



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

District Consultation Council Meeting

November 24, 2025

2:00 p.m.

Anaheim Campus – Room 105 (1st Floor)

Public Observation/Comment via Zoom: <https://noccdd-edu.zoom.us/j/85436411948>

**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 AB 2449 Due to "Just Cause" | Information |
|---|--------------------|

MEETING SUMMARY

- | | |
|-----------------------------|---------------|
| 1. October 27, 2025 Summary | Action |
|-----------------------------|---------------|

STRATEGIC GOALS & PLANNING

- | | |
|---|--------------------|
| 1. Evaluation of the Resource Allocation Model (RAM) – Establish Post Award Grants Office | Action |
| 2. Evaluation of the Resource Allocation Model (RAM) – Other | Information |

OPERATIONAL REVIEW

- | | |
|--|-------------------|
| 1. NOCCCD Districtwide Employee Climate Survey Results | Discussion |
| 2. District Technology Committee – Change to Charter | Action |
| 3. NOCCCD Retiree Email Accounts | Discussion |

POLICY

- | | |
|---|--------------------|
| 1. Revised Chapter 4 Policies – Scholastic Terminology | Action |
| 2. New AP 3440, Service Animals | Discussion |
| 3. Inclusive Facilities Efforts | Discussion |
| 4. Update on AP 7400, Employee Travel and Conference Attendance | Information |

OTHER ITEMS

- | | |
|--|--------------------|
| 1. Burden-Free Access to Instructional Materials | Information |
| 2. Update on Block Grant | Information |

DISTRICT CONSULTATION COUNCIL October 27, 2025

SUMMARY

MEMBERS PRESENT: Karen Bautista (for Karla Frizler), Byron D. Clift Breland, Steven Estrada, Brandon Floerke, Bridget Kominek, Candace Lynch, Flavio Medina-Martin, Cynthia Olivo, Khaoi Mady, Kathleen McAlister, Jaclyn Magginetti, Michelle Patrick Norng, Valentina Purtell, Irma Ramos, Joel Salcedo, Kai Stearns, Scott Thayer, Jennifer Vega La Serna, Annalisa Webber, and Fred Williams.

VISITORS: Erika Almaraz, Danielle Davy, Tyler Deacy, Dawn Fortin Mattoon, Gabrielle Stanco, and Rick Williams.

ABSENT: Elaine Loayza, Marlo Smith, and Pamela Spence.

Chancellor Byron D. Clift Breland called the meeting to order at 2:07 p.m. and welcomed Steven Estrada, Brandon Floerke, and Joel Salcedo as new members to DCC.

MEETING SUMMARY

Summary: The summary of the September 27, 2025 meeting was approved. **There was consensus to approve the summary with five abstentions** (Karen Bautista, Steven Estrada, Brandon Floerke, Jaclyn Magginetti, and Joel Salcedo). Vice Chancellor Fred Williams noted that AP 3440, Service Animals would return to the November DCC meeting for further discussion.

STRATEGIC GOALS & PLANNING

Ruffalo Noel Levitz Strategic Enrollment Planning Project Update: Upon completion of 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 resulting Draft Districtwide Strategic Enrollment Plan was shared with DCC for feedback and discussion on the proposed action plans and next steps.

Dawn Fortin Mattoon, with RNL, provided an overview of the project 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 which 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 process also included:

1. Establishing balanced enrollment goals and ensuring capacity to support growth
2. Aligning program development with community and labor market needs
3. Positioning NOCE as a feeder for the credit colleges and ensuring progressive credentialing
4. Expanding opportunities for adult learners
5. 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.

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

During the discussion, members noted the following:

- Clarification on the information used to establish enrollment targets in light of staff beginning to work on the January budget and if those projections will be used for the 26-27 budget.
- A reminder to factor in that the campuses also currently have strategies that have been implemented.
- At Fullerton College, they are spending \$30,000 more per month to offer the current number of sections needed for the 3% enrollment growth, which is more than the College projected in their budget. Is there a way to develop cost projections in order to budget for increases?
- Clarification on where certain initiatives fall under the strategies listing (E.g., the student advocates).
- Status of the campus launch for implementation status.

Dawn Fortin Mattoon commended the District for its great participation levels and noted that it was wonderful to work with everyone involved.

OPERATIONAL REVIEW

Sustainability Action Plan Annual Report: Tyler Deacy, District Special Projects Director of Sustainability, presented the annual progress update on the District's Sustainability Action Plan (SAP) as recommended in BP 3580, Sustainability Plan and AP 3580, Environmental Sustainability. The presentation highlighted the District's 2025-26 priorities and their relation to the California Community Colleges Chancellor's Office Vision 2030 goals and objectives; plans to form a districtwide sustainability committee; benchmarking efforts; microgrid progress; planned solar projects; purchasing and waste streams; exploration of spaces for wellness on campus; and efforts to pilot a Sustainability Across General Education (SAGE) initiative.

Chancellor Clift Breland expressed his appreciation for the District's sustainability efforts noting that not every district has implemented processes as defined by the State.

Members praised the report and suggested that the proposed districtwide committee include current campus committees collectively. Tyler Deacy also provided clarification to inquiries regarding solar panel maintenance, electricity costs, and student input.

The Sustainability Action Plan Report will be presented to the Board at the October 28, 2025 meeting.

Districtwide Sustainability Committee: DCC discussed a recommendation, presented by Tyler Deacy, to create a districtwide Sustainability Committee to help coordinate large-scale implementation of district sustainability initiatives. Currently, committees exist on each of the three campuses and meet monthly from September through May. Those committees focus on campus events, policy, and related matters. In contrast, a districtwide committee would function as a workgroup for implementing Sustainability Action Plan goals, meet quarterly to discuss specific topics, and its composition would include campus group members.

During the discussion, members expressed support for the idea and looking at existing campus groups to garner membership, but were concerned that infrequent meetings could lead to a loss of momentum.

Vice Chancellor Fred Williams shared that an action plan was developed that includes several steps over an extended period of time, but cautioned that one staff person may not be enough. He noted that Tyler Deacy is a temporary contract employee and that the District may need to dedicate resources for sustainability efforts of approximately \$500,000 per year.

In response to how the group should be formed, it was suggested that a one-year workgroup of the Council on Budget and Facilities be developed, which could be formalized in the future, with participants from campus sustainability committee since they are already involved.

POLICY

Policy Review and Development Process: The District's Policy Review and Development Process was revisited to ensure clarity, consistency, and alignment with the District's participatory governance framework. The process was presented so 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.

Chancellor Byron D. Clift Breland shared that the Board is currently working on developing several policies in that there has been interest in. The first draft of those policies will be shared with the Board first before being presented to DCC, which is in keeping with past practice related to the development of new Board policies initiated by the Board.

During the review of the process chart, members requested that the development of new administrative procedures be added to the chart which will be incorporated. There was also a suggestion to develop a request form to a policy review is requested.

Revised AP 7400, Employee Travel and Conference Attendance: DCC received a second reading of AP 7400 which included further revisions based on the discussion at the September 22, 2025 DCC meeting. The additional changes included:

- Updated 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

During the discussion, members provided feedback which included language suggestions from the Fullerton College Professional Learning Committee (to be shared after the meeting), frustration about what expenses are/aren't allowable, clarification on what "most economical" means with so many variables involved, the inclusion of reimbursement timelines, and discounted conference registration being available if attendees are members of the host organization.

Erika Almaraz, Executive Director of Fiscal Affairs, noted that the intent of the policy is not to become burdensome, but to have guidelines for travel that are reasonable and practical, and welcomed revised language suggestions.

Members recommended the development of a workgroup, to include representatives from the professional development committees from each campus, to help develop a procedure that complies with tax laws but includes cleaner language that is flexible and not so reactionary.

OTHER

DCC December 2025 Meeting: DCC discussed the need for a December meeting. After a review of potential dates, conflicts with other meetings, and the end of the fall semester, it was agreed to forgo a December meeting.

Next DCC Meeting: The next DCC meeting will take place on Monday, November 24, 2025 in Room 105 at the Anaheim Campus.

ADJOURNMENT: The meeting was adjourned at 4:06 p.m.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 19, 2025

From: Erika Almaraz, Executive Director, Fiscal Affairs

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

Evaluation of the Resource Allocation Model (RAM) – Establish Post Award Grants Office

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The Resource Allocation Model (RAM) is evaluated on an annual basis.

Proposed changes to the RAM were presented at the October 13, 2025 meeting and feedback regarding these changes was obtained at the November 10, 2025 meeting. The proposed change outlined below has been revised based on feedback received.

Revised proposed changes for fiscal year 2026-2027:

- **The District and Campuses charge an indirect cost rate on categoricals and grants ranging from 0% to 32.70% in order to offset the administrative cost of supporting these programs. In the past, these funds were split 50-50 between the District and the Campus, and used to offset overall expenses in the current year. To improve budget and accounting support for categoricals and grants, it is proposed that we shift 100% of indirect cost funds from the District and the Campuses, to Districtwide and utilize these dollars to fund a post-award grants team. A grants team would assist with invoicing; drawdowns; reporting; reconciliations; developing and maintaining a grants database; training project personnel; keeping abreast of new state and federal compliance requirements; updating budgets for new allocations and carryovers; reviewing expense and budget transfers; preparing fiscal-year closing entries and audit schedules. Indirect cost funds over the last two years were: \$750K (FY'25) and \$765K (FY'24). About 36%-38% came from federal funds. The estimated cost of a grants team (1 manager and 3 staff) is about \$720K. Offset by indirect cost, the net cost of a grants team is estimated to be -\$30K.**

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

5. RECOMMENDATION:

The Council on Budget and Facilities (CBF) recommends that DCC approve shifting 100% of indirect cost funds from the District and the Campuses, to Districtwide and to utilize these dollars to fund a post-award grants accounting team. The other proposed changes to the RAM noted above will continue to be discussed at CBF and recommendations will be brought back to DCC at a future date.

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

Vice Chancellor Williams, Council on Budget and Facilities Members.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 20, 2025

From: Erika Almaraz, Executive Director, Fiscal Affairs

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME**Evaluation of the Resource Allocation Model (RAM)**

- Districtwide Expenses
- Contingency for Salary and Benefits
- District Services Carryover

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

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

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **20 minutes**4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The Resource Allocation Model (RAM) is evaluated on an annual basis. Proposed changes to the RAM were presented at the October 13, 2025 meeting and feedback regarding these changes was obtained at the November 10, 2025 meeting. The proposed changes outlined below have been revised based on feedback received. Revised proposed changes for fiscal year 2026-2027:

- The following departments serve all four budget centers (Cypress, Fullerton, NOCE, and District Services). It is proposed that all four budget centers share in the cost of funding these departments (Estimated total: \$1.4M). Existing advisory committees will continue to collaborate in the review of existing and future programs.
 - District Campus Safety (Org 1327) about \$169K - New
 - District Diversity, Culture, Inclusion (Org 1130) about \$277K
 - EEO & Compliance (Org 1425) about \$502K
 - Districtwide Staff Development (Org 1420) about \$448K

Should the cost of funding these departments shift from District Services to Districtwide, below is the estimated distribution of costs.

	DS	CC	FC	NOCE	TOTAL
	-130,671	-507,329	-608,683	-149,379	-1,396,061
%	9.36%	36.34%	43.6%	10.7%	100%

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

- It is proposed that a contingency between 0.5% to 3.0% of permanent positions in the Ongoing and Self-Supporting Funds be budgeted to set aside funds for districtwide increases that benefit all budget centers such as future negotiations and the Job Family Studies. This contingency is not meant to restrict future negotiations regarding salaries and benefits. This contingency would be reevaluated each year as part of the annual review of the RAM. Below is the estimated contingency based on 2025-26 permanent positions using 0.5%, 1%, 2%, or 3%.

Contingency	DS	CC	FC	NOCE	TOTAL
3%	-651,133	-2,339,623	-2,851,987	-541,322	-6,384,065
2%	-434,089	-1,559,748	-1,901,325	-360,881	-4,256,043
1%	-217,044	-779,874	-950,662	-180,441	-2,128,022
0.5%	-108,522	-389,937	-475,331	-90,220	-1,064,011

- It is proposed that beginning Fiscal Year 2026-27 any current year surplus at District Services flow to the three campuses (Cypress, Fullerton, NOCE) based on the percentage of RAM revenue each generated during the fiscal year. Existing and 2025-26 carryovers at District Services would be utilized to complete committed projects and purchases. District Services surpluses over the last two years were: \$4.6M (FY'25) and \$3.1M (FY'24). Below is the estimated redistribution of District Services carryover based on each campuses revenues as a percentage of total RAM revenue. This estimate is using the 2024-25 Settle-Up, less carryover POs still in progress.

	DS	CC	FC	NOCE	TOTAL
	-4,009,816	1,607,490	1,928,819	473,507	0
%		40.1%	48.1%	11.8%	100%

5. RECOMMENDATION:

It is recommended that DCC review, discuss, and provide feedback on the proposed changes to the Resource Allocation Model (RAM).

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

Fred Williams and Council on Budget and Facilities Members.

North Orange County Community College District

Using 2025-26 Proposed Budget

Proposed Changes: (Adding New Grants Team, DW Positions Changes, Plus X% Contingency, No DS Carryover)

November 20, 2025

	DW	DS	CC	FC	NOCE	Total
SCFF Revenues	\$ -	\$ 24,598,975	\$ 96,106,214	\$ 116,879,516	\$ 28,350,155	\$ 265,934,860
Other Revenues	-	2,503,844	9,080,476	9,333,435	2,633,945	23,551,700
Funding for Districtwide Expenses	8,116,218	(759,678)	(2,949,434)	(3,538,671)	(868,435)	(0)
Net Chargebacks	-	803,724	324,124	305,283	(1,433,131)	-
Total RAM Revenue (excl Stability Protection)	8,116,218	27,146,865	102,561,380	122,979,563	28,682,534	289,486,560
Expenses	7,991,218	25,508,252	104,893,373	122,003,762	28,828,702	289,225,307
Contingencies	125,000	987,480	-	1,571,403	-	2,683,883
	8,116,218	26,495,732	104,893,373	123,575,165	28,828,702	291,909,189
Net Available Revenue	-	651,133	(2,331,993)	(595,602)	(146,168)	(2,422,630)
Net Transfers In/(Out) to Supplement Operations	-	-	1,835,567	-	-	1,835,567
Balance before Hold Harmless Funding	\$ -	\$ 651,133	\$ (496,426)	\$ (595,602)	\$ (146,168)	\$ (587,063)
Prior Year TCR Stability Protection▲	-					-
Balance	-	651,133	(496,426)	(595,602)	(146,168)	(587,063)
Contingencies (3.0% of Permanent Positions 25-26)		(651,133)	(2,339,623)	(2,851,987)	(541,322)	(6,384,065)
Contingencies (2.0% of Permanent Positions 25-26)		(434,089)	(1,559,748)	(1,901,325)	(360,881)	(4,256,043)
Contingencies (1.0% of Permanent Positions 25-26)		(217,044)	(779,874)	(950,662)	(180,441)	(2,128,022)
Contingencies (0.5% of Permanent Positions 25-26)		(108,522)	(389,937)	(475,331)	(90,220)	(1,064,011)
DS Carryover Redistribution (est using 24-25)*	-	(4,009,816)	1,607,490	1,928,819	473,507	-
Campus Revenue as a % of Total RAM Revenue			40.1%	48.1%	11.8%	100.0%

* Less Carryover POs still in progress (est. using 24-25)

North Orange County CCD
Using 2025-26 Proposed Budget
Resource Allocation Model Budget Calculations
November 20, 2025

	Districtwide		District Services		Cypress College		Fullerton College		N. Orange Cont. Education		Total
	\$	%	\$	%	\$	%	\$	%	\$	%	\$
Revenues											
SCFF 2025-26 Estimated State Apportionment	\$ -	0.00%	\$ -	0.00%	\$ 105,902,164	39.82%	\$ 128,792,856	48.43%	\$ 31,239,840	11.75%	\$ 265,934,860
Revenue Allocation to District Services, 9.25%	\$ -	0.00%	\$ 24,598,975	9.25%	\$ (9,795,950)	40.09%	\$ (11,913,340)	48.10%	\$ (2,889,685)	11.81%	\$ -
Subtotal Revenue, 1	\$ -	0.00%	\$ 24,598,975	9.25%	\$ 96,106,214	36.14%	\$ 116,879,516	43.95%	\$ 28,350,155	10.66%	\$ 265,934,860
Other Unrestricted Revenue	\$ -	0.00%	\$ 358,470	1.52%	\$ 10,006,034	42.49%	\$ 10,284,777	43.67%	\$ 2,902,419	12.32%	\$ 23,551,700
Revenue Allocation to District Services, 9.25%	\$ -	0.00%	\$ 2,145,374	9.25%	\$ (925,558)	40.09%	\$ (951,342)	48.10%	\$ (268,474)	11.81%	\$ -
Subtotal Revenue, 2	\$ -	0.00%	\$ 2,503,844	10.63%	\$ 9,080,476	38.56%	\$ 9,333,435	39.63%	\$ 2,633,945	11.18%	\$ 23,551,700
Subtotal Revenue, 3	\$ -	0.00%	\$ 27,102,819	9.36%	\$ 105,186,690	36.34%	\$ 126,212,951	43.60%	\$ 30,984,100	10.70%	\$ 289,486,560
Contribution towards Districtwide Expenditures	\$ 8,116,218	100.00%	\$ (759,678)	-9.36%	\$ (2,949,434)	-36.34%	\$ (3,538,671)	-43.60%	\$ (868,435)	-10.70%	(0)
Subtotal Revenue, 4	\$ 8,116,218	2.80%	\$ 26,343,141	9.10%	\$ 102,237,256	35.32%	\$ 122,674,280	42.39%	\$ 30,115,665	10.40%	\$ 289,486,560
Chargebacks between budget centers											
FC Chargebacks	\$ -						\$ 305,283		\$ (305,283)		\$ -
CC Chargebacks	\$ -				\$ 536,832				\$ (536,832)		\$ -
NOCE Chargebacks	\$ -		\$ (284,526)		\$ (62,702)				\$ 347,228		\$ -
DS Chargebacks	\$ -		\$ 1,088,250		\$ (150,006)				\$ (938,244)		\$ -
Net Chargebacks	\$ -		\$ 803,724		\$ 324,124		\$ 305,283		\$ (1,433,131)		\$ -
Final Revenue Allocation	\$ 8,116,218	2.80%	\$ 27,146,865	9.38%	\$ 102,561,380	35.43%	\$ 122,979,563	42.48%	\$ 28,682,534	9.91%	\$ 289,486,560
Expenditures											
Position Control Expenses	\$ -	0.00%	\$ 20,500,241	9.67%	\$ 78,262,640	36.91%	\$ 95,254,116	44.92%	\$ 18,044,060	8.51%	\$ 212,061,057
Personnel Costs outside of Position Control	\$ 2,063,124	4.02%	\$ 1,336,832	2.61%	\$ 18,876,144	36.79%	\$ 18,842,438	36.73%	\$ 10,183,832	19.85%	\$ 51,302,370
Other Operating Expenses	\$ 6,053,094	21.20%	\$ 4,658,659	16.32%	\$ 7,754,589	27.17%	\$ 9,478,611	33.20%	\$ 600,810	2.10%	\$ 28,545,763
Total Expenditures	\$ 8,116,218	2.78%	\$ 26,495,732	9.08%	\$ 104,893,373	35.93%	\$ 123,575,165	42.33%	\$ 28,828,702	9.88%	\$ 291,909,189
Total Net Available Revenue	\$ -	0.00%	\$ 651,133	-26.88%	\$ (2,331,993)	96.26%	\$ (595,602)	24.58%	\$ (146,168)	6.03%	\$ (2,422,630)
Intrafund Transfers In/Out (To supplement Exp.)											
Intrafund Transfer In to 11200	\$ -		\$ -		\$ 1,835,567		\$ -		\$ -		\$ 1,835,567
Intrafund Transfer Out from 11200	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Intrafund Transfer In to Self-Supporting	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Intrafund Transfer Out from Self-Supporting	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Total Intrafund Transfers	\$ -		\$ -		\$ 1,835,567		\$ -		\$ -		\$ 1,835,567
Final Net Available Revenue	\$ -	0.00%	\$ 651,133	-110.91%	\$ (496,426)	84.56%	\$ (595,602)	101.45%	\$ (146,168)	24.90%	\$ (587,063)

North Orange County CCD
Using 2025-26 Proposed Budget
Local and Other (Unrestricted) Revenue
October 7, 2025

	Districtwide		District Services		Cypress College		Fullerton College		N. Orange Cont. Ed.		Total
	\$	%	\$	%	\$	%	\$	%	\$	%	\$
State Revenue											
Enrollment Fee Waiver	\$ -	0.0%	\$ -	0.0%	\$ 118,320	37.2%	\$ 148,142	46.6%	\$ 51,388	16.2%	\$ 317,850
Full-Time Faculty Hiring Funds 2018-19	\$ -	0.0%	\$ -	0.0%	\$ 536,500	37.2%	\$ 671,720	46.6%	\$ 233,008	16.2%	\$ 1,441,228
Part-Time Faculty Office Hours	\$ -	0.0%	\$ -	0.0%	\$ 1,188,992	37.2%	\$ 1,488,666	46.6%	\$ 516,394	16.2%	\$ 3,194,052
Part-Time Faculty Compensation	\$ -	0.0%	\$ -	0.0%	\$ 270,458	37.2%	\$ 338,624	46.6%	\$ 117,463	16.2%	\$ 726,545
Lottery	\$ -	0.0%	\$ -	0.0%	\$ 2,273,743	37.2%	\$ 2,846,821	46.6%	\$ 987,514	16.2%	\$ 6,108,078
Mandated Costs	\$ -	0.0%	\$ -	0.0%	\$ 427,566	37.2%	\$ 535,329	46.6%	\$ 185,697	16.2%	\$ 1,148,592
Total	\$ -	0.0%	\$ -	0.0%	\$ 4,815,579	37.2%	\$ 6,029,302	46.6%	\$ 2,091,464	16.2%	\$ 12,936,345
Self-Supporting/Local Revenue											
Allocated from DW Activity											
Interest & Investment Income	\$ -	0.0%	\$ -	0.0%	\$ 1,116,755	37.2%	\$ 1,398,225	46.6%	\$ 485,020	16.2%	\$ 3,000,000
Miscellaneous DW	\$ -	0.0%	\$ -	0.0%	\$ 3,723	37.2%	\$ 4,660	46.6%	\$ 1,617	16.2%	\$ 10,000
Sub Total Alloc. From DW Acty	\$ -	0%	\$ -	0.0%	\$ 1,120,478	37.2%	\$ 1,402,885	46.6%	\$ 486,637	16.2%	\$ 3,010,000
Budget Center Activity											
Baccalaureate Degree Enroll. Fees	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Class Audit Fees	\$ -	0%	\$ -	0%	\$ 550	100%	\$ -	0%	\$ -	0%	\$ 550
Coin Operated Copier	\$ -	0%	\$ -	0%	\$ -	0%	\$ 500	100%	\$ -	0%	\$ 500
Community Service Classes	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Continuing Education Tuition Classe	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Contract Instructional Services	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ 18,000	100%	\$ 18,000
Contractor Commission	\$ -	0%	\$ -	0%	\$ 100,000	100%	\$ -	0%	\$ -	0%	\$ 100,000
Contrib, Gifts, Grants, & Endowment	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Enrollment Status Verification	\$ -	0%	\$ -	0%	\$ 5,000	100%	\$ -	0%	\$ -	0%	\$ 5,000
Gain(Loss) From Sale of Fixed Asset	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Graduation Application Fee	\$ -	0%	\$ -	0%	\$ 700	100%	\$ -	0%	\$ -	0%	\$ 700
Health Services	\$ -	0%	\$ -	0%	\$ 9,000	38%	\$ 15,000	62%	\$ -	0%	\$ 24,000
Instructional Materials Fees	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ 1,200	100%	\$ 1,200
International Student Appl. Fee	\$ -	0%	\$ -	0%	\$ 4,000	100%	\$ -	0%	\$ -	0%	\$ 4,000
Miscellaneous	\$ -	0%	\$ 310,000	48%	\$ 29,000	4%	\$ 305,827	48%	\$ 500	0%	\$ 645,327
Miscellaneous District Services	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Non-Resident Tuition	\$ -	0%	\$ -	0%	\$ 1,200,000	40%	\$ 1,800,000	60%	\$ -	0%	\$ 3,000,000
Other Contract Services (Funds 12xxx)	\$ -	0%	\$ -	0%	\$ 122,975	46%	\$ 17,842	7%	\$ 127,445	47%	\$ 268,262
Other Student Fees & Charges	\$ -	0%	\$ -	0%	\$ 8,000	62%	\$ 5,000	38%	\$ -	0%	\$ 13,000
Over/Short Miscellaneous	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Parking Meters & Fines	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Pepsi Commissions	\$ -	0%	\$ -	0%	\$ 120,000	71%	\$ 50,000	29%	\$ -	0%	\$ 170,000
Refund Processing Fees	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Rentals & Leases	\$ -	0%	\$ 48,470	3%	\$ 2,001,500	91%	\$ 132,050	6%	\$ 500	0%	\$ 2,182,520
Return Check Charges	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -	0%	\$ -
Student Records	\$ -	0%	\$ -	0%	\$ 52,000	46%	\$ 60,296	54%	\$ -	0%	\$ 112,296
Vending Commissions	\$ -	0%	\$ -	0%	\$ 45,000	75%	\$ -	0%	\$ 15,000	25%	\$ 60,000
Sub-Total Budget Center Acty	\$ -	0%	\$ 358,470	4%	\$ 3,697,725	57%	\$ 2,386,515	37%	\$ 162,645	2%	\$ 6,605,355
Total	\$ -	0.0%	\$ 358,470	4.0%	\$ 4,818,203	50.0%	\$ 3,789,400	39.0%	\$ 649,282	7.0%	\$ 9,615,355
Carry Over Revenue/Prior Year Adj.											
Interfund Transfers In	\$ -	0.0%	\$ -	0.0%	\$ 372,252	37.2%	\$ 466,075	46.6%	\$ 161,673	16.2%	\$ 1,000,000
Intrafund Transfers In	\$ -	0.0%	\$ -	0.0%	\$ -	37.2%	\$ -	46.6%	\$ -	16.2%	\$ -
Total	\$ -	0.0%	\$ -	0.0%	\$ 372,252	37.2%	\$ 466,075	46.6%	\$ 161,673	16.2%	\$ 1,000,000
Total Unrestricted Revenue	\$ -	0%	\$ 358,470	1.5%	\$ 10,006,034	42.5%	\$ 10,284,777	43.7%	\$ 2,902,419	12.3%	\$ 23,551,700

North Orange County Community College District
Using 2025-26 Proposed Budget
Districtwide (DW) Expenses in Fund 11200 (Ongoing Budget only)
October 7, 2025

	Actuals 2023-24	Budget 2024-25	Actuals 2024-25	Budget 2025-26
Sabbatical Replacement Costs	\$ -	\$ 300,000	\$ -	\$ 300,000
Related Activity (Additional Duty Days for Faculty)	\$ 442,561.68	350,000	439,540	350,000
Subtotal 10000's	\$ 442,561.68	650,000	439,540	650,000
 Grants Team (1 manager and 3 staff) - New				719,541
Grants Indirect (offset)				(749,543)
Net Cost	-	-	-	(30,002)
 District Campus Safety - New (Org 1327)				169,213
District Diversity, Culture, Inclusion (Org 1130)				276,745
EEO & Compliance (Org 1425)				502,250
Districtwide Staff Development (Org 1420)				447,853
Cost Share Positions	-	-	-	1,396,061
Subtotal 20000's	\$ -	-	-	1,366,059
 Retiree Medical Benefits	\$ 5,395,476.93	5,750,057	6,089,831	6,090,000
Contribution from Retiree OPEB Trust	\$ -	(5,750,057)	(6,000,000)	(6,000,000) ***
Net Retiree Medical Benefits Cost	\$ 5,395,476.93	-	89,831	90,000
Part-time Faculty Insurance reimbursement program	\$ 134,095.85	215,000	126,785	133,124
Part-time Faculty Insurance premiums	\$ 2,304,834.59	4,475,000	3,795,314	3,985,079
Expected Reimbursement	\$ (2,333,385.59)	(4,690,000)	(3,792,807)	(3,985,079) ◆
Net Part Time Health Insurance Program Expense	\$ 105,544.85	\$ -	\$ 129,291	\$ 133,124
Fringe Benefits Clearing	\$ 600,574.29	1,000,000	1,084,714	1,100,000
Adjustments/Fees from STRS	\$ 24,607.16	40,000	51,912	40,000
Fees from PERS	\$ -	10,000	1,950	10,000
Load Banking Benefits Accrual Adjustment	\$ 39,409.01	15,000	30,525	40,000
Subtotal 30000's	\$ 6,165,612.24	1,065,000	\$ 1,388,223	1,413,124
 Other (Memberships per Contracts for Employees)	\$ -	6,000	1,500	6,000
Recruiting Budget	\$ 43,761.55	55,000	50,350	55,000
Fingerprinting	\$ 19,595.00	25,000	22,909	25,000
Sabbatical Bond Reimbursements	\$ 4,446.50	4,500	8,784	4,500
Districtwide Memberships	\$ 142,042.22	143,000	146,395	150,000
Audit Expenses	\$ 121,800.00	133,500	180,100	140,000
Information & Emergency Communication System	\$ 47,481.28	51,280	-	-
Sewer Expenses	\$ 98,726.46	99,000	111,416	115,000
Additional Attorney Expenses	\$ 250,968.14	350,000	350,000	610,000
Waste Disposal	\$ 196,244.28	200,000	191,816	200,000
Election Expense	\$ -	300,000	459,102	150,000
Ride Share (AQMD)	\$ 100,432.78	120,000	100,964	120,000
Student Insurance	\$ 235,394.00	236,000	274,632	301,902
Employee Assistance Program	\$ 41,437.02	60,000	49,966	65,000
Interest	\$ 66,711.23	90,000	49,821	65,000
Life insurance	\$ 171,912.25	172,000	183,226	185,000
Mandated Fees from PERS (for reports)	\$ 350.00	350	1,020	1,500
County Payroll Postage Charges	\$ 5,513.42	5,700	6,293	6,400
DW IT Expenses	\$ 1,551,350.03	1,907,219	1,858,200	2,111,733
Subtotal 50000's	\$ 3,098,166.16	3,958,549	4,046,492	4,312,035
 FC Child Care Center Contribution (B/A 4/14/09)	\$ 250,000.00	250,000	250,000	250,000
Hospitality	\$ 211,696.85	-	-	- ✧
Subtotal 70000's	\$ 461,696.85	250,000	250,000	250,000
 EEO Plan Implementation	\$ -	25,000	-	25,000
Student Success	\$ -	100,000	-	100,000
Subtotal 79000's (Contingencies)	\$ -	125,000	-	125,000
 Total Districtwide Expenses	\$ 10,168,036.93	\$ 6,048,549	\$ 6,124,255	\$ 8,116,218
STRS on behalf payments from the State**	7,419,861.00			
Total	17,587,897.93			

** : STRS on behalf payments from the State are contributions made on behalf of schools towards the STRS liability and we are required to record our proportionate share as expense and matching revenues, resulting in a zero net effect on resources.

*** : The Retiree Trust Board approved the use of trust fund assets for the pay-as-you-go annual costs for the health retiree benefits.

◆ : We will be using the reimbursement from the state to cover the cost of the part-time faculty health insurance program.

✧ : Beginning 24-25, hospitality will no longer be a districtwide shared expense. Hospitality will be budgeted at each budget center.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 19, 2025

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

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

NOCCCD Districtwide Employee Climate Survey Results

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:

Presenters will discuss selected results from the Districtwide Employee Climate survey results from spring 2025. The survey was locally developed (originally based on the Cypress College Employee Climate Survey) to gather employee feedback about employee satisfaction with the following areas:

- **General job satisfaction**
- **Campus climate**
- **Diversity, equity, inclusion, and accessibility**
- **Decision-making processes**
- **Planning and program review processes**

DCC members will have the opportunity to suggest ideas for sharing the data more widely and getting additional input from constituents that will help provide context for the results.

5. RECOMMENDATION:

None

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

Institutional Effectiveness Coordinating Council Members

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



NOCCCD Employee Climate Survey: Employee Voice and Decision-Making Results

November 2025

Overview

This report presents selected results from an online survey administered to North Orange County Community College District (NOCCCD) employees at Cypress College, Fullerton College, North Orange Continuing Education (NOCE), and NOCCCD District Services in spring 2025, along with a separate survey administered to Cypress College employees only in fall 2024. The survey was developed collaboratively between the Institutional Research and Planning Directors across the district as well as members of the Institutional Effectiveness Coordinating Council (IECC) and the Equal Employment Opportunity Advisory Committee (EEOAC). The goal of the survey was to gather employee feedback about perceptions of campus climate. This report highlights findings from two areas: Employee Voice and Inclusion and Decision-Making and Communication

Key Findings

The 2025 NOCCCD Employee Climate Survey revealed that in the area of **Employee Voice and Inclusion**, most employees indicated they had opportunities to participate in participatory governance. However, fewer than half felt that their contributions and opinions were valued, considered, or had meaningful influence on decision-making.

In the area of **Decision-Making and Communication**, results varied by level of analysis (district, campus, or department) as well as by employee demographic group. At both the district and campus levels, fewer than half of respondents agreed that communication was clear and accessible or that decision-making processes were transparent and responsive to employee feedback. In contrast, department-level feedback was more positive, with a majority of employees agreeing that their ideas were taken into consideration. Differences also emerged across employee groups. Administrators and managers consistently reported higher levels of perceived voice, inclusion, and involvement in decision-making than other employee types, while women reported higher agreement levels across all areas compared to men.

A total of 853 responses were collected:

- 56% (478 respondents) from Cypress College
- 24% (207 respondents) from Fullerton College
- 5% (44 respondents) from NOCCCD District Services
- 15% (124 respondents) from North Orange Continuing Education (NOCE)

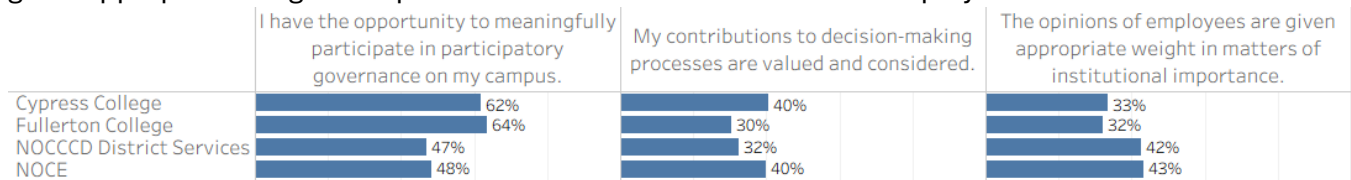


Employee Voice and Inclusion

This section presents data on employee agreement rates on statements about campus voice and inclusion, including opportunities for governance participation and whether contributions and opinions were valued in decision-making. Results are disaggregated by institution, employee type, gender, age group, sexual orientation, and race/ethnicity.

Results by Institution

Across all institutions, the largest percentages of respondents agreed that they had opportunities to participate in governance, but fewer than half felt that their contributions and opinions were valued, considered, or carried weight. Employees at Cypress and Fullerton Colleges reported higher levels of agreement about opportunities to participate, but lower levels of agreement about their opinions being given appropriate weight compared to NOCE and District Services employees.



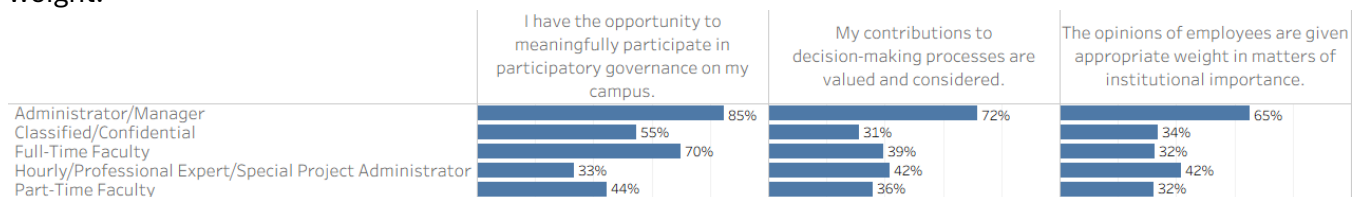
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Cypress** 242, 230, 240; **Fullerton** 154, 152, 149; **District Services** 32, 34, 33; **NOCE** 95, 88, 95

Results by Employee Type

Administrators and managers reported the highest levels of agreement across all three statements, with about three-fourths indicating they have opportunities to participate in participatory governance and that their contributions are valued. Other employee groups reported moderate agreement with opportunity to participate, but lower levels of agreement that their contributions were valued or given weight.



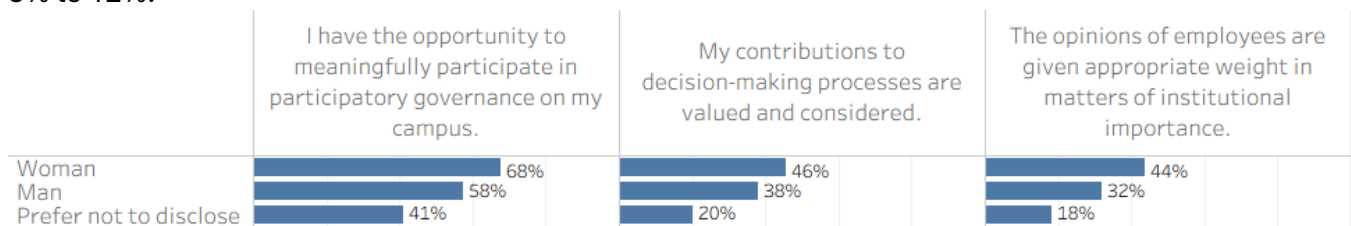
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Administrators/Managers** 46, 46, 46; **Classified/Confidential** 155, 148, 157; **Full-Time Faculty** 156, 152, 157; **Hourly/Prof Expert** 12, 12, 12; **Part-Time Faculty** 72, 67, 65

Results by Gender

Women reported higher agreement rates across all three statements than men, with gaps ranging from 8% to 12%.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

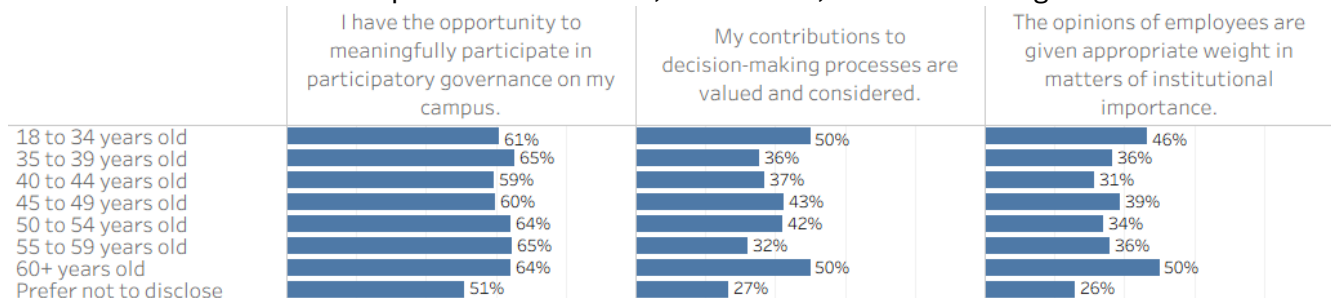
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Woman** 250, 241, 245; **Man** 125, 121, 125; **Prefer not to disclose** 78, 74, 77



Results by Age Group

The youngest and oldest respondents reported some of the higher levels of agreement. Although results were mixed regarding opportunities to participate in governance, both groups more clearly felt that their contributions and opinions were valued, considered, and carried weight.



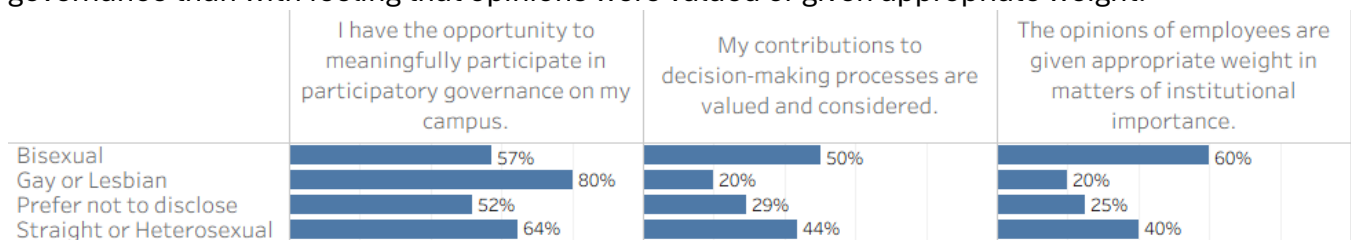
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: 18 to 34 years old 41, 38, 41; 35 to 39 years old 46, 45, 44; 40 to 44 years old 54, 54, 54; 45 to 49 years old 57, 54, 54; 50 to 54 years old 64, 64, 62; 55 to 59 years old 65, 59, 64; 60+ years old 53, 52, 54; Prefer not to disclose 61, 60, 62

Results by Sexual Orientation

Results by sexual orientation were mixed; however, the overall pattern remained consistent, showing higher rates of agreement with having opportunities to participate in participatory governance than with feeling that opinions were valued or given appropriate weight.



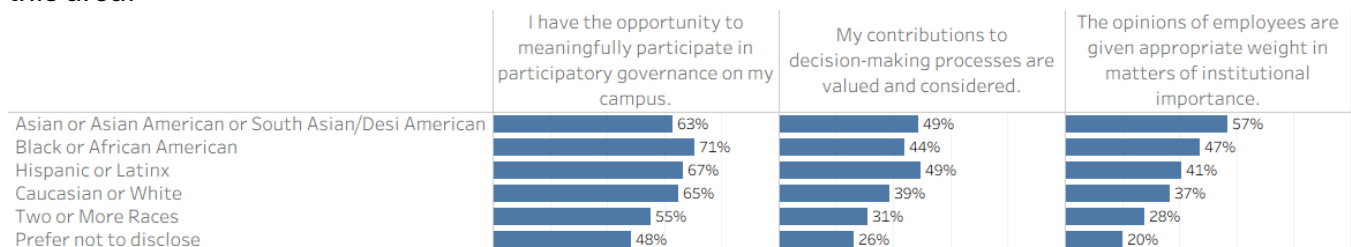
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Bisexual 14, 14, 15; Gay or Lesbian 10, 10, 10; Prefer not to disclose 112, 106, 112; Straight or Heterosexual 295, 285, 289

Results by Race/Ethnicity

Across most racial and ethnic groups, roughly two-thirds of respondents agreed that they had opportunities to participate in participatory governance, with Black or African American respondents reporting slightly higher levels of agreement. Agreement was lower among multiethnic respondents and those who preferred not to disclose. While overall agreement was lower regarding whether opinions were valued and given appropriate weight, Asian/Asian American/South Asian/Desi American respondents reported the highest levels of agreement in this area.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Asian 43, 39, 44; Black/Afr Amer 17, 16, 17; Hispanic 90, 87, 88; White 154, 150, 152; Two or More Races 47, 45, 43; Prefer not to disclose 58, 57, 59



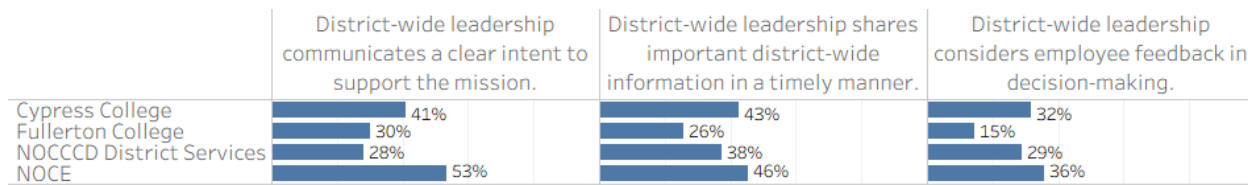
Decision-Making and Communication

District Level

This section presents data on employee agreement rates regarding district-wide leadership efforts to support the mission, communicate in a timely manner, and consider employee feedback in decision-making. Results are disaggregated by institution, employee type, gender, age group, sexual orientation, and race/ethnicity.

District-wide Results by Institution

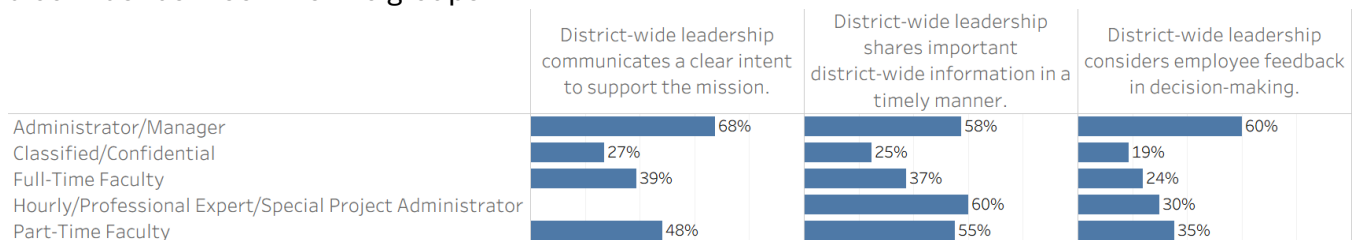
Participants reported relatively low overall agreement about district-wide communication around decision-making (below 53%). Employees expressed somewhat higher agreement about district-wide leadership communicating a clear intent to support the mission and sharing information in a timely manner. However, employees were less likely to agree that their feedback was considered in district level decision-making. This suggests that while communication is occurring, employees perceive limited responsiveness or engagement with their input. NOCE reported the highest levels of agreement, while Fullerton College and District Services reported the lowest.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.
N sizes: Cypress 144, 143, 142; Fullerton 133, 137, 131; District Services 32, 32, 31; NOCE 88, 90, 84

District-wide Results by Employee Type

Administrators and managers reported the highest levels of agreement across all three decision-making and communication statements, with a majority (58-60%) expressing agreement. However, fewer than one-third of classified professionals agreed with all statements, highlighting a contrast between the two groups.

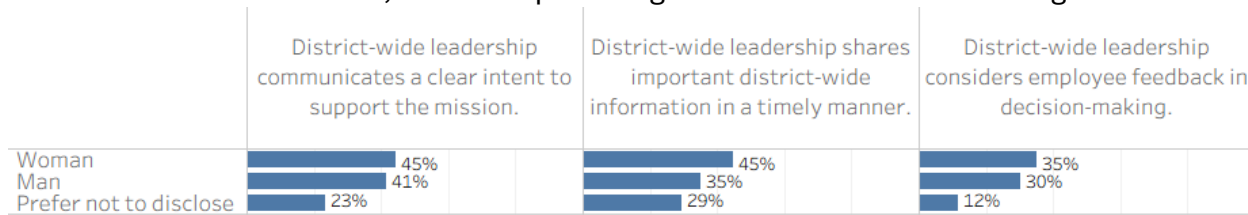


Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.
N sizes: Administrators/Managers 40, 40, 40; Classified/Confidential 130, 133, 129; Full-time Faculty 111, 110, 109; Hourly/Prof Expert n<10, 10, 10; Part-time Faculty 56, 58, 51



District-wide Results by Gender

Across all three statements, women reported agreement levels 4% to 10% higher than men.



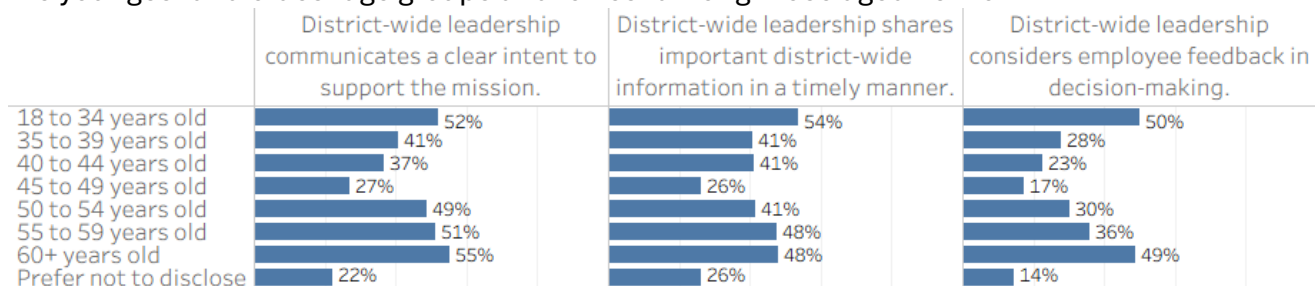
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Woman** 173, 175, 169; **Man** 99, 100, 96; **Prefer not to disclose** 77, 78, 77

District-wide Results by Age Group

Agreement rates with district-wide communication around decision-making were highest among the youngest and oldest age groups and lowest among those aged 45–49.



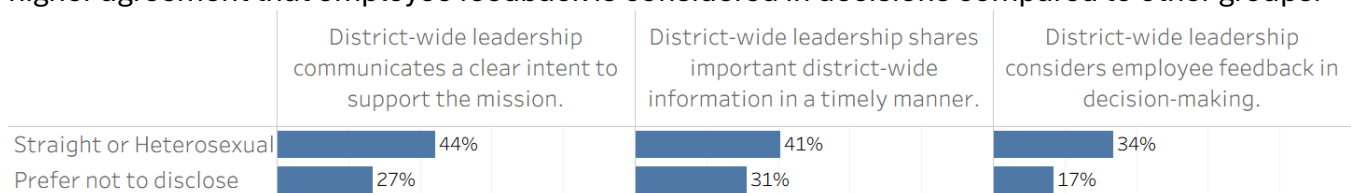
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **18 to 34 years old** 23, 28, 24; **35 to 39 years old** 27, 27, 25; **40 to 44 years old** 41, 39, 40; **45 to 49 years old** 37, 38, 35; **50 to 54 years old** 43, 41, 43; **55 to 59 years old** 43, 44, 42; **60+ years old** 47, 48, 45; **Prefer not to disclose** 90, 91, 90

District-wide Results by Sexual Orientation

Gay or Lesbian respondents reported the highest agreement that leadership demonstrates support for the mission and communicates in a timely manner, yet the lowest agreement that employee feedback is considered in decisions. Straight or Heterosexual respondents reported higher agreement that employee feedback is considered in decisions compared to other groups.



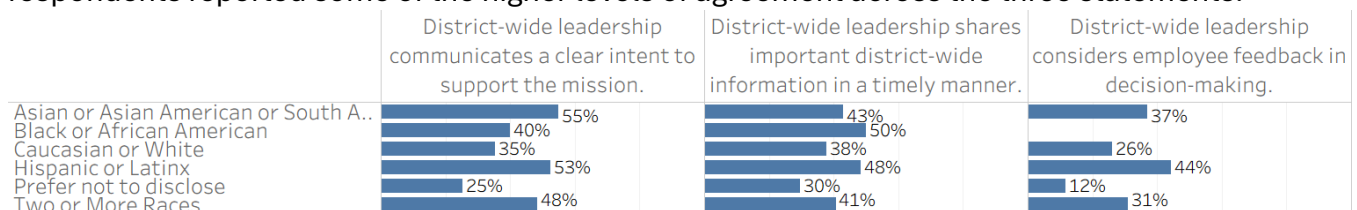
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Straight or Heterosexual** 212, 216, 208; **Prefer not to disclose** 108, 109, 107

District-wide Results by Race/Ethnicity

Results across racial/ethnic employee groups were mixed; however, Hispanic or Latinx respondents reported some of the higher levels of agreement across the three statements.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Asian** 20, 21, 19; **Black/Afr American** 10, 10, n<10; **White** 119, 119, 115; **Hispanic** 59, 62, 61; **Prefer not to disclose** 87, 88, 86; **Two or More Races** 31, 32, 29

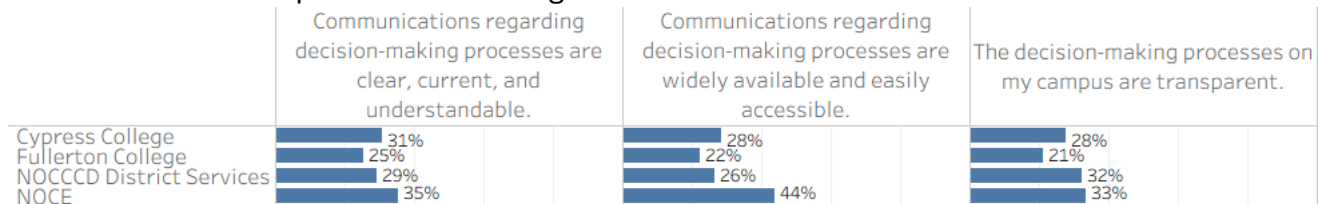


Institution Level

This section presents data on employee perceptions on the clarity and accessibility of institutional communication and the transparency of decision-making. Results are disaggregated by institution, employee type, gender, age group, sexual orientation, and race/ethnicity. The questions focus on three key areas: the clarity and timeliness of communications, the ease with which employees can access this information, and the overall transparency of decision-making on campus.

Institution-level Results by Campus

Participants reported relatively low overall agreement about campus communication around decision-making (below 44%). NOCE reported the highest agreement across all statements, but fewer than half of respondents overall agreed with the three statements.



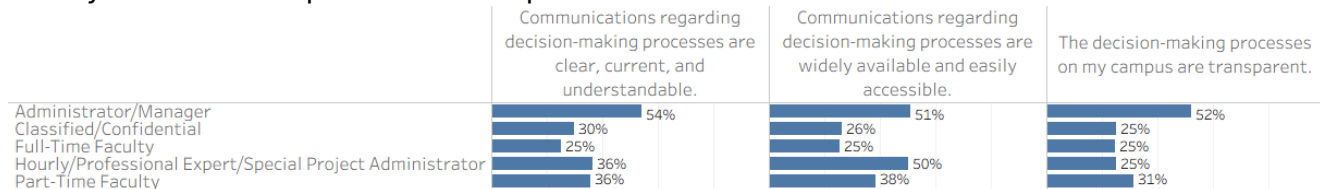
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Cypress 244, 239, 244; Fullerton 157, 153, 155; District Services 34, 34, 34; NOCE 96, 91, 93

Institution-level Results by Employee Type

Administrators and managers reported the highest agreement that decision-making communications at the campus level were clear, accessible, and transparent, while full-time faculty and classified professionals reported the lowest.



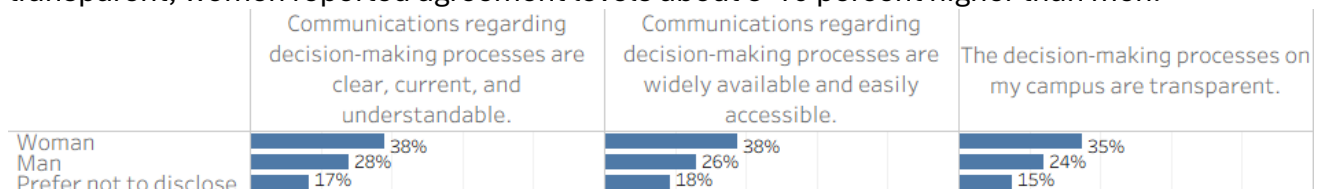
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Administrator/Manager 48, 47, 48; Classified/Confidential 157, 155, 156; Full-time Faculty 156, 154, 155; Hourly/Prof Expert 11, 12, 12; Part-time Faculty 73, 65, 70

Institution-level Results by Gender

Across all three statements about communication and decision-making being clear and transparent, women reported agreement levels about 8–10 percent higher than men.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

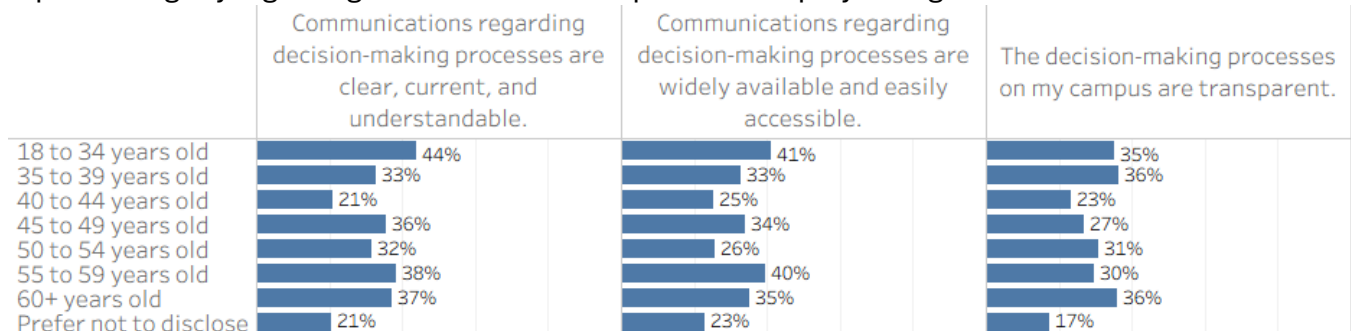
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Woman 253, 245, 253; Man 126, 123, 121; Prefer not to disclose 78, 76, 79



Institution-level Results by Age Group

Patterns by age group were less consistent, though the youngest and oldest respondents generally reported slightly higher agreement levels compared to employees age 40-54.



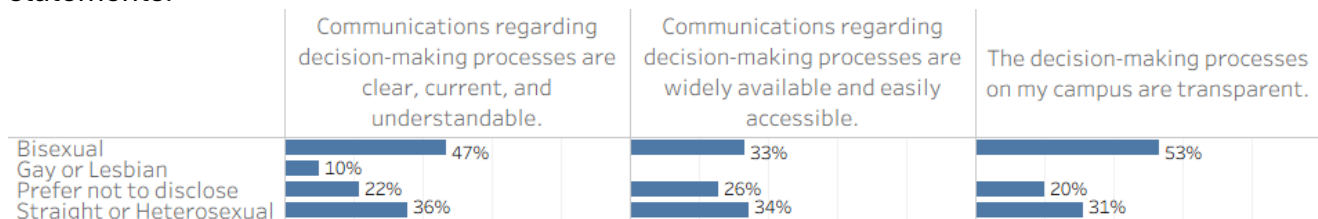
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **18 to 34 years old** 41, 39, 40; **35 to 39 years old** 46, 46, 47; **40 to 44 years old** 57, 55, 56; **45 to 49 years old** 56, 56, 56; **50 to 54 years old** 63, 62, 62; **55 to 59 years old** 65, 63, 64; **60+ years old** 54, 51, 53; **Prefer not to disclose** 63, 61, 63

Institution-level Results by Sexual Orientation

Bisexual respondents reported some of the highest levels of agreement across all statements. Gay or Lesbian respondents reported zero agreement with communication accessibility or transparency, while about one-third of Straight or Heterosexual respondents agreed with all three statements.



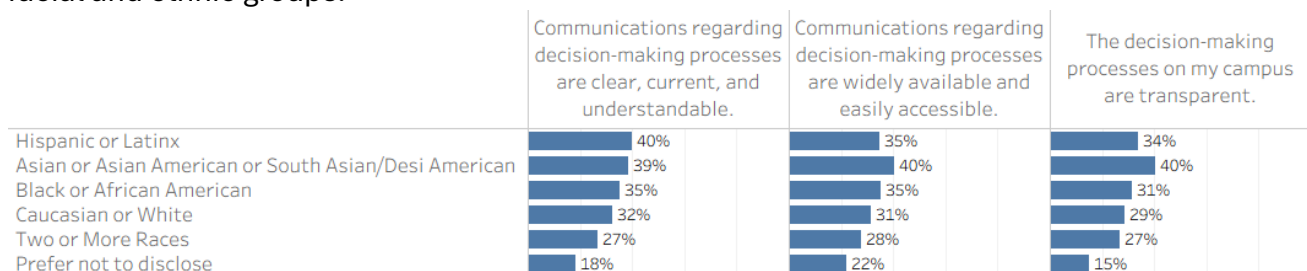
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Bisexual** 15, 15, 15; **Gay or Lesbian** 10, 10, 10; **Prefer not to disclose** 115, 113, 115; **Straight or Heterosexual** 295, 285, 291

Institution-level Results by Race/Ethnicity

Hispanic or Latinx and Asian respondents reported some of the highest levels of agreement with communication and decision-making being clear, available, and transparent, while multiracial employees reported the lowest agreement. Overall agreement remained below 40% across all racial and ethnic groups.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: **Hispanic** 88, 86, 89; **Asian** 44, 42, 42; **Black** 17, 17, 16; **White** 155, 150, 154; **Two or More Races** 49, 47, 49; **Prefer not to disclose** 60, 59, 60



Department Level

This section presents employee responses to a question about whether their ideas for improving their department or work area are taken into consideration. Results are disaggregated by institution, employee type, gender, age group, sexual orientation, and race/ethnicity.

Department-level Results by Institution

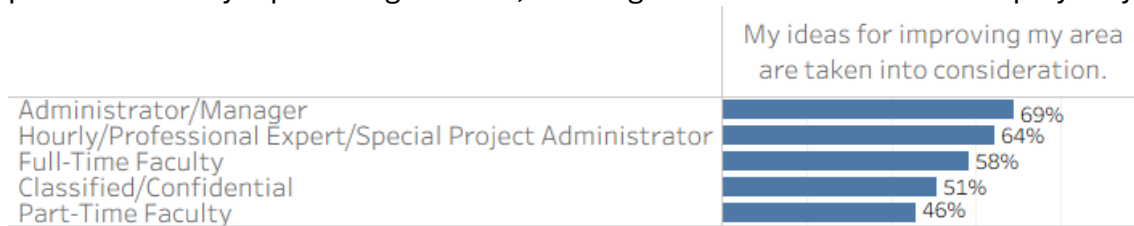
Across all institutions, the majority of respondents agreed that their ideas for improving their area were taken into consideration, with Fullerton College and District Services reporting the highest agreement levels.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.
N sizes: Fullerton 173; District Services 36; NOCE 106; Cypress 231

Department-level Results by Employee Type

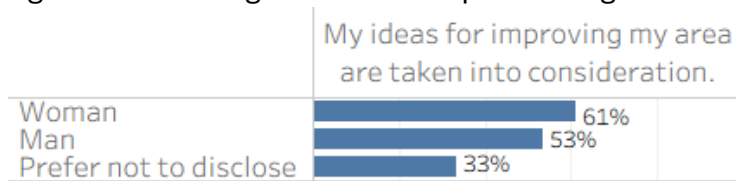
About two-thirds of administrators and managers agreed that their ideas were taken into consideration, representing the highest agreement among all employee types. Fewer than half of part-time faculty reported agreement, marking the lowest level across employee types.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.
N sizes: Administrator/Manager 48; Hourly/Prof Expert 14; Full-time Faculty 158; Classified/Confidential 156; Part-time Faculty 72

Department-level Results by Gender

Agreement among women was 8 percent higher than among men.

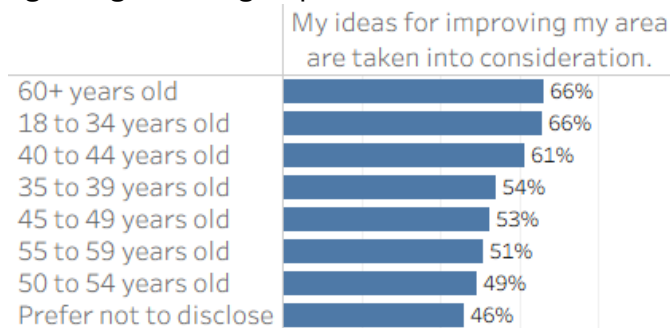


Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.
N sizes: Woman 253; Man 129; Prefer not to disclose 78



Department-level Results by Age Group

Most age groups reported majority agreement that their ideas were taken into consideration, though the youngest and oldest respondents had the highest levels, with about two-thirds agreeing in each group.

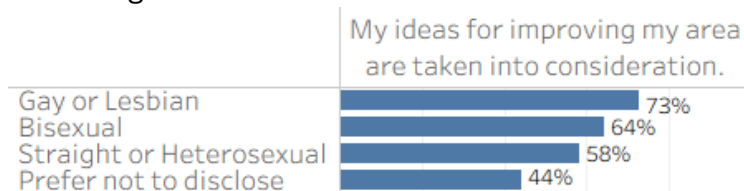


Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: 18 to 34 years old 41; 35 to 39 years old 48; 40 to 44 years old 57; 45 to 49 years old 59; 50 to 54 years old 65; 55 to 59 years old 65; 60+ years old 53; Prefer not to disclose 61

Department-level Results by Sexual Orientation

Overall, most groups reported majority agreement that their ideas were taken into consideration in their area. Gay or Lesbian respondents reported the highest agreement, with nearly three-fourths indicating their ideas were considered.

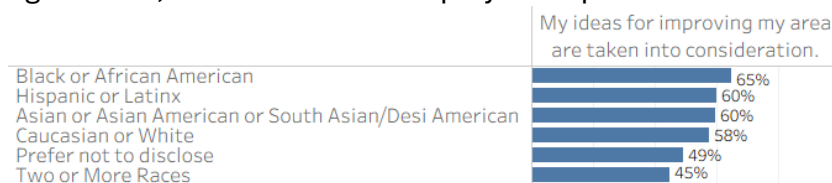


Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Gay or Lesbian 11; Bisexual 14; Straight or Heterosexual 299; Prefer not to disclose 115

Department-level Results by Race/Ethnicity

Overall, most racial/ethnic groups reported majority agreement that their ideas were taken into consideration in their area. Black or African American respondents reported the highest agreement, and multiethnic employees reported the lowest agreement.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis. Unreported data are not included.

N sizes: Black 17; Hispanic 90; Asian 42; White 158; Prefer not to disclose 59; Two or More Races 49

NOCCCD Employee Climate Survey: Selected Results

October 2025

Overview

This report presents selected results from an online survey administered to North Orange County Community College District (NOCCCD) employees at Cypress College, Fullerton College, North Orange Continuing Education (NOCE), and NOCCCD District Services in spring 2025, along with a separate survey administered to Cypress College employees only in fall 2024. The results are combined in this report; however, in areas where no comparable survey questions existed, Cypress College data were excluded. The survey was developed collaboratively between the Institutional Research and Planning Directors across the district as well as members of the Institutional Effectiveness Coordinating Council (IECC) and the Equal Employment Opportunity Advisory Committee (EEOAC). The goal of the survey was to gather employee feedback about perceptions of campus climate. This report highlights findings from the following areas:

- Sense of Belonging
- Institutional Support
- Access to Opportunities
- Decision-Making and Communication
- Employee Voice and Inclusion
- Perceptions of Safety
- Concerns about Microaggressions/Stereotypes

Key Findings

The NOCCCD Employee Climate Survey gathered feedback from employees across the District and identified both strengths and areas for improvement. A majority of employees reported a sense of belonging and perceived equitable institutional support across various identities; however, responses varied notably by site and demographic group, with multiethnic employees and those who preferred not to disclose certain identities reporting lower levels of belonging. Encouragingly, most employees reported rarely or never hearing negative or stereotypical remarks based on identity, suggesting a generally respectful workplace culture. Opportunities for growth were most evident in communication, transparency in decision-making, and perceptions of equitable access to recognition and advancement. While department-level engagement received relatively positive feedback, district- and college-level communication were rated less favorably, underscoring the value of localized support. Areas for improvement also include the timeliness of administrative responses to safety concerns and the extent to which employee input is valued in institutional decision-making.

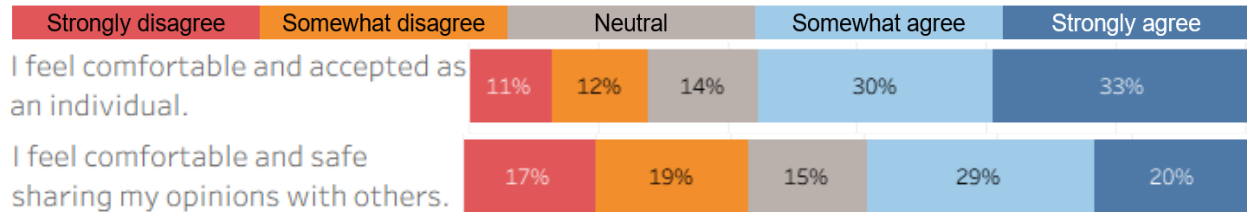
A total of 853 responses were collected:

- 56% (478 respondents) from Cypress College
- 24% (207 respondents) from Fullerton College
- 5% (44 respondents) from NOCCCD District Services
- 15% (124 respondents) from North Orange Continuing Education (NOCE)



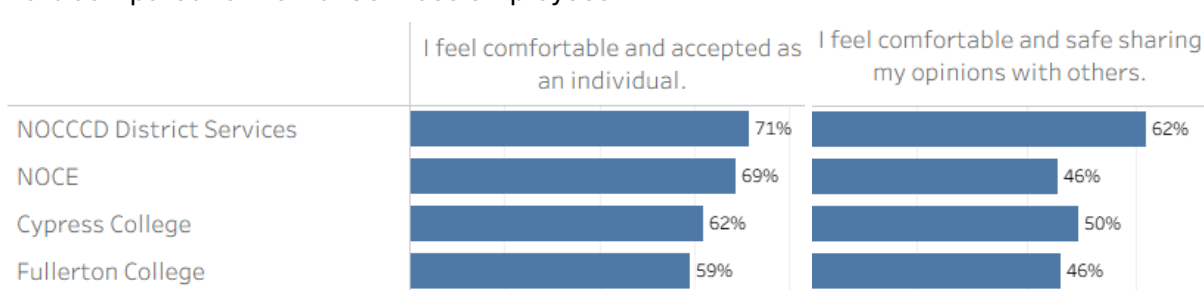
Sense of Belonging

Almost two-thirds (63%) of NOCCCD respondents agreed they felt comfortable and accepted as an individual. About half (49%) agreed they felt comfortable and safe sharing their opinions with others at their institution.



Sense of Belonging by Site

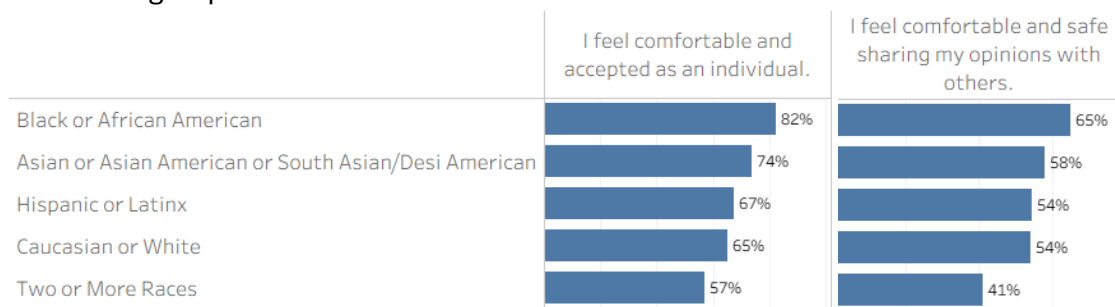
Results by institution indicate variation in sense of belonging across NOCCCD sites. Employees at District Services reported the highest agreement with feeling comfortable and accepted as an individual, and safe sharing their opinions with others. The largest differences by institution were for respondents feeling comfortable and safe sharing their opinions with others—employees at Cypress, Fullerton, and NOCE reported lower agreement levels by 12-16% compared to District Services employees.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Sense of Belonging by Race/Ethnicity

Results by race/ethnicity indicate disparities in feelings of belonging among employee groups. Black or African American employees reported the highest agreement with feelings of belonging (65-82% agreement), while multiethnic employees reported the lowest agreement, particularly regarding feeling comfortable and safe sharing their opinions with others (41% agreement). Note that the Black/ African American group had a smaller sample size (N=14) than other groups.

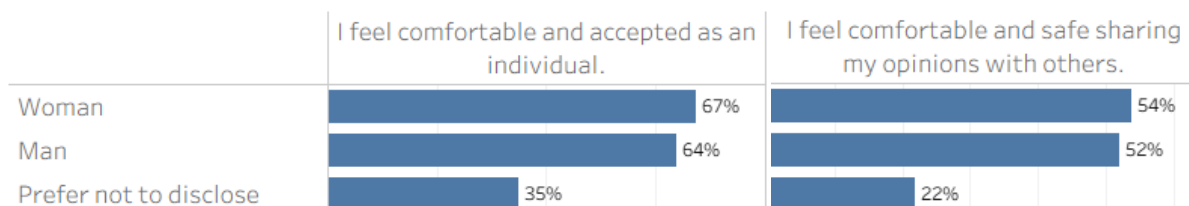


Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis.



Sense of Belonging by Gender

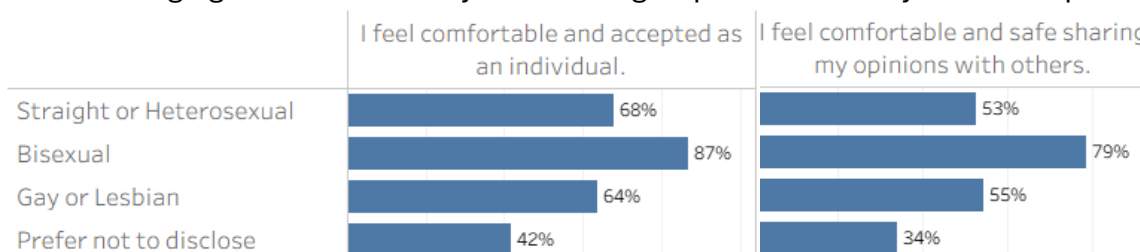
Women and men reported similar agreement levels to feeling comfortable and accepted as an individual and feeling comfortable and safe sharing their opinions with others. The responses for those who preferred not to disclose their gender were significantly lower than both women and men.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis.

Sense of Belonging by Sexual Orientation

Bisexual respondents reported the highest comfort levels both in feeling accepted and in sharing opinions. Gay or Lesbian and Straight or Heterosexual respondents showed comparable levels of belonging. Those who preferred not to disclose reported 19–45% lower belonging. Bisexual and Gay or Lesbian groups had relatively small sample sizes.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.
Note: Categories with n<10 are excluded from this analysis.

Institutional Support Across Identities

More than two-thirds of all respondents reported agreement that their institution was equally supportive and welcoming of all employees by various identity groups.

My institution is equally supportive and welcoming of all employees regardless of gender, race and ethnicity, and sexual orientation.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

Access to Opportunities Across Identities

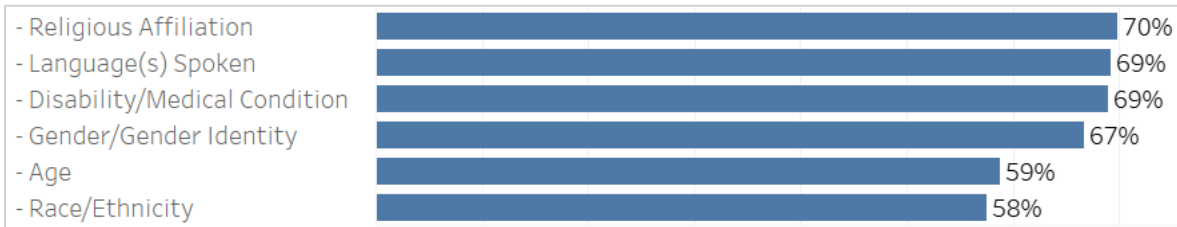
Survey respondents reported differing levels of agreement about employee opportunities for recognition, respect, and career advancement by identity groups. The highest agreement level was with respect to employees by religious affiliation (70% responded



Employee Climate Survey Highlights

employees “often” or “always” have equal opportunities), while the lowest agreement levels were by age and race/ethnicity (59% and 58% of respondents, respectively, indicated employees “often” or “always” have equal opportunities).

Employees have equal opportunities for recognition, respect, and career advancement regardless of their: Age, Race/Ethnicity, Gender/Gender Identity, Sexual Orientation, Language(s) Spoken, Religious Affiliation, Disability/Medical Condition.



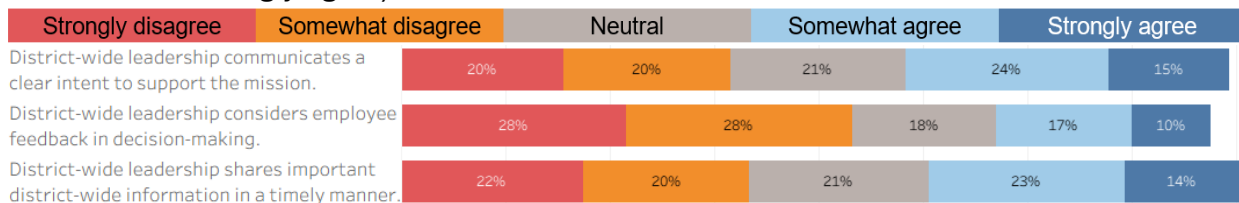
Data represent the % of respondents who selected "Always" or "Often" for each statement.

Note: Cypress college participants were not included in these results.

Decision-Making and Communication

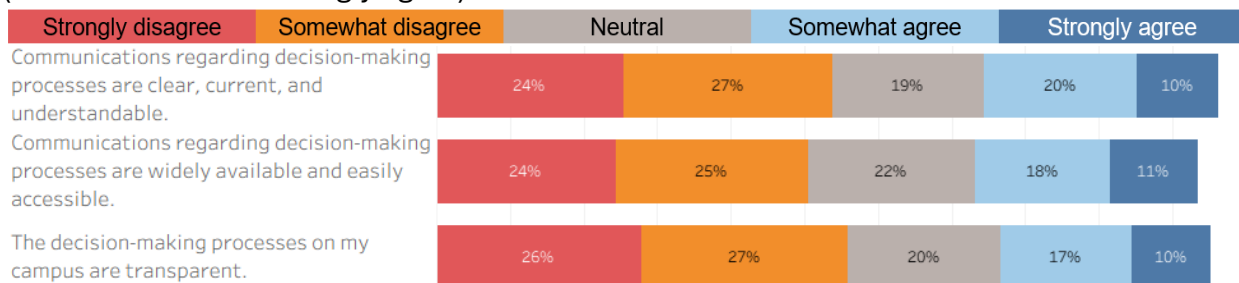
District Level

Fewer than half of all respondents indicated agreement with statements about district-wide leadership communicating a clear intent to support the mission (39% somewhat or strongly agree), considering employee feedback on decision-making (27% somewhat or strongly agree), and sharing important district-wide information in a timely manner (37% somewhat or strongly agree).



Institution Level

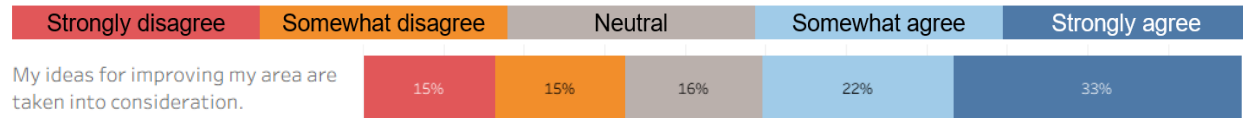
Employee feedback about communication and decision-making at the institutional level was similar to district-wide data. Approximately one-third of survey respondents indicated agreement with statements about communications regarding decision-making processes being clear, current, and understandable (30% somewhat or strongly agree), being widely available and easily accessible (29% somewhat or strongly agree), and being transparent (27% somewhat or strongly agree).





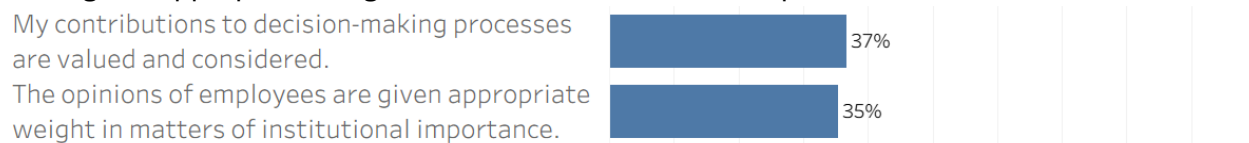
Department Level

At the department level, most employees reported agreement that their ideas for improving their area were taken into consideration (55% somewhat or strongly agreed).



Employee Voice and Inclusion

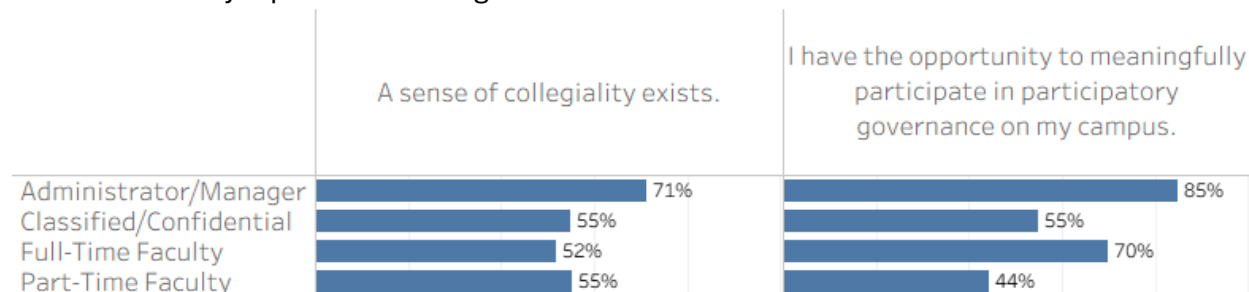
Approximately one-third of survey respondents reported agreeing that their contributions to decision-making processes were valued and considered, and that the opinions of employees were given appropriate weight in matters of institutional importance.



Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.

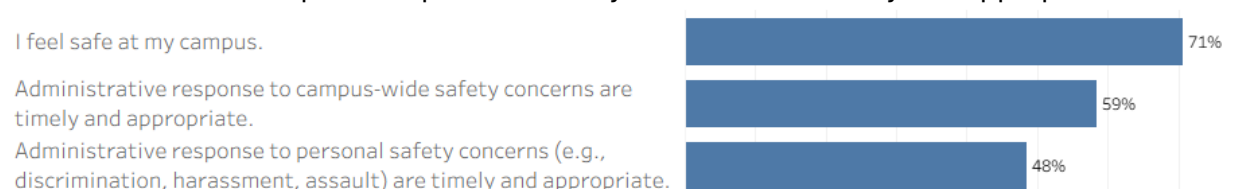
When reviewing results for additional feedback on collegiality and opportunities to engage in participatory governance, differences between employee groups emerged.

Administrator/Managers reported the highest levels of agreement with statements on collegiality and opportunities for participatory governance, while Classified/Confidential and Part-time Faculty reported lowest agreement levels.



Perceptions of Safety

When asked about safety concerns, almost three-quarters of respondents indicated they felt safe at their campus. However, fewer respondents (59%) agreed that administrative response to campus-wide safety concerns was timely and appropriate, and less than half (48%) agreed that administrative response to personal safety concerns was timely and appropriate.



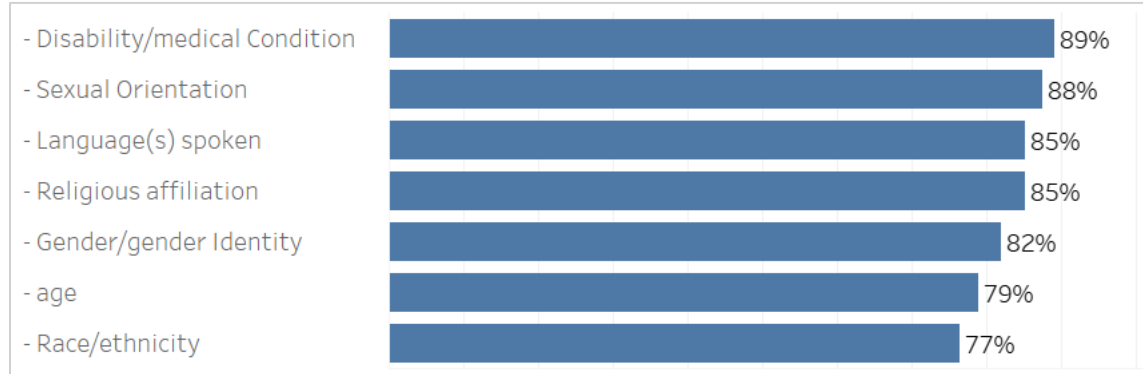
Data represent the % of respondents who selected "Somewhat Agree" or "Strongly Agree" for each statement.



Concerns about Microaggressions/Stereotypes

Overall, more than three-quarters of respondents indicated they “rarely” or “never” heard insensitive or negative remarks about others based on their identities. The highest percentages reported for “often” or “always” hearing remarks about an employee’s identity was for remarks about gender/gender identity (6%) and race/ethnicity (7%).

I hear employees make insensitive or negative remarks, including stereotypes about others based on the following identities: Age, Race/Ethnicity, Gender/Gender Identity, Sexual Orientation, Language(s) Spoken, Religious Affiliation, Disability/Medical Condition.



Data represent the % of respondents who selected "Never" or "Rarely" for each statement.

Note: Cypress college participants were not included in these results.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 18, 2025

From: Khaoi Mady, Interim Executive Director Information Technology

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

District Technology Committee – Change to Charter

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: **5 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

DTC Charter was updated to replace Vice Chancellor of Educational Services and Technology as the non-voting chair to Executive Director of Information Technology as the non-voting chair. This change was made because the role of VC Educational Services and Technology no longer exists in the same capacity. This change was voted and approved by DTC members.

5. RECOMMENDATION:

It is recommended that DCC approves the changes.

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

In consultation with DTC members.

District Technology Committee (DTC)

Purpose:

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

Specifically, DTC serves the following purposes:

1. Develop and recommend District policies, procedures, and standards that:
 - a. Address the acquisition and use of technology.
 - b. Ensure the security and business continuity of the District's business critical systems.
 - c. Ensure compliance with state and federal laws.
2. Develop and regularly review the District Strategic Technology Plan to ensure that it
 - a. incorporates leading practices in the District's use of technology;
 - b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;
 - c. aligns with state recommendations and state's allocation of resources;
 - d. aligns with the District's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;
 - e. aligns with the work of the colleges' planning/budget committees and/or technology committees;
 - f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.
3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.
4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.

5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.
6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.
7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.
8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.
9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges.
10. Assure bi-directional communication between end users and IT with regard to **regarding** technology.
11. Establish and oversee technology focus workgroups as needed.

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)
- IT managers from all sites – (5 total)
- Faculty DE Coordinator/DE Committee Chair from each site – (3 total)
- Campus budget officers and District Fiscal Representative – (4 total)
- One student from each site – appointed by AS or other appropriate body for NOCE (3 total)
- 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- 1 VPI representative (rotating) and 1 VPSS representative (rotating) – (2 total)
- **The Executive Director of Informational Technology and Services** Vice Chancellor of Educational Services and Technology serve **as** the non-voting chair

Special Guidelines, Parameters, and/or Resources:

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

- a. Quorum - A quorum of a simple majority (50%+1) of the seated members with at least two (2) individuals from each college/site is required for a vote on a recommendation. Voting members have the option to send a proxy if they are unavailable on a particular meeting date. Proxies must represent the same constituency group as the voting members and therefore shall have full voting privileges as the voting members.
 - b. The District Technology Committee will obtain agreement of all three academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.
 - c. DTC will work closely with CBF and DCC on technology funding recommendations.
3. Meeting Schedule: Once a month while school is session; 8 meetings per year

Communication:

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

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 18, 2025

From: Khaoi Mady, Interim Executive Director Information Technology

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

NOCCCD Retiree Email Accounts

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:

A discussion about how to formally implement a standard for retirees to retain an active NOCCCD email account was discussed at the District Technology Committee to bring to DCC. Recommendations of criteria for an active NOCCCD email account was provided by members of DTC, but was not voted on, or formally approved in any way. The recommendations are being brought to DCC for informal review and discussion.

5. RECOMMENDATION:

DCC members review and discuss the ideas discussed at DTC regarding NOCCCD email accounts for retirees.

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

In consultation with DTC members.

1. Eligibility

- Retired faculty and staff in good standing may be eligible to retain an institutional email account.
- Contract, temporary, or non-benefits-eligible employees are not eligible.
- Exceptions may be approved by the CEO/President or Chancellor.

2. Account Type

- Retirees will retain an email account in the format: username@retired.campus.edu
- The retiree email account will include access only to email and calendaring.
 - Access to internal systems, licensed software, and administrative applications will be removed at retirement.

3. Security & Verification

- Accounts inactive for **12 consecutive months** will be disabled.
- International access may be limited.
- The IT Department will conduct an annual verification process.
- Retirees must confirm continued use to retain the account.

4. Use & Conduct

- Retiree email accounts are subject to the institution's Acceptable Use Policy.
- Accounts may not be used for commercial purposes, unauthorized research, or activities that could misrepresent the institution.
- The institution reserves the right to revoke accounts if security concerns arise.

5. Records & Privacy

- Emails are subject to the same records retention and disclosure requirements as active employee accounts (including legal requests).

6. Termination of Service

- The institution may discontinue retiree email services with any prior notice.
- Accounts may also be revoked immediately in cases of policy violation, security incidents, or unlawful activity.

7. Support

- Retiree email accounts are provided on a best-effort support basis.
- IT Help Desk services are limited to account access issues.

This model policy ensures retirees maintain professional identity through an institutional email address, while safeguarding the institution against security, liability, and operational risks. Let me know if you have any questions.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 20, 2025

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

Chapter 4 Revised Policies: Scholastic Terminology

- **AP 4220, Standards of Scholarship**
- **BP 4225, Course Repetition**
- **BP 4250, ~~Probation, Dismissal~~, Scholastic Notice, Pause, and Readmission**
- **AP 4250, ~~Probation, Dismissal~~, Scholastic Notice, Pause, and Readmission**

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: **20 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

At the April 28, 2025 DCC meeting, members expressed a desire to replace the term “probation” with a different term like “notice” throughout district policies. Additionally, the Board of Governors is currently in the midst of reviewing amendments to Title 5, California Code of Regulations, sections 55031–55034 and 55046, which would update the naming references to “probation” and “dismissal” and revise and standardize academic renewal standards within the California community college system. In response to the request of DCC and the anticipated changes, the BPs and APs in this agenda item were revised to reflect the change in terminology.

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:

DCC and Chancellor’s Staff

AP 4220 Standards of Scholarship

Reference:

Title 5 Section 51002, 55023, 55024, 55051, 55052, and 55052.5;

Education Code Section 70902 subdivisions (b)(3) & (d)

- 1.0 The credit classes of the District are graded according to the following standards. These standards are consistent with other colleges of the California Community College system, and the grading standards of four-year transfer institutions.
- 1.1 "A" Superior or Excellent (4 grade points): Honor grade indicating excellence earned as a result of consistently superior examination scores; consistently accurate and prompt completion of assignments; ability to deal resourcefully with abstract ideas; superior mastery of pertinent skills; and promise of success in field relating to the subject.
- 1.2 "B" Better Than Average/Good (3 grade points): Honor grade indicating competence earned as a result of high examination scores; accurate and prompt completion of assignments; ability to deal well with abstract ideas; commendable mastery of pertinent skills; and promise of continued success in sequential courses.
- 1.3 "C" Average/Satisfactory (2 grade points): Standard college grade indicating successful performance earned as a result of satisfactory examination scores; generally accurate and prompt completion of assignments; ability to deal with abstract assignments; average mastery of pertinent skills; and sufficient evidence of ability to warrant entering sequential courses.
- 1.4 "D" Less than Satisfactory (1 grade point): Substandard grade indicating the minimum requirements only earned as a result of low examination scores; generally inaccurate, incomplete or late assignments; inadequate grasp of abstract ideas; barely acceptable mastery of pertinent skills; or insufficient evidence of ability to make enrollment in sequential courses advisable.
- 1.5 "F" Failing (0 grade points): Non-passing grade indicating failure to meet minimum requirements earned as a result of non-passing examination, abstract ideas, inadequate mastery of pertinent skills; or repeated absence from class.
- 1.6 "I" (no grade points, no units attempted): Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the Registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluation, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. Under unusual circumstances a student may petition for a time extension

ADMINISTRATIVE PROCEDURES

Chapter 4

Academic Affairs

AP 4220 Standards of Scholarship

- 1.7 "IP" In Progress (no grade points, no units attempted): If a student making satisfactory progress in an open entry course has not finished a course at the end of a semester, the student shall be given an "IP," which indicates the student is in progress of completing the course. The student must re-enroll in the course if the student wishes to continue working in that course. "IP" shall not be used in calculating grade point averages.
- 1.8 "RD" Report Delayed (no grade points, no units completed): The "RD" symbol may be assigned by the Registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point average.
- 1.9 "W" Withdrawal (no grade points, no units completed): A "W" symbol indicating that the student has withdrawn from college or dropped from a class section prior to the fourteenth week of a semester. The grade indicates that the course has been canceled from the student's program of study without credit and is not included in the grade point computation.
- 1.10 "MW" Military Withdrawal (no grade points, no units completed): An "MW" symbol indicates that the student is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses. This student shall be permitted to withdraw upon verification of such orders. An "MW" withdrawal symbol may be assigned. Military withdrawal shall not be counted in academic or progress ~~probation~~ notice or ~~dismissal~~ pause calculations.
- 1.11 "FW" Failing for Unofficial Withdrawal (no grade points, no units completed): A "FW" symbol indicates that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The "FW" symbol may not be used if a student has qualified for and been granted military withdrawal. Failing Withdrawal shall be counted in academic or progress ~~probation~~ notice or ~~dismissal~~ pause calculations.
- 1.12 "P" Pass (no grade points, no units attempted, but counts for units completed): "Pass" means that credit has been earned for the course although there are no grade points and the grade is not used in computing grade point average, and will reflect performance equivalent to a "C" under the letter grade system.
- 1.13 "NP" No Pass (no grade points, no units attempted, no units completed): "No Pass" means that neither units nor grade points have been earned. Units for which "NP" is given are not to be used in calculating grade point averages.

AP 4220 Standards of Scholarship

- 2.0 The non-credit North Orange Continuing Education classes are graded according to the following standards for courses in the High School Diploma Program. Students may receive either letter grades and diploma credits or obtain a passing grade when a course is completed successfully. In the career and technical education certificate programs, students may receive a passing grade based on demonstrated competencies.
- 2.1 “A” Superior or Excellent (4 grade points): A grade indicating excellence earned as a result of consistently superior examination scores (e.g., 90-100%); consistently accurate completion of assignments; and superior mastery of pertinent skills relating to the subject matter.
- 2.2 “B” Better than Average/Good (3 grade points): A grade indicating competence earned as a result of high examination scores (e.g., 80-89%); accurate completion of assignments; and commendable mastery of pertinent skills relating to the subject matter.
- 2.3 “C” Average/Satisfactory (2 grade points): A grade indicating successful performance earned as a result of satisfactory examination scores (e.g., 70-79%); generally accurate completion of assignments; and average mastery of pertinent skills relating to the subject matter.
- 2.4 “D” Less than Satisfactory (1 grade point): A grade indicating the minimum requirements earned as a result of low examination scores (e.g., 60-69%); generally inaccurate, incomplete assignments; and barely acceptable mastery of pertinent skills relating to the subject matter.
- 2.5 “F” Failing (0 grade points): Non-passing grade indicating failure to meet minimum requirements earned as a result of non-passing examination scores (e.g., less than 60%); and inadequate mastery of pertinent skills.
- 2.6 “IP” In Progress (no grade points, no credits completed): If a student making satisfactory progress in an open entry course has not finished a course at the end of the academic term, the student shall be given an “IP,” which indicates the student is in progress of completing the course. “IP” shall not be used in calculating grade point averages.
- 2.7 “RD” Report Delayed (no grade points, no credits completed): The “RD” symbol may be assigned by the Registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.
- 2.8 “W” Withdrawal (no grade points): A “W” symbol indicates that the student has withdrawn from a class section prior to the specified drop date. The grade indicates that the course has been canceled from the student’s program of study without credit and is not included in the grade point calculation.

North Orange County Community College District
ADMINISTRATIVE PROCEDURES
Chapter 4
Academic Affairs

AP 4220 Standards of Scholarship

- 2.9 "P" Pass (no grade points): "Pass" means that credit has been earned for the course although there are no grade points and the grade is not used in computing grade point average.
- 2.10 "NP" No Pass (no grade points, no credits completed): "No Pass" means that neither credits nor grade points have been earned. Units for which "NP" is given are not to be used in calculating grade point averages.
- 2.11 "NG" Not Graded (no grade points): The "NG" symbol indicates that the course completed is a course in which a grade is not issued.
- 2.12 "SP" Satisfactory Progress (no grade points): An "SP" symbol indicates satisfactory progress towards completion of a non-credit course. The "SP" symbol cannot be supplanted by any other symbol.

See Board Policy 4220, Standards of Scholarship.

Date of Adoption: June 22, 2004

Date of Last Revision: April 28, 2025 District Consultation Council
 September 25, 2017 District Consultation Council
 November 24, 2008 Chancellor's Cabinet

BP 4225 Course Repetition

Reference:

Title 5 Sections 55040, 55041, 55042, 55044, and 58161

- 1.0 The colleges shall designate, in accord with relevant California regulations and statutes, those courses that are repeatable due to the activity (e.g., physical education) or performance (e.g., music, dance, art) nature of instructional activities contained in the courses. Students may repeat courses in colleges within the District and designated as repeatable up to the allowable limit established by the colleges, but in no case shall a student be allowed to repeat such courses more than three (3) times.
- 2.0 Students may repeat no more than two times the same course in colleges within the District in which substandard grades or W's were assigned. The colleges may establish local procedures to intervene and advise students who have received multiple substandard grades or excessive W's prior to re-enrolling in the same course in any college within the District.
 - 2.1 The colleges shall exclude the first two substandard grades a student has earned in a course offered at a college within the District in computing the overall GPA if the student repeats the course two times.
 - 2.2 An assignment of MW in accord with provisions related to military service shall not count toward the college computation or exclusion related to academic or progress ~~probation~~ notice or ~~dismissal~~ pause.
 - 2.3 An assignment of MW shall not count toward the maximum allowable number of repetitions to which the student would otherwise be entitled.
 - 2.4 Students who have previously earned a grade of C or better in a course offered at the colleges within the District shall be allowed to repeat the course under the following conditions:
 - 2.4.1 There is a recency requirement for the course as a prerequisite at an accredited institution to which the student will be transferring, or
 - 2.4.2 The appropriate college curriculum committee has established a recency requirement in accord with the regular prerequisite approval process.
 - 2.4.3 When a student repeats a course offered at a college within the District under these provisions, the previous grade and credit will be disregarded in computing the student's cumulative GPA.
 - 2.5 In accord with a determination that such repetition is required as a disability-related accommodation for a particular student, repetition any number of times in a special class for students with disabilities offered at colleges within the District shall be allowed.
 - 2.5.1 The previous grade and credit will be disregarded in computing the student's cumulative GPA each time the course is repeated under this provision.

BP 4225 Course Repetition

- 2.6 A student may enroll in an open entry/open exit course offered at colleges within the District as many times as necessary to complete one time the entire curriculum of the course as described in the course outline of record. Repetition of any portion of such a course may be allowed only under the following provisions:
 - 2.6.1 the course is required for legally mandated training, or
 - 2.6.2 the course is a special class for students with disabilities, or
 - 2.6.3 repetition of the course is justified due to extenuating circumstances, or
 - 2.6.4 the student wishes to repeat the course in accord with section 2.1 of this policy.
- 2.7 Each time a student enrolls in a physical education activity course offered in an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course for purposes of section 1.0.
- 2.8 When course repetition of a portion of a course is permitted under the circumstances described in section 2.6, the previous grade and credit shall be disregarded in computing the student's cumulative GPA.
- 3.0 Students may repeat the same course in colleges within the District beyond the provisions indicated above if:
 - 3.1 Apportionment is not claimed, and
 - 3.2 The chief instructional officer or the chief student services officer (as designated by the college) approves of such enrollment subsequent to review of a petition filed by the student.
- 4.0 The colleges shall establish local procedures to allow for the repetition of a course offered in the colleges within the District that is not designated as a repeatable course where a determination has been made that there are extenuating circumstances, which justify the repetition.
- 5.0 When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.
- 6.0 Specific regulations regarding course repetitions will be included in the college catalogs and made available to students.
- 7.0 No limits are imposed on the repetition of non-credit courses. However, in the case of special non-credit courses, such as those for students with disabilities, restrictions on repeatability may be imposed when students are judged to have met the objectives of a course and/or are no longer making measurable progress.

See Administrative Procedure 4225, Course Repetition.

BP 4225 Course Repetition

Date of Adoption: June 22, 2004

Date of Last Revision: January 25, 2022
November 28, 2017
March 8, 2011

North Orange County Community College District
BOARD POLICY
Chapter 4
Academic Affairs

BP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and Readmission

Reference:

**Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 55031 through 55034**

1.0 Credit Program Students

1.1 ~~Probation and Dismissal~~ Scholastic Notice and Pause

- 1.1.1 Application of Provisions: This policy shall apply to all registered students equally, regardless of previous degrees earned or the number of units in which a student is enrolled, except that grades earned elsewhere prior to admission in a college within the North Orange County Community College District shall not be considered in determining probationary status.
- 1.1.2 For the purpose of this policy, semesters shall be considered consecutive based on the student's enrollment pattern, excluding the summer session.
- 1.1.3 Standards of Scholastic ~~Probation~~ Notice:
 - 1.1.3.1 Academic ~~Probation~~ Notice: A student who has attempted at least 12 semester units shall be placed on academic ~~probation~~ notice if the student has earned a cumulative grade point average below 2.0.
 - 1.1.3.2 Progress ~~Probation~~ Notice: A student who has enrolled in a total of at least 12 semester units shall be placed on progress ~~probation~~ notice when the percentage of all units in which the student has enrolled and for which entries of "W" (Withdrawal), "I" (Incomplete), "NC" (No Credit), and "NP" (No Pass) were recorded reaches or exceeds fifty percent (50%).
- 1.1.4 Notification, Recording, and Appeal of Scholastic ~~Probationary~~ Notice Status:
 - 1.1.4.1 Each college will make a reasonable effort to notify students when they are placed on scholastic ~~probation~~ notice.
 - 1.1.4.2 Students on scholastic ~~probation~~ notice shall be automatically considered "conditional" registrants with their programs subject to limitations, conditions and/or adjustments as determined by the colleges.
 - 1.1.4.3 A student who is placed on scholastic ~~probation~~ notice may submit an appeal in accordance with administrative procedure.
- 1.1.5 Removal from Scholastic ~~Probation~~ Notice: A student on academic ~~probation~~ notice shall be removed from ~~probation~~ notice when the student's accumulated grade point average is 2.0 or higher. A student on

**BP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and
Readmission**

progress ~~probation~~ notice shall be removed from ~~probation~~ notice when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below fifty percent (50%).

1.1.6 Standards for Scholastic ~~Dismissal~~ Pause:

1.1.6.1 A student who is on academic ~~probation~~ notice shall be subject to ~~dismissal~~ scholastic pause if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of two (2) consecutive semesters excluding summer sessions.

1.1.6.2 A student who is on progress ~~probation~~ notice shall be subject to ~~dismissal~~ scholastic pause if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least two (2) consecutive semesters reaches or exceeds fifty percent excluding summer sessions.

1.1.6.3 A student whose academic performance warrants scholastic ~~dismissal~~ pause but in the third consecutive semester achieves a grade point average of 2.0 or higher, or receives grades of "W," "NC," "I," and "NP" for less than fifty percent (50%) of the current semester units enrolled, will not be **dismissed**, and notation of ~~dismissal~~ scholastic pause will not appear on the student's transcripts.

1.1.7 Notification, Recording, and Appeal of Scholastic ~~Dismissal~~ Pause Status:

1.1.7.1 Each college shall make a reasonable effort to notify a student who is subject to academic and/or progress ~~dismissal~~ pause no later than the beginning of the fall semester each academic year.

1.1.7.2 Scholastic ~~dismissal~~ pause will be permanently noted on the student's transcript.

1.1.7.3 A student who is **dismissed** may submit a written appeal in compliance with administrative procedure.

1.1.8 Readmission: A **dismissed** student will be considered for readmission by filing a written petition of appeal/readmission. If readmitted, the student shall continue on academic ~~probation~~ notice until a cumulative grade point average of 2.0 or higher has been achieved, and/or progress ~~probation~~ notice until the percentage completed is greater than fifty percent (50%) of the units, which the student has attempted. Appeals/Readmission may be granted, denied, or postponed according to criteria established by administrative procedure.

**BP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and
Readmission**

2.0 Non-Credit Program Students

2.1 ~~Probation and Dismissal~~ Scholastic Notice and Pause

- 2.1.1 Non-credit terms shall be considered consecutive based on the student's enrollment pattern commencing with the student's initial enrollment.
- 2.1.2 Standards of Scholastic ~~Probation~~ Notice: A student who has enrolled at North Orange Continuing Education (NOCE) shall be placed on program ~~probation~~ notice when the requirements for academic progress as defined by the department are not met. An NOCE student will not be placed on program ~~probation~~ notice in their initial term of enrollment.
- 2.1.3 Notification, Recording, and Appeal of Scholastic ~~Probationary~~ Notice Status: NOCE will make a reasonable effort to notify students when they are placed on scholastic ~~probation~~ notice.
- 2.1.4 Removal from Scholastic ~~Probation~~ Notice: An NOCE student placed on program ~~probation~~ notice shall be removed from ~~probation~~ notice when the academic progress requirements as set forth by the department are met.
- 2.1.5 Standards for Scholastic ~~Dismissal~~ Pause:
- 2.1.5.1 An NOCE student on program ~~probation~~ notice shall be subject to ~~dismissal~~ pause if the academic progress requirements are not met for two consecutive terms, or equivalent thereof, in which the student was enrolled.
- 2.1.5.2 An NOCE student whose academic performance warrants Scholastic ~~Dismissal~~ Pause but is in the third consecutive term or the equivalent thereof meets the academic progress requirements will not be **dismissed** and notion of ~~dismissal~~ pause will not appear on the student's transcripts.
- 2.1.6 Notification, Recording, and Appeal of Scholastic ~~Dismissal~~ Pause Status: NOCE shall make a reasonable effort to notify a student who is subject to progress ~~dismissal~~ pause no later than the beginning of the term in which the standards of the progress ~~dismissal~~ pause are met.
- 2.1.7 Readmission: A **dismissed** student will be considered for readmission by filing a written petition of appeal/readmission. If readmitted, the NOCE student shall continue on program probation until the academic progress requirements as set forth by the department are met. Appeals/Readmission may be granted, denied, or postponed according to criteria established by administrative procedure.

**BP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and
Readmission**

See Administrative Procedure 4250, Probation, Dismissal, and Readmission.

Date of Adoption: June 14, 2005

Date of Last Revision: April 26, 2022
November 28, 2017
June 28, 2016
February 24, 2009

North Orange County Community College District
ADMINISTRATIVE PROCEDURES
Chapter 4
Academic Affairs

AP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and Readmission

Reference:

**Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 55030 - 55034**

1.0 Credit Program Students

1.1 ~~Probation~~ Scholastic Notice

- 1.1.1 Placement on ~~Probation~~ Scholastic Notice: A student is placed on academic ~~probation~~ notice when their cumulative grade point average falls below 2.0; a student is placed on progress ~~probation~~ notice when fifty percent (50%) or greater of all units attempted result in grades of "W," "FW," "NC," "I" or "NP." A student is not placed on ~~probation~~ notice until he or she has enrolled in 12 semester units in a college within the North Orange County Community College District.
- 1.1.2 ~~Probation~~ Scholastic Notice Notification: At the end of the fall or spring semester during which a student qualifies for ~~probation~~ notice status, a letter or other communication will be sent, including the district policy regarding ~~probation~~ scholastic notice and a description of support services available to help the student improve academic performance.
- 1.1.3 Appeal of ~~Probation~~ Scholastic Notice: A student placed on either academic ~~probation~~ notice or progress ~~probation~~ notice may file a written petition of appeal if they believe an error has been made. The appeal will be reviewed by the Admissions and Records Office.
- 1.1.4 Removal from ~~Probation~~ Scholastic Notice: A student will be removed from ~~probation~~ notice when their cumulative grade point average is 2.0 or greater, and/or the cumulative percentage of "W," "FW," "NC," "I" and "NP" grades is less than fifty percent (50%) of all units attempted.

1.2 ~~Scholastic Dismissal~~ Scholastic Pause

1.2.1 Standards for ~~Dismissal~~ Scholastic Pause:

- 1.2.1.1 Academic ~~Dismissal~~ Scholastic Pause: A student on academic ~~probation~~ notice shall be **dismissed** if the student has earned a cumulative grade point average of less than 2.0 in all units completed in each of two consecutive semesters excluding summer sessions.
- 1.2.1.2 Progress ~~Dismissal~~ Scholastic Pause: A student on progress ~~probation~~ notice shall be **dismissed** if their percentage of units for which a "W," "FW," "NC," "I" or "NP" were received reaches or exceeds fifty percent (50%) for two consecutive semesters excluding summer sessions.

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AP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and Readmission

- 1.2.1.3 Transcript Notation: ~~Dismissal~~ Scholastic pause will be permanently noted on the student's transcript.
- 1.3 ~~Dismissal~~ Scholastic Pause Notification: At the end of the semester after which a student becomes eligible for scholastic ~~dismissal~~ pause, a letter or other communication will be sent, including a description of the ~~dismissal~~ pause status and the procedure to petition for readmission to the college.
- 1.4 Appeal of ~~Dismissal~~ Scholastic Pause: A student placed on either academic or progress ~~dismissal~~ pause may file a written petition of appeal if they believe an error has been made. The appeal will be reviewed by the Admissions and Records Office.
- 1.5 Readmission After ~~Dismissal~~ Scholastic Pause:
- 1.5.1 Petition for Readmission: Students may petition for readmission to the college after being **dismissed** by filing a written petition. The procedure and deadlines to file a petition will be included in the ~~Dismissal~~ Scholastic Pause Notification as noted in section 1.3.
- 1.5.2 Review of Petition for Readmission: The petition will be reviewed by the Admissions and Records Office.
- 1.5.3 Standards for Readmission: The following will be considered during the review of a student's petition for readmission:
- 1.5.3.1 Documentation of extenuating circumstances during the semesters on which the dismissal was based.
- 1.5.3.2 A marked improvement between the semesters on which the dismissal was based.
- 1.5.3.3 An atypical academic performance during the semesters on which the dismissal was based compared to prior academic history.
- 1.5.3.4 Documentation of formal or informal educational experiences since completion of the semesters on which the dismissal was based.
- 1.5.3.5 Documentation of an improved grade point average as a result of grade changes, fulfillment of incomplete courses or academic renewal.
- 1.5.4 Denial of Petition for Readmission: If a student's petition for readmission is denied, the student may file a new petition for readmission after an absence of one semester.

AP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and Readmission

- 1.5.5 Approval of Petition for Readmission: If a student's petition for readmission is approved, the student will remain on ~~probation~~ notice status until their cumulative grade point average is 2.0 or greater, and/or until their cumulative percentage of "W," "FW," "NC," "I" and "NP" grades is less than fifty percent (50%) of all units attempted.
- 1.5.6 Conditions After Readmission: A readmitted student is considered a conditional registrant and will be dismissed again the next semester if they do not maintain a grade point average of 2.0 or above and/or receives grades of "W," "FW," "NC," "I" and "NP" in fifty percent (50%) or more of his or her current units.
- 1.5.6.1 A readmitted student whose academic performance is 2.0 or above, and completes all courses attempted in the semester after readmission may continue as a conditional registrant even though the cumulative grade point average or withdrawal ratio remains in ~~dismissal~~ pause status.

2.0 Noncredit Program Students

- 2.1 Placement on ~~Scholastic Probation~~ Scholastic Notice: A student enrolled at North Orange Continuing Education (NOCE) is placed on program ~~probation~~ notice when the academic program requirements as set forth by the department are not met.
- 2.2 ~~Scholastic Probation~~ Scholastic Notice Notification: At the end of the noncredit term or the equivalent thereof during which a student qualifies for ~~probation~~ notice status, a letter or other communication will be sent, including the District policy regarding ~~probation~~ scholastic notice and a description of support services available to help the student improve academic performance.
- 2.3 Appeal of ~~Scholastic Probation~~ Scholastic Notice: A student placed on program ~~probation~~ notice may file a written petition of appeal if they believe an error has been made. The appeal will be reviewed by a Vice President or designee at NOCE.
- 2.4 Removal from ~~Scholastic Probation~~ Scholastic Notice: A student enrolled at NOCE will be removed from ~~probation~~ notice when the academic progress requirements as set forth by the department are met.
- 2.5 ~~Dismissal~~ Scholastic Pause
- 2.5.1 Standards for Progress ~~Dismissal~~ Pause: An NOCE student on program ~~probation~~ notice shall be dismissed if the academic progress requirements as set forth by the department are not met for two consecutive terms or the equivalent thereof.
- 2.5.2 ~~Dismissal~~ Pause Notification: At the end of the term or the equivalent thereof after which a student becomes eligible for scholastic ~~dismissal~~ pause, a letter or other communication will be sent including a description

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of the ~~dismissal~~ pause status and the procedure to petition for readmission to NOCE.

- 2.5.3 Appeal of ~~Dismissal~~ Pause: A student placed on program ~~dismissal~~ pause may file a written petition of appeal if they believe an error has been made. The appeal will be reviewed by a Vice President or designee at NOCE.

2.6 Readmission after ~~Dismissal~~ Scholastic Pause

- 2.6.1 Petition for Readmission: Students may petition for readmission to NOCE after being **dismissed** by filing a written petition. The procedure and deadlines to file a petition will be included in the ~~Dismissal~~ Scholastic Pause Notification as noted in section 2.5.2.

- 2.6.2 Review of Petition for Readmission: The petition will be reviewed by a Vice President or designee at NOCE.

- 2.6.3 Standards for Readmission: The following will be considered during the review of a student's petition for readmission.

2.6.3.1 Documentation of extenuating circumstances during the terms or equivalents thereof on which the dismissal was based.

2.6.3.2 An atypical academic performance during the terms or equivalents thereof on which the dismissal was based compared to prior academic history.

2.6.3.3 Documentation of formal or informal educational experiences since completion of the terms or equivalents thereof on which the ~~dismissal~~ scholastic pause was based.

- 2.6.4 Denial of Petition for Readmission: If a student's petition for readmission is denied, the student may file a new petition for readmission after an absence of one term or the equivalent thereof.

- 2.6.5 Approval of Petition for Readmission: An NOCE student whose petition for readmission is approved will remain on ~~probation~~ notice status until the academic progress requirements as set forth by the department are met.

2.6.6 Conditions after Readmission

2.6.6.1 A readmitted NOCE student is considered a conditional registrant and will be **dismissed** again the next term or the equivalent thereof if the academic progress requirements as set forth by the department are not met.

2.6.6.2 A readmitted student may continue as a conditional registrant even though compliance with NOCE academic progress requirements remains in ~~dismissal~~ pause status.

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**AP 4250 ~~Probation, Dismissal~~ Scholastic Notice, Pause, and
Readmission**

See Board Policy 4250 Probation, Dismissal, and Readmission; Board Policy 5500, Standards of Student Conduct; and Administrative Procedure 5500, Standards of Student Conduct.

Date of Adoption: June 14, 2005

Date of Last Revision: April 29, 2025 District Consultation Council
March 28, 2022 District Consultation Council
September 25, 2017 District Consultation Council
May 23, 2016 District Consultation Council
August 24, 2015 District Consultation Council
December 8, 2008 Chancellor's Cabinet

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 19, 2025

From: Fred Williams, Vice Chancellor, Administrative Services

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

New AP 3440, Service Animals

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: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

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 review of CCLC's recommended language, staff developed AP 3440, Service Animals to ensure compliance and clarity which was shared with DCC for a first reading on September 17, 2025. Based on the discussion at that meeting, staff have proposed further edits to AP 3440 which are noted in red.

5. RECOMMENDATION:

It is recommended that DCC members review, discuss, and provide feedback and questions on AP 3440, Service Animals

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

Human Resources and Risk Management

AP 3440 Service Animals

Reference:

Civil Code Sections 54 et seq.;
Penal Code Section 365.5;
The Americans with Disabilities Act of 1990 – 42 United States Code Sections 12101 et seq.;
28 Code of Federal Regulations Part 35;
28 Code of Federal Regulations Part 36;
34 Code of Federal Regulations Part 104.44 subdivision (b)
Section 504 of the Rehabilitation Act

- 1.0 The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law. The District supports the rights of employees and students with disabilities under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and applicable state law.
- 1.1 Employees who require the use of service animals must follow the accommodation process for employees per the guidelines of the District Human Resources Department. An employee who requires the assistance of a service animal as a reasonable accommodation authorized by Human Resources may bring the service animal onto district property.
- 1.2 Students with disabilities who require the assistance of a service animal on campus are welcome to register their service animal with their corresponding Disability Support Services (DSS) office. Still, they are not required to do so. In situations where it is not apparent that the dog is a service animal, staff may ask two specific questions: Is the service animal required because of a disability; and what work or task has the dog been trained to perform.
- 2.0 The District will allow an individual with a disability to use a miniature horse as a service animal in District facilities and on District campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the District has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.
- 3.0 The District will allow an individual with a disability to be accompanied by their service animal in all areas of the District's facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.
- 4.0 These procedures shall also be applicable to an individual who is training a service animal.
- 5.0 **Service Animal Defined**
- 5.1 A "service animal" for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

AP 3440 Service Animals

- 5.2 Other species of animals, whether wild or domestic, trained or untrained, are not service animals for ~~the purposes of~~ this definition.
- 5.3 The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks **under** ~~for the purposes of~~ this definition.

6.0 Emotional Support Animals: The District recognizes the importance of Emotional Support Animals (ESA) for individuals with disabilities. An ESA is an animal that provides comfort or emotional support to alleviate one or more symptoms of a person's disability. ESAs are not Service Animals under the Americans with Disabilities Act (ADA) and are not trained to perform specific tasks or granted general public-access rights. Documentation supporting the need for an ESA must come from a licensed healthcare or mental health professional and must meet applicable state requirements. Approval for an ESA shall be made on a case-by-case basis through an interactive process with the respective campus Disability Support Services for students and with District Human Resources for employees.

6.7.0 Exceptions

- 6.7.1** The District may ask an individual with a disability to remove a service animal from the premises if:
- 6.7.1.1** The animal is out of control and the animal's handler does not take effective action to control it; or
- 6.7.1.2** The animal engages in disruptive, unsafe, or aggressive behavior such as growling, snarling, snapping, biting, lunging, or barking; or
- 6.7.1.3** The animal is not housebroken.
- 6.7.2** If a service animal is excluded under one of these exceptions, the District **will engage or continue in an interactive good-faith process to** give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.
- 6.7.3** If the service animal is required as part of an employee accommodation and the District requests that the service animal be removed for safety of others, then the District will engage or re-engage in the interactive process with the employee.

7.8.0 Assessment Factors for Miniature Horses: The District shall consider the following factors:

- 7.8.1** The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- 7.8.2** Whether the handler has sufficient control of the miniature horse;

AP 3440 Service Animals

- ~~7~~**8.3** Whether the miniature horse is housebroken; and
- ~~7~~**8.4** Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
- ~~8~~**9.0 Control:** The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- ~~9~~**10.0 Care or Supervision:** The District is not responsible for the care or supervision of the animal.
- ~~10~~**11.0 Inquiries by the District**
- ~~10~~**11.1** The District may make two inquiries to determine whether an animal qualifies as a service animal:
- ~~10~~**11.1.1** Whether the animal is required because of a disability; and
- ~~10~~**11.1.2** What work or task the animal has been trained to perform.
- ~~10~~**11.2** The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
- ~~10~~**11.3** An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of **a** service animal under this procedure. There are no licensing or certification requirements for miniature horses.
- ~~11~~**12.0 No Surcharge:** The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damage caused by their service animal.

Date of Adoption: TBD

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 20, 2025

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

Inclusive Facilities Efforts

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

At February 24, 2025 DCC meeting, members discussed a proposal to develop an administrative procedure to make inclusive restrooms for district buildings/facilities a priority and/or requirement after learning that a new Fullerton College building that did not include an inclusive restroom. At that time, it was noted that there has been legislation in place since 2017 regarding restrooms and in 2024 the law was reinterpreted and states that the Department of State Architects (DSA) requires inclusive restrooms.

Enclosed is an inventory of all gender-neutral restrooms located across the District as well as restrooms that will be included in future projects. College maps are also enclosed which include infographics to highlight both gender neutral/inclusive restrooms and lactation rooms.

5. RECOMMENDATION:

It is recommended that DCC members discuss districtwide inclusive facilities efforts underway.

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

Chancellor's Staff

NOCCCD Gender Neutral Restrooms

As of 2/26/25

CYPRESS COLLEGE

Fine Arts Building

- 1st Floor – 7 for public use (F)
- 2nd Floor – 1 for public use (F)
- 3rd Floor – 1 for public use (F)

Theater

- 1st Floor – 1 for public use
- 2nd Floor – 2 for public use

SAC/VRC

- 1st floor – 3 for public use

TE I

- 1st Floor – 3 for public use

Gym II

- 1st Floor – 2 for public use, 1 in Health Center (F)
- 2nd Floor – 1 for public use (F)

TE III

- 1st Floor – 2 for public use
- 2nd Floor – 3 for public use
- 3rd Floor – 2 for public use

SCE

- 1st Floor – 1 for public use

Student Services

- 1st Floor – 1 for staff only (kitchen)

Bookstore

- 1st Floor – 2 for staff only (warehouse)

SEM

- 1st Floor – 1 for public use
- 2nd Floor – 1 for public use
- 3rd Floor – 1 for public use

FULLERTON COLLEGE

100 Building Basement

- 2 staff use only (basement)

400 Building

- 1st Floor – 2 for staff only

500 Building

- 2nd Floor - 2 for public use

600 Building

- 1st Floor – 1 for public use
- 2nd Floor – 1 for staff only (625)

800 Building

- 1st Floor – 1 for public use; 2 for staff only

1000 Building

- 1st Floor – 2 for public use

1200 Building

- Health Center – 2 for public use
- Pool Area – 2 for public use

1300 Building

- 2nd Floor - 2 for public use

1700 Building

- 1st Floor – 3 for staff only

1800 Building

- 3 student use only
- 1 staff use only

2000 Building

- 1st Floor – 2 for public use

2100 Building

- 1 for staff only; 1 for public use

FULLERTON COLLEGE CONT.

2400 Building

- 1st Floor - 2 for public use
- 2nd Floor - 2 for public use
- 3rd Floor - 2 for public use

Wilshire

- 2 for public use (F)

Chapman Newall

- 2 for public use (F)

M & O

- 2 for public use (F)

Music Drama Complex

- 4 for public use (F)

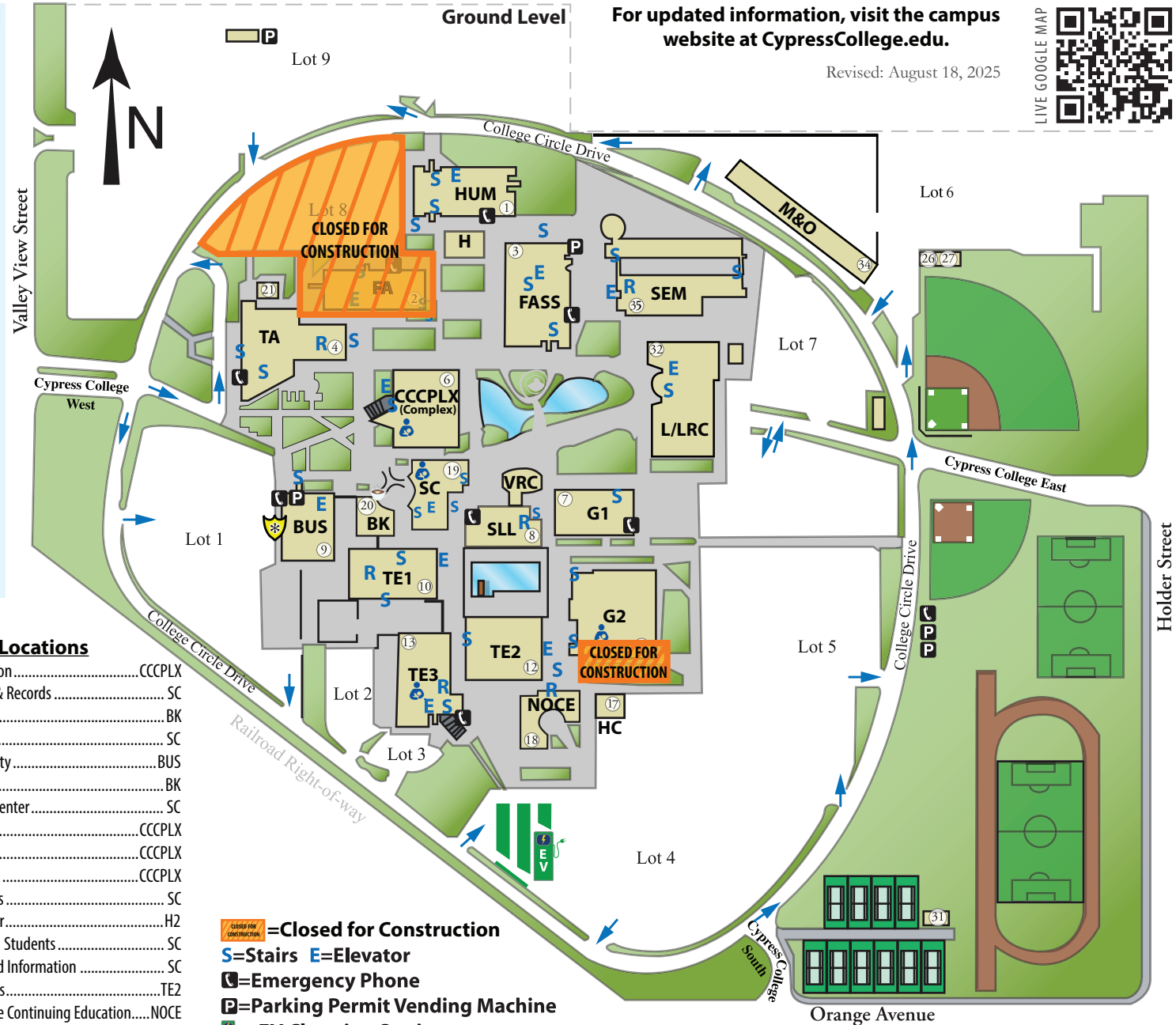
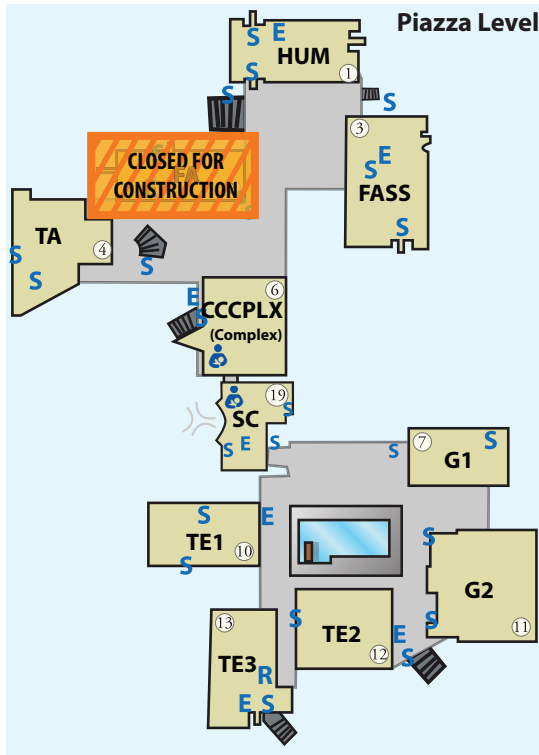
NOCE/ANAHEIM CAMPUS

Tower

- 1st Floor – 1 for public use
- 7th Floor - 1 for public use

(F) – Future Project

Cypress College Campus Map and Directory



For updated information, visit the campus website at CypressCollege.edu.

Revised: August 18, 2025



LIVE GOOGLE MAP

Buildings

AN	Anaheim Campus
BK	20 Bookstore
BUS	9 Business
CCCPLX	6 Cypress College Complex
FA	2 Fine Arts (Closed for Construction)
FASS	3 Fine Arts Swing Space
G1	7 Gymnasium 1
G2	11 Gymnasium 2
HC	17 Health Center
HUM	1 Humanities
H/HUM	HUM-131 & 136 (lecture halls)
L/LRC	32 Library/Learning Resource Center
M&O	34 Maintenance & Operations
SLL	8 Student Life & Leadership
SC	19 Student Center
SEM	35 Science/Engineering/Math
TA	4 Theater Arts
TE1	10 Technical Education 1
TE2	12 Technical Education 2
TE3	13 Technical Education 3/Health Science
VRC	8 Veterans Resource Center

Service Locations

Administration	CCCPLX
Admissions & Records	SC
Bookstore	BK
Bursar	SC
Campus Safety	BUS
Coffee Shop	BK
Counseling Center	SC
DSS	CCCPLX
EOPS	CCCPLX
Financial Aid	CCCPLX
Food Services	SC
Health Center	H2
International Students	SC
Welcome and Information	SC
Locker Rooms	TE2
North Orange Continuing Education	NOCE
Photo ID	SC
Student Life & Leadership	SLL

= Closed for Construction

S=Stairs **E**=Elevator

= Emergency Phone

= Parking Permit Vending Machine

= EV Charging Stations

R=Gender-Neutral Restroom

= Lactation Room

= Campus Safety

= Coffee Shop



9200 Valley View Street • Cypress, CA 90630
(714) 484-7000 • CypressCollege.edu



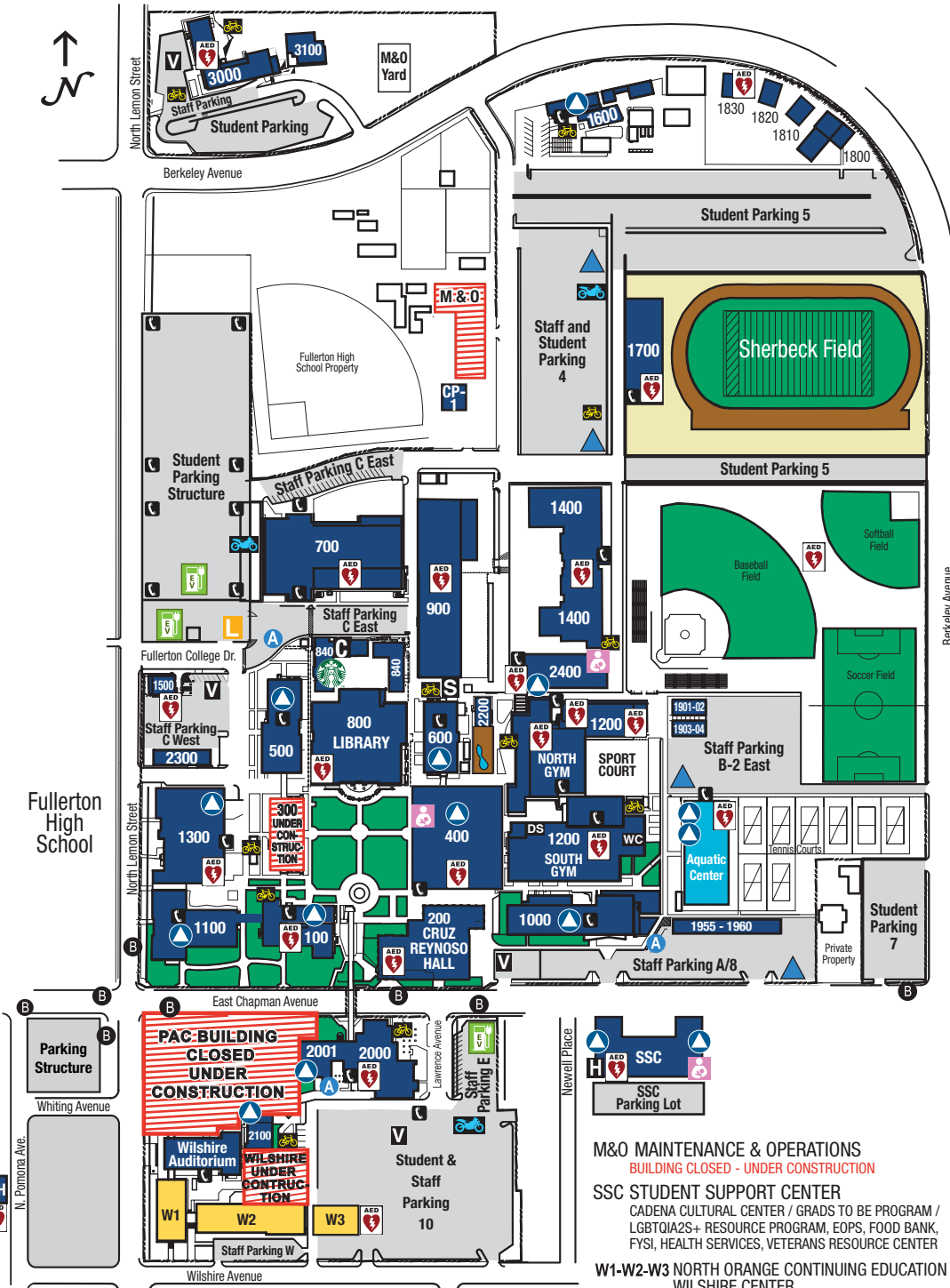
Fullerton College

321 East Chapman Avenue, Fullerton, California 92832-2095 • 714-992-7000 • www.fullcoll.edu

DIRECTIONS FROM FREEWAYS

TO FULLERTON COLLEGE:

From 57 Fwy: Exit at Chapman Ave.,
West to Lemon St.
From 91 Fwy: Exit at Lemon St.,
North to Chapman Ave.



- 300 BUSINESS & COMPUTER INFO
BUILDING CLOSED - UNDER CONSTRUCTION
- 400 SOUTH SCIENCE
NATURAL SCIENCES DIVISION OFFICE
- 500 APPLIED ARTS
CAREER EDUCATION PROGRAM OFFICE,
COMPUTER LABS, DISTANCE EDUCATION,
INSTRUCTIONAL PARTNERSHIPS AND PROGRAMS,
STUDENT SUCCESS ADVOCATE PROGRAM,
WALK-UP ACT HELP DESK
- 600 NORTH SCIENCE
MATHEMATICS & COMPUTER SCIENCE DIVISION OFFICE
- 700 TECHNOLOGY & ENGINEERING
TECHNOLOGY & ENGINEERING
DIVISION OFFICE
- 800 LIBRARY-LEARNING RESOURCE
CENTER
ACADEMIC SUPPORT CENTER (WRITING CENTER,
TUTORING CENTER, SKILLS CENTER, & HORNETS
TUTORING), ADAPTIVE COMPUTER LAB, GUIDED
PATHWAYS OFFICE, LIBRARY, MATH & COMP SCI
TUTORING LOUNGE, STAFF DEVELOPMENT,
STUDY ABROAD
- 840 DISABILITY SUPPORT SERVICES/
MAILROOM/STARBUCKS
CLASSIFIED LOUNGE, DISABILITY SUPPORT
SERVICES, MAILROOM, STARBUCKS
- 900 AUTO/MACHINING/PRINTING
- 1000 FINE ARTS/ART GALLERY
BUSINESS, CIS, ECONOMIC AND WORKFORCE
DEVELOPMENT DIVISION OFFICE, HORNETS
RESOURCE CENTER
- 1100 MUSIC
FINE ARTS DIVISION OFFICE, RECITAL HALL
- 1200 PHYSICAL EDUCATION
DANCE STUDIO, NORTH/SOUTH GYMS,
PHYSICAL EDUCATION DIVISION OFFICE,
STEM CENTER, WELLNESS CENTER
- 1300 THEATRE ARTS
BOX OFFICE, BROWNYN DODSON THEATRE,
CAMPUS THEATRE, DUAL ENROLLMENT
- 1400 SOCIAL SCIENCES
SOCIAL SCIENCES DIVISION OFFICE
- 1500 CAMPUS SAFETY
- 1600 HORTICULTURE CENTER
- 1700 FIELD HOUSE
- 1800 CHILD DEVELOPMENT/
PE CLASSROOMS
1801 SPINNING, 1803 PILATES
1820-1830 CHILD DEVELOPMENT
- 1901-1902 MEN OF COLOR CENTER
A2MEND
- 1903 - 1904 UMOJA COMMUNITY PROGRAM
- 1956 - 1960 CLASSROOMS
- 2000 STUDENT SERVICES
ADMISSIONS & RECORDS, BOOKSTORE,
BURSAR, CalWORKS, CARE, CAREER CENTER
COUNSELING, THE HANGER
- 2001 CINEMA & TV STUDIOS
- 2100 SCULPTURE/3D ARTS
- 2200 SPORTS COMPUTER LAB
- 2300 M&O SHOPS
CRIME LAB
- 2400 HUMANITIES
HUMANITIES DIVISION OFFICE
- 3000 BERKELEY CENTER
ASSESSMENT CENTER, CAPITAL PROJECTS
OFFICE, EDUCATIONAL PARTNERSHIPS &
OUTREACH, FACILITIES, MAINTENANCE &
OPERATIONS
- 3100 ACADEMIC COMPUTING TECHNOLOGY

- AUTOMATED EXTERNAL DEFIBRILLATOR
- BIKE RACKS
- BEN FRANKLIN HOUSE
(Under Renovation)
315 N. POMONA AVENUE
- CLASSIFIED LOUNGE
- DANCE STUDIO
- EMERGENCY PHONE
- EV CHARGING STATIONS
- GENDER INCLUSIVE BATHROOM
- HEALTH SERVICES
- LACTATION ROOM
- LIBRARY BOOK DROP
- MOTORCYCLE PARKING
- OCTA ACCESS BUS STOPS
- OCTA BUS STOPS
- SKATEBOARD RACK
- STARBUCKS
- STUDENT DROP-OFF AREA
- VISITOR PARKING
- WELLNESS CENTER

M&O MAINTENANCE & OPERATIONS
BUILDING CLOSED - UNDER CONSTRUCTION

SSC STUDENT SUPPORT CENTER

CADENA CULTURAL CENTER / GRADS TO BE PROGRAM /
LGBTQIA2S+ RESOURCE PROGRAM, EOPS, FOOD BANK,
FYSI, HEALTH SERVICES, VETERANS RESOURCE CENTER

W1-W2-W3 NORTH ORANGE CONTINUING EDUCATION WILSHIRE CENTER

100 ADMINISTRATION

APIA RESOURCE CENTER, CAMPUS COMMUNICATIONS,
FINANCIAL AID, OFFICE OF INSTITUTIONAL EFFECTIVENESS,
PROMISE & FIRST YEAR SUPPORT CENTER, PUENTE CENTER,
RISING SCHOLARS PROGRAM

200 CRUZ REYNOSO HALL/FOOD SERVICES

ASSOCIATED STUDENTS, FOOD SERVICES, FRIENDS OF FC
FOUNDATION, HONORS PROGRAM, INTERNATIONAL
STUDENT CENTER, MEETING ROOMS, STUDENT LIFE AND
LEADERSHIP OFFICE, STUDENT CENTER, STUDENT SUPPORT
SERVICES OFFICE, TRANSFER CENTER

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: November 20, 2025

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of November 24, 2025

1. AGENDA ITEM NAME

Burden-Free Access to Instructional Materials

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The State Chancellor's Office issued the enclosed memo outlining the regulatory provisions for Burden-Free Access to Instructional Materials that were adopted by the Board of Governors.

The new regulation requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students throughout the term. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by [Education Code section 78052](#), and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations ([34 CFR §668.164\(i\)](#)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability.

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

The regulation defines instructional materials as all required items for a course — including textbooks, supplemental materials, and supplies. “Textbooks” are identified as the educational resources listed in a course syllabus, while “supplemental materials” include a broad range of additional learning supports such as lab manuals, workbooks, required software, journal articles, interactive websites, and readers.

College districts are required to conform their policies and procedures to the regulatory requirements by January 26, 2026.

5. RECOMMENDATION:

It is recommended that DCC members receive information on new regulatory provisions regarding Burden-Free Access to Instructional Materials.

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

Chancellor’s Staff

July 22, 2025

ESS 25-43 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Offices

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Burden-Free Access to Instructional Materials: Regulatory Provisions

This memorandum outlines the regulatory provisions in California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). Background information and requirements of the new regulation are provided.

Background: Advancing Vision 2030 Through Burden-Free Instructional Materials

The unwavering commitment of the California Community Colleges to eliminate barriers to student success has never been more critical as we advance Vision 2030. For over a decade, our system has sought to remove the student financial burden of instructional materials. Our collective efforts — from pioneering Zero-Textbook-Cost (ZTC) programs to achieving remarkable Open Education Resources (OER) adoption rates — directly support our Vision 2030 goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Toward that end, the California Community Colleges Board of Governors approved regulatory action, adopting California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). The regulation was filed with the Office of Administrative Law and the California Secretary of State on July 1, 2025, and becomes effective July 30, 2025. College districts have 180 days from July 30, 2025, to conform their policies and procedures to the regulatory requirements, with a deadline of Jan. 26, 2026.

The intent of this regulation is to strengthen access and affordability by ensuring governing boards develop or enhance policies that advance the availability and use of burden-free instructional materials. The urgency of this regulation cannot be overstated when we consider the profound impact of instructional material costs on student success. According to the [2021-2022 California Student Aid Commission Student Expenses and Resources Survey](#), students face \$938 per year in costs for required materials — a financial barrier that forces nearly 72% of students to avoid certain courses or even change their academic majors due to textbook and other material expenses. Nearly 35% of California college students reported not having enough money to pay for instructional materials ([BFIM Report](#)). Perhaps most troubling, 65% of students report attending classes without required materials, directly undermining their ability to fully engage in their educational experience and achieve the learning outcomes we all envision in Vision 2030.

Developing Policies to Support Burden-Free Access to Instructional Materials

The new regulation requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students throughout the term. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by [Education Code section 78052](#), and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations ([34 CFR §668.164\(i\)](#)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability.

The regulation defines instructional materials as all required items for a course — including textbooks, supplemental materials, and supplies. “Textbooks” are identified as the educational resources listed in a course syllabus, while “supplemental materials” include a broad range of additional learning supports such as lab manuals, workbooks, required software, journal articles, interactive websites, and readers.

System Support to Further Burden-Free Instructional Materials Efforts

Chancellor Christian has long been a champion for our systemwide ZTC and OER efforts, and the Chancellor’s Office continues to advocate for resources that support the curation, maintenance, and utilization of OER across our system — especially as these sustainable materials can directly impact student access and success. As college leaders, governing boards, general counsels, and district staff begin to engage the provisions of the new regulation, please know the Chancellor’s Office has and will continue to invest significant resources and staff time in supporting local efforts.

The resources and support that are — and will be — available as colleges undertake the provisions of the new regulation include:

- **Forthcoming Empowerment Memo to Support Policy Development:** subsequent guidance regarding OER/ZTC, meeting day one access for textbooks, and other instructional materials (supplies and supplementary materials) is forthcoming to support the development of local policies consistent with the Burden-Free regulation.

- **RFP for Systemwide OER Platform:** In fall 2025, an RFP process will identify a comprehensive OER platform to support all colleges with advanced features and technology to foster utilization and sharing of OER content, augment accessibility support, and create a repository of content and graphics to adapt as needed.
- **Systemwide Burden-Free Instructional Materials Taskforce:** In 2022, the Burden-Free Instructional Materials Taskforce engaged student challenges by accessing instructional materials, efforts, and opportunities to further scale Open Educational Resources, and how to address the often-hidden or prohibitive cost of other instructional materials. In 2023, the task force delivered [19 comprehensive recommendations](#) for achieving burden-free instructional materials. In 2024, a new Burden-Free Instructional Materials Implementation Taskforce was formed. This Taskforce is currently charged with translating the 19 recommendations into actionable strategies and coordinating systemwide implementation — all with the goal to co-build a sustainable infrastructure for systemwide burden-free instructional materials. The outcome will be an action-oriented report in 2026 with strategies for sustainable financial solutions, strategic planning considerations, and customized technical assistance for faculty, administrators, and staff.
- **ZTC Program and OER Adoption:** The California Community Colleges Chancellor’s Office received a one-time legislative appropriation of \$115 million in 2021 to fund the Zero-Textbook-Cost (ZTC) Degree Grant program and subsequently provided grants to colleges for the purpose of eliminating textbook costs by primarily supporting Open Educational Resource (OER) utilization in ZTC degree and CTE academic pathways. These grants are empowering colleges to develop and implement OER-supported ZTC program pathways, directly cutting costs for students and promoting equitable access. To date, 115 colleges received a minimum of \$520,000 in grant funding to develop at least 3 ZTC pathways at each institution, supporting a goal of providing over 1,000 state-wide ZTC pathways to students by Fall 2027. In support of our ongoing OER adoption and maintenance, the [ASCCC OERI](#) continues to support the systemwide utilization of OER through [curated content collections](#) by discipline, course identification number (C-ID), and transfer model curriculum (TMC), as well as providing ongoing faculty professional development and support from OER Liaisons.

Advancing Local Plans, Goals, and Priorities through Burden-Free Instructional Materials

Colleges and districts should recognize this regulation as a strategic opportunity to formalize and strengthen policies that directly advance their existing institutional commitments to student success. This regulatory framework provides governing boards with the tools to codify burden-free instructional materials initiatives that likely already align with college equity plans, strategic goals, and board priorities. By integrating these requirements into your existing governance policy, districts can create a unified approach that connects your local Vision 2030 implementation efforts with concrete policy action that furthers the goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

If you have questions about this memo, please email Chad Funk, Specialist, Educational Services and Support Division, at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives, Institutional Supports and Success