



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

## **District Consultation Council Meeting**

**October 27, 2025**

**2:00 p.m.**

**Anaheim Campus – Room 105 (1<sup>st</sup> Floor)**

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

## **AGENDA**

### **MEETING SUMMARY**

- |                               |               |
|-------------------------------|---------------|
| 1. September 22, 2025 Summary | <b>Action</b> |
|-------------------------------|---------------|

### **STRATEGIC GOALS & PLANNING**

- |                                                                     |                    |
|---------------------------------------------------------------------|--------------------|
| 1. Ruffalo Noel Levitz Strategic Enrollment Planning Project Update | <b>Information</b> |
|---------------------------------------------------------------------|--------------------|

### **OPERATIONAL REVIEW**

- |                                             |                    |
|---------------------------------------------|--------------------|
| 1. Sustainability Action Plan Annual Report | <b>Information</b> |
| 2. Districtwide Sustainability Committee    | <b>Discussion</b>  |

### **POLICY**

- |                                                                      |                    |
|----------------------------------------------------------------------|--------------------|
| 1. Policy Review and Development Process                             | <b>Information</b> |
| 2. Revised AP 7400, <u>Employee</u> Travel and Conference Attendance | <b>Discussion</b>  |

### **OTHER ITEMS**

- |                              |                   |
|------------------------------|-------------------|
| 1. DCC December 2025 Meeting | <b>Discussion</b> |
|------------------------------|-------------------|

**DISTRICT CONSULTATION COUNCIL**  
**September 22, 2025**

**SUMMARY**

**MEMBERS PRESENT:** Byron D. Clift Breland, Karla Frizler, Martha Gutierrez (for Valentina Purtell), Heather Halverson, Bridget Kominek, Candace Lynch, Flavio Medina-Martin, Cynthia Olivo, Kathleen McAlister, Michelle Patrick Norng, Jeremy Peters, Pamela Spence, Kai Stearns, Scott Thayer, Jennifer Vega La Serna, Annalisa Webber, and Fred Williams.

**VISITORS:** Erika Almaraz, Danielle Davy, and Julie Leggin.

**ABSENT:** Christie Diep, Elaine Loayza, Khaoi Mady, Jaclyn Magginetti, Irma Ramos, and Marlo Smith.

Chancellor Byron D. Clift Breland called the meeting to order at 2:06 p.m.

**MEETING SUMMARY**

**Summary:** The summary of the August 25, 2025 meeting was approved with the noted corrections. **There was consensus to approve the summary with five abstentions** (Martha Gutierrez, Heather Halverson, Kathleen McAlister, Pamela Spence, and Kai Stearns).

**STRATEGIC GOALS & PLANNING**

**2025-26 Budget Presentation:** Fred Williams, Vice Chancellor of Administrative Services, and Erika Almaraz, Executive Director of Fiscal Affairs, presented the 2025-26 Proposed Budget that was adopted by the Board at their September 9, 2025 meeting and to address questions related to the presentation and proposed budget book.

The presentation provided an overview of the State budget, the California Community College System budget, the District budget, operational efficiencies, four-year forecasts, and the proposed budget plan. Highlights included:

**State Budget**

- From January to the May Revise, the State went from anticipating a slight surplus to projecting a \$12 billion budget deficit.
- The final enacted budget is balanced through a combination of reserves, program reductions, and deferrals.
- No major core reductions to community college programs or services.

**System Budget**

- Focus is on maintaining stability. No core ongoing reductions to programs or services, with overall funding roughly flat compared to 2024-25.
- COLA of 2.30% for the Student Centered Funding Formula and select categorical programs.
- Funding to cover enrollment growth of 2.35% over two years.
- Increase of \$10 million in ongoing funding for Rising Scholars.
- \$60 million one-time funding for a Student Support Block Grant.

### Ending Fund Balance (Carryovers)

|                       |                       |
|-----------------------|-----------------------|
| Non-spendable         | \$ 190,000            |
| Restricted            | \$ 9,750,000          |
| Assigned              | \$ 53,550,000         |
| One Time Allocated    | \$ 12,030,000         |
| PY Revenue            | \$ 2,660,000          |
| Board Policy Reserve  | \$ 47,640,000         |
| Unallocated Resources | \$ 1,400,000          |
| Total                 | <u>\$ 127,220,000</u> |

### Board Policy Reserves

- The Board Policy Reserve as of June 30, 2025 is \$47.6 million.
- Per Board Policy, the District is required to maintain a reserve level equal to 2 months of General Fund expenditures.
- For 2025-26, the required reserve level is \$49.2 million.
- 2025-26 Stability Protection funds to be used to meet the required funding level.

### Budgeted Revenues – Key Assumptions

- Using COLA of 2.30% and Target FTES.
- Expecting to be funded at the Prior Year SCFF Calculated Revenue + COLA also known as “Stability Protection.”
- Stability Protection funding of \$1.57 million is mostly due to the phase-out of the emergency conditions allowance last year which artificially inflated the District’s credit FTES 3-year average.

### FTES Trend

For 2025-26 the target is 32,840.40 based on the following FTES trends:

|      | 2019-20   | 2020-21   | 2021-22   | 2022-23   | 2023-24   | 2024-25   |
|------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 33,337.45 | 31,842.56 | 26,071.85 | 26,565.68 | 29,199.56 | 31,626.49 |

### Funded FTES vs. Actual FTES

- Funded FTES is based on the 3-year Credit FTES average used in the SCFF calculation.
- Funded FTES shows decline due to EC phasing out in 2024-25.
- Annual FTES is still trending up.

### Budgeted Expenses

- Expenses and Contingencies total \$291.3 million includes all active positions (filled and vacant), annual changes in step and column, changes to salary schedules based on settled negotiations, and the PERS rates decrease from 27.05% to 26.81%.
- Personnel budgets total \$264.7 million which is 91% of the budget. This is a \$16.0 million or 6.5% increase from the prior year budget.
- At the time of budget development, vacancies in the Unrestricted General Fund Ongoing (Fund 11200) totaled 98.54 FTE and were budgeted at \$15.54 million including benefits. As of September 2, 48.69 FTE remain vacant and are budgeted at \$7.70 million.
- Since vacancies are included in the budget, some savings in personnel cost are expected at the end of the year due to timing of when positions are filled.

## General Fund Summary

(in millions)

|                                 | RAM      | Prior Year | Restricted | Total      |
|---------------------------------|----------|------------|------------|------------|
| Adjusted Beginning Balance*     | \$ -     | \$ 117.47  | \$ 9.75    | \$ 127.22  |
| Plus Revenues                   | -        | -          | 81.14      | 81.14      |
| Earned SCFF Revenue             | 265.93   |            |            | 265.93     |
| Stability Protection Rev        | 1.57     |            |            | 1.57       |
| Lottery                         | 6.11     |            |            | 6.11       |
| Mandated Cost                   | 1.15     |            |            | 1.15       |
| Other State Rev                 | 5.68     |            |            | 5.68       |
| Interest Income                 | 3.00     |            |            | 3.00       |
| Self-Supporting                 | 3.61     |            |            | 3.61       |
| Non-Resident                    | 3.00     |            |            | 3.00       |
| PT Fac Health Ins Reimb**       | 3.99     |            |            | 3.99       |
| Plus Other Sources              |          | 3.31       | 2.75       | 6.06       |
| Transfer In from RDA            | 1.00     |            |            | 1.00       |
| Transfer In from OPEB Trust**   | 6.00     |            |            | 6.00       |
| Chargebacks b/w centers         | 2.28     |            |            | 2.28       |
| Transfer In from One-Time       | 1.83     |            |            | 1.83       |
| Less Expenditures               |          | (36.16)    | (89.24)    | (125.40)   |
| Operating Expense***            | (284.43) |            |            | (284.43)   |
| PT Fac Health Ins Reimb**       | (3.99)   |            |            | (3.99)     |
| Retiree Medical Benefits**      | (6.00)   |            |            | (6.00)     |
| Less Other Uses                 |          | (10.91)    | (2.66)     | (13.57)    |
| Chargebacks b/w centers         | (2.28)   |            |            | (2.28)     |
| Child Care Cntr Contribution*** | (0.25)   |            |            | (0.25)     |
| Net                             | \$ 8.20  | \$ (43.76) | \$ (8.01)  | \$ (43.57) |
| Ending Balance/Contingency      | \$ 8.20  | \$ 73.71   | \$ 1.74    | \$ 83.65   |

## Other Considerations

- The District committed to completing the Job Families Study by December 2025. At this time, the outcome of the study for staff, operations, or the budget is unknown.
- Systemwide change to standardize calculation for credit FTES required by 2026-27. The District could see a reduction in FTES particularly in distance education courses and certain labs.
- In the next 3-5 years, the District is planning to modernize its enterprise resource planning (ERP) system by migrating from Banner on-premise to Banner SaaS. The estimated cost is over \$5 million.
- The District will consider adding a retiree benefit contribution rate to position control for 2026-27 to fund the OPEB liability over time.
- The District reviews its RAM through participatory governance each year. Changes to the RAM would affect the allocation of ongoing funds to each budget center.
- Over the last 5 years, the District has had good budgets with an influx of emergency conditions and hold harmless funding that resulted in large surplus years. Significant investments were made to recover FTES and efforts by all three campuses have been successful.

- As we come out of Hold Harmless, it's important to understand that our budget landscape is changing. During our Hold Harmless years, we budgeted based on what we estimated to earn while expecting to receive significantly more revenues through emergency conditions and Hold Harmless funding.
- In future budget years, if we stay out of Hold Harmless, no additional funding for General Apportionment is expected other than what we earn through the SCFF.
- At the same time, budgeted expenses have grown significantly, we anticipate growth in FTES to eventually stabilize, and the State budget in the outyears continues to be uncertain. In this new landscape, a new focus is needed on operational efficiency.

### **Operational Efficiencies – Across Programs and Departments**

- Streamlining processes to reduce administrative burden.
- Utilizing technology to automate labor intensive tasks.
- Partnering with other campus department and programs to optimize the use of resources.
- Reviewing software catalog to identify software that is no longer needed and also ways to streamline software solutions.
- Reassessing the useful life of purchased equipment.
- Setting targets for key efficiency metrics and monitoring progress.
- Evaluating grants process including acceptance of grants, setting a minimum indirect cost rate, grant training, and distribution of work.
- Considering alternatives for utility purchases.
- Utilizing new or existing workgroups to gather information critical for decision-making particularly as it relates to permanent positions, enrollment management, reassigned time, and program discontinuation.
- Ensuring employees are well-trained.
- Cultivating an environment of continuous improvement.

### **Operational Efficiencies – Measurement Methods**

- Salaries to FTES ratio
- Salaries to Student Success Headcount ratio
- Salaries to Supplemental Headcount ratio
- Non-Instructional to Instructional Salaries ratio (All Personnel, Academic Personnel)
- Non-Personnel Expenditures to SCFF metrics
- Course Section Fill Rate
- FTES per Section
- FTES to FTEF ratio
- FTES to FTES Capacity per room
- Grant Expenditures to SCFF metrics
- Grant Revenues to Indirect Support Staff Cost
- Grant Overspend or Underspend Trend
- Number of Financial Transactions to Number of Support Staff (e.g., Purchase Orders, Accounts Payable Checks, Personnel Change Forms, Payroll Checks, Expense Transfers)
- Processing Time for Key Business Processes
- Employee Turnover Trend
- Districtwide Survey on District Office services

## Operational Efficiencies – Recommendations for Budget Centers

- Identify key efficiency metrics (especially around personnel costs)
- Set targets for key metrics
- Develop guidelines for exceptions
- Monitor and report on data

## Four-Year Forecast

The following scenarios were provided each illustrating different impacts but using the 2025-26 budget expenses, 2024-25 FTES, variable increases to salaries, \$1,377,464 contribution to the Retiree Benefit Trust, and CPI percentage increases to nonpersonnel costs:

- Scenario 1 – No Growth with COLA: a \$2,402,026 budget deficit in 2026-27, a \$1,182,102 budget deficit in 2027-28, and a \$8,393,896 budget surplus in 2028-29.
- Scenario 2 – Target FTES with COLA: a \$2,296,071 budget surplus in 2026-27, a \$2,506,853 budget surplus in 2027-28, and a \$12,804,441 budget surplus in 2028-29.
- Scenario 3 – Annual 2% Decline in FTES with COLA: a \$6,804,053 budget deficit in 2026-27, a \$2,548,912 budget deficit in 2027-28, and a \$2,584,370 budget surplus in 2028-29.
- Scenario 4 – 2% Annual Decline with No COLA: an \$11,459,326 budget deficit in 2026-27, a \$12,161,423 budget deficit in 2027-28, and a \$13,086,423 budget deficit in 2028-29.

## Proposed Budget Plan

- 2025-26: Reevaluate the District's Resource Allocation Model; consider adding a districtwide deficit factor and budgeting for negotiations at the districtwide level; consider alternative funding sources for new construction, IT infrastructure and ongoing maintenance; and consider creating a district-level workgroup to review enrollment planning recommendations from RNL, identify key enrollment management and efficiency metrics for the District, continuously monitor key metrics data, and provide regular updates and any recommendations to Chancellor's Staff.
- 2026-27: Begin negotiations for 2027-28 with bargaining units, and review enrollment management and efficiency metrics.
- 2027-28: Review enrollment management and efficiency metrics.

Chancellor Byron D. Cliff Breland introduced the discussion by clarifying that efficiencies doesn't mean eliminating positions, but rather analyzing information and the impact when we decide to fill new positions. Members then stated the following:

- The campuses were funded for positions, but there was a decline; do they keep the funding?
- Concern that extended day budgets were overspent by over \$10 million.
- To keep in mind that when there are vacancies, the work of the vacant position is still taking place despite not having a permanent replacement yet so the funding needs to be preserved.
- What caused the current OPEB liability when it was an asset not too long ago?
- Can the extended day budget be broken down by adjunct, reassigned time, and overload?
- The need to revisit the indirect costs for grants to provide administrative cost support due to the burden that's being placed on finance staff.
- Feedback on how the budget forum would be beneficial for faculty. Examples: explain how the resource model allocates funding to the campuses and a percentage is allocated back to the District; address the lore about how much money the District has in reserves; clarify why with enrollment increasing, the message is that we need to tighten our belts; and explain the 50% Law.

- Despite changes to the SCFF, there are still messages “that we can’t give more than X amount at one campus and not at the other” and that is unacceptable because the District should be able to absorb that.

The Chancellor stated that if the District had money for raises, the funding would not be harbored and held off to the side, noting that the money the District has in reserves is one-time funding. He said that to be a destination district, we need to offer competitive salaries and have appropriately compensated employees.

## **POLICY**

### **Revised Chapter 3 Board Policies and Administrative Procedures – Annual Review Cycle:**

The following board policies and administrative procedures were reviewed and revised as part of the District’s annual review cycle. Proposed revisions included updates to the reference section or to make minor grammar corrections.

- **BP 3300, Public Records**
- **BP 3310, Records Retention and Destruction**
- **AP 3310, Records Retention and Destruction**
- **BP 3440, Service Animals**
- **BP 3500, Campus Safety**
- **AP 3500, Campus Safety**
- **BP 3505, Emergency Response Plan**
- **BP 3510, Workplace Violence**

Members had no questions and during the vote, **there was consensus to approve the revised Administrative Procedures and post them on the District website and forward the revised Board Policies to the Board for their consideration.**

**New AP 3440, Service Animals:** The Community College League of California (CCLC) Policy and Procedure Legal Updates Service indicates that all districts are legally required to establish an administrative procedure to address the use of service animals. After reviewing CCLC’s recommended language, staff developed AP 3440, Service Animals to ensure compliance and clarity.

Julie Leggin, District Director, Risk Management & Workplace Safety, led a presentation outlining the development of AP 3440, the legal requirements for service animals on campus, and a summary of the practices to follow with Human Resources and Risk Management in situations that involve service animals.

During the discussion, members made the following statements:

- What happens if another employee has an allergy to the animal?
- Who is liable if an animal bites a person?
- None of the language addresses emotional support animals. Does that need to be addressed in a separate section or policy?
- Concern that additional language is not included to identify the distinction between emotional support animals and service animals.

- A recommendation to highlight the difference between service animals, emotional support animals, and pets under section 1.0.
- Add clarifying language to section 1.2 to emphasize the guidelines in place for use of service and emotional support animals by students.

It was requested that language revisions be shared with Vice Chancellor Fred Williams for incorporation before the items return to a future DCC meeting for further consideration.

**Revised AP 7400, Employee Travel and Conference Attendance:** AP 7400 has not been updated in several years and in response to recent concerns regarding reimbursement procedures and alternative solutions to handling travel reimbursements, revisions have been made. The proposed changes were previously reviewed and discussed with the campus Budget Officers and Chancellor's Staff.

Fred Williams introduced the discussion by noting that the District is looking at changing how travel is approved, to address campus concerns about having to spend money up front, to automate reimbursements, and to comply with IRS travel regulations. A majority of the proposed revisions are not new, but have been shifted within the policy. Erika Almaraz then highlighted the major changes which include:

- Section 4.4.4: No reimbursements for personal commuting.
- Section 4.4.6: Reimbursement for total commute miles.
- Section 4.4.7: Deadline for reimbursement.
- Section 5.2.1.1: Advance approval required for airfare upgrades.
- Section 5.2.6: 50-mile lodging restrictions with advance approval required for exceptions.
- Section 5.2.6.3: Cover the night before.
- Section 5.2.6.4: No vacation rental bookings.
- Section 5.2.7: Meal reimbursements only under certain conditions.
- Section 5.3: Group travel must be booked through the District travel agency.
- Section 7.0: Use of a third-party vendor with the cost covered by an additional fee that will be added to each travel expense report.

AP 7400 will return to the October DCC meeting with additional changes to the meal expenses section, potentially reducing the need for receipts for certain dollar thresholds, and including the Business Necessity Form.

**Revised AP 3415, Immigration Enforcement Activities:** This procedure was reviewed in light of recent activities in order to better provide guidance to staff and students regarding immigration-related inquiries. The first reading included proposed revisions to the reporting delegation which were recommended by the Vice Chancellor of Administrative Services, the District Director of Public & Governmental Affairs, the NOCE Vice President of Student Services, and the NOCE Campus Safety Officer Coordinator, but the language in sections 12.0, 14.0, and 17.0 prompted further questions and required additional clarification from DCC. Following the August 25, 2025 DCC meeting, additional recommendations were incorporated into the AP and shared in advance of the September 22, 2025 DCC meeting to allow time for members to solicit feedback from their constituencies.

Members had no questions, and during the vote, **there was consensus to approve revised Administrative Procedure 3415 and post it on the District website. unanimous**

## OTHER

**Update on Retiree Email Accounts:** In response to a request that was made at the August DCC meeting regarding allowing emeritus faculty to retain use of their campus email address, it was noted that the guidelines to allow for retiree accounts would be discussed at the October District Technology Committee meeting.

**Next DCC Meeting:** The next DCC meeting will take place on Monday, October 27, 2025 in Room 105 at the Anaheim Campus.

**ADJOURNMENT:** The meeting was adjourned at 3:58 p.m.

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 27, 2025

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

Re: Agenda Item for District Consultation Council Meeting of October 27, 2025

1. AGENDA ITEM NAME

**NOCCCD-Ruffalo Noel Levitz Strategic Enrollment Planning Project Update**

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

|                   |                                     |                     |                          |
|-------------------|-------------------------------------|---------------------|--------------------------|
| Information Only  | <input checked="" type="checkbox"/> | Second Reading      | <input type="checkbox"/> |
| Review/Discussion | <input checked="" type="checkbox"/> | Action              | <input type="checkbox"/> |
| First Reading     | <input type="checkbox"/>            | Consent Agenda Item | <input type="checkbox"/> |

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The District has completed the year-long Strategic Enrollment Planning (SEP) project in partnership with Ruffalo Noel Levitz (RNL), a national leader in strategic enrollment management. This initiative engaged more than 100 individuals representing NOCE, Cypress College, Fullerton College, and District Services. The purpose of this agenda item is to present the results of the project, the *Draft Districtwide Strategic Enrollment Plan* for committee feedback and discussion on the proposed action plans and next steps.

Throughout 2024–25, the District collaborated with RNL to develop a data-informed, districtwide Strategic Enrollment Management Plan designed to guide enrollment growth and alignment with campus and community needs over the next five years. The project encompassed:

1. Enrollment Projection Modeling to forecast the impact of demographic changes using institutional and county data.
2. Academic Program Demand and Environmental Scan Analyses to identify market trends, degree demand, and employer needs to inform program development.
3. Strategic Enrollment Planning Consultation to develop measurable goals, key performance indicators (KPIs), and strategies supported by districtwide workshops and professional development.
4. Student Satisfaction Inventory (SSI) survey administration to assess student priorities and satisfaction.

**Key priorities and ideal outcomes identified through the SEP process included:**

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

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT STRATEGIC ENROLLMENT PLAN

**DRAFT October 2025**



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## I. Introduction and Executive Summary

The North Orange County Community College District (NOCCCD) developed this *Strategic Enrollment Plan (SEP)* in response to changing enrollment patterns, demographic shifts, and evolving community needs across Orange County and the state. Following years of pandemic-related decline and subsequent recovery, the District recognized the need for a unified, data-informed approach to sustaining enrollment, improving student success, and ensuring long-term institutional stability. The SEP provides a coordinated roadmap to help NOCCCD anticipate population changes, support program innovation that reflects community and regional opportunities, and strengthen student pathways across its three institutions, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE).

Launched in partnership with Ruffalo Noel Levitz in 2024, the planning process engaged close to 100 faculty, managers/administrators, and classified professionals from across the District. Through collaborative working groups and action teams, participants analyzed quantitative data, reviewed districtwide strengths and challenges, and co-designed actionable strategies to drive enrollment growth and student retention. The effort was guided by the Chancellor's Staff and aligned with NOCCCD's mission, vision, values, and 2020–2030 Strategic Directions.

The SEP identifies thirteen strategies, eight of which are supported by detailed action plans organized around key impact areas: admissions, recruitment, and marketing; student success and completion; and online growth. Central initiatives include the districtwide implementation of a Customer Relationship Management (CRM) system, the creation of a recruitment culture and data-sharing framework, streamlined application and orientation processes, coordinated scheduling and completion interventions, expansion of dual enrollment, and growth in online and workforce-aligned programs. Together, these strategies create a coordinated roadmap for improving recruitment, persistence, and completion across NOCCCD's colleges and NOCE.

The plan anticipates steady enrollment gains over the next five years, with total district headcount projected to increase from 48,000 students in 2026 to nearly 56,000 by 2030, assuming full implementation of the strategies outlined. Progress will be maintained through implementation teams across the campuses and district services and will be reported out at regular intervals to the District Consultation Council.

This work represents a significant collaborative achievement for NOCCCD. It reflects the District's collective commitment to student experience and success, one of NOCCCD's core Strategic Directions. By aligning data, resources, and practice, the *Strategic Enrollment Plan* positions NOCCCD to respond effectively to regional demographic shifts, advance equitable access and achievement, and sustain long-term institutional vitality.

## II. Institutional Mission, Vision, & Values

The *NOCCCD Strategic Enrollment Plan* is rooted in the District's mission, vision, and values. These guiding principles ensure that all enrollment strategies align with the District's purpose and long-term goals.

The District's vision, to be a compassionate community where everyone belongs and thrives, anchors the plan to welcome students and create opportunities for them to succeed.

The District's values emphasize integrity, equity, innovation, collaboration, stewardship, success, sustainability, and respect. These values guide planning efforts by ensuring inclusiveness, promoting responsible use of resources, encouraging innovation, and using a data-informed approach.

The *2020–2030 Strategic Directions* provide the framework for District initiatives and align closely with enrollment priorities.

1. **Student Experience & Success:** NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.
2. **Employee Experience:** NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.
3. **Stewardship of Resources:** NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.
4. **Collective Impact & Partnerships:** NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and businesses to create positive change in the region.
5. **Physical Environment & Beyond:** NOCCCD will be a leader in creating both accessible and resilient facilities and well-designed flexible learning opportunities that utilize up-to-date technology and processes to support student and employee success.

Together, the mission, vision, values, and strategic directions provide the foundation for enrollment planning and serve as criteria for prioritizing strategies.

This strategic enrollment planning project was developed with the district as the unit of analysis. The project included all District and College leadership and was designed and inclusive to the mission, vision, and goals of North Orange Continuing Education, Fullerton, and Cypress Colleges.

### III. Project Framing, Planning Assumptions, and Key Performance Indicators

North Orange Community College District engaged in Strategic Enrollment Planning with Ruffalo Noel Levitz in 2024-25. The planning engaged close to 100 individuals that served as subject matter experts and represented NOCE, Cypress, Fullerton Colleges as well as district services.

Priorities and ideal outcomes for the SEP project included:

- Determining balanced enrollment goals
- Ensuring capacity to support enrollment
- Clarity on where to grow to align to community needs
- Ensuring the plan makes a difference
- Positioning NOCE as an enrollment feeder for the credit colleges
- Ensuring progressive credentialing
- Prioritizing adult learner opportunities
- Developing data sharing agreements with local high schools and 4-year universities

#### Key Performance Indicators for Strategic Enrollment Planning

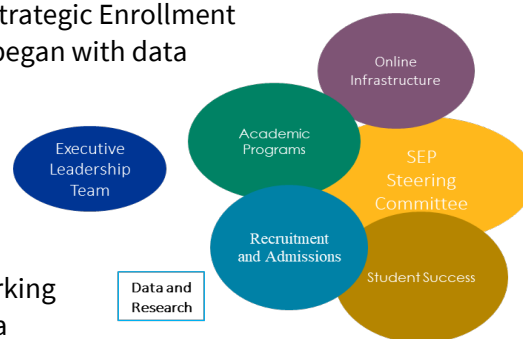
This list represents metrics identified in the North Orange County Community College District Strategic Plan that will be achieved and addressed through the *Strategic Enrollment Plan* as well as performance metrics that are explicit in the funding formula.

| Category                  | Key Performance Indicator                                                                           |
|---------------------------|-----------------------------------------------------------------------------------------------------|
| Enrollment                | Headcount and FTES by student type, including dual enrollment                                       |
| Student Success           | Student completion, retention, and persistence                                                      |
| Competitive Position      | Program demand, market share, institutional recognitions, student satisfaction (via climate survey) |
| Finance and Financial Aid | FTES revenue and costs for students                                                                 |

### IV. Organizational Structure for the Project and Focus Areas

North Orange Community College District engaged in Strategic Enrollment Planning with Ruffalo Noel Levitz in 2024. The project began with data gathering in summer 2024 and was launched with the stakeholder groups on October 31, 2024. For seven months representatives from Cypress College, Fullerton College, and NOCE participated in the project.

The initial organization of the project included four working groups. Each group developed a situation analysis for a



specific focus area: Academic Programs, Recruitment & Admissions, Student Success and Online Infrastructure.

The NOCCCD SEP Project was coordinated by Project Leaders: Vice Chancellor of Educational Services and Technology and District Director, Research, Planning, and Data Management.

The Chancellor's Staff, comprising the CEOs, Vice Chancellors, District Director of Public & Governmental Affairs, and the Chancellor's Office Administrative Support Manager, guided the project through updates and input at each milestone completion associated with the process.

The Working Groups developed data-informed situation analyses and conducted SCOT summaries (strengths, challenges, opportunities, and threats) to describe how NOCCCD is currently operating in each of the focus areas. These workgroups also generated enrollment potential strategies to be further developed as action plans. The workgroup areas are described below.

1. **Academic Programs:** This group identified and reviewed factors that help guide program revitalization, including using data to understand program alignment with career readiness and social mobility outcomes.
2. **Recruitment & Admissions:** This group examined the institutional shift toward a culture of recruitment and enrollment, including understanding the enrollment funnel, best practices, and how to position the colleges as a first choice for students. The group also focused on efficiencies, tools, and a student-centered approach to enrollment.
3. **Student Success:** This group identified and assessed the students' journey from initial registration to program completion, focusing on retention and persistence across the colleges.
4. **Online Infrastructure:** This group's overarching goal was to develop ways to increase and coordinate districtwide online education, including exploring ways to expand fully online program offerings.

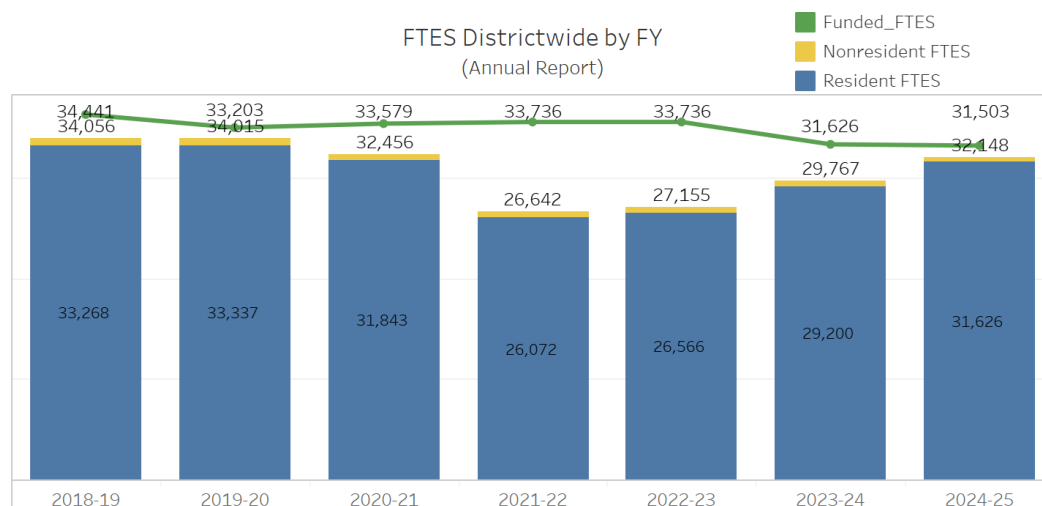
Twelve action teams met during the spring 2025 semester to build out the initial strategies by developing detailed descriptions of what activities were needed to achieve them. These meetings resulted in ten action plans that described the activities, parties responsible, and potential cost needed to achieve each strategy.

## V. Situation Analysis

In developing this *Strategic Enrollment Plan*, enrollment and practices supporting current and potential students were examined both at the individual institution level and across the District as a whole. The purpose of this districtwide project was to promote stronger coordination and collective impact across our multi-college district. By aligning strategies and goals, the District can better leverage shared resources, respond to regional demographic shifts, and maximize opportunities for enrollment growth while respecting the autonomy of each institution.

Between 2018–19 and 2024–25, the District experienced notable fluctuations in FTES. Total FTES fell sharply from 34,056 in 2018–19 to 26,642 in 2021–22, a decline of nearly 22% over three years, reflecting pandemic-related enrollment challenges. Since then, the District has shown steady recovery, with FTES climbing back to 32,148 in 2024–25, a growth of more than 20% in just three years. These swings underscore the volatility of enrollment in recent years and provided important context

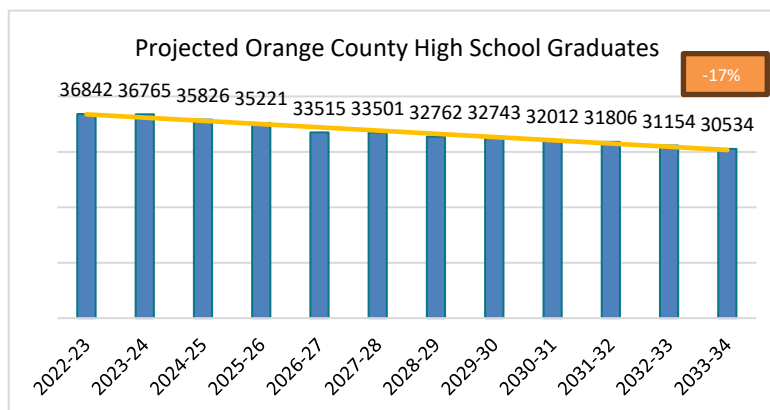
for engaging Ruffalo Noel Levitz to develop a data-informed enrollment projection model to guide long-term planning.



Source: Certified NOCCCD Apportionment Attendance Reports (CCFS-320) submitted to CCCCO.

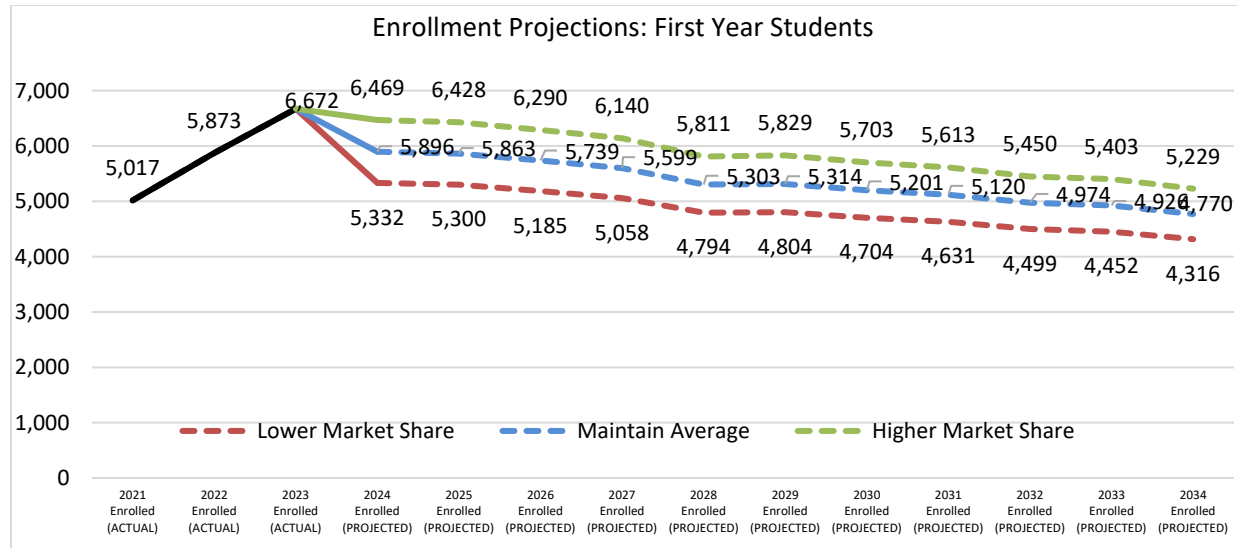
California presents a highly competitive higher education environment. With 474 institutions statewide and nearly 370,000 high school seniors projected to continue to college in 2024–25, enrollment is distributed across a wide array of campuses. After accounting for students who choose to leave the state and those enrolled at the largest universities, the remaining pool of students averages just 616 per institution. This dynamic underscores the intense competition for in-state students among California colleges and universities, including community colleges.

Orange County is experiencing demographic shifts that directly impact higher education enrollment. Over the next decade, the number of high school graduates in the county is projected to decline by 17 percent, dropping from more than 36,800 graduates in 2022–23 to just over 30,500 by 2033–34 (Figure 1).



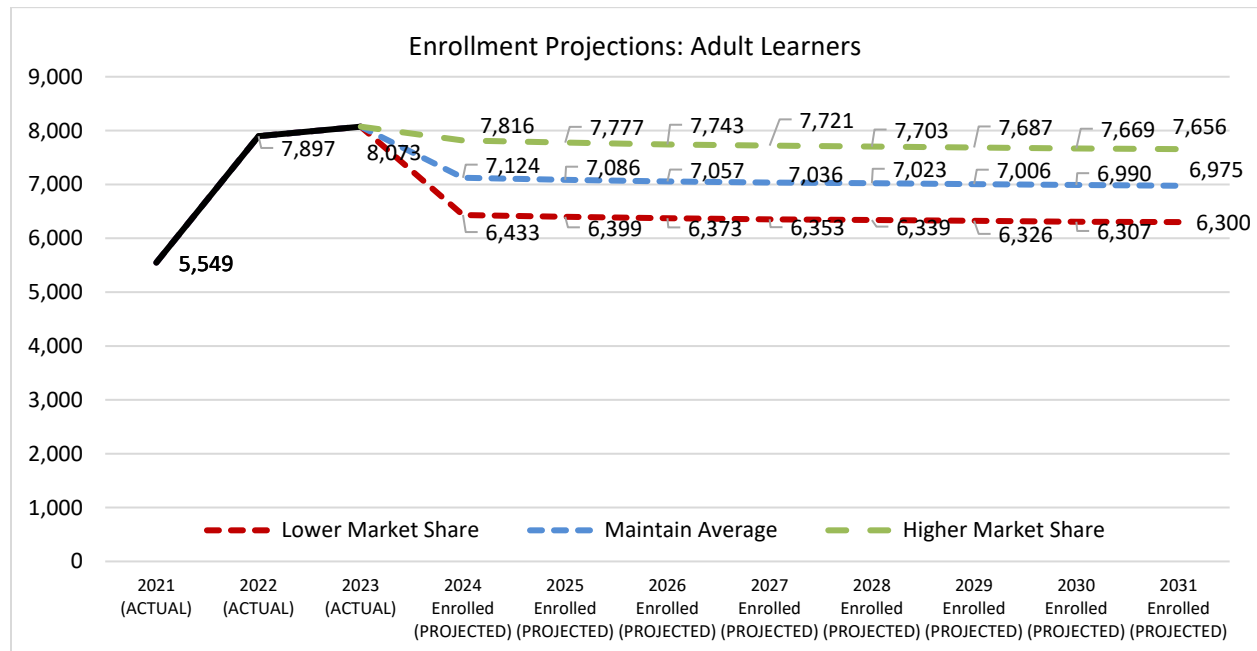
Source: State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2024 Series. Sacramento, California, November 2024. Retrieved from <https://dof.ca.gov/Forecasting/Demographics/public-k-12-graded-enrollment/>

This demographic downturn will translate into fewer first-time college students entering NOCCCD institutions. Based on an analysis of regional market share, overall market size, and historical retention patterns, enrollment of first-time students under age 25 is projected to steadily decline through 2034 (Figure 2). These shifts highlight the importance of both maintaining market share and exploring strategies to increase student recruitment and persistence in a shrinking pool of traditional-age students.



Source: Ruffalo Noel Levitz (RNL). *Enrollment Projection Model Analysis for North Orange County Community College District*. August 2024.

In contrast, the adult student population is expected to provide a more stable enrollment base for the District. While a slight decline is projected in the near term, long-term forecasts suggest that adult enrollment will remain relatively steady through 2034. As shown in Figure 3, NOCCCD's adult enrollment projections indicate an opportunity to sustain and potentially grow this segment through targeted outreach, workforce-aligned programs, and flexible scheduling options.



Source: Ruffalo Noel Levitz (RNL). *Enrollment Projection Model Analysis for North Orange County Community College District*. August 2024.

### **Qualitative Discovery**

Within this enrollment context, the working groups discussed and described the activities and culture at NOCCCD in each area of focus. One of the most powerful impacts of the strategic enrollment planning work was the high level of collaboration. The working groups were able to discuss, then document the current approaches across the colleges and NOCE to recruitment, enrollment marketing, and continuing student enrollment. Collectively the group determined organizational strengths, weaknesses, opportunities, and challenges.

A major acknowledgement was that NOCCCD and its institutions were not designed for the decline in high school graduates and the challenge of competing for enrollment with other higher education institutions as well as entry-level workforce opportunities that do not require college. This shift creates a culture change across the district and is reflected in the strategies that emerged and are foundational to the strategic enrollment plan.

1. **Admission, Recruitment & Marketing:** Admissions, Recruitment, and Marketing (ARM) group emphasized the need for stronger districtwide alignment, improved communication, and better use of technology to support enrollment growth. Priorities include cleaning up Degree Works, implementing a Customer-Relationship Management (CRM) system districtwide, streamlining applications, redesigning orientation to reduce “ghosting,” and aligning course scheduling with student needs.
2. **Student Success:** The Student Success group envisioned a districtwide approach that delivers holistic support for all students, whether online or on campus, while ensuring staff capacity, accountability, and intentional resource use. Key priorities include reimagining orientation, strengthening scheduling and student-friendly course planning, creating a completion task force for predictive and proactive interventions, and expanding financial aid and literacy support to improve student navigation and success.
3. **Online Infrastructure:** The Online Infrastructure group highlighted the district’s strong base of expertise in online instruction and recommended building on these strengths to expand fully online program offerings across all three colleges. Priorities include clarifying distance education support roles, improving online recruitment and marketing, scaling staffing and compliance protocols, strengthening communication with online students, and investing in faculty training and accessibility to ensure high-quality online learning experiences.
4. **Academic Programs:** This group discussed how programs are created, reviewed, and revitalized across the three campuses, including exploring how labor market and program demand data are used during the process. They also discussed how to support current programs, considering existing capacity and resource challenges. The discussions will continue into the next academic year with expanded faculty senate involvement alongside the Vice Presidents of Instruction and Vice Chancellor of Educational Services and Institutional Effectiveness to ensure the program development process remains collaborative and responsive to student needs.

## VI. Strategies and Priorities for Action

The *Strategic Enrollment Plan* identifies thirteen strategies designed to strengthen enrollment, retention, and student success across the District. Eight of these strategies were developed into detailed Action Plans and presented to the Chancellor's Staff Leadership Team for review and discussion. Each Action Plan outlines the overarching strategy, key performance indicators, specific steps to be implemented, accountability leads, estimated costs, and methods for ongoing evaluation. Together, these plans provide a framework for coordinated action and transparent progress monitoring across the colleges.

While most strategies are presented below with a corresponding Action Plan, a few were addressed through existing collaborative efforts or are continuing development. The strategy focused on Financial Aid Education and Literacy was implemented through ongoing coordination between the Cypress and Fullerton Financial Aid offices, which already provide robust support to students and families. In the Academic Programs area, strategies related to program pathways will continue into the 2025–26 academic year to allow for additional faculty collaboration. The following section provides a summary of each strategy and its anticipated impact on enrollment.

| Impact Area                   | Strategy                                                                                 |
|-------------------------------|------------------------------------------------------------------------------------------|
| New Student                   | A1 District-wide Customer-Relationship Management (CRM) system launch and implementation |
|                               | A2 Create a recruitment culture and tasking plan by credential and student type.         |
|                               | A3 Automate application processes                                                        |
|                               | A4 Dual Enrollment with an equity lens                                                   |
| New Student / Student Success | B1 Reimagining Orientation                                                               |
|                               |                                                                                          |
| Student Success               | C1 Course Scheduling and Planning                                                        |
|                               | C2 Completion: Predictive analytics and proactive intervention                           |
|                               | C3 Financial Aid education and literacy support                                          |
| Academic Programs             |                                                                                          |
|                               | Aligning the revitalization process with the demand                                      |
|                               | Non-credit to credit program pathways                                                    |
|                               | CTE Earn and Learn (workforce alignment and career connections)                          |
| Online Infrastructure         | E1 Framework for Online Growth                                                           |
|                               |                                                                                          |
| Comprehensive                 | F1 Integrated Technology                                                                 |
|                               | F2 Enrollment education and communication                                                |
|                               | F3 Navigating Web Enrollment Resources                                                   |

## Strategy Details by Action Area

The projected FTES impacts shown below were developed using the Ruffalo Noel Levitz enrollment projection methodology, which links each strategy to an enrollment metric. This approach allows the District to estimate the relative contribution of individual strategies to overall enrollment growth. The methodology was designed to minimize overlap between strategies as much as possible, while still recognizing that some shared impact across initiatives may occur. These figures represent estimated impacts intended to illustrate potential contribution rather than guaranteed enrollment outcomes.

### A1: District-wide CRM Launch and Implementation

Identify scalable and consistent processes and tasks for implementing Element 451 at each college. Identify implementation and on-going tasks to achieve full utilization of the CRM system. Determine system integration needs, timelines, and project management. Create a communication architecture with personas by student types, levels, and program or other college information. Align the CRM with the stages of recruitment: prospect, inquiry, apply, completed application, orientation, enroll, attend.

#### A1 Projected FTES Impact

Enrollment increases are based on stable applicant numbers and a 1% increase in enrollment yield (i.e., the number of students who register for classes after applying.)

|                     | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    |
|---------------------|------------|------------|------------|------------|------------|
| Cypress             | 37         | 101        | 171        | 255        | 343        |
| Fullerton           | 45         | 107        | 174        | 256        | 339        |
| NOCE                | 40         | 106        | 172        | 238        | 304        |
| <b>NOCCCD Total</b> | <b>122</b> | <b>314</b> | <b>517</b> | <b>749</b> | <b>986</b> |

### A2: Create a Recruitment Culture

This strategy focuses on the need to competitively increase the NOCCCD share of a declining pool of higher education students. The strategy includes the development of annual recruitment plans; the cultivation of college cultures that recognize recruitment as critical toward stabilized enrollment; recruitment role and expectations clarity; annual timelines, lead source evaluation; external engagement and campus events. The strategy builds on the best recruitment and enrollment practices at each campus and codifies processes, events, and outreach with districtwide consistency. The plan establishes a districtwide recruitment process that is aligned with the shared governance process. Central to this plan is understanding the cost of recruiting students and intentionally planning recruitment expenses. A significant element for the Cypress and Fullerton recruitment is the Promise programs; the plan addresses stability for the program's staffing and infrastructure. The strategy also establishes data-sharing agreements with CSU Fullerton, UC Irvine, and local high school districts to create incoming student data profiles, allowing colleges to design proactive advising, summer bridge programs, and interventions that meet students' specific needs. This plan aligns closely with the CRM implementation, integrates digital marketing strategies such as geofencing, and ensures annual recruitment plans are informed by labor market insights.

**A2 Projected FTES Impact**

Enrollment increases are based on increasing applications by 2% and holding the yield rate constant at each college for each student type.

|                     | 2026-27   | 2027-28    | 2028-29    | 2029-30    | 2030-31    |
|---------------------|-----------|------------|------------|------------|------------|
| Cypress             | 31        | 80         | 129        | 178        | 202        |
| Fullerton           | 36        | 91         | 147        | 202        | 228        |
| NOCE                | 8         | 20         | 31         | 43         | 54         |
| <b>NOCCCD Total</b> | <b>75</b> | <b>191</b> | <b>307</b> | <b>423</b> | <b>484</b> |

**A3: Automate Application Processes**

This strategy focuses on streamlining and modernizing the student application experience by aligning district processes with the statewide *Reimagine Apply* pilot and CRM implementation. The plan includes mapping the full application process, defining milestones, and examining Banner coding for student types to ensure consistency. It emphasizes the development of clear stages, best practices, and shared nomenclature, while also addressing the distinct needs of different student populations, such as adult learners, dual enrollment, and multilingual applicants. Additional priorities include supporting parent access to information and ensuring campus-specific needs are reflected. As a foundational effort, this action plan will serve as a prerequisite to several other enrollment strategies across the district and therefore does not have a direct enrollment impact.

**A4: Dual Enrollment with an Equity Lens**

Dual enrollment represents almost 10% of the NOCCCD credit student enrollment and is a critical component for future enrollment. The dual enrollment plan has two primary goals: 1) continue to grow dual enrollment at both Cypress and Fullerton Colleges and 2) increase the conversion of dual enrollment students to degree seeking Cypress and Fullerton College students. The plan identified best practices and steps to strategically manage dual enrollment growth. The plan recommends expanding to summer programming which will continue to be reviewed by the Cypress and Fullerton Presidents to determine actual costs and opportunities for shifting resources.

**A4 Projected FTES Impact**

Enrollment increases are based on a 5% enrollment increase annually (year-over-year increase from 23-24 to 24-25 was 50%).

|                     | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    |
|---------------------|------------|------------|------------|------------|------------|
| Cypress             | 59         | 117        | 176        | 234        | 293        |
| Fullerton           | 47         | 95         | 142        | 190        | 237        |
| <b>NOCCCD Total</b> | <b>106</b> | <b>212</b> | <b>318</b> | <b>424</b> | <b>530</b> |

**B1: Reimagine Orientation**

This strategy seeks to create a coordinated, student-centered orientation framework that is consistent across the district while adaptable to different student needs. Key actions include aligning and enhancing orientation content, restructuring delivery around critical milestones, streamlining systems and communication, and incorporating automation for tracking and messaging. The plan also extends orientation into the first term by integrating Student Success Navigators, leveraging data

and emerging technologies, and involving families or support systems to strengthen student connection and persistence.

### **B1 Projected FTES Impact**

Enrollment impact is based on improving the fall to spring persistence rate by 1% each year.

|                     | <b>2026-27</b> | <b>2027-28</b> | <b>2028-29</b> | <b>2029-30</b> | <b>2030-31</b> |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Cypress             | 12             | 29             | 46             | 62             | 79             |
| Fullerton           | 14             | 33             | 53             | 73             | 93             |
| NOCE                | 22             | 45             | 68             | 90             | 113            |
| <b>NOCCCD Total</b> | <b>48</b>      | <b>107</b>     | <b>167</b>     | <b>225</b>     | <b>285</b>     |

## **C1: Course Scheduling and Planning**

This strategy focuses on improving the alignment of course planning, schedule building, and instructional assignments to better support student enrollment and success. Key actions include hosting an Enrollment Summit to reinforce student-centered scheduling as a district priority, improving internal timelines for efficiency, exploring an ‘Opt Out Scheduling’ model that maps out course schedules for first-year students, and standardizing processes through adoption of scheduling software. The plan also emphasizes establishing consistent guidelines for instructional assignments that account for workload, FLAC timelines, and equitable practices across the district.

### **C1 Projected FTES Impact**

Enrollment impact is based on increasing the percentage rate of students who earn a degree or certificate by 1% each year.

|                     | <b>2026-27</b> | <b>2027-28</b> | <b>2028-29</b> | <b>2029-30</b> | <b>2030-31</b> |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Cypress             | 19             | 37             | 56             | 74             | 93             |
| Fullerton           | 21             | 42             | 63             | 84             | 105            |
| NOCE                | 12             | 24             | 35             | 47             | 59             |
| <b>NOCCCD Total</b> | <b>52</b>      | <b>103</b>     | <b>154</b>     | <b>205</b>     | <b>257</b>     |

## **C2: Completion: Predictive Analytics and Proactive Intervention**

This strategy emphasizes districtwide coordination to strengthen student success efforts and ensure a consistent, equitable approach across colleges. A cross-college task force will align initiatives, clarify roles, and create shared structures for student support. The plan calls for expanding and integrating tools such as Starfish and DegreeWorks, developing a shared language and resource map, and aligning terminology, technology, and service delivery across campuses. It also prioritizes ethical and transparent use of predictive analytics by creating guidelines and trainings that safeguard student agency. A coordinated communication framework will further align messaging, timing, and outreach to provide proactive, student-centered interventions that promote completion.

**C2 Projected FTES Impact**

Enrollment impact is based on improving the fall-to-fall persistence rate by 1% each year.

|                     | <b>2026-27</b> | <b>2027-28</b> | <b>2028-29</b> | <b>2029-30</b> | <b>2030-31</b> |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Cypress             | 7              | 15             | 22             | 30             | 37             |
| Fullerton           | 10             | 20             | 30             | 40             | 50             |
| NOCE                | 14             | 27             | 41             | 55             | 69             |
| <b>NOCCCD Total</b> | <b>31</b>      | <b>62</b>      | <b>93</b>      | <b>125</b>     | <b>156</b>     |

**D: Academic Strategies**

The set of academic strategies needs additional coordination with the academic areas and faculty from each college. The strategies include integrating student and employer demand data with the on-going program revitalization process and developing non-credit to credit pathways, which will be advanced through the NOCE strategic plan with the intention of identifying programs that can feed Cypress and Fullerton Colleges. Another initiative that should be pursued at each institution and coordinated at the district is a consistent approach and policy for determining and awarding credit for prior learning.

A CTE workforce development initiative will also be explored to strengthen NOCCCD's role in advancing social mobility by expanding work-based learning and career readiness opportunities for students. The plan will identify best practices in career mentoring and curriculum integration, building strong pipelines with local employers, and developing curriculum guidelines for advisory boards and employer outreach. Key action areas could include promoting on-the-job training and apprenticeship programs, encouraging leadership participation in community boards, and securing grants to sustain partnerships and administrative support.

**E1: Online Framework for Growth**

This strategy will be further developed during the spring semester of 2026. The plan will focus on developing the North Orange Continuing Education strategic enrollment plan with an emphasis on hybrid, low residency, and fully online programs. The NOCE plan will be followed by plans at Cypress and Fullerton Colleges to align with NOCE for fully online programs. The plan will provide a playbook for instructional design, course development, faculty support, technology infrastructure, accreditation, and compliance requirements. The plan will also identify target audiences for programs and recruitment and marketing strategies for connecting with students.

## VII. Enrollment Projections and Estimated Costs

### Baseline Projections

To establish baseline enrollment projections, we began by analyzing the District's major student populations: new first-time students, new transfers, adults, dual enrollment, returning students, and continuing students. Each group presents distinct demographic and behavioral trends. For example, first-time and transfer students under 25 are projected to decline modestly in line with the shrinking pipeline of California high school graduates, while adult students remain stable and dual enrollment is expected to continue its upward trajectory. Returning students are forecasted to decrease slightly, whereas continuing students demonstrate positive momentum, showing increases based on recent historical trends. These differentiated projections provided the foundation for a realistic baseline that reflects both external demographic shifts and internal enrollment patterns.

Our baseline development was further informed by the Enrollment Projection Model (EPM) study conducted by Ruffalo Noel Levitz. This analysis combined market size data with the District's historical market share across first-year, transfer, and adult students. Using NCES K-12 data and U.S. Census sources, the model estimated multi-year enrollment scenarios by layering in best-case, maintain, and worst-case outcomes. Together, the student-type analysis and EPM methodology created a comprehensive baseline against which we could layer on the anticipated outcomes of the District's strategic enrollment initiatives.

|                                                                    |                                                                                                                                                                                                                             |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New First-Time Students (<age 25):                                 | <ul style="list-style-type: none"> <li>• "Traditional" direct from high school population</li> <li>• Projected 2% decline as high school graduates decrease</li> </ul>                                                      |
| New Transfer (<age 25)                                             | <ul style="list-style-type: none"> <li>• Direct from high school population that has some college completed</li> <li>• Projected 1.5% decline as high school graduates decrease</li> </ul>                                  |
| Adult Students (>age 25 for Cypress/Fullerton + all NOCE students) | <ul style="list-style-type: none"> <li>• Adults from census, including those with some college</li> <li>• Projected 0% decline (relatively stable)</li> </ul>                                                               |
| Dual Enrollment Students                                           | <ul style="list-style-type: none"> <li>• High school students taking NOCCCD classes while attending high school</li> <li>• Projected 5% increase based on historical trends for last 3 years + Vision 2030 goals</li> </ul> |
| Returning Students                                                 | <ul style="list-style-type: none"> <li>• Students who had 2+ semesters away from NOCCCD and re-enrolled</li> <li>• Projected 2% decline based on historical trends for last 3 years</li> </ul>                              |
| Continuing Students                                                | <ul style="list-style-type: none"> <li>• Students who remain enrolled semester-over-semester</li> <li>• Projected 3% increase based on historical trends for last 3 years</li> </ul>                                        |

### Projected Headcount Enrollment by Student Type with SEP Gains

The following table presents enrollment projections by student type for each institution from fall 2026 through fall 2030. These projections build upon the established baseline data and incorporate anticipated gains from the District's enrollment strategies. They represent aspirational goals that illustrate what is possible if the strategies are effectively implemented. While the projections provide a districtwide framework, each college will have the opportunity to further refine how they will achieve these goals within the context of their local plans.

|                  | NOCE   | New 1 <sup>st</sup><br>Time<br>Cypress | New 1 <sup>st</sup><br>Time<br>Fullerton | New<br>Transfer<br>Cypress | New<br>Transfer<br>Fullerton | New<br>Adult<br>Cypress | New<br>Adult<br>Fullerton | Dual<br>Enrollment<br>Cypress | Dual<br>Enrollment<br>Fullerton | Continuing<br>Cypress | Continuing<br>Fullerton | Returning<br>Cypress | Returning<br>Fullerton |
|------------------|--------|----------------------------------------|------------------------------------------|----------------------------|------------------------------|-------------------------|---------------------------|-------------------------------|---------------------------------|-----------------------|-------------------------|----------------------|------------------------|
| <b>Fall 2026</b> | 11,118 | 3,140                                  | 3,778                                    | 947                        | 1,094                        | 1,028                   | 1,188                     | 2,029                         | 1,668                           | 8,220                 | 10,975                  | 1,260                | 1,635                  |
| <b>Fall 2027</b> | 11,314 | 3,308                                  | 3,967                                    | 1,015                      | 1,158                        | 1,111                   | 1,259                     | 2,297                         | 1,837                           | 8,507                 | 11,354                  | 1,235                | 1,602                  |
| <b>Fall 2028</b> | 11,510 | 3,479                                  | 4,158                                    | 1,082                      | 1,223                        | 1,211                   | 1,347                     | 2,570                         | 2,005                           | 8,800                 | 11,732                  | 1,210                | 1,570                  |
| <b>Fall 2029</b> | 11,706 | 3,679                                  | 4,382                                    | 1,151                      | 1,287                        | 1,325                   | 1,443                     | 2,848                         | 2,174                           | 9,101                 | 12,110                  | 1,186                | 1,539                  |
| <b>Fall 2030</b> | 11,901 | 3,831                                  | 4,545                                    | 1,202                      | 1,332                        | 1,446                   | 1,540                     | 3,131                         | 2,342                           | 9,410                 | 12,489                  | 1,162                | 1,508                  |

### Total Projected Headcount Enrollment by NOCCCD Institution, 2026-2030

|                  | NOCE Total | Cypress Total | Fullerton Total | NOCCCD Total |
|------------------|------------|---------------|-----------------|--------------|
| <b>Fall 2026</b> | 11,118     | 16,625        | 20,338          | 48,081       |
| <b>Fall 2027</b> | 11,314     | 17,473        | 21,176          | 49,963       |
| <b>Fall 2028</b> | 11,510     | 18,353        | 22,034          | 51,897       |
| <b>Fall 2029</b> | 11,706     | 19,291        | 22,934          | 53,930       |
| <b>Fall 2030</b> | 11,901     | 20,182        | 23,755          | 55,838       |

### Estimated SEP Costs

In addition to enrollment projections, the following table outlines the estimated resources required to implement each strategy effectively. These estimates include projected costs, staffing needs, and technology or infrastructure investments necessary to support successful execution.

| Enrollment Strategies                                                                                                                                            |                                                                                        | 2025      | 2026      | 2027      | 2028      | 2029      | 2030      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>A1: District-Wide Customer-Relationship Management (CRM) System Launch and Implementation</b>                                                                 | Element 451 contract [already budgeted]                                                | \$209,880 | \$209,880 | \$209,880 | \$209,880 | \$209,880 | \$209,880 |
| <b>A2: Recruitment Culture</b>                                                                                                                                   | Personnel and recruitment supplies/transportation                                      | \$266,000 | \$266,000 | \$266,000 | \$266,000 | \$266,000 | \$266,000 |
| <b>A4: Dual Enrollment with an Equity Lens</b>                                                                                                                   | Summer programming: supplies, transportation, food, textbooks, evening parent sessions |           | \$350,000 | \$350,000 | \$350,000 | \$350,000 | \$350,000 |
| <b>B1: Reimagining Orientation</b>                                                                                                                               | In-person orientation programming support / staffing                                   |           | \$75,000  | \$75,000  | \$75,000  | \$75,000  | \$75,000  |
| <b>C1: Course Scheduling and Planning</b>                                                                                                                        | Enrollment summit / Course Scheduling/Enrollment management software license           |           | \$258,439 | \$131,000 | \$137,000 | \$143,974 | \$143,974 |
| <b>C2: Student Completion – Analytics and Interventions</b>                                                                                                      | Starfish annual subscription cost                                                      | \$270,000 | \$270,000 | \$270,000 | \$270,000 | \$270,000 | \$270,000 |
| <b>D1 – D4: Academic Programs (Aligning Program Revitalization with Demand, Noncredit to Credit Pathways, CTE Earn and Learn, and Credit for Prior Learning)</b> | TBD                                                                                    |           |           |           |           |           |           |
| <b>E1: Online Framework for Growth</b>                                                                                                                           | TBD                                                                                    |           |           |           |           |           |           |

## VIII. Future Structure to Monitor Enrollment Management

As a next step, each NOCCCD institution will finalize its strategic enrollment plan in alignment with the Districtwide Plan. College presidents and their leadership teams will review the resources required to ensure the success of each strategy and identify opportunities to shift or reallocate resources to support future enrollment growth.

Each Action Team will also reconvene to review and confirm the strategies and action steps outlined in this plan. Teams will refine their implementation timelines, identify key milestones, and establish clear reporting intervals to track progress and outcomes. This process will ensure that each area remains aligned with districtwide priorities, that dependencies across teams are recognized and coordinated, and that progress is regularly communicated through an established monitoring system.

Responsible parties have also been identified to lead the strategy areas and coordinate the implementation and progress reporting. The table below lists the parties responsible for each Action Team. Each responsible party will report to the District Consultation Council on a quarterly basis.

| Strategy Area                                                                                                                                                    | Responsible Parties                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>A1: District-Wide Customer-Relationship Management (CRM) System Launch and Implementation</b>                                                                 | Campus Communication Directors (CC, NOCE)<br>Dean, Enrollment Services (FC)                                                       |
| <b>A2: Recruitment Culture</b>                                                                                                                                   | VPs of Student Services /Student Services Council/ Promise Directors                                                              |
| <b>A3: Automate Application Processes</b>                                                                                                                        | Directors of Admissions & Records/ VPs of Student Services /Student Services Council/ Promise Directors                           |
| <b>A4: Dual Enrollment with an Equity Lens</b>                                                                                                                   | Dual Enrollment Directors (CC, FC)                                                                                                |
| <b>B1: Reimagining Orientation</b>                                                                                                                               | VPs of Student Services /Student Services Council/ Promise Directors/Counseling                                                   |
| <b>C1: Course Scheduling and Planning</b>                                                                                                                        | VPs of Instruction, Deans, Faculty Coordinators, Director, Research, Planning, and Data Mgmt                                      |
| <b>C2: Student Completion – Analytics and Interventions</b>                                                                                                      | Guided Pathways Directors, Institutional Research & Planning Directors                                                            |
| <b>D1 – D4: Academic Programs (Aligning Program Revitalization with Demand, Noncredit to Credit Pathways, CTE Earn and Learn, and Credit for Prior Learning)</b> | Faculty Senate, District Curriculum Coordinating Council, Departmental Faculty CTE Deans                                          |
| <b>E1: Online Framework for Growth</b>                                                                                                                           | NOCE (lead), VPs of Instruction, VPs of Student Services, Vice Chancellor of Educational Services and Institutional Effectiveness |

To promote accountability and transparency, the district will implement a strategic portfolio management system through Higher Digital. This platform will provide action plan leads with secure access to update progress on individual initiatives, while also enabling districtwide monitoring. Key performance indicator (KPI) data will be entered into the system and displayed in visual dashboards for leadership review. These tools will enhance the district's ability to track outcomes, assess progress toward goals, and make timely adjustments to strategies.

The district has entered into a one-year contract with Higher Digital through May 2026. At that point, the district will evaluate the effectiveness of the system and consider whether to extend the contract or explore alternative options for ongoing monitoring.

## **IX. Closing Comments and Acknowledgements**

The development of the *NOCCCD Strategic Enrollment Plan* represents a significant step toward a more coordinated and data-informed approach to enrollment management across NOCCCD. Through extensive collaboration among the colleges, district leadership, and Ruffalo Noel Levitz, this plan provides a shared framework for sustaining and growing student enrollment in alignment with the district's mission and values. The next phase will focus on implementing and refining the strategies outlined, maintaining clear communication, and monitoring progress to ensure continued alignment with institutional goals and student needs.

### **Limitations and Considerations**

While this plan establishes a strong foundation for districtwide coordination, several factors may affect the pace and scope of implementation:

- **Timeline:** A detailed implementation timeline must be finalized and consistently followed to ensure accountability and measurable progress.
- **Interdependencies:** Some action steps depend on the completion of others (e.g., purchasing and integrating new software systems before related initiatives can be executed effectively).
- **Budget Constraints:** Implementation will require review and potential re-prioritization of existing budgets. The district must balance these priorities within the current fiscal environment.

## Appendix A: Action Plans

### A1: Action Plan for Districtwide CRM Launch and Implementation

**Overarching Strategy:** Implement a district-wide CRM. Create a communication architecture with personas by student types, levels and program or other college information. Align the CRM with the stages of recruitment: prospect, inquiry, apply, completed application, orientation, enroll, attend.

| Steps                                                                                                                            | Responsibility                                   | Estimated Cost |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------|
| Finalize vendor contract with CRM vendor                                                                                         | Executive Director, IT                           | \$209,880      |
| Establish district-wide CRM task force                                                                                           | CRM Campus Leads                                 | In-kind        |
| Cypress to share the best practices/portfolio of communication from Element451 with Fullerton/NOCE                               | Cypress Campus Communication Director            | In-kind        |
| Identify roles and responsibility across the colleges relative to CRM                                                            | CRM Campus Leads                                 | In-kind        |
| Integrate banner and CRM for automation (pilot with Cypress)                                                                     | District IS lead with campus CRM Leads           | TBD            |
| Audit current communication flow (Fullerton and NOCE new and refresh / revise at Cypress)                                        | CRM Campus Leads                                 | In-kind        |
| Develop communication architecture across colleges and enrollment types and determine communication modality for each touchpoint | CRM Task force with college implementing         | In-kind        |
| Label the funnel stages and determine historical funnel performance                                                              | CRM Task force                                   | In-kind        |
| Develop workflow at each college within district-wide framework to include roles and responsibilities                            | CRM Task force guidance/ Colleges implementation | In-kind        |
| Each college document recruitment, outreach, engagement, promotion activities - determine alignment with CRM.                    | Colleges with CRM Taskforce guidance             | In-kind        |
| Establish tracking reports and associated tasks (best practices) for staff members                                               | CRM Task Force                                   | In-kind        |
| Determine how CRM, Starfish and Banner integrate - what tool at which steps                                                      | CRM Task Force                                   | TBD            |
| Establish training and documentation guides                                                                                      | CRM Task Force                                   | In-kind        |
| Continued review and adjustments                                                                                                 | CRM Campus Leads                                 | In-kind        |

## A2: Action Plan for Recruitment Culture

**Overarching Strategy:** Develop and implement line-item budgets for advertising, marketing, and recruiting to continue recruitment activities in a post-reengagement funding environment. Recruitment is based on outreach and engagement with prospective and applied students through registration. The strategy also establishes data-sharing agreements with CSU Fullerton, UC Irvine, and local high school districts to create incoming student data profiles, allowing colleges to design proactive advising, summer bridge programs, and interventions that meet students' specific needs.

| Steps                                                                                                                                                                                                                                                                                                                                                    | Responsibility                                                  | Estimated Cost |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|
| Establish a district / college wide recruitment structure that is integrated with shared governance process. Examine existing employees, titles, and recruitment tasks to define roles. Clarify and coordinate marketing, communication, admission, and recruitment tasks. Appoint a workgroup to coordinate across campuses.                            | VPSS, Campus Communications, VPIs                               | In-kind        |
| Establish data-sharing agreements with CSU Fullerton, UC Irvine, and local high school districts to create incoming student data profiles. Design advising, summer Bridge Programs and other student interventions around the needs of incoming students.                                                                                                | VPSS, Institutional Research, VC of Educational Services and IE | In-kind        |
| Determine the costs of recruiting students. Identify internal and explore external funding sources to offset state reductions and determine recruitment costs needed to achieve new student enrollment goals (cost of recruiting students)                                                                                                               | VPSS, VPAS                                                      | In-kind        |
| Formalize promise programs with permanent staffing and continue to support professional experts.                                                                                                                                                                                                                                                         | VPSS, Campus Communications, VPIs                               | \$100,000/yr   |
| Institutionalize outreach at NOCCCD - coordinate events, open houses, train for the image and brand(s), programs, outcomes. Develop recruiting professional development. Review and reduce turnover and identify sustained staffing plans. Determine how to create scalable staffing plans. Integrate AI (chatbots) and opportunities to automate tasks. | VPSS, Campus Communications, VPIs                               | \$166,000 /yr  |
| Coordinate the CRM implementation with recruitment plans and outreach events (automate submission and capture student information in real time)                                                                                                                                                                                                          | VPSS, Campus Communications, VPIs                               | In-kind        |
| Align geo-fencing and digital advertising investments with cycles and enrollment funnel progression. Document the baseline recruitment protocols. Continue to track events, use CRM, and build plans accordingly.                                                                                                                                        | VPSS, Campus Communications, VPIs                               | TBD            |
| Align labor market and program demand insights to prioritize and implement recruitment activities at college level.                                                                                                                                                                                                                                      | VPSS, Campus Communications, VPIs                               | TBD            |
| Coordinate promotion and digital advertising investments across the district. Identify sources and probability for enrollment based on past performance.                                                                                                                                                                                                 | VPSS, Campus Communications, VPIs                               | In-kind        |
| Inventory processes, roles and hand off from recruitment through orientation, first year, continued persistence. Determine best practices.                                                                                                                                                                                                               | VPSS, Campus Communications, VPIs                               | In-kind        |

### A3: Action Plan for Automate Application Processes

**Overarching Strategy:** Determine how to better automate the application process, create efficiencies, respond to students faster, and improve enrollment yield. Align work with the districtwide pilot of “Reimagine CCCApply”. Identify opportunities for coordinating and improving collective impact across all three institutions. Also, integrate application processing with the CRM implementation strategy.

| Steps                                                                                                                            | Responsibility                                                             | Estimated Cost |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Participate in Statewide taskforce for Reimagine CCCApply to improve application user experience and fraud prevention.           | Directors, Admissions and Records                                          | In-kind        |
| Map/understand the application process at each institution                                                                       | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Identify process milestones in alignment with CRM implementation                                                                 | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Identify codes in Banner for student type and determine how to align the processes to consistent student expectations.           | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Determine best practices across colleges/NOCE for alignment.                                                                     | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Establish standard application stages and reporting/data collection methods for each. Include recommended standard nomenclature. | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Clarify college needs and document process logic across district.                                                                | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Assess data mapping needs and implications across institutions                                                                   | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Consider the needs of different populations in the application process (e.g., multi-language forms, in-person support, etc.)     | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Explore developing a parent portal for information sharing.                                                                      | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |
| Ensure student-friendly and intuitive processes.                                                                                 | VPs of Student Services<br>/Student Services Council/<br>Promise Directors | In-kind        |

#### A4: Action Plan for Dual Enrollment with an Equity Lens

**Overarching Strategy:** Institutionalize dual enrollment across the district and stabilize infrastructure and funding. Provide college continuation pathways for the region. Maintain conversion of dual enrollment students to Fullerton / Cypress. Continue to deliver high quality wrap around student support. Position Cypress and Fullerton Colleges to best compete following Senate bill.

| Steps                                                                                                                                       | Responsibility                    | Estimated Cost |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------|
| Document staffing models and institutionalize similar infrastructure at both colleges.                                                      | VPI                               | In-kind        |
| Explore alternative funding beyond current sources to sustain dual enrollment with permanent staffing and ability to plan for future years. | Presidents / VPI                  | In-kind        |
| Pilot a program that provides one college introduction class for all high school students to take before they graduate high school          | Presidents / Dual enrollment team | In-kind        |
| Expand programming to include summer bridging and parent information                                                                        | Dual enrollment team              | \$350,000      |
| Codify training, staff mentoring, and equity facilitation with team members and campus stakeholders                                         | Dual enrollment team              | In-kind        |
| Determine how to scaffold for special populations (ESL), ninth grade expansion, summer initiatives, etc.                                    | Dual enrollment team              | In-kind        |
| Continue to assess college / district policies to address dual enrollment student needs.                                                    | VPI/ Deans / Director of DE       | In-kind        |
| Establish uniform application and registration process for dual enrollment across district                                                  | Dual enrollment team              | In-kind        |
| Address calendar conflicts between high schools and colleges                                                                                | Dual enrollment team              | In-kind        |
| Streamline faculty textbook selection process                                                                                               | Dual enrollment team              | In-kind        |

## B1: Action Plan for Reimagining Orientation

**Overarching Strategy:** Enhance existing orientation activities to improve persistence. Analyzing course combination data and encouraging students to enroll in the golden four classes in the appropriate order; creating a solid first semester foundation.

| Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Responsibility                                                                                     | Estimated Cost |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------|
| Establish an orientation task force to ensure coordination and regulatory compliance carried out through orientation. Clarify orientation tasking (roles, responsibilities, positions) across district.                                                                                                                                                                                                                                                                          | VPs of Student Services / Promise Directors                                                        | TBD            |
| Organize and parse information in a timely way, associated with milestones (i.e., 2nd composition course) rather than all information on the front end. Coordinate student communication flow.                                                                                                                                                                                                                                                                                   | VPs of Student Services / Campus Communication                                                     | In-kind        |
| Inventory orientation activities across campuses and determine best practices and opportunities for coordination, include program specific and target population orientations.                                                                                                                                                                                                                                                                                                   | VPs of Student Services / Promise Directors                                                        | In-kind        |
| Address manual processes associated with tracking orientation and explore automation through existing systems.                                                                                                                                                                                                                                                                                                                                                                   | VPs of Student Services / Promise Directors                                                        | In-kind        |
| Develop and design orientation framework based on student populations and needs. Identify performance metrics and consistent standards for all modalities and delivery plans.                                                                                                                                                                                                                                                                                                    | VPs of Student Services / Promise Directors                                                        | TBD            |
| Align orientation options with student populations and needs. Offer in-person orientation as an option, customize for first year, adults, and all populations. Address outcome results in online orientation options and multiple starts for NOCE. Build an architecture for NOCE orientation activities (do not create barriers but inform for continued engagement). Build on efforts to improve coordination such as athletic orientation, registration information, etc...). | VPs of Student Services / Promise Directors / College Orientation Teams                            | \$75,000       |
| Close timing gaps between orientation messaging and access to student portal (My Gateway) orientation model (Comevo); coordinate automated messages that explore resources and bridge wait times; reduce SPAM challenges in communication; expand bus-in and in-person orientation.                                                                                                                                                                                              | VPs of Student Services / Promise Directors/ College Orientation Teams / campus communication / IT | In-kind        |
| Expand orientation to include welcome week and first semester activities. Coordinate activities.                                                                                                                                                                                                                                                                                                                                                                                 | VPs of Student Services / Promise Directors                                                        | In-kind        |
| Enlist student success advocates / navigators to coordinate continued outreach and coordinate with proactive intervention.                                                                                                                                                                                                                                                                                                                                                       | VPs of Student Services / Promise Directors / Advocates                                            | In-kind        |
| Review additional support requirements and persistence impact.                                                                                                                                                                                                                                                                                                                                                                                                                   | Institutional Research                                                                             | In-kind        |
| Use AI / machine learning to understand student behaviors (declared vs. practical majors) to ensure proactive guidance.                                                                                                                                                                                                                                                                                                                                                          | VPs of Student Services / Promise Directors                                                        | TBD            |
| Identify how to communicate and engage the student's family - support system in the process.                                                                                                                                                                                                                                                                                                                                                                                     | VPs of Student Services / Promise Directors                                                        | TBD            |

## C1: Action Plan for Course Scheduling and Planning

**Overarching Strategy:** Identify opportunities to improve course planning, streamline scheduling processes, reduce multiple systems, build institutional knowledge and clarity to support consistency. Define stakeholder roles associated with scheduling. Ensure that scheduling is student-centered and college / district mission centered. Identify best practices (historical, college, new, peer) to guide scheduling culture. Improve facility efficiency and reduce cancelled courses.

| Steps                                                                                                                                                                                                                                           | Responsibility                                           | Estimated Cost |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------|
| Address cultural issues that prevent student-centered scheduling. Leadership confirms that student-centered scheduling is a top priority for colleges / district.                                                                               | VPI, Deans, Counseling Departments, Faculty Coordinators | In-kind        |
| Clarify course planning, schedule building, and instructional assignments as distinct activities. Identify nomenclatures & definitions.                                                                                                         | Chancellor & Cabinet / VPI/ Deans                        | In-kind        |
| Pilot 'Opt Out Scheduling' model that maps out course schedules for first-year students                                                                                                                                                         | Chancellor & Cabinet / VPI/ Deans                        | In-kind        |
| Ensure course planning is aligned with curriculum and technology tools such as Program Mapper, and ed planning through Degree Works. Review workflow and ensure consistency across colleges.                                                    | VPI, Deans, Counseling Departments, Faculty Coordinators | In-kind        |
| Standardize scheduling processes across the district. Document process and provide guides. Establish vision for future and approaches (block scheduling w/common passing periods, roll-over, other)                                             | A & R, VPI, Schedulers, District IR                      | In-kind        |
| Review and update business process review completed in Spring 2024 (roles, responsibility, milestones, steps)                                                                                                                                   | Schedulers, VPI, District IR                             | In-kind        |
| Align NOCE scheduling processes with Fullerton / Cypress approaches. Establish consistency across and within colleges.                                                                                                                          | A & R, VPI, Schedulers, District IR                      | In-kind        |
| Assess and recommend technology solutions to support automation and data-informed processes. Address technical challenges associated with scheduling systems. Reduce labor intensity for process.                                               | A & R, VPI, Schedulers, District IR                      | In-kind        |
| Identify ideal schedule building timelines and staffing models                                                                                                                                                                                  | A & R, VPI, Schedulers, District IR                      | In-kind        |
| Purchase scheduling tool to support consistent schedule building and provide on-demand enrollment analytics for deans to use in course planning                                                                                                 | VC of Educ Services and IE                               | \$300,000      |
| Offer an enrollment summit to share scheduling insights, best practices, and action plan across the district.                                                                                                                                   | A & R, VPI, Schedulers, District IR                      | \$3,000        |
| Design course planning and scheduling based on student demand. Develop and deliver continuous training, support, procedure manuals for Deans and program coordinator. Couple course planning and scheduling with SEP enrollment plan and goals. | A & R, VPI, Schedulers, District IR                      | In-kind        |

## C2: Action Plan for Student Completion – Analytics and Interventions

**Overarching Strategy:** Build on Student Advocates, system data, coordinate student communication, align with categorical, regulatory and program requirements to include specialized areas (Promise program, athletics). Collect and report data to inform intervention. Establish structure for leveraging intervention tools and services. Coordinate and orchestrate interventions. Emphasize proactive approaches that anticipate student needs before they ask or stop out.

| Steps                                                                                                                                                                                                                                                                                                                   | Responsibility                                        | Estimated Cost |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------|
| Establish a core task force district-wide task for coordination of college activities and initiatives. Consider the Starfish user goals for this purpose.                                                                                                                                                               | College Student Success Leaders                       | In-Kind        |
| Institutionalize funding for Starfish across the District                                                                                                                                                                                                                                                               | College Student Success Leaders                       | \$270,000/yr   |
| Identify dedicated positions tasked with strategy success.                                                                                                                                                                                                                                                              | College Student Success Leaders with District Support | \$105,000/yr   |
| Document differences in college structures to support tasks and recommend nomenclature.                                                                                                                                                                                                                                 | College Student Success Leaders with District Support | In-Kind        |
| Document intervention resources across campuses                                                                                                                                                                                                                                                                         | College Student Success Leaders with District Support | In-Kind        |
| Document tools and technology that support the tasks, integration                                                                                                                                                                                                                                                       | College Student Success Leaders with District Support | In-Kind        |
| Develop guidelines for reviewing, vetting, and adopting technologies related to predictive analytics and student support (reasoning - ensure the Colleges are involved in the process from the start).                                                                                                                  | College Student Success Leaders with District Support | In-Kind        |
| Establish guidelines and ethical use policies for predictive analytics                                                                                                                                                                                                                                                  | Institutional Research and Guided Pathways            | In-Kind        |
| Enhance processes associated with DegreeWorks (see comments page) clarify and articulate student view, use, and value.                                                                                                                                                                                                  | College Student Success Leaders with District Support | In-Kind        |
| Document steps and tasks remaining to fully implement Starfish predictive analytics at each institution.                                                                                                                                                                                                                | College Student Success Leaders with District Support | In-Kind        |
| Develop a communication architecture and implement the integrated continuing student communication plan. Include timing, mode, audience and accountable office. Ensure semester review and updates of information. Align with web navigation and wayfinding for student support. Coordinate all messages across campus. | College Student Success Leaders with District Support | In-Kind        |
| Determine technical support, bandwidth, and backup plans (ensure capacity for strategy success).                                                                                                                                                                                                                        | District / Colleges                                   | In-Kind        |
| Scaffold implementation based on student situations (probation, at risk, etc..)                                                                                                                                                                                                                                         | College Student Success Leaders with District Support | In-Kind        |

## Appendix B: Districtwide Collaborators in SEP Development

| Site                     | Name                  | Position                                                        | Constituent Group       |
|--------------------------|-----------------------|-----------------------------------------------------------------|-------------------------|
| <b>Cypress</b>           | Andrea Laguna Morales | Special Projects Manager - Dual Enrollment                      | Administrator/Manager   |
| <b>Cypress</b>           | Brady Miller-Wakeham  | Director, Ed Partnerships and Programs/Guided Pathways          | Administrator/Manager   |
| <b>Cypress</b>           | Brittany Hamer        | Special Project Director, Outreach/CEP/Student Success          | Administrator/Manager   |
| <b>Cypress</b>           | Bryan Ventura         | Director, Institutional Research and Planning                   | Administrator/Manager   |
| <b>Cypress</b>           | David Mosely Booze    | Director, Admissions & Records                                  | Administrator/Manager   |
| <b>Cypress</b>           | Elli Constantin       | Director, Distance Education                                    | Administrator/Manager   |
| <b>Cypress</b>           | Gabriela de la Cruz   | Director, Financial Aid                                         | Administrator/Manager   |
| <b>Cypress</b>           | Kathleen Reiland      | Vice President, Instruction                                     | Administrator/Manager   |
| <b>Cypress</b>           | Marc Posner           | Director, Campus Communications                                 | Administrator/Manager   |
| <b>Cypress</b>           | Patricia Menchaca     | Dean                                                            | Administrator/Manager   |
| <b>Cypress</b>           | Paul De Dios          | Vice President, Student Services                                | Administrator/Manager   |
| <b>Cypress</b>           | Rick Hodge            | Dean Career Technical Education                                 | Administrator/Manager   |
| <b>Cypress</b>           | Stephanie Teer        | Director Educational Partnerships and Programs, Dual Enrollment | Administrator/Manager   |
| <b>Cypress</b>           | Treisa Cassens        | Dean                                                            | Administrator/Manager   |
| <b>Cypress</b>           | Belinda Allan         | Administrative Assistant II                                     | Classified Professional |
| <b>Cypress</b>           | Eileen Haddad         | Senior Research and Planning Analyst                            | Classified Professional |
| <b>Cypress</b>           | Marcie Kagawa         | Campus Mktg Outreach Coordinator                                | Classified Professional |
| <b>Cypress</b>           | Michael Ashton        | Instructional Designer                                          | Classified Professional |
| <b>Cypress</b>           | Stephanie Acosta      | Administrative Assistant III                                    | Classified Professional |
| <b>Cypress</b>           | Angela Haugh          | Curriculum MIS/Business Analyst                                 | Classified Professional |
| <b>Cypress</b>           | Joyce Peacock         | Faculty, Curriculum Cmte Chair                                  | Faculty                 |
| <b>Cypress</b>           | Jacky Rangel          | Articulation Officer - Counselor                                | Faculty                 |
| <b>Cypress</b>           | Jeannie Mitsch        | Counselor, CTE                                                  | Faculty                 |
| <b>Cypress</b>           | Jenelle Herman        | Faculty, ESL                                                    | Faculty                 |
| <b>Cypress</b>           | Jill Bauer            | Faculty, ESL                                                    | Faculty                 |
| <b>Cypress</b>           | Jolena Grande         | Faculty, Mortuary Science                                       | Faculty                 |
| <b>Cypress</b>           | Juan Garcia           | Adjunct Counselor, Veterans Resource Center                     | Faculty                 |
| <b>Cypress</b>           | Kathleen McAlister    | FT Faculty/Faculty Senate President                             | Faculty                 |
| <b>Cypress</b>           | Samantha Simmons      | Faculty/Distance Education Coordinator                          | Faculty                 |
| <b>Cypress</b>           | Steven Estrada        | Faculty, Ethnic Studies                                         | Faculty                 |
| <b>Cypress</b>           | Mercedes Milner       | Professional Expert, Veteran's Center                           | Professional Expert     |
| <b>District Services</b> | Gabrielle Stanco      | District Director, Research, Planning and Data Management       | Administrator/Manager   |

|                          |                        |                                                                                  |                         |
|--------------------------|------------------------|----------------------------------------------------------------------------------|-------------------------|
| <b>District Services</b> | Khaoi Mady             | Interim Executive Director, IT                                                   | Administrator/Manager   |
| <b>District Services</b> | Mayra Pulido           | Administrative Assistant III, Educational Services & Institutional Effectiveness | Classified Professional |
| <b>District Services</b> | Cherry Li-Bugg         | Vice Chancellor, Educational Services and Technology                             | Executive               |
| <b>District Services</b> | Jennifer Vega La Serna | Vice Chancellor, Educational Services and Institutional Effectiveness            | Executive               |
| <b>Fullerton</b>         | Albert Abutin          | Dean of Enrollment Services                                                      | Administrator/Manager   |
| <b>Fullerton</b>         | Carlos Ayon            | Dean                                                                             | Administrator/Manager   |
| <b>Fullerton</b>         | Daniel Berumen         | Director, Institutional Research & Planning                                      | Administrator/Manager   |
| <b>Fullerton</b>         | Elizabeth Martinez     | Interim Vice President, Student Services                                         | Administrator/Manager   |
| <b>Fullerton</b>         | Ericka Adakai          | Director, Instructional Partnerships and Programs                                | Administrator/Manager   |
| <b>Fullerton</b>         | Flor Huerta            | Dean, Counseling                                                                 | Administrator/Manager   |
| <b>Fullerton</b>         | Greg Ryan              | Director, Financial Aid                                                          | Administrator/Manager   |
| <b>Fullerton</b>         | Jeanette Rodriguez     | Dean                                                                             | Administrator/Manager   |
| <b>Fullerton</b>         | Jennifer Merchant      | Director, Ed Partnerships and Programs/Guided Pathways                           | Administrator/Manager   |
| <b>Fullerton</b>         | Jose Ramon Nunez       | Vice President, Instruction                                                      | Administrator/Manager   |
| <b>Fullerton</b>         | Ken Starkman           | Dean                                                                             | Administrator/Manager   |
| <b>Fullerton</b>         | Miranda Bates          | Director, Campus Communications                                                  | Administrator/Manager   |
| <b>Fullerton</b>         | Rena Martinez Stluka   | Director, Admissions & Records                                                   | Administrator/Manager   |
| <b>Fullerton</b>         | Tam Contreras          | Director, Dual Enrollment                                                        | Administrator/Manager   |
| <b>Fullerton</b>         | Valerie Salazar        | Director, Educational Partnerships & Programs (Promise)                          | Administrator/Manager   |
| <b>Fullerton</b>         | Annika Shellenbarger   | Student Services Coordinator                                                     | Classified Professional |
| <b>Fullerton</b>         | Gregory Menchaca       | Testing and Assessment Specialist                                                | Classified Professional |
| <b>Fullerton</b>         | Amy Shrack             | Administrative Assistant III - ISS                                               | Classified Professional |
| <b>Fullerton</b>         | Fatima Baltazar        | Coordinator, Financial Aid                                                       | Classified Professional |
| <b>Fullerton</b>         | Lisa Funaoka           | Business Analyst I                                                               | Classified Professional |
| <b>Fullerton</b>         | Mark Bounpraseuth-Hao  | Coordinator, Financial Aid                                                       | Classified Professional |
| <b>Fullerton</b>         | Rachel Mendiola        | Communications Specialist                                                        | Classified Professional |
| <b>Fullerton</b>         | Tammy Plachy           | Administrative Assistant II                                                      | Classified Professional |
| <b>Fullerton</b>         | Bridget Kominek        | Faculty/Faculty Senate President                                                 | Faculty                 |
| <b>Fullerton</b>         | Darnell Kemp           | Faculty/Director, Distance Education                                             | Faculty                 |
| <b>Fullerton</b>         | Frank Guthrie          | Faculty                                                                          | Faculty                 |
| <b>Fullerton</b>         | Gary Graves            | Faculty                                                                          | Faculty                 |
| <b>Fullerton</b>         | Jeanne Costello        | Faculty/Guided Pathways                                                          | Faculty                 |
| <b>Fullerton</b>         | John Ison              | Faculty, Curriculum Cmte Chair                                                   | Faculty                 |
| <b>Fullerton</b>         | Kim Vandevort          | Faculty, English                                                                 | Faculty                 |
| <b>Fullerton</b>         | Mary Bogan             | Faculty, English                                                                 | Faculty                 |

|                  |                        |                                               |                         |
|------------------|------------------------|-----------------------------------------------|-------------------------|
| <b>Fullerton</b> | Scott Lee              | Counselor/Articulation Officer                | Faculty                 |
| <b>Fullerton</b> | Stewart Kimura         | Counselor                                     | Faculty                 |
| <b>NOCE</b>      | Beverly Heasley        | Director of Admissions and Records            | Administrator/Manager   |
| <b>NOCE</b>      | Deborah Perkins        | Director, Student Equity and Success          | Administrator/Manager   |
| <b>NOCE</b>      | Dulce Delgadillo       | Director, Institutional Research and Planning | Administrator/Manager   |
| <b>NOCE</b>      | Jennifer Perez         | Director, Campus Communications               | Administrator/Manager   |
| <b>NOCE</b>      | Karen Bautista         | Vice President, Instruction                   | Administrator/Manager   |
| <b>NOCE</b>      | Kim Tang               | Associate Dean, CTE                           | Administrator/Manager   |
| <b>NOCE</b>      | Lizbeth Juarez         | Program Manager                               | Administrator/Manager   |
| <b>NOCE</b>      | Marcella Valle         | Interim Director, Admissions and Records      | Administrator/Manager   |
| <b>NOCE</b>      | Martha Gutierrez       | Vice President, Student Services              | Administrator/Manager   |
| <b>NOCE</b>      | Martha Turner          | Associate Dean, LEAP                          | Administrator/Manager   |
| <b>NOCE</b>      | Tina McClurkin         | Interim Associate Dean, CTE                   | Administrator/Manager   |
| <b>NOCE</b>      | Maria Aceituno         | Instructional Designer                        | Classified Professional |
| <b>NOCE</b>      | Maria Hernandez        | Student Services Coordinator                  | Classified Professional |
| <b>NOCE</b>      | Neshia Jenkins         | Special Projects Coordinator                  | Classified Professional |
| <b>NOCE</b>      | Shelia Moore-Farmer    | Catalog and Schedule Coordinator              | Classified Professional |
| <b>NOCE</b>      | Corinna Lopez          | Faculty                                       | Faculty                 |
| <b>NOCE</b>      | Jennifer Oo            | Faculty                                       | Faculty                 |
| <b>NOCE</b>      | Kenneth A. Yu          | Faculty                                       | Faculty                 |
| <b>NOCE</b>      | Michelle Patrick-Norng | Counselor                                     | Faculty                 |
| <b>NOCE</b>      | Yvette Krebs           | Counselor                                     | Faculty                 |

- Establishing balanced enrollment goals and ensuring capacity to support growth
- Aligning program development with community and labor market needs
- Positioning NOCE as a feeder for the credit colleges and ensuring progressive credentialing
- Expanding opportunities for adult learners
- Strengthening data-sharing agreements with local high schools and universities

The resulting Strategic Enrollment Plan also includes key performance indicators aligned with the Districtwide Strategic Plan.

Eight enrollment strategies were developed with detailed action plans for implementation. The strategies are listed below and are described in more detail in the Draft Plan.

- District-Wide Customer-Relationship Management (CRM) System Launch and Implementation
- Recruitment Culture
- Automate Application Processes
- Dual Enrollment with an Equity Lens
- Reimagining Orientation
- Course Scheduling and Planning
- Student Completion – Analytics and Interventions
- CTE Earn and Learn

5. RECOMMENDATION:

It is recommended that DCC review the Draft Plan and provide feedback on the recommended action plans and implementation steps.

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

Chancellor's Staff

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 17, 2025

From: District Director, Sustainability

Re: Agenda Item for District Consultation Council Meeting of October 27, 2025

1. AGENDA ITEM NAME

**Sustainability Action Plan Annual Report**

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:

**District BP 3580: Sustainability Plan and AP 3580: Environmental Sustainability recommend an annual update to the Board of Trustees on the progress of the District's Sustainability Action Plan (SAP). The SAP was approved October 22, 2024, so this is our first update on our progress on the goals. District Special Projects Director of Sustainability, Tyler Deacy, will deliver the report, including information on the 2025/26 fiscal year priorities and their relation to the California Community Colleges Chancellor's Office Vision 2030 goals and objectives.**

5. RECOMMENDATION:

**It is recommended that the District Consultation Council receive the annual Sustainability Action Plan Report ahead of the 10/28 Board of Trustees meeting and provide feedback and questions.**

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

**Fred Williams**

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 7, 2025

From: Tyler Deacy, Sp. Projects Director, Sustainability

Re: Agenda Item for District Consultation Council Meeting of October 27, 2025

1. AGENDA ITEM NAME

**District-Wide Sustainability Committee**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The Office of Sustainability recommends creating a district-wide Sustainability Committee to help coordinate large-scale implementation of district sustainability initiatives. Currently, a committee exists on each of the three campuses, meeting monthly from September through May. These committees are focused on campus events, policy, and related matters. The district-wide committee, in contrast, would function as a workgroup for implementing Sustainability Action Plan goals. For instance, working alongside Purchasing and M&O teams to develop green purchasing strategies. Meetings would be on specific topics and aim to be held once a quarter.

5. RECOMMENDATION:

The Office of Sustainability recommends a District-Wide Sustainability Committee be established, and guidance provided on the makeup of committee members to be involved.

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

Fred Williams, Richard Williams, Fullerton College Sustainability Committee, and Cypress College Sustainability Committee

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 23, 2025

From: Fred Williams, Vice Chancellor, Administrative Services

Re: Agenda Item for District Consultation Council Meeting of October 27, 2025

1. AGENDA ITEM NAME

**Revised AP 7400, Employee Travel and Conference Attendance**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The District travel policy has not been updated in several years. In response to recent concerns regarding reimbursement procedures and alternative solutions to handling travel reimbursements, revisions have been made to AP 7400. These proposed changes were previously reviewed and discussed with the campus Budget Officers and Chancellor's Staff.

At the September 22, 2025 meeting, DCC received its first reading of revised AP 7400. Council members were asked to gather feedback and recommendations from their respective constituency groups. Subsequent to the September 22, 2025 DCC meeting, the following additional revisions were made:

- Updated the Reference Section
- Section 5.2.7 – Changed 10 consecutive hours to 12 consecutive hours.
- Section 5.2.7 – Changed IRS rates for the high-low method to the GSA meals per diem rate for the applicable location.
- Itemized receipts are only required for travel expenses over \$75, with the exception of travel advances and meals.
- Included the Business Necessity Form

5. RECOMMENDATION:

**It is recommended that DCC members review, discuss, and provide feedback and questions on AP 7400.**

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

**Campus Budget Officers and Chancellor's Staff.**

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

## **AP 7400 Employee Travel and Conference Attendance**

Reference:

**Education Code Section 87032;**  
**26 U.S. Code Section 62 subdivision (c);**  
**2 Code of Federal Regulations Part 200.474~~5~~;**  
**IRS Publication 463;**  
**IRS Publication 15-B**

- 1.0 ~~This is a general policy of the North Orange County Community College District for the conveyance of employees on District business and authorized activities. Travel and transportation expenses will be reimbursed only up to approved amounts and are subject to limitations established by staff development or other funding sources.~~ **The Chancellor has designated authority for approval of travel requests to the Presidents and Vice Chancellors for employees in each of their respective areas. All travel outside the United States must be approved in advance by the Board of Trustees.**

**Employee travel will be reimbursed for actual, ordinary, necessary, and reasonable expenses incurred while on official business, up to approved amounts, and subject to compliance with state and federal regulations and guidelines, and sponsoring agency requirements if applicable. All travel expenses including mode of transportation should be the most economical.**

- 1.1 For purposes of this policy, ~~off-campus~~ travel shall be defined as including ~~international, national, regional, state, or sectional~~ **off-campus meetings, workshops, conferences, trainings, or conventions** ~~whose principal business includes community college instruction and/or support functions or the advancement of the discipline or professional area in which the individual normally teaches or works or studies~~ **that are within the scope of the employee's job assignment**. Reimbursement shall be for actual, necessary and reasonable expenses. ~~This also includes business mileage incurred by the individual using a personal vehicle in the performance of duties which require travel away from the individual's regular work location.~~ Not included in the above definition are:
- 1.1.1 Meetings where participants receive college credit, except for those individuals receiving continuing education credit for maintaining their professional licenses.
  - 1.1.2 Meetings that pay a salary or honorarium to participants.
  - 1.1.3 Meetings of professional organizations with interests outside the scope of the employee's normal work assignment.
  - 1.1.4 Special interest meetings outside the scope of the definition.
- 2.0 Trustees' travel expenses are discussed in BP/AP2735, Board Member Travel.
- 3.0 Student travel expenses and employee expenses incurred while travelling with students are discussed **in** BP/AP4300, Field Trips and Excursions.
- 4.0 ~~General principles are as follows~~ **Ground Transportation:**

North Orange County Community College District  
**ADMINISTRATIVE PROCEDURE**  
Chapter 7  
Human Resources

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## **AP 7400 Employee Travel and Conference Attendance**

- 4.1 All employees driving either their privately own ed/leased vehicle, ~~leased~~, or District-owned vehicles for District related activities must certify that they possess a valid California Driver's License.
- 4.2 All uses of College campus transportation, including the use of District-owned vehicles, must be for ~~official~~ authorized District related activities.
- ~~4.3 Privately owned vehicles of authorized District employees may be used for District transportation purposes with reimbursements within Board policy. Employees must certify that their vehicle is covered by automobile insurance as required by California law.~~
- ~~4.4 Transportation provided by the College/District is limited by the availability of vehicles and prior approval of the trip.~~
- 4.5 3 District-owned/leased vehicles are available at each campus for the use of by authorized personnel for approved District business. Transportation provided by the campus or District is limited by the availability of vehicles and prior approval of the trip.
- 4.6 4 Mileage Reimbursement: Privately owned or privately leased vehicles may be used when District-owned vehicles are not available. ~~Any employee~~ Employees who ~~is~~ are authorized to use ~~his/her~~ their privately owned or privately leased vehicle to travel off-campus for approved District related activities may receive reimbursement for business mileage incurred through each use in accordance with the following guidelines: ~~Reimbursement of business mileage includes all maintenance, fuel, oil, and related costs including the cost of insurance. All persons driving on District business shall take the most direct route possible. Reimbursement for such business mileage shall be at the prevailing IRS standard rate.~~
- 4.4.1 Employees must certify that their personal vehicle is covered by automobile insurance as required by California law.
- 4.4.2 All persons driving on District business shall take the most direct route possible.
- 4.4.3 Reimbursement for such business mileage shall be at the prevailing IRS standard rate.
- ~~4.6.1 Mileage shall be calculated as the distance from the employee's regular work location to his/her off campus business destination and return to regular work location.~~
- 4.4.4 Transportation expenses between an employee's home and the employee's main or regular work location are considered personal commuting expenses by the IRS. Personal commuting expenses including commute miles are not reimbursable regardless of the employee's work schedule, time of day, or day of the week (IRS Publication 463).

## **AP 7400 Employee Travel and Conference Attendance**

### **4.4.5 Business mileage will be reimbursed and include:**

**4.4.5.1 Roundtrip miles driven between home and an off-site location.**

**4.4.5.2 Roundtrip miles driven between an off-site location and another off-site location.**

**4.4.5.3 Roundtrip miles driven between a main or regular work location and an off-site location.**

**4.4.5.4 Roundtrip miles driven between District or campus sites subject to the applicable collective bargaining agreement.**

~~4.4.6.2 If the employee does not both leave and return to his/her regular work location, the total miles driven less regular commute miles shall be reimbursed.~~ **Business mileage shall be calculated as total actual miles driven (commute miles are not deducted). Google Maps or other similar online map printouts should be submitted with the request for mileage reimbursement when roundtrip mileage is 20 miles or greater.**

~~4.6.3 Miles to and from an airport/train station in excess of regular commute miles shall be reimbursed.~~

**4.4.7 Mileage reimbursement claims must be approved and submitted to Campus Business Office or District Accounts Payable within fifteen (15) business days following the month the mileage was incurred.**

~~4.6.4.8~~ If two or more employees share a personal vehicle, only one employee shall be reimbursed for mileage expense at the established rate.

**4.5** ~~4.6.5~~ Transportation-related expenses which are directly associated with business mileage and are **ordinary**, reasonable, ~~and necessary,~~ **and most economical** shall be reimbursed. Allowable expenses include parking fees; bridge, highway and tunnel tolls; **rideshare services from the airport to the hotel, or from the hotel to the conference.** ~~All claimed transportation related expenses shall be authenticated by submission of original itemized valid receipts.~~ **Itemized receipts are required for transportation expenses over \$75. If submitting an itemized receipt for rideshare services, the itemized receipt must include pickup and drop-off locations and the reason for the trip (e.g., airport to hotel; hotel to conference).**

**4.6** **Gratuity and tips for transportation services must not exceed 20% of the base cost of the service.**

**4.7** **Personal transportation expenses while on business travel are not reimbursable (e.g., transportation expenses related to entertainment or personal side trips).**

## **AP 7400 Employee Travel and Conference Attendance**

- 4.8 The most economical and reasonable form of ground transportation is reimbursable. For a roundtrip from home to an airport, reimbursement of mileage and parking is District standard. If using a different mode of transportation (e.g., Uber, Lyft, other rideshare service, etc.), a cost savings analysis must be provided with the reimbursement request. If the mode of transportation chosen is not the most economical, transportation expense can be reimbursed up to the District standard.**
- ~~4.7 If an employee is assigned to perform work outside his/her regular hours of employment, or on an emergency or non-scheduled basis, the employee shall receive reimbursement for the total mileage traveled in connection with the assignment.~~
- 5.0 ~~Travel/conference expenses are allowed as follows:~~ **Travel: Employees authorized to attend off-campus meetings, workshops, conferences, trainings, or conventions may receive reimbursement for expenses incurred in accordance with the following guidelines:**
- 5.1 ~~Authorization to approve travel/conference requests, within budget, has been delegated by the Board of Trustees to the Chancellor or their designee.~~ **An employee's travel request must be approved before travel. Refer to the Accounts Payable webpage for detailed procedures and instructions.**
- 5.2 ~~Reimbursable transportation expenses include all necessary official travel on railroads, airlines, ships, buses, private vehicles and other usual means of conveyance.~~ **All travel expenses and mode of transportation (e.g., airfare versus mileage; mileage versus Uber; etc.) must be ordinary, reasonable, necessary, and most economical. Reimbursable travel expenses include: airfare; parking; lodging; registration; meals not covered by conference registration and during the period of travel; car rentals; ground transportation (including mileage, Uber, Lyft, or other rideshare service); and fares (including gratuity not to exceed 20% of the fare). Claims for reimbursement must be supported by Travel expenses, other than employee meals, must be authenticated by original itemized ticket stubs or original itemized receipts if over \$75.** ~~provided by the commercial carrier.~~
- 5.2.1 **Airfare must be the most economical and class roundtrip using only commercial carriers.** The expense of traveling by commercial carrier will be allowed on the basis of actual cost. All accumulated airline mileage benefits earned while on District business and paid by the District shall be used for the benefit of the District. All employees will be expected to use the most economical mode of transportation where practical and in the best interest of the District.
- 5.2.1.1 The District will not cover additional fees such as extra legroom, seat selection fees, early check-in fees, exit row upgrades, additional baggage fees over a single checked bag plus a single carry-on bag if applicable, travel insurance, or any other upgraded or additional costs. Any upgraded or additional costs are personal expenses and will not be**

## AP 7400 Employee Travel and Conference Attendance

reimbursed, unless specifically approved in advance by the appropriate Chancellor's Staff member and documented on a Business Necessity Form (see section 5.6).

5.2.1.2 If the most economical and class roundtrip is not available, or departure/arrival times are unreasonable, include a screenshot to show that the flight booked was the most economical and reasonable option available at the time of booking for audit purposes. A Business Necessity Form is not required.

5.2.2 When attending a conference to which the employee has traveled by common carrier, the employee may rent an automobile for local transportation. The cost of the car rental shall be the most economical available for the number of employees traveling together. The District will not reimburse for premium or luxury vehicles, any other upgrades, or additional costs other than fuel and car rental insurance. The actual cost incurred of renting a vehicle, including the cost of fuel and rental car insurance, is reimbursable. Itemized receipts are required for travel expenses over \$75. Mileage is not reimbursable when renting a vehicle.

5.2.3 Reimbursement for travel by private vehicle shall not exceed the lowest roundtrip commercial airfare. ~~Other transportation-related expenses which are directly associated with conference or meeting attendance and reasonably incurred shall be reimbursed. Allowable expenses include parking fees, bridge, highway and tunnel tolls, fare for streetcars, rental cars, shuttles, ferries, taxis, buses, and subways. All transportation-related expenses claimed shall be authenticated by original itemized receipts.~~

5.2.4 ~~College~~ Campus/District staff shall not pilot or charter personal or private aircraft when traveling within the scope of their employment, ~~unless this method of travel is covered by District liability insurance and the pilots are approved by the District and the District's liability carrier.~~

~~5.2.4.1 Reimbursement for travel by privately owned or leased aircraft shall be the prevailing STATE RATE or the commercial carrier cost, whichever is less, not to exceed actual and necessary rental/lease costs.~~

5.2.5 Registration fees charged in connection with approved attendance at conferences, conventions, committee meetings, in-service training seminars and so forth, are allowable at actual cost. The conference agenda is required and should show conference dates, times, meals provided, and registration fees. Itemized receipts are required for registration fees over \$75. Actual charges must be verified by original itemized registration receipt or bona fide itemized registration application form. ~~Registration expense may be reimbursed to the employee or, alternatively, may be paid directly to the vendor.~~

## **AP 7400 Employee Travel and Conference Attendance**

- 5.2.6 Lodging within 50 miles of the employee's primary work location is not allowable unless specifically approved in advance by the appropriate Chancellor's Staff member and documented on a Business Necessity form (see section 5.6). Actual lodging cost, not to exceed charges at the published standard single occupancy room rate for the conference, shall be ~~allowed~~ reimbursed. An original itemized receipt for lodging expense must show conference rate or single occupancy rate for the hotel room. Receipt must be submitted with the reimbursement claim, ~~to be allowable~~. No other receipt will be accepted--i.e., credit card receipt.
- 5.2.6.1 If lodging is shared with another employee, each will be reimbursed only for ~~his/her~~ their share of the charges.
- 5.2.6.2 When an employee shares lodging facilities with a non-district person (e.g., spouse, children, etc.), reimbursement to the employee is limited to the single occupancy rate. All reimbursement claims for such instances must show the rate for single occupancy.
- 5.2.6.3 ~~Normally, lodging~~ Lodging expenses are reimbursed for the actual dates of the approved conference. The night ~~before or the night~~ the conference ends may be reimbursed if ~~supported by a written statement explaining the necessity~~. specifically approved in advance by the appropriate Chancellor's Staff member and documented on a Business Necessity Form (see section 5.6). ~~Special circumstances which result in significant monetary savings, such as a Saturday night stay, may be reimbursed if supported by a written statement.~~
- 5.2.6.4 The District does not allow business lodging booked from vacation rental companies such as Airbnb, VRBO, etc., unless approved in advance by the Chancellor.
- 5.2.6.5 Employees should complete a Hotel/Motel Transient Occupancy Tax Waiver Form to present upon check-in. Not all hotels accept the form, but when they do it provides substantial savings to the District.
- 5.2.7 ~~All meals for which expenses are actually incurred shall be paid.~~ Meal allowances are applicable only when travel away from home requires an overnight stay (IRS Publication 463) or the employee will be in travel status for more than 12 consecutive hours in lieu of staying overnight, or travel is multi-day. ~~For fractional parts of a day which do not require overnight travel, the appropriate meal expense shall be reimbursed using the current IRS rates for the high-low method.~~ All meals for which expenses are actually incurred shall be reimbursed using the U.S. General Services Administration (GSA) meals per diem rate for the applicable location. On partial travel days, the standard meal allowance shall be prorated. Travel meal reimbursement is intended

## **AP 7400 Employee Travel and Conference Attendance**

to cover the incremental expense of having to eat out and is not intended to cover the entire cost of meals.

5.2.7.1 When the cost of meals is included in a registration fee, separate reimbursement for the covered meals is not allowed.

**5.2.7.2 No receipts are required for meal reimbursement. The District instead will reimburse employees using the GSA meals per diem rate as noted above.**

5.2.8 **Incidental &** ~~Miscellaneous travel expenses essential to the transaction of official District business are reimbursable to the employee when~~ **must be ordinary, necessary, reasonable, most economical, and will be reimbursed as follows:** ~~reasonably incurred and evidenced by submission of valid receipts.~~

5.2.8.1 ~~Allowable expenses incurred in conducting District business are: minor supplies, postage, reproduction costs, telephone and electronic communication expenses.~~ **Miscellaneous travel expenses essential to the transaction of official District business may include minor supplies, postage, reproduction costs, telephone and electronic communication expenses. Itemized receipts are required for expenses over \$75.**

**5.2.8.2 Incidental expenses such as fees and tips given to baggage carriers and hotel staff are only reimbursed when travel requires overnight stay. Incidental expenses are reimbursed using the GSA per diem rate and do not require itemized receipts.**

**5.2.8.3 Gratuity and tips are limited to 20% of the base cost of the service. Tips for transportation services are reimbursable and require an itemized receipt if transportation expense including the tip is over \$75. Tips for hotel and restaurant staff or other food services are included in the meals and incidentals per diem reimbursement rates and are only reimbursed with an overnight stay.**

5.2.9 Certain travel expenses are considered personal expenses and not essential to District business. Such non-reimbursable expenditures include, **but are not limited to: travel insurance,** entertainment expense, leisure tours or personal side trips, personal telephone calls, **in-room internet connectivity where there is no business need,** traffic or parking citations except for those related to malfunctioning equipment on District owned/leased vehicles, **valet parking, sundry items (toiletries, clothing), tips/gratuities other than as noted in this administrative procedure,** and alcoholic beverages.

**5.3 Group travel must be booked through the District's travel agency and in accordance with this administrative procedure.**

## **AP 7400 Employee Travel and Conference Attendance**

### **5.4 Travel advances may be requested for the following:**

**5.4.1 Transportation, registration, and lodging payable directly to the third party vendor can be paid in full. An employee also has the option to book travel through the District's travel agency to minimize paying out-of-pocket for business travel.**

**5.4.2 Prepaid reimbursements to the employee may be requested only for costs that will be incurred prior to travel. Other costs that will be incurred during travel will be reimbursed upon return.**

**5.4.3 Travel advances will not be authorized for any employee whose expenses will be reimbursed directly to the employee by an external sponsor, or for any employee who has not settled prior travel advances with the District.**

**5.4.4 Travel advances for conferences paid with a grant or categorical funds is not allowable when the payment and conference dates are after the performance period unless specifically approved in writing by the sponsoring agency.**

**5.4.5 Travel advance requests must be submitted to District Accounts Payable at least fifteen (15) business days in advance to allow time for processing. Include a copy of the conference agenda. Also include the invoice if requesting a travel advance payable directly to a third party vendor, or the quote if using the District's travel agency. If requesting prepaid reimbursements, include itemized receipts (or payment confirmations showing last 4 digits of the credit card used for payment) for all expenses regardless of the dollar amount.**

### **5.5 Within fifteen (15) business days of returning from travel, travel claims must be reviewed and approved by the immediate supervisor and submitted to District Accounts Payable for processing. Refer to the Accounts Payable webpage for detailed procedures and instructions.**

**5.5.1 A claim form should include a check payable to NOCCCD if the amount of expenses claimed are less than the amount advanced to the employee and should be submitted within fifteen (15) business days from returning.**

**5.5.2 The claims for reimbursement must include itemized receipts for travel expenses incurred by the employee **that are over \$75** (except employee meals) including registration, transportation, lodging, car rental, airport/hotel parking, etc., along with a copy of the conference agenda and if applicable the Business Necessity form for approved exceptions.**

**5.5.3 Only allowable expenditures up to the amounts authorized will be reimbursed.**

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**AP 7400 Employee Travel and Conference Attendance**

**5.6 Business necessity means the expense is ordinary, reasonable, indispensable (the only means to accomplish the purpose for business travel), and provides a direct benefit to the District or campus. An exception to this administrative procedure may be approved when there is a business necessity and in accordance with the following guidelines.**

**5.6.1 Expenses that primarily provide a social or personal benefit are not considered business expenses by the IRS and are not reimbursable.**

**5.6.2 Exceptions must be specifically approved in advance by the appropriate Chancellor's Staff member and documented on a Business Necessity Form.**

**6.0** The Chancellor will provide annual reports to the Board of Trustees on all professional conference travel with the exception of employee expenses incurred while traveling with students.

**7.0 Should the District contract with a third party to provide ACH reimbursement capabilities, virtual debit cards for travel, and travel booking services, the cost of these services would be added to all employee reimbursement requests as a flat fee, which would be posted on the Accounts Payable webpage. The fee would be charged to the same budget covering the cost of the reimbursement.**

See Board Policy 2735, Board Member Travel; Administrative Procedure 2735, Board Member Travel; Board Policy 4300, Field Trips and Excursions; Administrative Procedure 4300, Field Trips and Excursions; and Board Policy 7400, Travel and Conference Attendance.

**Date of Adoption:** February 12, 2002

**Date of Last Revision:** August 24, 2020 District Consultation Council  
November 26, 2019 Board of Trustees  
November 22, 2011



**NORTH ORANGE COUNTY  
COMMUNITY COLLEGE DISTRICT**

CYPRESS COLLEGE | FULLERTON COLLEGE  
NORTH ORANGE CONTINUING EDUCATION

**BUSINESS NECESSITY FORM**

Documentation of business necessity and advance approval are required when:

- Transportation expenses are not the most economical and class roundtrip;
- Lodging for conferences within 50 miles of the District Office or College site;
- Lodging expenses for the night after the conference ends; and or
- Any other expenses that are not specifically addressed in AP 7400.

| Employee Name | Conference Title | Conference Dates | Location |
|---------------|------------------|------------------|----------|
|               |                  |                  |          |

Justification for business expense:

|  |
|--|
|  |
|--|

Approvals:

\_\_\_\_\_  
Immediate Supervisor Name

\_\_\_\_\_  
Immediate Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chancellor's Staff Member Name

\_\_\_\_\_  
Chancellor's Staff Member Signature

\_\_\_\_\_  
Date

*Include this completed form as part of your back-up when submitting your travel claim.*

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: October 22, 2025

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of October 27, 2025

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1. AGENDA ITEM NAME

**Policy Review and Development Process**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The Policy Review and Development Process is being revisited to ensure clarity, consistency, and alignment with the District's participatory governance framework. It is presented to the District Consultation Council (DCC) so that members can share the process with their constituency groups for review and comment, after which a final version will return to DCC for endorsement and subsequent submission to the Board. Upon review by the full Board, implementation of the revised process is anticipated to begin in spring 2026.

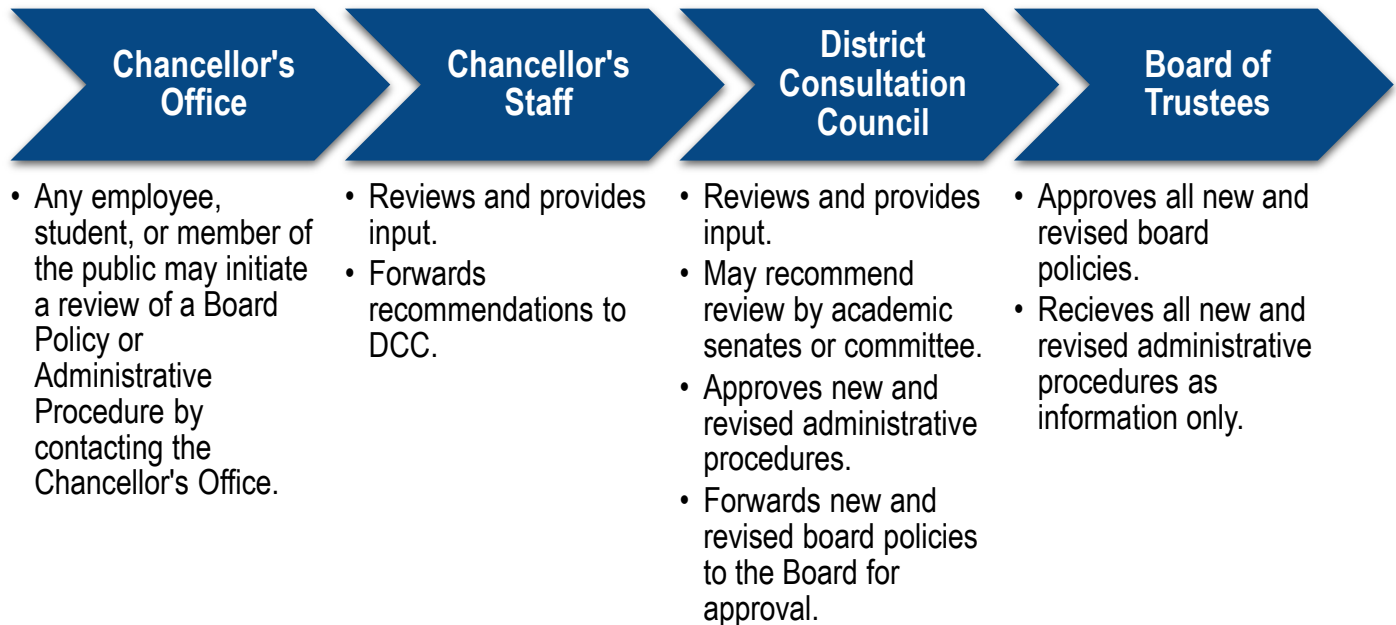
5. RECOMMENDATION:

It is recommended that DCC review and provide feedback on the proposed Policy Review and Development Process.

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



## Board Policy & Administrative Procedure Review Process



## New Board Policy Development Process

