCJC Accreditation Standard 4.5;
WASC/ACS ~~Criterion 2, Indicators 2.1 and 2.3~~ Category A, Standard A2, A4, and A6

1.0 The Board of Trustees shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.

2.0 The Board of Trustees shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board of Trustees and the Chancellor.

3.0 The criteria for evaluation shall be based on board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430, Delegation of Authority to Chancellor.

4.0 The criteria for evaluation of the Chancellor should also include performance goals and objectives related to the District's commitment to diversity, equity, inclusion, anti-racism, and accessibility.

See Administrative Procedure 2435, Evaluation of the Chancellor

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
May 14, 2019
September 14, 2016 Chancellor's Staff
April 14, 2015
June 14, 2011

AP 2435 Evaluation of the Chancellor

Reference:
ACCJC Accreditation Standard 4.5;
WASC/ACS Category A, Standard A2, A4, and A6

1.0 The evaluation of the Chancellor will be based on the job description, goals and objectives of the past year, characteristics of performance, and other elements previously agreed upon, using the Chancellor's Annual Evaluation Form.

1.1 As a part of the evaluation process, the Chancellor and the Board of Trustees shall mutually agree upon the goals and objectives to be considered for the following year. The Board of Trustees will include in the goals and objectives for the following year those items that appear to have merit for future evaluation.

1.2 The annual evaluation shall be scheduled to coincide with the conclusion of the Chancellor's contract year. The evaluation forms will be distributed to Board members one month prior to the end of the contract year.

1.3 The final evaluation will be based upon:

1.3.1 Progress toward goals and objectives;

1.3.2 A composite of the evaluation forms completed by individual Board members;

1.3.3 The Chancellor's self evaluation; and

1.3.4 A composite of the evaluation forms completed by the Chancellor's Staff and Resource Table members.

1.4 The Board of Trustees, as a whole, will meet with the Chancellor to discuss the final evaluation. A copy of the final evaluation shall be furnished to the Chancellor prior to that meeting.

1.5 The evaluation shall include a discussion of both strengths and weaknesses.

1.6 Each judgment will be based upon an objective review derived from an examination of available information.

1.7 A final written summary evaluation shall be prepared by the Board of Trustees. A signed copy will be retained by the Chancellor and one will be placed in the Chancellor's personnel file.

2.0 All materials pertaining to the evaluation of the Chancellor will be retained for a period not to exceed two years in an "Access by Board Only" file located in the Board Office, and thereafter shredded.

AP 2435 Evaluation of the Chancellor

3.0 The Chancellor's annual evaluation shall be done solely by the Board of Trustees, utilizing input from the Board members, the Chancellor, Executive Staff, and Resource Table representatives. The Board of Trustees may request input from community representatives. The evaluation forms will be distributed to these individuals at the same time they are distributed to the Board of Trustees.

See Board Policy 2435, Evaluation of the Chancellor

Date of Adoption: June 24, 2003

Date of Revision: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
March 25, 2019 District Consultation Council
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff
June 14, 2011

BP 2510 Participation in Local Decision-making

Reference:

Education Code Section 70902(b)(7);
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students);
ACCJC Accreditation Standard 4.3;
WASC/ACS ~~Criterion 2, Indicator 2.2~~ Category A, Standard A2 and A3; Category C, Standard C1

1.0 The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action, and administrative procedures for Chancellor action, under which the District is governed and administered.

2.0 Each of the following shall participate as required by law in the decision-making processes of the District:

2.1 Academic Senate(s): (Title 5 Sections 53200-53206) The Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

2.2 Staff: (Title 5 Section 51023.5) Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified School Employees Association, Chapter 167, and the Confidential Personnel group, will be given every reasonable consideration.

2.3 Students: (Title 5 Section 51023.7) The Associated Students at Cypress College and Fullerton College and the student body organization at North Orange Continuing Education shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students and the student body organization will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

3.0 Except for unforeseeable emergency situations, the Board of Trustees shall not take any action on matte subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

4.0 Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

See Administrative Procedure 2510, Participation in Local Decision-making

BP 2510 Participation in Local Decision-making

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
May 14, 2019
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff

AP 2510 Participation in Local Decision-making

Reference:

Education Code Sections 70902(b)(7);
Title 5~~,~~ Sections 53200 et seq., 51023.5, and 51023.7;
ACCJC Accreditation Standards 4.2 and 4.3;
WASC/ACS Category A, Standard A2 and A3; Category C, Standard C1;
Shared Governance Agreement between the Board of Trustees and the Academic/Faculty Senates (2.0-2.5 below) – Adopted January 24, 1995

1.0 Committee Representation

1.1 In accordance with Board Policy 2510, Participation in Local Decision-making and with District practice, the various constituencies of the North Orange County Community College District, including faculty, students, classified staff, confidential employees, and administration shall be represented on college, North Orange Continuing Education, and District committees concerned with broad policy and planning matters.

1.2 Unless otherwise provided in board policy or administrative procedure regarding staff participation, the following constituent groups are recognized by the Board of Trustees as responsible for recommending, as appropriate, the appointment of employee representatives to serve on college, North Orange Continuing Education, and District governance committees:

1.2.1 The Academic/Faculty Senates shall appoint faculty.

1.2.2 The exclusive representative of the classified employees shall appoint classified employees.

1.2.3 The Confidential Employees Association shall appoint confidential employees.

1.2.4 The District Management Association shall appoint administrative employees.

1.2.5 Where provided for in board policy, administrative procedures, and practices, the collective bargaining representative(s) of the faculty (United Faculty and Adjunct Faculty United) shall appoint faculty union representatives.

Notwithstanding the foregoing, the collective bargaining representative(s) of the faculty may seek to recommend the appointment of faculty to committees, task forces, or other groups.

2.0 Responsibility and Authority of Academic/Faculty Senates Regarding Academic and Professional Matters

2.1 <u>Matters for Which the Board of Trustees Elects to Rely Primarily Upon the Recommendations of the Senate(s)</u>

AP 2510 Participation in Local Decision-making

2.1.1 The Board of Trustees will rely primarily upon the recommendations of the senate(s), including the decision-making structure by which the recommendations are achieved, with respect to the following academic and professional matters:

2.1.1.1 curriculum, including the establishment of prerequisites and placing courses within disciplines;

2.1.1.2 degree and certificate requirements;

2.1.1.3 grading policies;

2.1.1.4 standards or policies regarding student preparation and success;

2.1.1.5 faculty roles and involvement in accreditation processes, including self-study and annual reports;

2.1.1.6 policies for faculty professional development activities.

2.1.2 With respect to those areas of academic and professional matters for which the Board of Trustees will rely primarily upon the recommendations of the senate(s), if a recommendation is not accepted, the Board of Trustees or its designee, upon request of the senate(s), shall communicate its reasons in writing to the academic senate(s).

2.2 Matters for Which the Board of Trustees Elects to Seek Mutual Agreement with the Senate(s)

2.2.1 The Board of Trustees will seek to reach mutual agreement with the senate(s), with respect to the following academic and professional matters:

2.2.1.1 educational program development and educational program discontinuance

2.2.1.2 District and college governance structures as related to faculty roles;

2.2.1.3 processes for program review;

2.2.1.4 processes for institutional planning and budget development;

2.2.1.5 other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s).

2.2.2 With respect to those areas of academic and professional matters for which the Board of Trustees will seek to reach mutual agreement with the senate(s), the Board of Trustees or its designee(s) will meet with the executive committees of the senate(s), and by consensus, will design an ad hoc decision-making procedure to reach mutual agreement on a matter. This procedure will include a vote by the full senate(s) on the proposed

AP 2510 Participation in Local Decision-making

agreement. If the Board of Trustees elects to act through designee(s), it will specify the designee(s) in writing in each case.

2.2.3 In instances where the Board of Trustees elects to provide for mutual agreement with the senate(s), and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons.

2.3 Uniformity With Respect to Academic and Professional Matters

2.3.1 Uniformity within the District in academic and professional matters is not required unless the Board of Trustees so determines in a particular matter. The senates may each make independent recommendations to the Board regarding matters involving their own institutions.

2.3.2 The provisions of section 2.3.1 notwithstanding, the following matters shall require a single position among the senates:

2.3.2.1 District Curriculum Coordinating Committee membership structure and procedures;

2.3.2.2 faculty roles in District governance structures;

2.3.2.3 processes for District institutional planning and District budget development.

2.3.3 Where the Board of Trustees requires that the senates reach a single position with respect to a matter, or when any two of the senates request a single position, the senates will each separately determine their recommendations and will reconcile any differences through the use of a conference committee.

2.3.3.1 If the senates cannot each separately, by majority vote, approve a final joint recommendation, no recommendation to the Board will be made. In this circumstance, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons. In circumstances where the Board of Trustees is compelled to act, the Board of Trustees may request reports and recommendations from the individual senates.

AP 2510 Participation in Local Decision-Making

2.3.3.2 If the Board of Trustees deems it important, but not compelling, to take action when the senates do not have a single position, the Board of Trustees may request the senates to continue to seek agreement. The senates may have an additional year to present a single recommendation. After that time, if a single position has not been achieved, the Board of Trustees may request reports and recommendations from the individual senates, and may adopt the recommendation of one of the senates.

2.4 Action with respect to academic and professional matters pursuant to these provisions may be initiated by any senate or by the Board of Trustees.

2.5 Changes to these provisions shall require mutual agreement by the Board of Trustees and the senates.

Date of Adoption: June 24, 2003

Date of Last Revision: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
March 25, 2019 District Consultation Council
September 25, 2017 District Consultation Council
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff
February 13, 2012 Chancellor's Cabinet
December 13, 2004

BP 2715 Code of Ethics/Standards of Practice

Reference:

Government Code Section 8314;
Penal Code Section 424;
ACCJC Accreditation Standard 4.6;
WASC/ACS ~~Criterion 2, Indicator 2.1~~ Category A, Standard A2, A3, and A6; Category C, Standard C1

1.0 The Board of Trustees functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

2.0 The Board of Trustees maintains high standards of ethical conduct for its members. The Board of Trustees recognizes a responsibility to observe all applicable legal and ethical standards of conduct in the performance of its duties. Given this basic charge, the activities and deliberations of the Board of Trustees will be governed by the following Code of Ethics.

Each member of the Board of Trustees will:

2.1 Avoid any situation that may constitute a conflict of interest and disqualify themselves from participating in decisions in which they have a financial interest. Conflicts of interest may relate not only to the individual trustee but also to their family or business associates, or transactions between the District and trustees, including hiring relatives, friends, or business associates as District employees.

2.2 Avoid any prohibited use of public resources for campaign activity or a personal purpose, in compliance with Government Code Section 8314.

2.3 Maintain confidentiality of all Board of Trustees discussions held in closed session and recognize that deliberations of the Board of Trustees in closed session are not to be released or discussed in public without the prior approval of the Board of Trustees by majority vote, in compliance with Government Code Section 54963.

2.4 Always act in a collegial and civil manner, promote an atmosphere of civility and collegiality and encourage others to do the same.

2.5 Recognize that the Board of Trustees acts as a whole and that the authority rests only with the Board of Trustees in a legally constituted meeting, not with individual members.

2.6 As an agent of the public – entrusted with public funds – protect, advance, and promote the interest of all residents, maintaining independent judgment unbiased by private interests or special interest groups.

2.7 Do their best to ensure that the District, in compliance with all applicable Federal and State laws, does not discriminate on the basis of race, color, national origin, ancestry, marital status, age, religion, disability, sex, or sexual orientation in any of its policies, procedures, or practices.

BP 2715 Code of Ethics/Standards of Practice

2.8 In all decisions hold the educational welfare and equality of opportunity of the students of the District as their primary concern; Board members should demonstrate an interest in and respect for students in their words and actions and also by attending student ceremonies and events.

2.9 Attend and participate in all Board of Trustees meetings insofar as possible, having prepared for discussion and decision by studying all agenda materials.

2.10 Make every effort to ensure that the Board of Trustees conducts all District business in open public meetings unless in the judgment of the Board, and only for those purposes permitted by law, it is appropriate to hold a closed session.

2.11 Enhance their ability to function effectively as a trustee through devotion of time to study contemporary educational issues, as well as attendance at professional workshops and conferences on the duties and responsibilities of trustees.

2.12 Promote and maintain good relations with fellow Board members by:

2.12.1 Respectfully working with other Board members in the spirit of harmony and cooperation and giving each member courteous consideration of their opinion.

2.12.2 Respecting the opinion of others and abiding by the principle of majority rule.

2.13 Promote an effective working relationship with the Chancellor and District staff by:

2.13.1 Providing the responsibility, necessary authority, and support to effectively perform their duties.

2.13.2 Referring complaints and/or criticisms through the appropriate channels as previously agreed upon by the Chancellor and the Board of Trustees.

2.14 Be an advocate of the District in the community by encouraging support for and interest in the North Orange County Community College District.

2.15 Make use of an opinion disclaimer when publicly expressing personal views while using their trustee or Board title. A printed disclaimer should be easily visible and any disclaimer shall clearly state that the opinions expressed are those of the trustee and do not represent those of the District or of the Board of Trustees.

2.16 Use their District email account, and avoid use of any personal email account, for District business.

3.0 Filing a Complaint: A complaint of trustee misconduct may be filed with the Board President or the Chancellor by any student, employee, or trustee. A filed complaint shall be shared with all members of the Board of Trustees. To be acted upon, a complaint must:

BP 2715 Code of Ethics/Standards of Practice

3.1 Be in writing;

3.2 Include the name(s) of and contact information for the complainant(s);

3.3 Allege specific actions and include dates or approximate dates of such actions;

3.4 Identify provisions of the Code of Ethics, laws, or other standards that have allegedly been violated;

3.5 Be filed within 12 months of the alleged violation(s), or within 12 months of the time the complainant(s) first learned of the alleged violation(s), or within any applicable statute of limitations.

4.0 Addressing a Complaint: A complaint alleging a violation of the Code of Ethics will be addressed by the Board President who will first discuss the complaint with the Board member to reach a resolution and then report on the resolution during a Board meeting.

4.1 If resolution is not achieved and further action is deemed necessary by the Board of Trustees, the Board President may appoint an ad hoc committee composed of three trustees to examine the matter and recommend a course of action to the Board of Trustees within a reasonable period. The affected trustee shall be provided an opportunity to present information to the committee.

4.2 Sanctions, if any, will be determined by the Board of Trustees and may include censure, removal from a Board officer position, or other actions of less severity.

4.3 If the Board member in question is the Board President, the Board Vice President is authorized to pursue resolution and in the absence of the Board Vice President, the Board Secretary is authorized to do so.

5.0 Sanctions: Censure is an official expression of disapproval passed by the Board. Sanctions of censure or removal from a Board officer position shall require a vote of two-thirds of the members of the Board of Trustees. Less severe sanctions require a majority vote of the Board of Trustees.

5.1 Examples of less severe sanctions may include removal from committees, requirements for professional development, and that the trustee tender an apology at a Board meeting.

6.0 The Board President and the Chancellor are authorized to consult with legal counsel if a complaint alleges violations of pertinent laws or regulations including but not limited to those dealing with conflict of interest, misuse of public resources, and confidentiality of closed session information. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

See Board Policy 2200, Board Duties and Responsibilities; Board Policy 2315, Closed Sessions; Board Policy 2710, Conflict of Interest; Administrative Procedure 2710, Conflict of Interest; Administrative Procedure 2715, Code of Ethics/Standards of Practice; Board Policy Board 2740, Board Professional Development; Administrative Procedure 2740, Board Education; Board Policy

BP 2715 Code of Ethics/Standards of Practice

3050, Institutional Code of Ethics; Administrative Procedure 3050, Institutional Code of Ethics; Board Policy 3410, Unlawful Discrimination; and Administrative Procedure 3410, Unlawful Discrimination.

Also see the Community College League of California publication "The Ethical and Lawful Board of Trustees California Community Colleges" and the Institute for Local Government publication "Walking the Line: What to Do if You Suspect an Ethics Problem."

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
June 22, 2021
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff
April 24, 2007

AP 2715 Code of Ethics/Standards of Practice

Reference:

ACCJC Accreditation Standard 4.6;
WASC/ACS Category A, Standard A2, A3, and A6; Category C, Standard C1

1.0 Each member of the Board of Trustees will reaffirm adherence to the Code of Ethics by signing a Code of Ethics statement at the annual organizational meeting.

Date of Adoption: June 24, 2003

Date of Last Revision: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
April 22, 2019 District Consultation Council
September 14, 2016 Chancellor's Staff

BP 2740 Board Professional Development

Reference:
ACCJC Accreditation Standard 4;
WASC/ACS ~~Criterion 2, Indicator 2.4~~ Category A, Standard A2; Category C, Standard C2 and C3

1.0 The Board of Trustees is committed to its professional development and to an ongoing trustee education program that includes new trustee orientation.

1.1 The Board will engage in study sessions, have access to reading materials, and support conference attendance and other activities that foster professional development in the relevant areas: accreditation, board evaluation, fiscal responsibilities, governance, student success, the Brown Act, ethics, diversity, equity, inclusion, anti-racist practices, and CEO and Board relations.

1.2. The Chancellor shall establish an orientation program for new trustees and student trustees that:

1.2.1 Covers topics including respective Board and Chancellor responsibilities, accreditation, the budget, governance, ethics, the Brown Act, parliamentary procedure and Board meeting agendas, and, for new trustees, the collective bargaining process.

1.2.2 Incorporates publications recommended by such organizations as the Community College League of California and the Association of Community College Trustees.

1.2.3 Includes meetings with the Board President, executive staff, campus leaders, and representatives of constituency groups.

See Administrative Procedure 2740, Board Education.

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
February 13, 2024
November 24, 2020
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff

AP 2740 Board Education

Reference:

ACCJC Accreditation Standard 4;
WASC/ACS Category A, Standard A2; Category C, Standard C2 and C3

1.0 All new trustees elected/appointed to the governing board of the North Orange County Community College District (NOCCCD) may elect to receive an orientation packet of materials that includes:

1.1 A copy of the Community College League of California (CCLC) publication, "*Orientation and Development for Community College Trustees."*

1.2 A list of the following available documents, which are strongly recommended and readily available for review:

1.2.1 Summary of the California Administrative Code, Title 5, Part 6, including sections related to faculty role in shared governance.

1.2.2 A copy of the Brown Act.

1.2.3 A copy of the Community College League of California (CCLC) summary and analysis of AB1725.

1.2.4 A description of Parliamentary Procedure.

1.2.5 College catalogs, class schedules, and other major District publications.

1.2.6 A summary of the roles and responsibilities of the District and statewide Academic Senates.

1.2.7 Copies of the United Faculty Association (UFA), California School Employees Association (CSEA), and Adjunct Faculty United (ADFAC) contracts with the NOCCCD.

1.2.8 A summary of the interest-based bargaining process.

1.2.9 The NOCCCD Master Plan and the District-wide Strategic Plan.

1.2.10 An index of adopted Board Policies and correlating Administrative Procedures, which may be found on the District's website at www.nocccd.edu.

1.2.11 Copies of all college and North Orange Continuing Education (NOCE) shared governance procedures.

1.2.12 A glossary of NOCCCD acronyms and terms.

1.2.13 A list of all District-wide committees and their meeting schedules, including acknowledgment that Board members may periodically attend such meetings.

AP 2740 Board Education

1.2.14 A list and description of student organizations, including the Associated Students of each college.

1.2.15 A summary of the role and participation level of Student Members on the governing board.

1.2.16 Enrollment reports reflecting student demographics and enrollment patterns.

2.0 In addition to reviewing the printed materials, the new trustee orientation process may include the opportunity to:

2.1 Review the District budget with the Vice Chancellor of Administrative Services.

2.2 Meet with Chancellor's Staff and current members of the Board Meeting Resource Table, either collectively or individually.

2.3 Tour the Anaheim Campus, Cypress College, Fullerton College, and North Orange Continuing Education centers.

2.4 Meet with student leaders from the colleges.

3.0 The new trustee orientation process may also include, as appropriate:

3.1 Participation in the CCLC Trustee Orientation.

3.2 A retreat with the NOCCCD Board of Trustees or as an alternative, an in-depth meeting with the Board President.

3.3 Meetings with employee constituency groups (Academic Senates, United Faculty Association, Adjunct Faculty United, CSEA, Confidentials Group, District Management Association).

4.0 Trustees are encouraged to attend professional organization conferences for employee groups, trustees, and students.

Date of Adoption: June 24, 2003

Date of Last Revision: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
April 22, 2019 District Consultation Council
September 25, 2017 District Consultation Council
September 14, 2016 Chancellor's Staff
September 23, 2008

BP 2745 Board Self-Evaluation

Reference:
ACCJC Accreditation Standard 4;
WASC/ACS ~~Criterion 2, Indicator 2.3~~ Category A, Standard A2 and A4

1.0 The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

2.0 The Board of Trustees shall conduct an annual evaluation process in March and place the results on a regular Board meeting agenda for review and appropriate action.

See Administrative Procedure 2745, Board Self-Evaluation.

Date of Adoption: June 24, 2003

Date of Last Revision: April 22, 2025
February 13, 2024
February 12, 2019
September 14, 2016 Chancellor's Staff
November 26, 2014, Chancellors Staff
November 25, 2003

AP 2745 Board Self-Evaluation

Reference:
ACCJC Accreditation Standard 4;
WASC/ACS Category A, Standard A2 and A4

1.0 The following process will be used to conduct the annual self-evaluation of the Board of Trustees:

1.1 An assessment form will be distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in March.

1.2 The completed assessment forms shall be submitted to the Chancellor's Office on or before the second meeting in March.

1.3 The Chancellor's Office shall complete results of the assessment for distribution at the first meeting in April.

1.4 The assessment results shall be included as an agenda item for review and appropriate action at the second meeting in April.

Date of Adoption: June 24, 2003

Revision Adopted: October 21, 2026 Chancellor's Staff (Reference only)
March 24, 2025 District Consultation Council
January 22, 2024 District Consultation Council
April 22, 2019 District Consultation Council
September 14, 2016 Chancellor's Staff
November 25, 2003