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

District Consultation Council Meeting

November 23, 2026
2:00 p.m.
Anaheim Campus – Room 105 (1st Floor)

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

AGENDA

CALL TO ORDER

1. Remote Participation Pursuant to SB 707 Due to "Just Cause" — **Information**
2. Opportunity for Public Comment

MEETING SUMMARY

1. October 26, 2026 Summary — **Action**

STRATEGIC GOALS & PLANNING

1. NOCCCD Winter Term: Enrollment Trends, Student Outcomes, and Student Perspectives — **Information**

OPERATIONAL REVIEW

1. NOCCCD Parking System Transition Update — **Information**

POLICY

1. Revised Board Policies & Administrative Procedures – Review Cycle Revisions — **Action**

OTHER ITEMS

1.

DISTRICT CONSULTATION COUNCIL
October 26, 2026

SUMMARY

MEMBERS PRESENT: Byron D. Clift Breland, Josue Coslaya, Steven Estrada, Danielle Fouquette (for Bridget Kominek), Rosanna Islas, Elaine Loayza, David Francisco Lopez, Candace Lynch, Khaoi Mady, Flavio Medina-Martin, Cynthia Olivo, Michelle Patrick Norng, Valentina Purtell, Irma Ramos, Joel Salcedo, Marlo Smith, Scott Thayer, Jennifer Vega La Serna, and Annalisa Webber.

VISITORS: Margie Abab, Erika Almaraz, Jim Bunker, Danielle Davy, Martha Gutierrez, Elizabeth Pratt, Julie Schoepf, Gabrielle Stanco, and Fred Trapp.

ABSENT: Julieta Gonzalez, Karen Le Cornet, Jaclyn Magginetti, John Parker, Aaron Pilkey, Viori Yesenia Salmeron, and Kai Stearns Davis.

CALL TO ORDER: Chancellor Byron D. Clift Breland called the meeting to order at 2:11 p.m. There were no public comments.

MEETING SUMMARY

Summary: The summary of the September 28, 2026 meeting was approved as submitted. **There was consensus to approve the summary with one abstention** (Danielle Fouquette).

STRATEGIC GOALS & PLANNING

NOCE Center to College Exploration: DCC received an update on the District's exploration of transitioning NOCE from an educational center to a recognized college. The presentation led by Valentina Purtell, Jennifer Vega La Serna, and Fred Trapp included an overview of the exploration purpose, process, and timeline. The purpose of exploring NOCE Center to College status is to:

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

The exploration will examine potential academic programs, student services, workforce needs, and organizational considerations while preserving NOCE's strong noncredit mission. The presentation included the process and planning timeline across three years and would include input from a workgroup and further evaluation of the opportunities and requirements.

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In the ensuing discussion, it was clarified that the Board had not yet taken action to move forward with the exploration, but that it would be presented for their consideration at the November 10, 2026 Board meeting.

It was requested that the names of representatives for the exploration workgroup be sent directly to Jennifer Vega La Serna and Valentina Purtell.

NOCCCD Enrollment Update: DCC received an enrollment update presented by Jennifer Vega La Serna, Vice Chancellor, Educational Services and Institutional Effectiveness; Gabrielle Stanco, District Director, Research, Planning and Data Strategy; Erika Almaraz, Executive Director, Fiscal Affairs; and James Bunker, Strategic Enrollment Plan Implementation Lead, which highlighted the coordinated enrollment management efforts across Cypress College, Fullerton College, and North Orange Continuing Education. The presentation provided an overview of student and enrollment data and progress from the first year of the Strategic Enrollment Plan implementation, including the following highlights:

<u>District-wide Seatcount Enrollment Trends, 2022-23 to 2025-26</u>
- District-wide: increased by 19.8%; from 245,453 seats to 294,169
- Cypress College: increased by 28%; from 77,863 seats to 99,631
- Fullerton College: increased by 14%; from 110,986 seats to 126,543
- NOCE: increased by 20.1%; from 56,604 seats to 67,995

<u>FTES Recovery and Enrollment Growth</u>
- The total FTES baseline from 2024-25 figures was set at 32,148
- Total FTES for 2025-26 was 33,463
- Projections for 2026-27 and 2027-28 remain flat

<u>Fall 2026 Enrollment Snapshot</u>
- District-wide seatcount decreased by 5.5% from Fall 2025 to Fall 2026
- Efficiency ratios increased by 3.1% at Cypress College and by 1.5% at Fullerton College

<u>External Factors Impacting Enrollment</u>
- Orange County high school graduating classes projected to decline by 17% over a decade
- The decline projects 6,308 fewer graduates per year by 2033-34
- Adult learners (25+) are projected to remain relatively steady through 2034

<u>Enrollment Headcount, Fall 2022 to Fall 2026</u>
- Adult learners: 15.7% increase
- Continuing: 13.4% increase
- First-time: 13.3% increase
- First-time transfer: 11.6% increase
- Noncredit: 13.4% increase
- Returning: 21.2% decrease
- Special Admit/Dual enrollment: 85.6% increase

<u>District-wide Enrollment Management Efforts, 2023-Present</u>
- Three years of review built the foundation of the Strategic Enrollment Action Teams (SEATs)

- Phase 1: Assess Needs (2023 with the IEPI): Identified district priorities for enrollment management, scheduling, and student success.
- Phase 2: Understand (2024 with Ad Astra): Documented current scheduling and course-planning processes and identified operational improvements.
- Phase 3: Plan (2025 with Ruffalo Noel Levitz): Developed the district-wide Strategic Enrollment Plan and implementation roadmap.
- Phase 4: Implement (2026 – present): Seven action teams are implementing and monitoring progress toward enrollment goals.

What We Found

- Students got different experiences depending on who reached them.
- We didn't agree on terminology.
- Scheduling ran on past patterns.
- Getting students in the door took many separate steps.
- Our systems didn't talk to each other.
- Support work relied on temporary funding, not permanent positions.
- The six findings became the blueprint for the Strategic Enrollment Plan, and each of the seven action teams is working to resolve one or more of them.

Cross-Cutting Themes

- Communication and messaging: The most advanced work across the portfolio, and the necessary first step of implementation.
- Technology and automation: Communication work is now being built into automated systems, with Banner–Element 451 integration as the shared backbone.
- Shared standards across three institutions: Colleges are converging on common definitions and processes where consistency benefits students.

Enrollment Management Beyond the SEATs

- Budget Connected to Enrollment Targets: Linking fiscal planning and budget development directly to districtwide enrollment targets.
- Student Centered Funding Initiatives Academy: A two-part series building shared understanding of how enrollment, retention, and completion shape funding.
- FTES Projections & Data Dashboards: Dashboards displaying FTES projections and scheduling efficiency metrics to guide planning decisions.
- Academic Calendar Workgroup: A districtwide workgroup reviewing the academic calendar and term structure.
- Curriculum Workshops: Workshops supporting faculty and staff with curriculum development and updates.
- Coursedog Curriculum Inventory & Catalog: Curriculum inventory and catalog platform implemented, creating a single, current source of course and program information.
- Student Success Navigators & Student Advocates: Advocates at Cypress and Fullerton and navigators at NOCE providing outreach and proactive support to help students stay enrolled.
- Promise Programs: Promise programs at Cypress and Fullerton supporting new students' transition into college and full-time enrollment.

SCFF Optimization Opportunities

- Retain current students and stabilize enrollment growth to strengthen our largest SCFF component to maximize the base allocation.

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- Identify eligible students and support Pell, Promise, and AB 540 participation which could result in an estimated 4% increase in the supplemental allocation.
- Increase degrees, certificates, transfer-level math and English, CTE momentum, and stackable credentials which could result in an estimated 16.5% increase in the student success allocation.

Enrollment Management: Fiscal Considerations

- A three-pronged approach to enrollment and fiscal health includes FTES, student-centered effectiveness, and retention/completion.
- Growth still matters, but retention is our biggest opportunity.
- SCFF success areas are opportunities for growth.

Enrollment Management: Opportunities to Explore

- Program Revitalization Aligned with Demand: Integrating student and employer demand data into the ongoing program revitalization process.
- Noncredit-to-Credit Pathways: Advancing pathways by identifying NOCE programs that can transition students into Cypress and Fullerton Colleges.
- Flexible Scheduling Options: Exploring creative opportunities for short-term scheduling, credit for prior learning, apprenticeships, and online modalities.
- CTE Workforce Development: Expanding work-based learning and employer partnerships to strengthen career readiness and social mobility.
- New Baccalaureate Degrees: Two new bachelor's degree programs began in Fall 2026, expanding options for students to complete a four-year degree close to home.
- Expanding High School District Partnerships: Expanding partnerships with local high school districts.

Access Through Enrollment Restoration Presentation, March 2027

- Current Initiatives to Grant Credit for Prior Learning
- Update on Dual Enrollment & Baccalaureate Initiatives
- Trends in Total Units Earned by Students Achieving Degrees
- Workforce Development Activities
- Transfer Updates

During the discussion, the following points were made:

- How do we know that by growing dual enrollment we aren't just borrowing against future enrollment from students that would attend anyway?
- Concern from colleagues about dual enrollment students who are not successful and have a higher mountain to climb because when they have those grades on their record.
- The need to remember that dual enrollment includes the costs of wraparound services and long-term hires for program staffing.
- Dual enrollment has been a way for the State and the District to maintain levels of enrollment and engagement with communities, and the data shows most are doing better than those who are not.
- Post-pandemic changes have been significant for students with more enrolling online, taking dual enrollment courses, and an increase in older adults. The funding the District receives is based on the demand that we're providing.

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- Dual enrollment is more than just added enrollment. Nationally, it's known as a way for students to do an onramp for college and studies related to the efficacy of dual enrollment have shown that it increases college-going rates and high school graduation rates while decreasing truancy rates and behavioral incidents. For the District, it helps so many more students and families, and is a win-win for everyone.
- The District recently secured $8 million in funding aimed to help with wraparound services for students.
- Is winter intersession eating into other terms?
- Winter intersession is being expanded and one of the concerns from classified staff is that they are having a hard time taking vacation during summer and winter due to workload and capacity.

Chancellor Clift Breland thanked everyone for their feedback and the opportunity for additional conversations, and it was noted that a winter intersession report would be presented to DCC at the November meeting.

Progress Report on District-wide Strategic Plan 2022-2026: Jennifer Vega La Serna and Gabrielle Stanco provided an update on the Progress Report on the District-wide Strategic Plan 2022-2026 noting that between 2022 and 2026, the District made significant progress toward the objectives of the Progress Report and the broader District Strategic Directions. Progress across the three strategic objectives included:

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

The Report summarizes progress and supporting outcomes for each of the plan's three objectives of the 2022-2026 NOCCCD District-wide Strategic Plan and the broader District Strategic Directions and the work reflects collective efforts across Cypress College, District Services, Fullerton College, and NOCE. The Plan represents the first of two District-wide strategic plans under the NOCCCD 2021-2030 Educational and Facilities Master Plan and marks the midpoint of that 10-year planning cycle.

During the discussion, it was clarified that the CTE headcount enrollment trends data pertaining to NOCE programs lists 6% of NOCE students taking Disability Support Services (DSS) classes, but that percentage represents students in the instructional portion of the DSS program. It was also noted that Cypress College conducted its own survey, but next year they will be included in the district-wide survey.

2026-2030 Districtwide Strategic Plan: Jennifer Vega La Serna and Gabrielle Stanco presented a second reading of the 2026-2030 Districtwide Strategic Plan for approval. In August 2025, DCC authorized the formation of a workgroup to develop the 2026-2030 District-wide Strategic Plan. The Design Team met and worked to develop the Strategic Plan throughout the

2025-2026 academic year. The resulting Strategic Plan represents the collaborative work of stakeholders from across the District and provides a framework for implementing, evaluating, and advancing the District Strategic Directions that guide NOCCCD's District-wide initiatives.

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

- Expand Equitable Student Success and Career Mobility
- Strengthen Employee Engagement and Organizational Effectiveness
- Advance Regional Impact and Strategic Partnerships

Key areas include credit for prior learning, enrollment management, workforce development, employee professional development, district-wide communication, and classification and compensation structures.

The Strategic Plan was presented to DCC for a first read on March 12, 2026, and again on April 27, 2026, for review and feedback from the constituent groups. Since that time, the only change to the Plan was the addition of support for the NOCE center to college exploration to the student success objective.

Chancellor Byron D. Clift Breland thanked everyone for their work on the development of the plan and subsequent to that, **there was consensus to approve the 2026-2030 Districtwide Strategic Plan.**

POLICY

Proposed BP 3519, Elder and Dependent Adult Abuse Reporting: DCC received a first reading of proposed new BP 3519, Elder and Dependent Adult Abuse Reporting. Proposed BP 3519 was drafted in response to DCC concerns that the District does not have a Board Policy to address instances when suspected elder abuse or suspected abuse or neglect of dependent adults should be reported to Adult Protective Services. In compliance with the policy development process, the proposed new policy was presented to the Board for review and after review by DCC, proposed BP 3519 will be forwarded to the Board Policy Review Committee before returning to the Board for approval.

There was consensus to approve the new BP 3519 and forward it to the Board for their consideration.

Revised Administrative Procedures: Updated Holidays: DCC received the following revised Administrative Procedures which included proposed revisions to update the listing of District approved holidays by removing Lincoln's holiday or adding Lunar New Year.

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

There was consensus to approve the revised Administrative Procedures and post them on the District website.

Revised Board Policies and Administrative Procedures: Updated WASC/ACS References: DCC received the following revised Board Policies and Administrative Procedures which only included reference section updates pursuant to the WASC/ACS Standard changes.

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

The revised Administrative Procedures have been posted on the District website and the revised Board Policies will be forwarded to the Board for their consideration.

Next DCC Meeting: The next DCC meeting will take place on Monday, November 23, 2026 in Room 105 at the Anaheim Campus.

ADJOURNMENT: Chancellor Clift Breland thanked the members for their work and reminded them that part of the membership charge is to take information back to their constituent groups. The meeting was adjourned at 3:47 p.m.

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DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 18, 2026

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

Re: Agenda Item for District Consultation Council Meeting of November 23, 2026

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1. AGENDA ITEM NAME

NOCCCD Winter Term: Enrollment Trends, Student Outcomes, and Student Perspectives

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The District Consultation Council will receive an overview of winter intersession trends for the 2023–2024, 2024–2025, and 2025–2026 academic years. The original study was completed in 2023–2024 in partnership with the UCLA Department of Statistics and Data Science and examined student enrollment and course success in the District's winter intersession.

The updated research report summarizes enrollment trends, student demographics, course success rates, and the contribution of winter enrollment to District full-time equivalent students (FTES). It also examines the relationship between winter intersession enrollment and subsequent spring enrollment. The presentation includes student perspectives on learning, engagement, and motivation in a winter term from a student survey.

Research Questions:

1. **What are the enrollment patterns and demographic characteristics of students enrolled in winter terms of the 2023-2024 academic years through 2025-2026?**

2. **How have winter term enrollment and FTES generation changed over time, and what is the contribution of winter enrollment to overall District FTES?**

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

3. **What are the course success rates of students enrolled in winter terms of the 2023-2024 academic years through 2025-2026?**

4. **How does winter term enrollment relate to subsequent spring enrollment?**

5. **What are NOCCCD student perspectives on winter term?**

Davis Vo, the researcher who worked on the original study and is now a Research Associate at Stanford University, will provide additional analyses after the Winter 2027 intersession.

The data overview is being shared with DCC for information.

5. RECOMMENDATION:

It is recommended that the District Consultation Council receive the NOCCCD Winter Term: Enrollment Trends, Student Outcomes, and Student Perspectives report for information.

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

Davis Vo, Stanford University Research Associate, and Selene Estudillo, NOCCCD Research Analyst

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NOCCCD Winter Term: Trends in Student Enrollment and Outcomes

November 2026

Introduction and Methodology

During the 2023-24, 2024-25, and 2025-26 academic years, North Orange County Community College District (NOCCCD) offered a winter intersession for students with course offerings that span December and January. This report aims to provide insight into 4 broad research questions:

1) **What are the enrollment patterns and demographic characteristics of students enrolled in winter terms of the 2023-2024 academic years through 2025-2026?**
   a) How does the demographic composition of winter term students compare to fall enrollment in the corresponding academic years?
   b) What proportion of winter term students are continuing NOCCCD students versus new or transfer (1st time or returning) students?
2) **How have winter term enrollment and FTES generation changed over time, and what is the contribution of winter enrollment to overall District FTES?**
3) **What are the course success rates of students enrolled in winter terms of the 2023-2024 academic years through 2025-2026?**
   a) How do winter term course success rates compare to fall course success rates in the corresponding academic years?
   b) To what extent do course success rates differ across student demographic groups and enrollment statuses?
4) **How does winter term enrollment relate to subsequent spring enrollment?**
   a) How many students enroll in both winter and the subsequent spring term?
   b) How do the number of units enrolled in winter and spring compare for students who attend both terms?

The following report compares the unduplicated headcount (hereafter "enrollment") and the course success rates in the fall 2023-25 terms vs. winter 2024-26 terms to generate insights into enrollment and success rates that may be unique to the winter term. Given the similarities in patterns by academic year, the bulk of the analysis centers on the aggregated and pooled data across the three academic years (i.e., falls 2023-25, winters 2024-26, and springs 2024-26). The data are presented at the college level: districtwide (Cypress + Fullerton), Cypress, and Fullerton. The data are also disaggregated by various subgroups, including gender, race/ethnicity, age, student type, etc.

Data Highlights

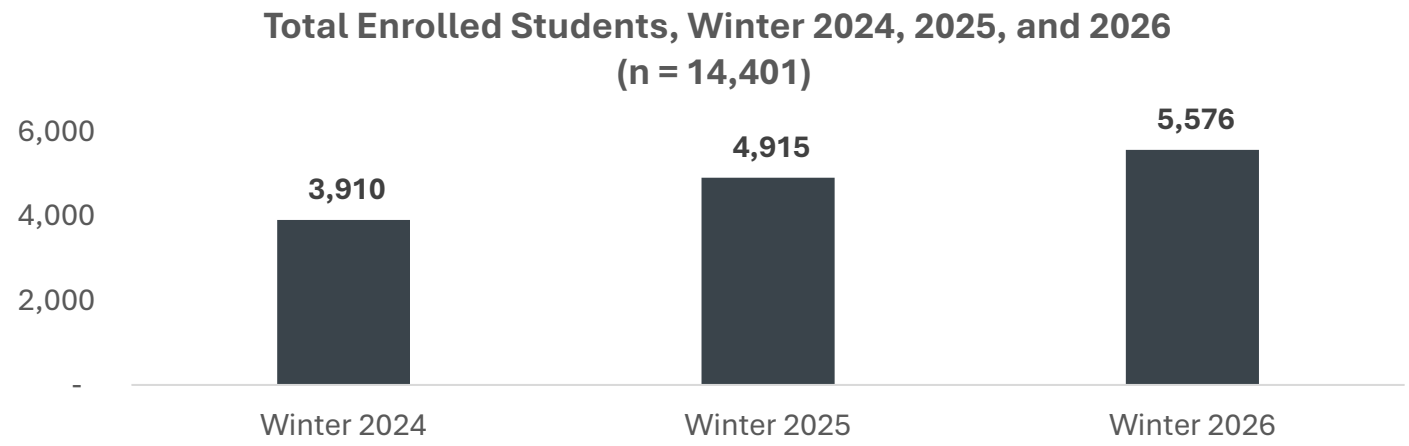
- **Increased Enrollment over Time:** The number of students enrolled during winter across the District has risen 42.6% over time from 3,910 in winter 2024 to 5,576 in winter 2026.
- **Winter Student Demographics:**
  - The majority of winter term students were female, 24 years old or younger, and continuing from a prior term.
  - Latina/e/o/x students also made up the largest racial/ethnic group of winter term students, followed by Asian, Two or More Races, and White students (with some differences by college).

  - Relative to the fall term, winter term had larger proportions of students who were continuing from a prior term, transfer ready, financial aid recipients, economically disadvantaged, female, and with GPAs of 3.5-4.0.
- **Increasing FTES:** The FTES generated from both winter and spring terms has increased 19% since 2022-2023, when winter was not offered.
- **Higher Success in Winter, Especially for Historically Underserved Groups:**
  - The winter 2024-26 average course success rate was 81%, which is 10 points higher than the average falls 2023-25 course success rate of 71%.
  - The course success rates across gender, racial/ethnic, age, and student type subgroups were higher during the winter term than the fall.
  - At both Cypress and Fullerton College, historically underserved students, such as those identified as male, Black/African American, Pacific Islander, less than 24 years old, first time, or transfer experienced notably higher course success during the winter term than fall term.
- **Winter Associated with Greater Likelihood of Spring Enrollment**:
  - 84% of students who were enrolled in winters 2024-26, were enrolled in springs 2024-26 of their respective academic year at their college.
  - Students who were enrolled in both winter and spring earned nearly double the number of units than students who were only enrolled in spring (and no winter).
  - Fall students who were also enrolled in the winter term were 15-18 percentage points more likely to enroll in the subsequent spring term compared to students who were enrolled in the fall, but not the winter term after accounting for observed student characteristics and social contexts in regression models ($p < .001$).

Unduplicated Student Enrollment: Winter 2024, 2025, and 2026

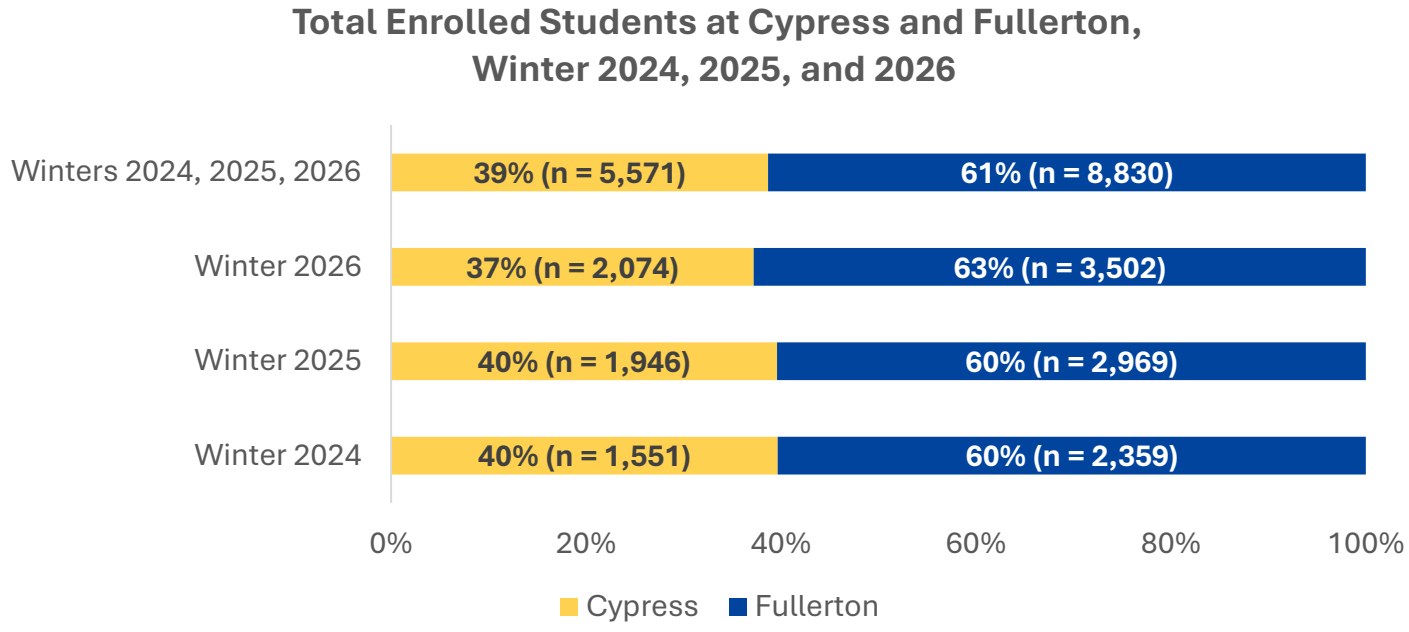
As displayed in Figure 1, there were 14,401 students (unduplicated headcount) that have enrolled across three winter terms (2024, 2025, and 2026) at both Cypress and Fullerton College. This number has risen 42.6% over time from 3,910 in winter 2024 to 4,915 in winter 2025, and 5,576 in winter 2026.

Figure 1.



As displayed in Figure 2, at Cypress College, there were 5,571 students enrolled and this represents 39% of total winter term student enrollments districtwide. At Fullerton College, there were 8,830 students enrolled, representing 61% of all students enrolled during the winter term. These proportions have been relatively stable throughout the three winter terms.

Figure 2.



Enrollment Disaggregated by Student Demographics

Enrollment Disaggregated by Student Demographics, Winters 2024, 2025, and 2026

As displayed on Table 1, the student composition remained similar in each of the three winter terms, 2024, 2025, and 2026 by college, respectively. Given these similarities in student composition, the student composition across the three winter terms were aggregated together (see Table 2) to more easily compare variation in student composition across the district and by college.

Table 1. Unduplicated Enrollment Disaggregated by Student Demographics, Winter 2024, 2025, and 2026

UNDUPLICATED ENROLLMENT	TOTAL			CYPRESS COLLEGE			FULLERTON COLLEGE		
STUDENT SUBGROUP	Winter 2024	Winter 2025	Winter 2026	Winter 2024	Winter 2025	Winter 2026	Winter 2024	Winter 2025	Winter 2026
GENDER									
Female	57%	57%	58%	61%	64%	66%	55%	53%	54%
Male	38%	39%	37%	35%	33%	31%	40%	42%	41%
Non-Binary	5%	4%	4%	5%	3%	3%	5%	5%	5%
RACE/ETHNICITY									
American Indian/Alaska Native	-	-	0.2%	-	-	-	-	-	-
Asian	15%	15%	14%	19%	19%	16%	12%	12%	13%
Black/African American	4%	3%	4%	4%	3%	4%	4%	3%	4%
Filipina/o/x	-	-	-	-	-	-	-	-	-
Latina/e/o/x or Hispanic	55%	57%	56%	49%	54%	55%	58%	60%	57%
Pacific Islander	0.2%	0.1%	0.02%	-	-	-	-	0.1%	-
Two or More Races	11%	12%	11%	14%	14%	13%	10%	10%	11%
White	13%	11%	13%	12%	9%	10%	14%	13%	14%
Not Listed Above	2%	1%	2%	1%	1%	2%	2%	1%	1%
AGE GROUP									
19 or less	43%	41%	41%	44%	41%	42%	42%	41%	40%
20 to 24	32%	33%	33%	31%	32%	31%	33%	34%	34%
25 to 29	11%	11%	11%	11%	11%	11%	11%	10%	11%
30 to 34	6%	6%	6%	6%	7%	6%	5%	5%	6%
35 to 39	3%	4%	4%	4%	5%	4%	3%	4%	4%
40 to 49	3%	3%	4%	3%	3%	4%	4%	3%	4%
50 or older	1%	2%	2%	1%	1%	2%	2%	2%	2%
ENROLLMENT STATUS									
First Time	2%	2%	3%	2%	3%	4%	1%	2%	3%
Continuing	85%	85%	83%	83%	85%	83%	86%	84%	84%
Transfer (1st Time or Returning)	13%	13%	13%	13%	12%	13%	12%	13%	12%
*Not Listed Above**	1%	1%	1%	2%	0%	0%	1%	1%	1%
TOTAL	**3,910**	**4,915**	**5,576**	**1,551**	**1,946**	**2,074**	**2,359**	**2,969**	**3,502**

Note 1: Numbers may not sum to 100% since proportions were rounded.
Note 2: To maintain confidentiality, instances of subgroups whose n-size is less than 10 are marked with a '-'.
Note 3. Students whose Enrollment Status was Adult School Student or NA /K-12 Spec Stud were combined as "Not Listed Above."

Table 2 displays the aggregated composition of students enrolled across three winter terms, disaggregated by gender, race/ethnicity, age groups, and student type. In general, the composition of students enrolled at Cypress and Fullerton College during the winter terms is relatively similar, with some exceptions. At both Cypress and Fullerton College, the majority of winter term students were female (64% and 54%, respectively), 24 years old or younger (73% and 75, respectively), and continuing from a prior term (84%). Latina/e/o/x students also made up the largest racial/ethnic group of winter term students, followed by Asian, Two or More Races, and White students (with some differences by college).

Table 2.

UNDUPLICATED ENROLLMENT	Winter Terms 2024, 2025, and 2026 Combined		
STUDENT SUBGROUP	TOTAL	CYPRESS COLLEGE	FULLERTON COLLEGE
GENDER			
Female	**58%**	**64%**	**54%**
Male	38%	33%	41%
Non-Binary	5%	3%	5%
RACE/ETHNICITY			
American Indian/Alaska Native	0.1%	0.2%	-
Asian	14%	18%	12%
Black/African American	4%	4%	3%
Filipina/o/x	0.1%	-	-
Latina/e/o/x or Hispanic	**56%**	**53%**	**58%**
Pacific Islander	0.3%	0.3%	0.3%
Two or More Races	12%	13%	10%
White	12%	10%	14%
Not Listed Above	1%	1%	1%
AGE GROUP			
19 or less	**42%**	**42%**	**41%**
20 to 24	**33%**	**31%**	**34%**
25 to 29	11%	11%	11%
30 to 34	6%	6%	6%
35 to 39	4%	4%	4%
40 to 49	3%	3%	3%
50 or older	2%	1%	2%
ENROLLMENT STATUS			
First Time	2%	3%	2%
Continuing	**84%**	**84%**	**84%**
Transfer (1st Time or Returning)	13%	13%	13%
*Not Listed Above**	1%	1%	1%
TOTAL	**14,401**	**5,571**	**8,830**

Note 1: Numbers may not sum to 100% since proportions were rounded.
Note 2: To maintain confidentiality, instances of subgroups whose n-size is less than 10 are marked with a '-'.
Note 3. Students whose Enrollment Status was Adult School Student or NA /K-12 Spec Stud were combined as "Not Listed Above."

Enrollment Disaggregated by Student Demographics, Falls 2023-25 vs. Winters 2024-26

Table 3 presents proportional differences in enrollment between falls 2023-25 and winters 2024-26 Generally, the proportion of students enrolled across different characteristics is relatively similar. The exception is with respect to gender and student type. During the winter term, female and continuing students comprise a greater proportion of student enrollments relative to the fall term. For example, female students comprise 58% of districtwide enrollments during winter and 53% during the fall (5% difference). Continuing students comprise 84% of winter term students relative to 53% of fall term students.

Table 3.

UNDUPLICATED ENROLLMENT	TOTAL			CYPRESS COLLEGE			FULLERTON COLLEGE		
STUDENT SUBGROUP	**Falls 23-25**	**Winters 24-26**	**DIFF**	**Falls 23-25**	**Winters 24-26**	**DIFF**	**Falls 23-25**	**Winters 24-26**	**DIFF**
GENDER									
Female	53%	58%	5%	56%	64%	8%	50%	54%	4%
Male	41%	38%	-4%	39%	33%	-6%	43%	41%	-2%
Non-Binary	6%	5%	-1%	5%	3%	-1%	7%	5%	-1%
RACE/ETHNICITY									
Asian	14%	14%	1%	17%	18%	0%	11%	12%	2%
Black/African American	3%	4%	0%	4%	4%	0%	3%	3%	0%
Latina/e/o/x or Hispanic	58%	56%	-2%	55%	53%	-2%	61%	58%	-3%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	10%	12%	1%	12%	13%	1%	9%	10%	2%
White	12%	12%	0%	10%	10%	0%	14%	14%	0%
AGE GROUP									
19 or less	42%	42%	0%	43%	42%	0%	41%	41%	0%
20 to 24	31%	33%	2%	30%	31%	2%	32%	34%	2%
25 to 29	12%	11%	-1%	12%	11%	-1%	12%	11%	-1%
30 to 34	6%	6%	0%	6%	6%	0%	6%	6%	0%
35 to 39	4%	4%	0%	4%	4%	0%	3%	4%	0%
40 to 49	4%	3%	0%	3%	3%	0%	4%	3%	0%
50 or older	3%	2%	-1%	2%	1%	-1%	3%	2%	-1%
ENROLLMENT STATUS									
First Time	20%	2%	-18%	20%	3%	-17%	20%	2%	-18%
Continuing	53%	84%	31%	52%	84%	32%	54%	84%	30%
Transfer (1st Time or Returning)	18%	13%	-5%	18%	13%	-5%	18%	13%	-6%
TOTAL	**105,641**	**14,401**		**46,791**	**5,571**		**58,850**	**8,830**	

Note 1: Figures may not appear to be exact due to rounding.

Note 2: To maintain confidentiality, instances of subgroups whose n-size is less than 10 have been omitted from display (for race/ethnicity, this includes: American Indian, Alaska Native, Filipina/o/x, Unknown; for enrollment status this includes adult school student and NA/K-12 special students.

Subgroups with Proportional Differences in Enrollment, Falls 2023-25 vs. Winters 2024-26

This section provides more insights on whether the composition of students enrolled during the winters 2024-26 were similar or different to the composition of students enrolled during falls 2023-25 by looking at over 100 subgroups. A five-percentage point difference in enrollment between fall and winter terms was used as a guide to highlight cases where there are notable percentage point differences

In general, patterns of proportion differences in enrollment by subgroup are comparable when analyzing differences districtwide versus by individual college (see Table 4).

Students who attend winter term are more likely to vary by their enrollment status, award status, financial aid recipient status, overall college GPA, total units earned, educational goal, program of study degree level, and gender. In winter terms, there are a greater proportion of students with these characteristics:

- Continuing from a prior term
- Transfer ready
- Financial aid recipients
- Female
- Have Overall GPA between 3.5-4.0

Table 4.

UNDUPLICATED ENROLLMENT		TOTAL			CYPRESS COLLEGE			FULLERTON COLLEGE		
STUDENT SUBGROUP CATEGORY	STUDENT SUBGROUP	Falls 23-25	Winters 24-26	DIFF	Falls 23-25	Winters 24-26	DIFF	Falls 23-25	Winters 24-26	DIFF
Enrollment Status	Continuing Student	53%	84%	31%	52%	84%	32%	54%	84%	30%
Award Status	Not Grad- Transfer Ready	18%	29%	12%	17%	25%	9%	18%	32%	14%
CCPG/Waiver	Yes	54%	63%	9%	57%	68%	11%	52%	60%	8%
College GPA	3.50 to 4.00	30%	38%	8%	31%	39%	9%	29%	37%	8%
Total Units Earned	60 to 74.99	7%	15%	8%	7%	13%	7%	8%	16%	8%
Pell Grant	Yes	38%	45%	7%	39%	48%	10%	37%	43%	6%
Education Goal	AA/AS & Transfer to Univ	46%	53%	7%	42%	49%	7%	49%	56%	6%
Program of Study Degree Level	AS for Transfer	16%	22%	6%	17%	23%	6%	15%	21%	7%
Program of Study Degree Level	AA for Transfer	16%	22%	6%	14%	20%	6%	18%	23%	5%
Gender	Female	53%	58%	5%	56%	64%	8%	50%	54%	4%
Total Units Earned	75 to 99.99	6%	11%	4%	6%	9%	3%	7%	11%	5%
Total Units Earned	30 to 44.99	12%	16%	4%	11%	16%	5%	12%	15%	3%
Total Units Earned	15 to 29.99	16%	19%	3%	17%	23%	6%	15%	17%	2%
Perkins Econ Disadvantaged	Yes	70%	73%	3%	72%	77%	5%	70%	71%	2%

Note: Figures may not appear to be exact since numbers were rounded after calculating the percentage point difference from winters 2024-26 and falls 2023-25.

FTES Generated from Winter 2024, 2025, and 2026

As displayed on Figure 3, the FTES generated from winter terms increased over time from 472.7 in winter 2024 to 720.7 in winter 2026. This represents a 52% increase in FTES generated.

Figure 3.

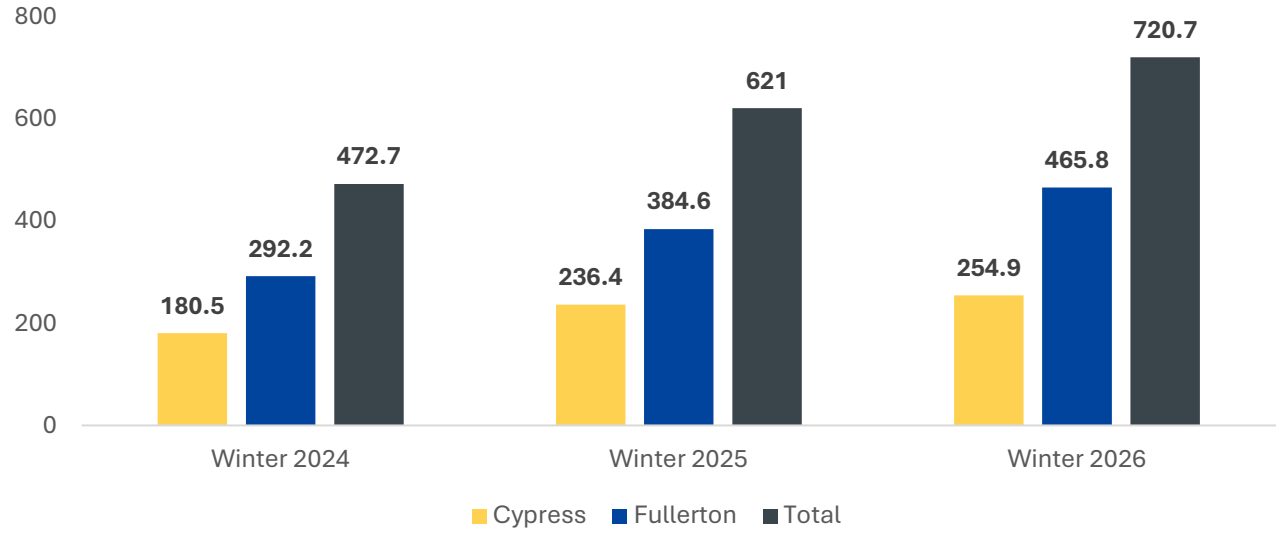
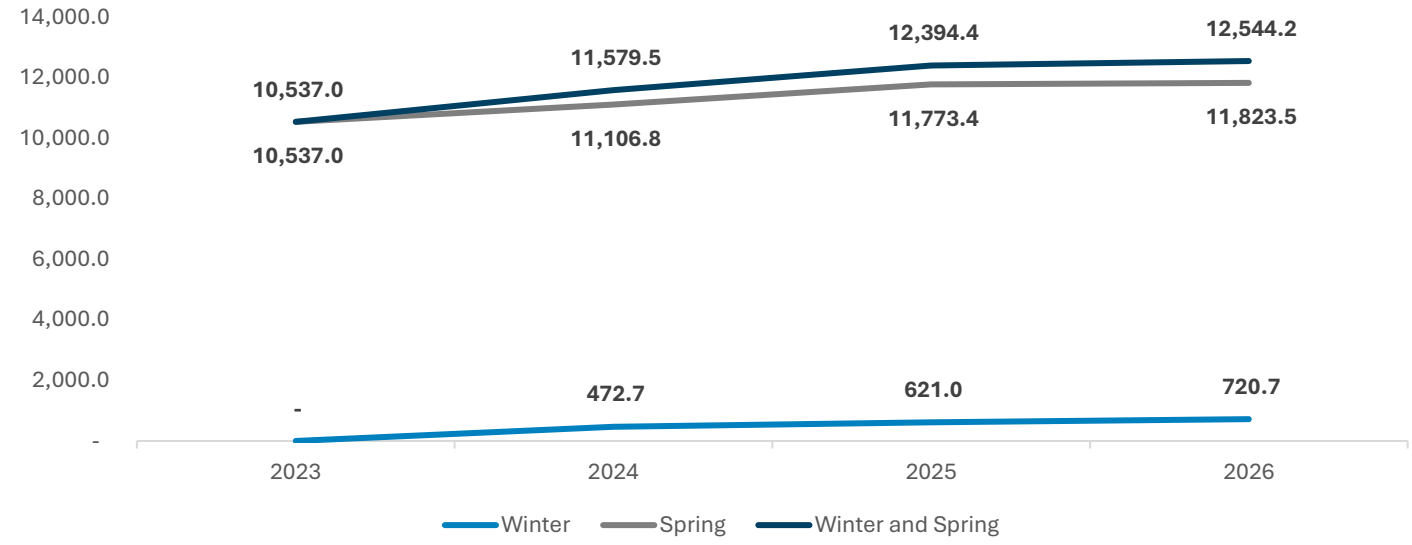


Figure 4.

As displayed on Figure 4, the FTES generated from spring terms has been increasing over time since 2022-23. The FTES generated from both winter and spring terms is consistently higher than the FTES generated in spring 2023, when no FTES was generated during winter.



Note: There were a few select classes offered in Winter 2023 that did not constitute a full intersession (less than 20 course sections across both Cypress and Fullerton Colleges), with the majority of course offerings in the Kinesiology/Physical Education departments.

Course Success Rates: Fall vs. Winter

Overview

As displayed in Figure 5, the average winter course success rates remained relatively stable across winter terms 2024, 2025, and 2026. When aggregating across the three winter terms, the course success rates were similar at Cypress (83%) and Fullerton College (80%) and combined were 81% districtwide. Compared to fall terms districtwide (71%), the winter terms course success rate (81%) was 10% percentage points higher (see Figure 6).

Figure 1.

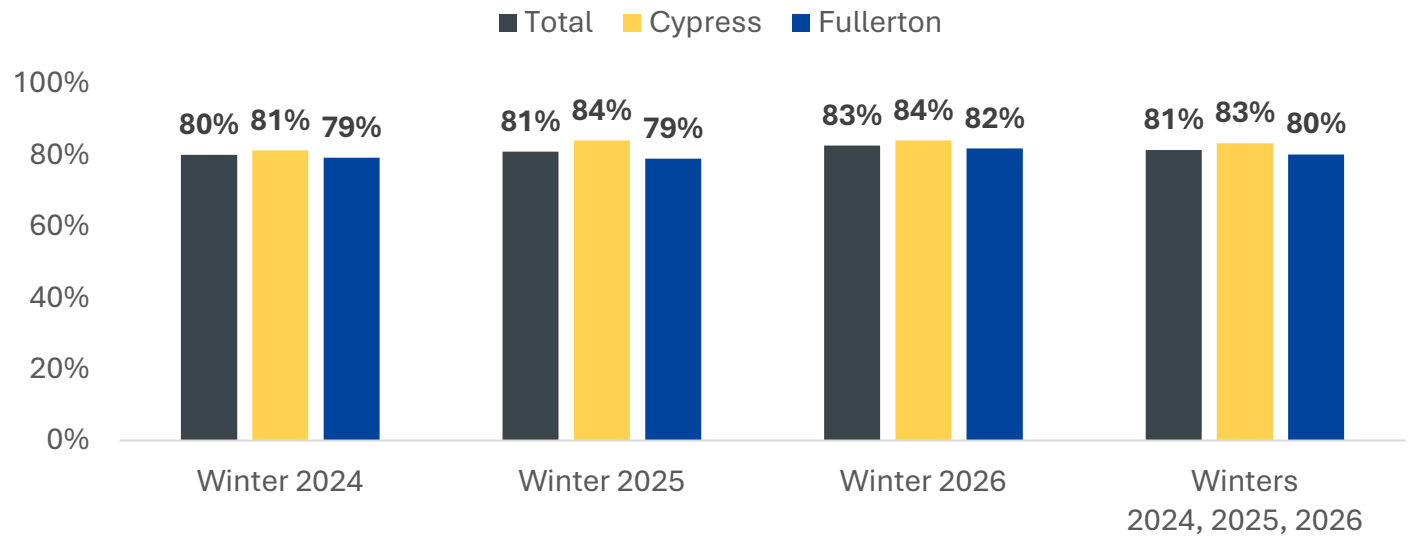
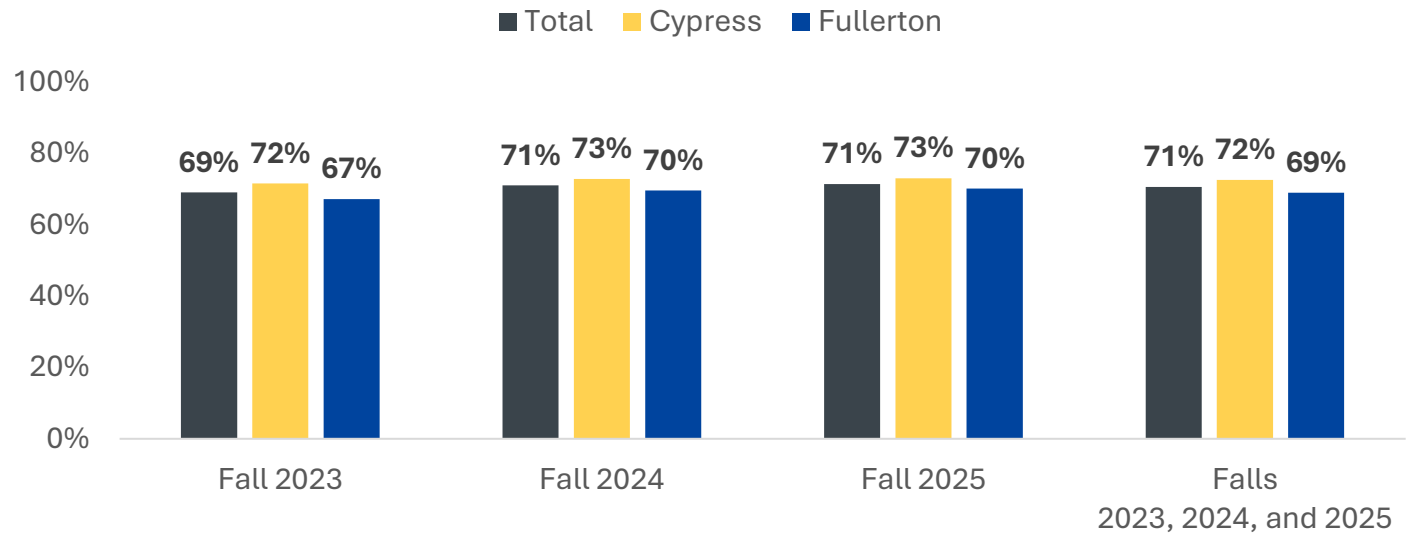


Figure 2.



Course Success Rates Disaggregated by Gender, Race/Ethnicity, Age Group and Student Type, Falls 2023-25 vs. Winters 2024-26

Table 5 by extends the course success analysis between the falls 2023-25 and winters 2024-26 via disaggregation. The course success rates across gender, racial/ethnic, age, and student type subgroups were higher during the winter term than the fall. At both Cypress and Fullerton College, historically underserved students, including those identified as male, Black/African American, Pacific Islander, less than 24 years old, first time, or transfer experienced notably higher course success during the winter term than fall term.

Table 5.

COURSE SUCCESS RATE	TOTAL			CYPRESS COLLEGE			FULLERTON COLLEGE		
STUDENT SUBGROUP	Falls 23-25	Winters 24-26	DIFF	Falls 23-25	Winters 24-26	DIFF	Falls 23-25	Winters 24-26	DIFF
GENDER									
Female	70%	80%	10%	71%	82%	11%	69%	78%	9%
Male	71%	84%	13%	74%	86%	12%	69%	83%	14%
Non-Binary	72%	79%	6%	77%	84%	7%	70%	77%	7%
RACE/ETHNICITY									
Asian	83%	89%	6%	85%	90%	5%	79%	87%	7%
Black/African American	62%	77%	16%	66%	78%	13%	58%	76%	18%
Latina/e/o/x or Hispanic	67%	78%	12%	67%	79%	12%	66%	77%	12%
Pacific Islander	59%	78%	19%	58%	73%	15%	61%	82%	21%
Two or More Races	76%	85%	10%	78%	88%	10%	73%	83%	10%
White	74%	85%	11%	74%	88%	13%	74%	84%	10%
AGE GROUP									
19 or less	71%	83%	12%	73%	84%	11%	69%	82%	13%
20 to 24	70%	81%	11%	72%	83%	12%	69%	80%	11%
25 to 29	70%	78%	8%	73%	82%	9%	68%	75%	7%
30 to 34	70%	77%	7%	73%	80%	7%	68%	75%	7%
35 to 39	70%	81%	11%	72%	82%	11%	68%	81%	12%
40 to 49	73%	80%	7%	74%	79%	6%	73%	81%	8%
50 or older	72%	80%	8%	70%	82%	11%	73%	80%	7%
ENROLLMENT STATUS									
First Time	63%	74%	11%	64%	74%	10%	62%	74%	12%
Continuing	72%	82%	10%	73%	84%	10%	71%	80%	9%
Transfer (1st Time or Returning)	66%	81%	14%	68%	82%	13%	65%	80%	15%
TOTAL	**71%**	**81%**	**11%**	**72%**	**83%**	**11%**	**69%**	**80%**	**11%**

Note 1: Figures may not appear to be exact due to rounding.

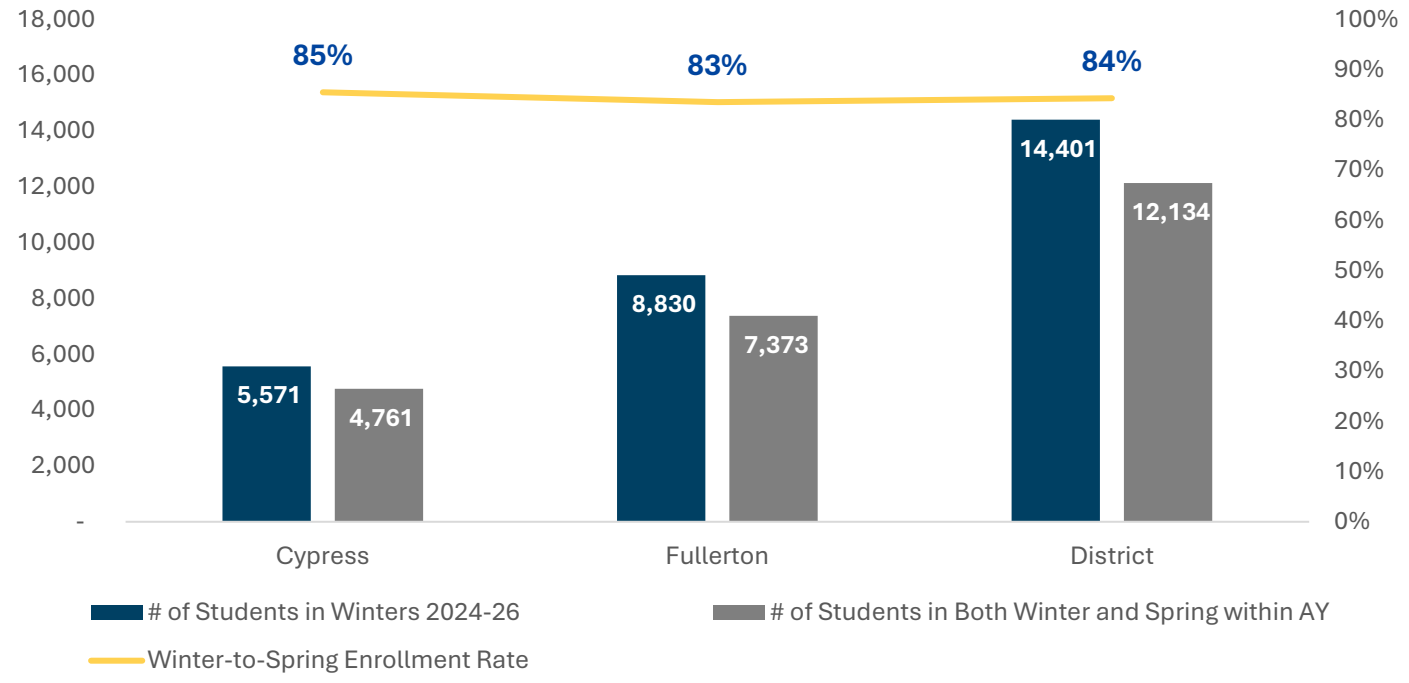
Note 2: To maintain confidentiality, instances of subgroups whose n-size is less than 10 have been omitted from display (for race/ethnicity, this includes: American Indian, Alaska Native, Filipina/o/x, Unknown; for enrollment status this includes adult school student and NA/K-12 special students.

Winter and Spring Outcomes

Winter-to-Spring Enrollment Rate

Figure 7 displays the rate of students who were enrolled in winter term and then transitioned into the subsequent spring term within a given academic year. Across the district, 84% of students enrolled in winter continued enrollment in the following spring term; rates were comparable by college and across the three academic years examined. In other words, of the 14,401 students who were enrolled in winters 2024-26, 12,134 (84%) were enrolled in springs 2024-26 of their respective academic year at their college.

Figure 3,

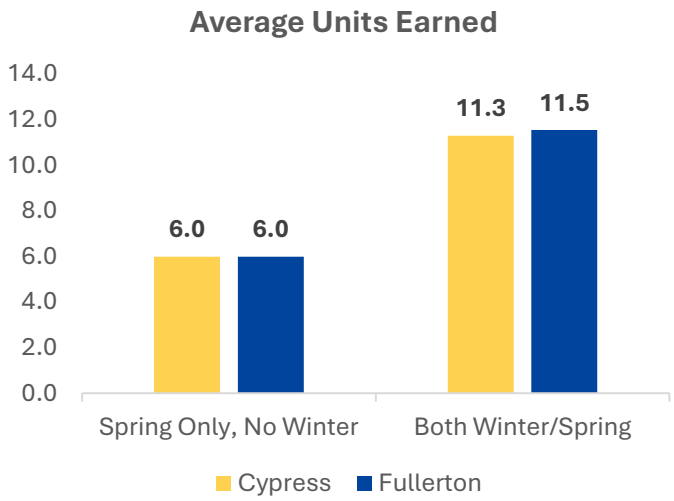


Comparison of Units Earned: Winter/Spring Students vs. Spring Only (No Winter) Students

Figure 8 compares the average units earned among students who were enrolled in spring only (no winter) term relative to students who were enrolled in both winter and spring terms within a given academic year. As results were comparable across the winters and springs 2024-26, data were aggregated.

Students who were enrolled in both winter and spring earned more units at Cypress (11.3) and Fullerton (11.5), respectively, than students who were only enrolled in spring (and no winter) by nearly double the number of units (6.0).

Figure 4. (see right)



Winter Enrollment and Subsequent Spring Enrollment

Additional inferential analyses were conducted to examine whether winter term participation was associated with subsequent spring enrollment. The key finding was that winter participation was associated with a greater likelihood of continued enrollment into spring.

- Across academic years, colleges, and pooled samples, fall students who were also enrolled in the winter term were 28-32 percentage points more likely to enroll in the subsequent spring term compared to students who were enrolled in the fall, but not the winter term ($p < .001$).
- After accounting for observed student characteristics and social contexts (e.g., gender, race/ethnicity, age, student type, fall fall/part-time enrollment status, cumulative GPA, total units earned, educational goal, disability status, and financial aid indicators), regression models consistently revealed that **fall students who were also enrolled in the winter term were 15-18 percentage points more likely to enroll in the subsequent spring term compared to students who were enrolled in the fall, but not the winter term** ($p < .001$).
- To quantify the robustness of these estimates, the omitted variable bias framework for sensitivity analysis was adopted to generate further insights on these estimates. This analysis suggests that the relationship between winter term enrollment and subsequent spring enrollment is robust to unobserved confounding (i.e., factors that were not or could not be measured and modelled). In the pooled model, an unobserved confounder would have to be three times as strong as students' prior academic performance (cumulative GPA band) or enrollment intensity (full- or part-time status), two strong observed predictors of student outcomes to explain the relationship away entirely.

These findings do not support the concern that winter enrollment diverts students away from the subsequent spring term.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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NOCCCD Winter Student Survey Results: Perspectives on Learning, Engagement, and Motivations

November 2026

Overview

This analysis presents districtwide survey findings on NOCCCD students' experiences during the 2024–25 winter term, including reasons for enrolling, academic experiences, and experiences with the accelerated course format and access to student support services. The survey was administered from January through February 2025 to students aged 18 or older who remained enrolled beyond the winter term census date. A total of 89 responses were collected, with 53% (47 respondents) from Cypress College and 47% (42 respondents) from Fullerton College. Districtwide findings reflect students' self-reported experiences and perceptions across both colleges.

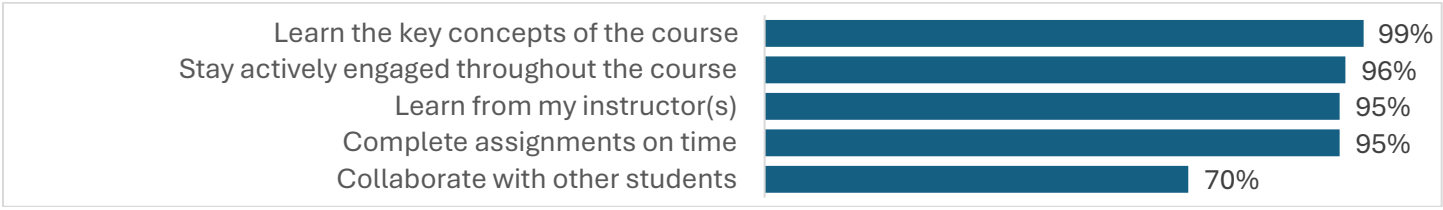
Key Findings

Students reported positive experiences during the winter term. The findings suggest they remained engaged, understood key course concepts, and completed assignments while also taking a break from coursework during the winter holidays. Students primarily enrolled in winter classes to accelerate degree or certificate completion and improve scheduling flexibility. They appreciated the shorter timeframe and reported that the course pace and workload were manageable. Additionally, students found it easy to access support services during the winter term.

Survey Results by Topic

Learning and Course Engagement

The chart below shows the districtwide percentage of student respondents who agreed or strongly agreed that they were able to successfully complete various academic activities during the winter term. Over 90% of students reported that they completed assignments on time, learned and understood key course concepts, and remained actively engaged. Collaboration with other students had an agreement rate of 70% districtwide (74% at Cypress College and 67% at Fullerton College). Overall, similar patterns were observed at both colleges.



Source: Districtwide Student Survey Winter Session 2024-25. Note: Percentages represent the response rates for "Agree" and "Strongly Agree." Note: The total number of survey respondents was 74-75.

Winter Holiday Break

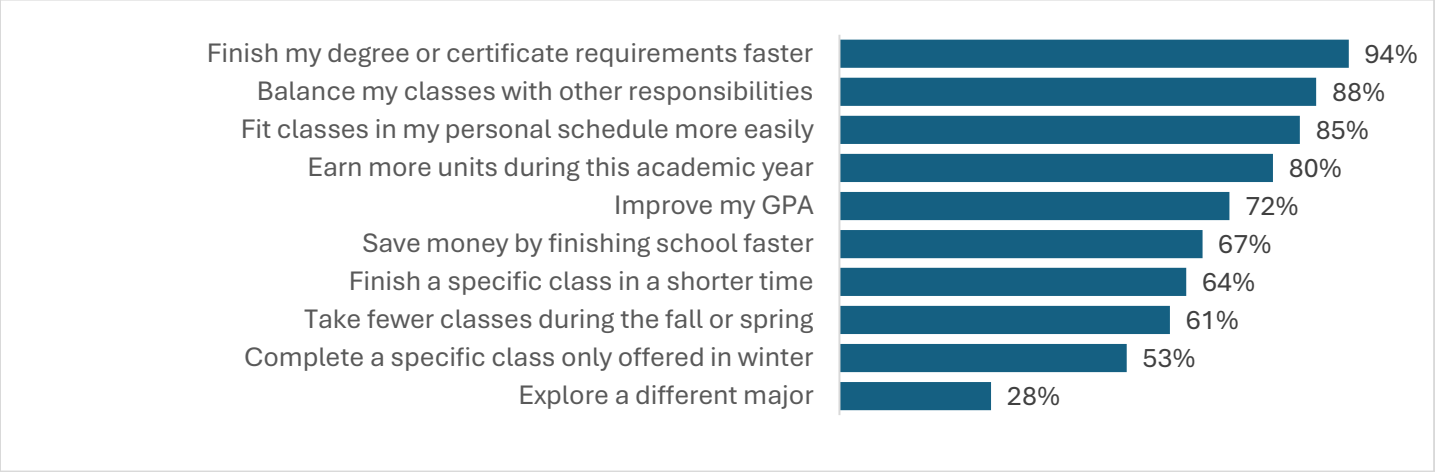
Over 86% of students districtwide (84% at Cypress College and 88% at Fullerton College) reported that they were able to take a break from coursework during the winter holidays (December 24–January 1).



Source: Districtwide Student Survey Winter Session 2024-25. Note: Percentages represent the response rates for "Agree" and "Strongly Agree." Note: The total number of survey respondents was 78.

Reasons for Taking Winter Classes

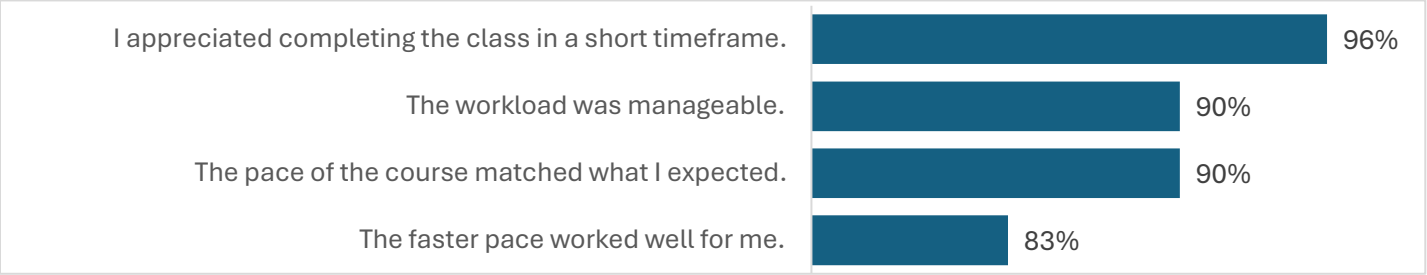
When asked about the various reasons for deciding to take winter classes, students reported that they primarily took winter classes to accelerate degree or certificate completion (94%) and improve scheduling flexibility (85%–88%). Similar patterns were observed at both colleges.



Source: Districtwide Student Survey Winter Session 2024-25. Note: Percentages represent the response rates for "Important" and "Very Important." Note: The total number of survey respondents was 81-83.

Experiences with the Accelerated Winter Format

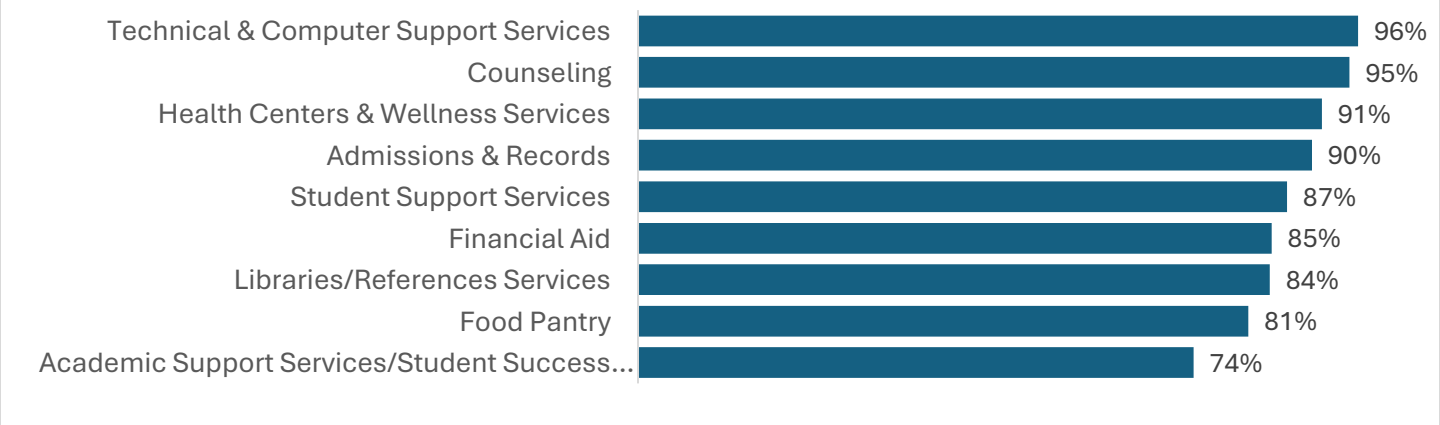
Over 90% of students reported appreciating the shorter winter timeframe, that the course pace met their expectations, and considered the workload manageable. Meanwhile, over 80% reported that learning at a faster pace worked well for them. Similar patterns were observed at both colleges.



Source: Districtwide Student Survey Winter Session 2024-25. Note: Percentages represent the response rates for "Agree" and "Strongly Agree." Note: The total number of survey respondents was 77-79.

Access to Student Support Services

Most students reported it was easy to access all services during the winter term, with positive ratings ranging from 74% to 96%.



Source: Districtwide Student Survey Winter Session 2024–25. Note: Percentages represent the combined response rates for "Somewhat Easy" and "Very Easy." Examples of Student Support Services include Career/Transfer Centers, DSS, Affinity Centers, and Veterans Centers. Examples of Academic Support Services/Student Success Centers include tutoring and math and writing labs. The total number of survey respondents was 23-40.

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DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 19, 2026

From: Quyen Vuong, District Director of Public Safety and Emergency Management

Re: Agenda Item for District Consultation Council Meeting of November 23, 2026

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1. AGENDA ITEM NAME

   NOCCCD Parking System Transition Update

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

   To provide the council an update on the District's parking system transition from physical permits to virtual parking permits.

5. RECOMMENDATION:

   Provide information and answer questions from the DCC.

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

   N/A

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

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DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 18, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of November 23, 2026

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1. AGENDA ITEM NAME

Revised Board Policies & Administrative Procedures – Review Cycle Revisions

- **AP 4026, Philosophy and Criteria for International Education**
- **BP 4050, Articulation**
- **AP 4050, Articulation**
- **BP 4100, Graduation Requirements for Degrees & Certificates**
- **AP 4100, Graduation Requirements for Degrees & Certificates**
- **AP 4101, Independent Study**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The BPs and APs were reviewed as part of the District's review cycle and reflect proposed revisions recommended by the CCLC Policy and Procedure Legal Updates Service. The APs were also reviewed by the District Curriculum Coordinating Committee and also reflect their recommendations.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, the revised Administrative Procedures be posted on the District website and the revised Board Policies be forwarded to the Board for their consideration.

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

CCLC Legal Updates Service and District Curriculum Coordinating Committee

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

AP 4026 Philosophy and Criteria for International Education

Reference:
Education Code 66015.7

1.0 International Education should encourage programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars, such as:

1.1 Develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences.

1.2 Offer courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values.

1.3 Provide opportunities for students in all majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development.

1.4 Provide opportunities for domestic and international students to interact effectively and routinely share their views, perceptions, and experiences in educational settings.

1.5 Develop innovative public educational forums and venues to explore global issues and showcase world cultures.

2.0 **For International Students and Scholars**

2.1 Encourage the presence of qualified students from other countries with sufficient geographic diversity to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.

2.2 Facilitate faculty exchange and collaborative partnership programs with institutions in other countries.

2.3 Initiate collaborative research undertakings to address issues of global significance.

2.4 Encourage faculty to educate California's students as globally competent citizens.

NO REVISIONS

Date of Adoption: June 22, 2004

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

BP 4050 Articulation

Reference:

Title 5 Section 51022(b);
Education Code Sections 66720-66744;
ACCJC Accreditation Standard ~~II.A.10~~ 2;
WASC/ACS ~~Criterion 1, Indicator 1.6 and Criterion 5, Indicator 5.1~~ Category B, Standard B1; and Category C, Standard C3

1.0 The Chancellor shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions.

2.0 The procedures also may support articulation with other institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

3.0 Each campus shall designate a certificated or classified staff member to serve as the articulation officer and support staff as appropriate. The articulation officer will act for the campus in initiating and maintaining articulation efforts with appropriate high school and baccalaureate institutions.

See Administrative Procedure AP 4050, Articulation.

Date of Adoption: June 22, 2004

Date of Last Revision: November 23, 2021
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff
October 9, 2007

PROPOSED

AP 4050 Articulation

Reference:

Title 5, Sections 51022 subdivision (b) and 55051;
Education Code Section 66720-66744;
ACCJC Accreditation Standard ~~II.A.10~~ 2;
WASC/ACS ~~Criterion 1, Indicator 1.6; Criterion 5, Indicator 5.1~~ Category B, Standard B1; and Category C, Standard C3

1.0 **The campus articulation officer shall**:

1.1 Serve as a member on the Campus Curriculum Committee and the District Curriculum Coordinating Committee.

1.2 Serve as a resource to faculty in the curriculum development process.

1.3 Submit annual curriculum changes to the University of California and California State University systems for acceptance of transfer credit.

1.4 Submit new and revised course outlines to University of California and California State University systems for inclusion into general education agreements.

1.5 Initiate and maintain articulation agreements with public and independent baccalaureate-level institutions within and outside the State of California as appropriate and advantageous to the campus.

1.6 Submit new and revised course outlines to baccalaureate-level institutions for course-to-course articulation.

See Board Policy 4050, Articulation.

Date of Adoption: June 22, 2004

Date of Last Revision: October 25, 2021 District Consultation Council
August 9, 2017 Chancellor's Staff (Reference only)
September 14, 2016 Chancellor's Staff
February 23, 2015 District Consultation Council

PROPOSED

BP 4100 Graduation Requirements for Degrees & Certificates

Reference:

Education Code Section 70902(b)(3);
Title 5 Sections 55060 et seq. and 55090 et seq.~~;~~
~~ACCJC Accreditation Standard II.A;~~

1.0 The District grants the degrees of Associate in Arts, Associate in Science, and Bachelor's Degree to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in ~~courses completed~~ **degree-applicable courses**. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

2.0 Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework representing as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. The District has certificate programs that upgrade and develop occupational and vocational proficiency.

3.0 The Chancellor, in consultation with the faculty, as stated in BP/AP2510, Participation in Local Decision-making shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee and to assure that graduation requirements are published in the District's catalog(s) and included in other resources that are convenient for students.

See Administrative Procedure AP 4100, Graduation Requirements for Degrees & Certificates.

Date of Adoption: June 22, 2004

Date of Last Revision: January 25, 2022
November 28, 2017

PROPOSED

AP 4100 Graduation Requirements for Degrees & Certificates

Reference:

Title 5, Sections 55060 et seq.; 55090 et seq.; 55270 et seq.; and 55151 et seq.; ~~California Community Colleges Chancellor's Office Baccalaureate Degree Pilot Program Handbook~~

1.0 The student must satisfactorily complete at least 60 semester units or 90 quarter units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code Section 78213.

1.1 The courses must include at least 18 semester units or 27 quarter units of focused study in a major or interdisciplinary area of emphasis.

1.2 A "major" is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

1.3 An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

1.4 The courses must include at least 22 semester units or 28-31.5 quarter units of general education. General education must include a minimum of work in (1) English Composition, Oral Communication, and Critical Thinking, (2) Mathematical Concepts and Quantitative Reasoning, (3) Arts and Humanities, (4) Social and Behavioral Sciences, (5) Natural Sciences, and (6) Ethnic Studies.

2.0 The District will award an associate degree to students who fulfill the coursework requirements described above or completed the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University and who met the following conditions:

2.1 The student satisfactorily completed at least 12 semester units or 18 quarter units of study in residence. The Board of Trustees may excuse the residence requirement to alleviate injustice or undue hardship.

2.2 The student satisfactorily completed each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis.

2.3 The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If a student accumulates units beyond those required for the degree that lower the student's cumulative grade point average below 2.0, the District may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point

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AP 4100 Graduation Requirements for Degrees & Certificates

average fulfill all major or area of emphasis and general education requirements.

2.4 Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

2.5 Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.

2.6 Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

2.7 Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree **using the District's procedures for awarding credit for prior learning**.

2.8 Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

3.0 For the Bachelor's degree, a student must demonstrate competency in critical thinking through writing, oral communication, or computation.

3.1 Students must satisfactorily complete requirements for relevant Associate degree (60 semester units or 90 quarter units of college work) or equivalent.

3.2 Students must satisfactorily complete at least 40 upper division semester units or equivalent including the major and general education courses.

3.3 Students must satisfactorily complete a total degree units of at least 120 semester units or equivalent.

3.4 Students must satisfactorily complete **the California General Education Transfer Curriculum (Cal-GETC)** ~~37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth~~ lower division general education coursework, or previously awarded baccalaureate degree; a minimum of 9 units of Upper Division General Education course work is required. **Upper division general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.**

3.5 Students must satisfactorily complete at least ~~24~~ **12** semester units or equivalent of upper division course work in residence**.**~~; exceptions to the residence requirement can be made by the Board of Trustees or its designee when an~~

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~~injustice or undue hardship would result.~~ **The Board of Trustees shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate undue hardship.**

4.0 District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor's Office.

5.0 For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career, intersegmental, general education, or local needs.

5.1 Shorter credit programs that lead to a certificate may be established by the District.

5.2 Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

5.3 For a certificate of completion or competency, a student must complete a noncredit educational program of eligible courses or demonstrate a set of competencies to prepare for a career path and degree-applicable or non-degree-applicable courses.

5.4 For an adult high school diploma, a student must complete 160 high school credits with 20 residency credits completed at North Orange Continuing Education. High school credits may be granted for previous equivalent courses.

6.0 The District may obtain approval of a direct assessment competency-based program from the California Community Colleges Chancellor's Office.

See Board Policy 4100, Graduation Requirements for Degrees & Certificates.

Date of Adoption: June 22, 2004

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March 24, 2025 District Consultation Council
November 22, 2021 District Consultation Council
October 23, 2017 District Consultation Council
December 9, 2008 Chancellor's Cabinet

PROPOSED

AP 4101 Independent Study

Reference:
Title 5, Sections 55230, et seq.

1.0 Independent study programs shall be offered by the Colleges if a learning contract for the specific class has been signed by the student taking the class, the faculty member teaching the class, and the faculty member's immediate management supervisor. The learning contract must be submitted to the Admissions and Records Office by deadlines established by the College; must include the number of units and hours of study required; arrangements for consultation with the instructor; the work product to be evaluated; and the college facility required.

2.0 Academic standards for independent study are the same as those applied to other credit or noncredit courses.

3.0 Procedures for evaluation of student progress are the same as those applied to other credit or noncredit courses.

4.0 Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

Date of Adoption: June 22, 2004

Date of Last Revision: November 24, 2008 Chancellor's Cabinet
November 14, 2005

Date of Last Review: November 22, 2021 District Consultation Council

NO REVISIONS