



## District Consultation Council Meeting

April 27, 2026

2:00 p.m.

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

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

### AGENDA

#### CALL TO ORDER

1. Opportunity for Public Comment

#### MEETING SUMMARY

1. March 23, 2026 Summary **Action**

#### STRATEGIC GOALS & PLANNING

1. 2026-2030 Districtwide Strategic Plan **Discussion**

#### OPERATIONAL REVIEW

1. NOCCCD Decision Making Resource Manual – 2026 Update **Discussion**
2. NOCCCD Integrated Planning Manual – 2025-26 Update **Discussion**
3. Digital Accessibility Compliance Update **Information**
4. NOCCCD AI Readiness Plan Update **Information**

#### POLICY

1. Revised Board Policy & Administrative Procedures – General District Revisions **Action**
2. Revised Board Policy & Administrative Procedures – CCLC Revisions **Action**
3. New Administrative Procedures – All-Inclusive Restrooms and All-Inclusive Locker Room, Changing, and Shower Facilities **Discussion**

#### OTHER ITEMS

- 1.

**DISTRICT CONSULTATION COUNCIL**  
**March 23, 2025**

**SUMMARY**

**MEMBERS PRESENT:** Byron D. Clift Breland, Steven Estrada, Brandon Floerke, Rosanna Islas (for Karla Frizler), Bridget Kominek, Elaine Loayza, Candace Lynch, Flavio Medina-Martin, Khaoi Mady, Jaclyn Magginiti, Cynthia Olivo, John Parker, Michelle Patrick Norng, Valentina Purtell, Joel Salcedo, Marlo Smith, Kai Stearns, Scott Thayer, Jennifer Vega La Serna, and Annalisa Webber.

**VISITORS:** Erika Almaraz, Danielle Davy, Ariel Gentalen, Luis Gonzalez, Jenelle Herman, and Gabrielle Stanco.

**ABSENT:** Kathleen McAlister, Aaron Pilkey, and Irma Ramos.

**CALL TO ORDER:** Chancellor Byron Clift Breland called the meeting to order at 2:09 p.m.

**MEETING SUMMARY**

**Summary:** The summary of the February 23, 2026 meeting was approved with the noted name correction. **There was consensus to approve the summary with two abstentions** (John Parker and Marlo Smith).

**STRATEGIC GOALS & PLANNING**

**2026-2030 Districtwide Strategic Plan:** Jennifer Vega La Serna, Vice Chancellor, Educational Services and Institutional Effectiveness, and Gabrielle Stanco, District Director, Research, Planning and Data Management, presented a first reading of the draft 2026-2030 Districtwide Strategic Plan developed by the Design Team authorized by DCC in August 2025. The Design Team met and worked to develop the Strategic Plan throughout the 2025-26 academic year and the resulting draft Strategic Plan represents the collaborative work of stakeholders from across the District and provides a framework for implementing, evaluating, and advancing the District Strategic Directions that guide NOCCCD's districtwide initiatives. The Strategic Plan focuses on District-wide systems, services, and leadership functions that support student success, employee development, and community engagement. Specifically, the Plan outlines goals and objectives in three areas:

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

During the discussion, members noted the following:

- Participants on the group expressed pride in the strong final product, satisfaction with the process and the feedback they received, and thanked Vice Chancellor Vega La Serna and the researchers for doing a lot of the heavy lifting.
- The framework seems to be actionable and applauded the use of KPIs and inclusion of pathways from noncredit to credit.

- Goal 1 includes data collection, but given the structure of the District, could the District facilitate a dialogue as to where the potential lies since its faculty led.
- If classified representatives were included, how were they assigned.
- For non-campus personnel, it's important to see the campus vantage points in order to be a resource for them.
- Praise for a great blend of statewide initiatives and localized matters.

Concurrently, the Design Team members will share the draft with their respective constituent groups to gather feedback prior to the second reading, and Vice Chancellor Vega La Serna requested that feedback be submitted right away.

The Strategic Plan will return to DCC for a second reading at the April 27, 2026 meeting and will be presented to the Board in the fall.

**Budget Review:** John Parker, Vice Chancellor, Administrative Services, introduced the budget discussion and echoed the theme of communication, as noted by Vice Chancellor Vega La Serna, as it relates to the budget and introduced Erika Almaraz, Executive Director, Fiscal Affairs, who presented information on the District's fiscal position which highlighted the following:

#### Prior Year Budget Update

- Typically, districts receive their General Apportionment recalculation from the State Chancellor the following year in February.
- Prior year recalculation was issued on February 19, 2026. No deficit factor was included.
- No revenue adjustment related to prior year will be necessary in the current year.

#### Current Year Budget Update

- District reported 32,780.03 FTES at P1, only 60.37 FTES below its target.
- Campuses improved across various Student Success and Supplemental Allocation metrics (30% of the SCFF).
- Net effect is a projected \$3.3 million in additional earned SCFF revenue.
- The first Principal Apportionment Report issued February 19, 2026 includes a 3.04% deficit factor which equates to \$8.2 million for the District. If a deficit factor is included in the Second Principal Apportionment Report, it would impact the contingent off-schedule payment and on-schedule increase in 2026-27 for collective bargaining groups.
- As the focus has been on growing enrollments, \$13.6 million in additional expense was invested in adjunct and overload this year.
- Funding to come from a combination of additional earned SCFF revenues, savings from vacant positions, and other campus funds.
- Expected to be out of hold harmless this year.
- Early projection shows District as a whole may end the year with a modest surplus, but at the campus level, there may be deficits that could require backfilling from prior year carryover funds.
- All budget centers continue to monitor budgets closely.

#### Next Year Budget Assumptions

- Revenue Assumptions: SCFF revenue include a proposed 2.41% cost of living adjustment, 2025-26 P1 FTES, 2024-25 headcount data for Supplemental and Student Success allocations. Other Revenues includes state and local revenues based on 2025-26 and self-supporting revenues based on 2025-26. Total Estimated Revenue = \$306.17 million.

- Expense Assumptions: Using 2025-2026 Position Control, adjusted for regular step and column increase, salary increase of 2.97% (includes 0.25% known, plus 2.72% contingency), PERS decreased from 26.81% (2025-26) to 26.40% (2026-27), STRS remains at 19.10%, health & welfare increase of 5% over prior year, and districtwide expenses of \$6.99 million. Total Estimated Expenses = \$300.48 million
- Not Currently Included: Estimated cost of the Job Family Study, required 2026-27 increase to Board Policy Reserve (will be included once all budgeted expenses are finalized), estimated one-time contingency payment in FY 2026-27, augmentation to Extended Day budgets based on 2025-26 projections, and estimated cost savings from vacant positions.

### Economic Outlook

- Economists expect increasing fiscal stimulus from capital spending around artificial intelligence (AI) and federal fiscal policy. Continued output growth alongside weakening labor market and trade policy uncertainty is expected.
- In California, output and income growth have outpaced the nation but employment has lagged. Forecasters expect employment downturn to continue into early 2026. Housing continues to be an economic constraint.

### Multi-Year Projections

Several four-year forecast scenarios were shared that factored 2025-26 FTES at P-1, FTES (both stagnant and with a decline), budgeted expenses based on 2025-26 actuals, adjusted for annual salary increases and pension costs, an increase in health and welfare costs of 5%, and estimated increases to non-personnel costs by the change in the Consumer Price Index, and the retiree benefit contribution is paid from the Irrevocable Trust. The various scenarios highlighted the budgetary impact across the four years that would result if there were no growth in FTES, FTES decline of 1%, and a 1% decline in FTES with no COLA beyond 2026-27.

### FCMAT Fiscal Health Risk Analysis

- FCMAT assists TK-12 schools and community colleges to identify, prevent, and resolve financial, operational, and data management challenges with tools to help evaluate a district's fiscal health and risk of insolvency.
- A higher score points to a greater potential risk of insolvency or fiscal issues. A score of 40% or more = High Risk; a score of 25% to 39% = Moderate Risk; and a score of 24% or less = Less Risk
- The District's risk score was 18.2% based on the common risk indicators sections.

### Benchmarking Fiscal Performance against other Community Colleges

- 72 districts in the California Community College System
- 34 districts earned growth revenue in 2024-25
- This year in December 2025 (before P1 reporting), the State Chancellor's Office projected: 21 districts would be funded based on SCFF, 33 districts would be funded based on Stability Protection (i.e., prior year earned revenue adjusted for COLA), and 18 districts would be funded based on Hold Harmless.

### Board Policies and Strategic Directions

- Assure fiscal health and stability (BP 2200 Board Duties and Responsibilities)
- Maintain unrestricted general fund reserves of no less than two months of total general fund expenditures (BP 6250 Budget Management)

- Revenues accruing to the District in excess of amounts budgeted shall be added to the District's reserve for contingencies. They are available for appropriation only upon a resolution of the Board of Trustees. (BP 6250 Budget Management)
- The District will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning. (2020-2030 NOCCCD Strategic Directions)

#### Budget Process Major Principles – Established by the Council of Budget and Facilities

- Balance on-going expenditures with on-going revenues.
- Maintain board policy reserve for economic uncertainties.
- Maintain appropriate autonomy for each budget center to use resources in a manner that best addresses the budget center's needs. Budget center allocations are expected to align with the District's mission statement and link District strategic directions and District objectives to the resources needed to accomplish these institutional goals.

#### Fiscal Stability Plan

- Enrollment Management: Focusing on data-drive decision-making; enhancing reporting capabilities; stabilizing FTES but investing in growth area; maximizing Supplemental & Student Success metrics, enhancing cross-team collaboration, and Council of Budget & Facilities will review key efficiency metrics.
- Maintain Board Policy Reserve: Funds could be used in an economic downturn. Unrestricted general fund expenditures are \$25 million per month.
- Review of Resource Allocation Model: Incorporate fiscal stability at campus level.
- Monitor Cashflow and Budget-to-Actuals: Budget Officers meet at least monthly; the Council of Budget & Facilities meets monthly; and budget management training.
- Providing Multi-Year Projections for Proposed Increases to Compensation
- Continuous Exposure Monitoring: Construction and facilities maintenance; insurance limits (AB218 claims); and the OPEB Liability and Retiree Benefit Trust.

During the discussion, members stated the following:

- Requested clarification on the contingency payment.
- How common is it for deficit factors to materialize?
- It would be helpful to know how much the winter term costs in terms of overload expenses.
- When highlighting the \$13.6 million figure for adjunct and overload expenses, it is important context to note that the figure was more than was budgeted, not more than what was spent the previous year, and to also note that the budget changed from the year prior.
- Whether the Board understands that extended day includes everything not just overload.
- If the deficit factor is implemented, does the contingency payout become an IOU?
- Have we ever shown growth scenarios?
- Is the goal of the job family study to have it completed by the end of the fiscal year?

Chancellor Byron Cliff Breland noted that the District is moving in the right direction, but stated we have to be cautious because the District will run out of money if adjustments aren't made. He thanked Erika Almaraz for the presentation and asked members to continue bringing forward questions about deficits, reductions, efficiencies, etc. for clarification.

## OPERATIONAL REVIEW

**Digital Accessibility Compliance:** At the February 23, 2026 DCC meeting, a presentation outlining the requirements for compliance with the new ADA Title II rule that requires all public entities to ensure that websites, mobile apps, instructional materials, and digital services meet the new standards by April 24, 2026 was presented. To ensure compliance, it was recommended that the District require mandatory accessibility training for faculty, staff, and administrators responsible for digital content; provide clear district-wide guidance aligned with WCAG 2.1 Level AA standards for Canvas, websites, documents, forms, and third-party tools; and allocate resources for remediation support, captioning, document accessibility, technology review, and ongoing compliance monitoring. In response to the discussion, the District explored participation in the Accessibility Capability Maturity Model (ACMM) developed by the California Community Colleges Chancellor's Office (CCCCO) Accessibility Center.

Khaoi Mady reported on an initial meeting with the ACMM and provided an overview of the framework that is being developed to assist colleges, aligns with Vision 2030, meets proactive legal requirements, and allows for cross collaboration among districts throughout the State. Currently 37 districts are participating, and he recommended the District join the 2026-27 cohort which would include a site visit, assessment, and plan. He clarified that it is not an audit, only an assessment with results that would only be shared with the District, and would provide a roadmap. There is no initial cost, but there would be a necessary investment of time and other resources, and joining would provide free access to the State Chancellor's Office tools and a discounted rate for other tools. The assessment would include four visits (to the District and the campuses), and if the District joins, the visits would take place in November or December

Members inquired about who the visiting team would be comprised of, current efforts to move towards compliance, and voiced a faculty concern about their discipline and the use of symbols which they are having difficulty with. Chancellor Byron Clift Breland thanked Khaoi Mady, Amita Suhrid, and Erika Almaraz for their work and leadership on the compliance efforts.

## POLICY

**Revised Board Policies & Administrative Procedures – Review Cycle Revisions:** The following BPs and APs were reviewed as part of the District's review cycle. The proposed revisions include recommendations by the CCLC Policy and Procedure Legal Updates Service. Additional revisions include minor grammar corrections in keeping with District practices.

- BP 3600, Auxiliary Organizations
- AP 3600, Auxiliary Organizations
- BP 3720, Computer and Electronic Communication Systems
- AP 3720, Computer and Electronic Communication Systems
- AP 3721, District Password Procedure
- AP 3722, District Data Security Standards for End Users
- BP 3740, Web Sites
- AP 3740, Web Sites
- AP 3750, Use of Copyrighted Material
- BP 3810, Claims Against the District
- AP 3810, Claims Against the District
- BP 3820, Gifts and Donations

- AP 3820, Gifts and Donations
- BP 3900, Speech: Time, Place, and Manner
- AP 3900, Speech: Time, Place, and Manner

During the discussion, BP 3720, AP 3720, AP 3721, and AP 3722 were pulled by Khaoi Mady to allow for review and updates by the District Technology Committee. Kai Stearns also pulled BP 3740, AP 3740, BP 3900, and AP 3900 for review by the communications teams.

**There was unanimous consensus to approve the remaining revised Administrative Procedures and post them on the District website and forward the remaining revised Board Policies to the Board for their consideration.**

**New APs – Inclusive Restrooms and Inclusive Locker Room Facilities:** DCC received a second reading of the proposals for administrative procedures regarding inclusive restrooms and inclusive locker room facilities to codify existing campus and District commitments. Ariel Gentalen, Fullerton College LGBTQIA2S+ Resource Program Special Projects Manager, and Jenelle Herman, Cypress College LGBTQIA2S+ Liaison, guided members through the proposed language in both policies.

During the discussion of the all-inclusive restrooms procedure, members inquired if it supplemented AB 1732, if the language related to renovations included facilities mandated by the Division of State Architects, if other districts have similar policies, if CCLC provides model policy language, if wheelchair accessibility should be included, and if providing period products at no cost is a legal requirement. It was also noted that the AP is an attempt to go beyond what is required by legislation in order to capture the culture of the District.

With regard to the all-inclusive locker facilities, members asked if the California Community College Athletic Association provides guidance, if only listing locker facilities was limiting since it doesn't address other spaces like dressing rooms in the theater department, and whether the intent is to have a separate room. Jenelle Herman clarified that the intent is not to minimize gendered spaces, but instead to create all gender spaces with increased level of space.

The Chancellor stated the draft procedures will be formatted and vetted by legal counsel before returning to the next DCC meeting.

**New Drone Policy:** Jay Seidel, Fullerton College Drone Technology Professor, introduced proposed language to set policy that establishes rules governing the operation, launch, landing, and use of drones and other Uncrewed Aircraft Systems (UAS) on or above Fullerton College and at college-sponsored events.

Members did not discuss the proposed policy and the Chancellor noted that it would be placed on a future DCC meeting agenda in order to gather feedback.

## **OTHER**

**Tentative May 18, 2026 DCC Meeting:** Chancellor Byron Clift Breland confirmed that the May 18, 2026 meeting which had originally been marked as tentative will take place.

**AI Taskforce:** It was noted that a number of staff and faculty participate in an AI Taskforce that meets monthly and is developing a draft AI policy to address policies, practices, education, legal aspects and privacy concerns. The draft will be shared with the District Technology Committee (DTC) and then DCC.

Members expressed concern that it was a self-appointed group and not appointed by the academic senates or DTC. It was noted that DTC created a workgroup at its last meeting, and that newly formed group should have appointed representatives.

**Next DCC Meeting:** The next DCC meeting will take place on Monday, April 27, 2026 in Room 105 at the Anaheim Campus.

**ADJOURNMENT:** The meeting was adjourned at 4:14 p.m.

UNAPPROVED

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 27, 2026

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

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**2026-2030 Districtwide Strategic Plan**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

In August 2025, DCC authorized the formation of a Districtwide Workgroup (“Design Team”) to develop the *2026-2030 Districtwide Strategic Plan*. The Design Team met and worked to develop the *Strategic Plan* throughout the 2025-26 academic year.

The resulting draft *Strategic Plan*, representing the collaborative work of stakeholders from across the District was presented to DCC for a first read in March 2026. Concurrently, Design Team members shared the draft with their respective constituent groups to gather feedback.

The revised draft *Strategic Plan*, incorporating constituent feedback, is now being presented to DCC for further discussion. An updated timeline for the development of the *2026-2030 District-wide Strategic Plan* with progress made to date is also included in the attachment.

The final draft *Strategic Plan* will be presented to DCC in fall 2026 for second read.

5. RECOMMENDATION:

It is recommended that DCC members review and provide feedback from their constituents on the draft *2026-2030 Districtwide Strategic Plan* developed by the Districtwide Design Team, a Workgroup of the DCC.

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

**Districtwide Workgroup (Design Team)**

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

## Introduction

The *2026–2030 NOCCCD District-wide Strategic Plan* provides a coordinated framework to strengthen and align the work of District Services, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE). While campus plans focus on site-specific priorities, this plan centers on District-wide systems, services, and leadership functions that support student success, employee development, and community engagement. These include enterprise technology, fiscal stewardship, human resources, enrollment management, data infrastructure, and regional partnerships. By identifying shared priorities and aligning resources across institutions, the Plan reduces institutional barriers. This collaborative approach establishes the operational foundation for NOCCCD to advance as “The Destination District” committed to equitable student success outcomes, workforce preparation for livable wage jobs and career advancement, and thriving, empowered employees.

## 1. Expand Equitable Student Success and Career Mobility

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

### a) Improve student access by expanding noncredit-to-credit pathways and standardizing Credit for Prior Learning (CPL) practices through coordinated curriculum and articulation processes.

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

### b) Increase student retention, persistence, and completion by aligning District-wide enrollment management efforts through coordinated learning opportunities, fiscally responsible resource allocation, instructional and administrative technology systems, and the strategic use of data.

- *District Function:* The District will coordinate targeted professional learning, District-wide planning, and shared data resources related to enrollment management, scheduling efficiency, and student progression. The District will also evaluate District-wide, fiscally supported initiatives to assess effectiveness and inform future resource allocation.
- Key Performance Indicators:
  - i. Vision 2030 Metric: Number of students completing a certificate, associate degree, or baccalaureate degree
  - ii. Number of students completing a noncredit certificate
  - iii. Fall-to-Spring persistence rates
  - iv. Fall-to-Fall retention rates
  - v. Participants in District-wide enrollment management learning opportunities
  - vi. Average time to complete program pathways

**c) Coordinate workforce development initiatives and strengthen regional industry partnerships to expand internships, work-based learning, and career-connected education aligned with high-demand sectors.**

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

**2. Strengthen Employee Engagement and Organizational Effectiveness**

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

**a) Evaluate employee professional development needs, align responsive professional development, and develop relevant mandated compliance and enterprise technology training (e.g., Banner, Microsoft Office).**

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

b) **Strengthen District-wide communication to promote transparency, collaboration, trust, and engagement informed by regular employee feedback and climate assessment.**

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

c) **Modernize District-wide classification and compensation structures to promote equity, recruitment, retention, and competitiveness across all employee groups.**

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

### 3. Advance Regional Impact and Strategic Partnerships

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

a) **Strengthen "The Destination District" identity through coordinated marketing and community outreach that highlights student success, program quality, employee experience, and institutional impact.**

- *District Function:* The District will lead brand strategy and visual

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

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

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

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

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

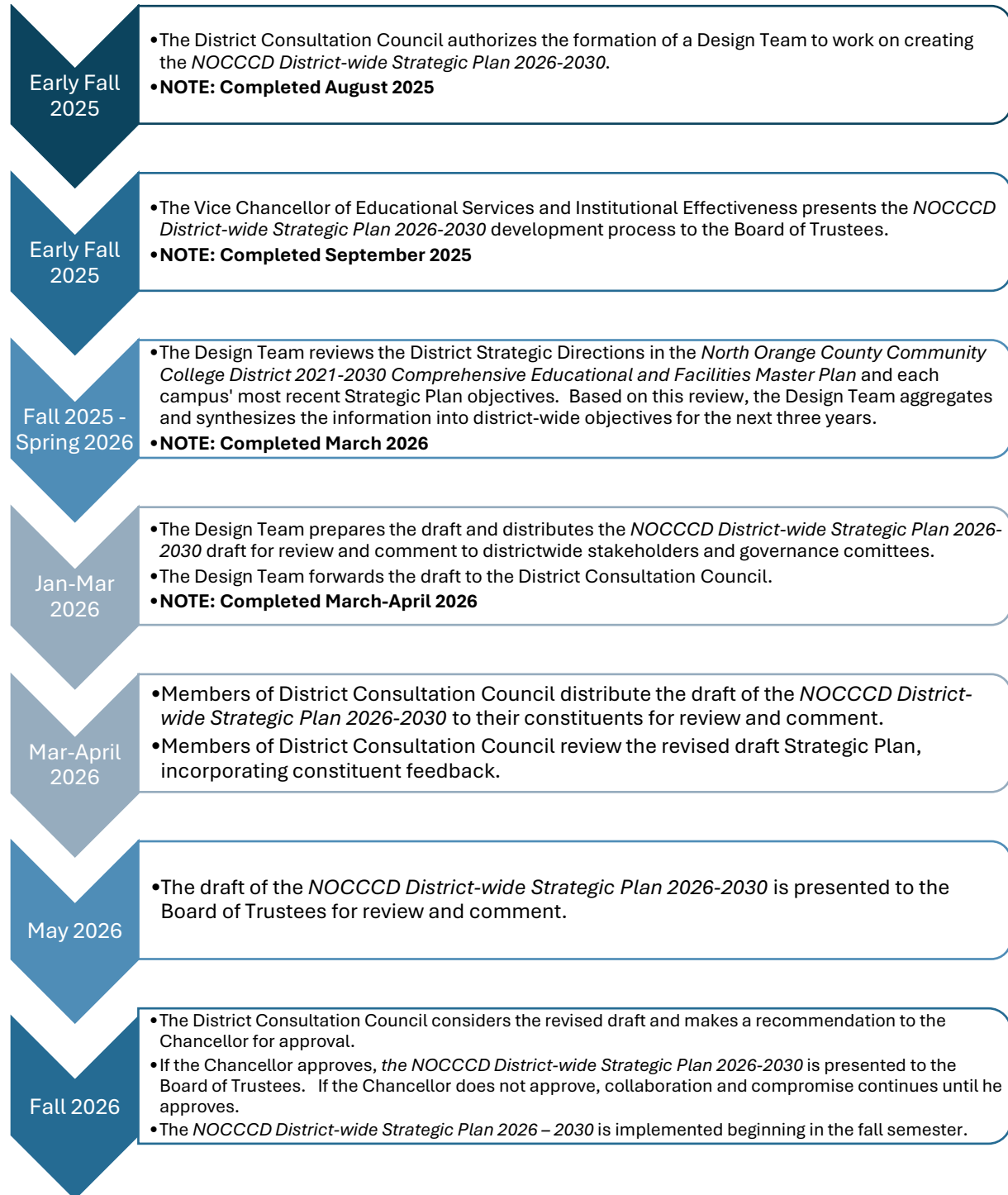
- *District Function:* Lead District-wide strategies related to grant development and philanthropic endeavors, pursue multi-institution funding opportunities, and align external investments with District priorities.
- Key Performance Indicators:
  - i. Investments received or committed
  - ii. Number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

### Appendix A: Districtwide Design Team Members 2025-26

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



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





## Strategic Planning Design Team Responsibilities

(2025-2026 academic year)

**Purpose:** Review the District Strategic Directions in the *North Orange County Community College District 2021-2030 Comprehensive Educational and Facilities Master Plan* and each campus' most recent Strategic Plan objectives. Based on this review, the Design Team aggregates and synthesizes the information into district-wide objectives and measures for the next three years and drafts the *Strategic Plan*. Team members will also be expected to share the draft *Strategic Plan* with stakeholders for review and comment and bring feedback to the Design Team for consideration.

**Time Commitment:** 3-5 hours monthly during the fall and spring semesters

**Meeting Format:** In person with Zoom option (as needed)

### Membership:

- Vice Chancellor, Educational Services and Institutional Effectiveness (Chair)
- District Director, Research, Planning, & Data Management
- Director, Institutional Research & Planning – CC, FC, and NOCE
- One faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE
- One faculty appointed by United Faculty
- One faculty appointed by Adjunct Faculty United
- One Manager/Administrator from each site appointed by DMA - CC, DS, FC, and NOCE
- One Classified representative from each site appointed by CSEA - CC, DS, FC, and NOCE
- One Confidential employee representative
- One student (compensated) from each site (as available) – CC, FC, and NOCE

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 23, 2026

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

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**NOCCCD Decision Making Resource Manual – 2026 Update**

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

Information Only		Second Reading	
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:

**This agenda item is to present the Decision Making Resource Manual to DCC as part of its scheduled three-year review. The purpose is to ensure the manual remains current, effective, and aligned with organizational priorities and governance standards. It provides an opportunity to assess whether existing decision-making frameworks continue to support timely, transparent, and accountable processes. Feedback from DCC will help identify any required updates, refinements, or clarifications. The outcome will guide revisions to strengthen consistency and effectiveness in decision-making across the organization.**

5. RECOMMENDATION:

**It is recommended that DCC conduct a first reading of the proposed updates to the NOCCCD Decision Making Resource Manual.**

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

**Chancellor’s Staff**



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CYPRESS COLLEGE | FULLERTON COLLEGE  
NORTH ORANGE CONTINUING EDUCATION

## **Decision Making Resource Manual: Structure, Function and Alignment**

**Date of Last Revision: May 2023**

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**North Orange County Community College District  
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Prologue	4
Roles of Constituents in District-level Decision Making	6
Board of Trustees	
Chancellor	
Presidents	
Faculty	
Staff	
Students	
Administrators	
Types of Groups that Develop Recommendations	12
Governance Committees/Councils	
Organizational Groups	
Ad Hoc Workgroups	
NOCCCD Governance Groups	14
District Consultation Council	
Sub-committees:	
Council on Budget & Facilities	
District Curriculum Coordinating Committee	
Institutional Effectiveness Coordinating Council	
District Technology Committee	
Operating Agreements for District Consultation Council	20
NOCCCD Organizational Groups	22
Chancellor’s Staff	
Budget Officers	
District Agenda Committee	
District Equal Employment Opportunity Advisory Committee	
District Facilities Committee	
District Grants and Resource Development Committee	
District Services Committee	
District Staff Development Committee	
District Technology Roundtable	
Educational Technology Steering Team	
Technology Implementation Committee	
Vice Presidents Council	
NOCCCD Meeting Calendar for Governance and Organizational Groups	27
Appendices	28

California Code of Regulations for Collegial Consultation  
Academic Senate (Title 5, Sections 53200—53206)  
Faculty (Title 5, Section 51023)  
Staff (Title 5, Section 51023.5)  
Students (Title 5, Section 51023.7)

NOCCCD Board Policy 2510 Participation in Local Decision-making

NOCCCD Administrative Procedure 2510 Participation in Local Decision-making

Board Policies and Administrative Procedures are available online at:

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

NOCCCD IT Governance Structure and Framework (2021)

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

## Prologue

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

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

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

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

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

~~The purpose of this resource manual is to describe how decisions are made in the North Orange County Community College District and has been developed with the goal of improving communication and trust~~

across NOCCCD. These decision-making processes reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

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

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

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

## Roles of Constituents in District-level Decision Making

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

### Board of Trustees

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

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

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

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

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

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

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

### Chancellor

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

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

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

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

### College and NOCE Presidents

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

### Faculty

The role of full- and part-time faculty members in making decisions at the district level is to participate in:

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

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

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

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

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

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

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

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

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

#### [Staff Classified and Confidential Professionals](#)

The role of [classified and confidential staff members-employees](#) in making decisions at the district level is to participate in:

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

- The processes for developing those recommendations.

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

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

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

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

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

## Students

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

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

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

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

9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

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

The following resources related to students' role in making decisions at the district level are included in the appendix of this document:

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

### Administrators

The role of administrators in making decisions at the district level is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

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

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

The Chancellor, vice chancellors, college and NOCE presidents, are designated by the Board of Trustees as the Executive Officers of the District. Other than these Executive Officers, administrators are represented by the District Management Association, which is responsible for appointing administrators to specified committees.

## **Types of Groups that Develop Recommendations**

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

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

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

### **1. Governance Committees/Councils**

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

### **2. Organizational Groups**

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

### **3. Ad Hoc Workgroups**

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

## NOCCCD Governance Groups

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

### District Consultation Council

#### Charge

The District Consultation Council meets monthly to:

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

#### Membership

Chancellor, Chair

Administrative Support Manager, Chancellor's Office (Recording Secretary)

President, Cypress College

President, Fullerton College

President, North Orange Continuing Education

Vice Chancellor, Educational Services and ~~Technology~~[Institutional Effectiveness](#)

Vice Chancellor, ~~Finance and Facilities~~[Administrative Services](#)

Vice Chancellor, Human Resources

District Director, Public and Governmental Affairs

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

District Director, Diversity, Culture, and Inclusion

President plus 1 designee, Cypress College Academic Senate

President plus 1 designee, Fullerton College Faculty Senate

President plus 1 designee, North Orange Continuing Education Academic Senate

President plus 1 designee, United Faculty Association

President or designee, Adjunct Faculty United

President plus 1 designee, Classified School Employees Association  
President, Confidential Employees Group  
President, District Management Association  
Student Body President or designee, Cypress College  
Student Body President or designee, Fullerton College  
Student Leader, NOCE

### **Subcommittees**

Recommendations from the following subcommittees are forwarded to the District Consultation Council:

- Council on Budget & Facilities
- District Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- District Technology Committee

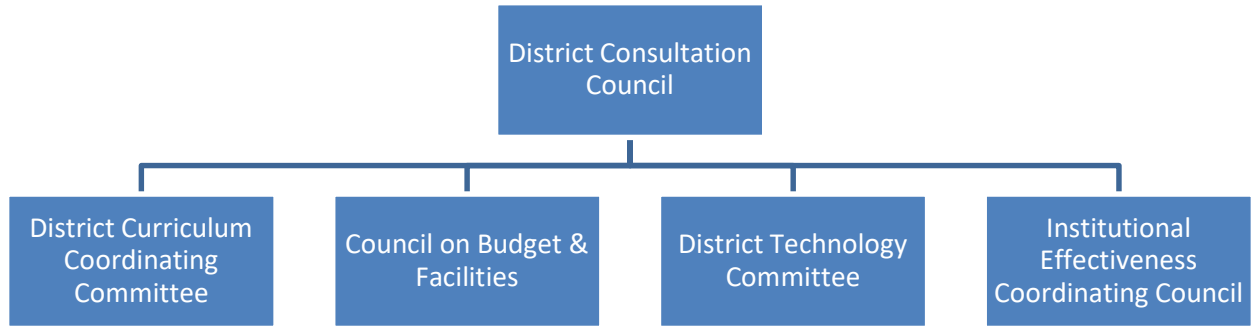
Membership in the subcommittees is identified in April for the next academic year.

Consultation Council Subcommittees	Purpose	Membership
<b>Council on Budget &amp; Facilities</b>	<ul style="list-style-type: none"> <li>• Make recommendations to District Consultation Council on policies, planning and other matters related to fiscal resources and facilities</li> <li>• Ensure that NOCCCD resources are tied to the District Strategic Plan and the Comprehensive Master Plan</li> <li>• Monitor the NOCCCD’s fiscal solvency</li> <li>• Review budget assumptions</li> <li>• Review NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities</li> <li>• Review and discuss implementation of policies related to fiscal resources and facilities</li> <li>• Coordinate practices as needed related to administrative services</li> <li>• Serve as a forum for dialogue on ongoing fiscal and facilities activities and reporting</li> <li>• Review and share information on the state budget including capital outlay funds</li> <li>• Review the draft budget in its developmental stages</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chancellor, Human Resources (Chair)</li> <li>• Vice Chancellor, <a href="#">Finance &amp; Facilities</a><a href="#">Administrative Services</a></li> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology</a><a href="#">Institutional Effectiveness</a></li> <li>• District Director, Fiscal Affairs</li> <li>• VP of Administrative Services – CC and FC</li> <li>• Director, Administrative Services – NOCE</li> <li>• One faculty from each site appointed by the Academic/Faculty Senate– CC, FC, and NOCE</li> <li>• Two representatives appointed by CSEA</li> <li>• United Faculty Representative</li> <li>• Adjunct Faculty United Representative</li> <li>• District Management Association Representative</li> <li>• Confidential Employees Group Representative</li> <li>• One student from each site appointed by Associated Students <del>or other appropriate body for NOCE</del>– CC, FC, and NOCE</li> </ul>
<b>District Curriculum Coordinating Committee</b>	<ul style="list-style-type: none"> <li>• Reviews curriculum prior to being submitted to the Chancellor</li> <li>• Serve as NOCCCD’s highest authority for interpreting Title 5 curricular requirements</li> <li>• Serve as a resource to District Consultation Council on curricular issues</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology</a> <a href="#">Institutional Effectiveness</a> (non-voting chair)</li> <li>• Two faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE</li> <li>• Administrative representative of the curriculum committee at each site – CC, FC, and NOCE</li> <li>• Non-voting members: CC, FC, and NOCE Presidents</li> </ul>
<b>Institutional Effectiveness Coordinating Council</b>	<ul style="list-style-type: none"> <li>• Make recommendations to District Consultation Council on policies, planning and other matters related to accreditation and mandated reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology</a> <a href="#">Institutional Effectiveness</a> (non-voting Chair)</li> </ul>

	<ul style="list-style-type: none"> <li>• Review and discuss implementation of policies related to research, accreditation and MIS reporting</li> <li>• Coordinate practices as needed related to research, accreditation and MIS reporting</li> <li>• Collaborate on the analysis and interpretation of data</li> <li>• Prepare progress reports to describe progress in achieving the objectives in the District-wide Strategic Plan</li> <li>• IECC meets four times a year (October, November, April, May); additional meetings can be called on an as-needed basis</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Institutional Research &amp; Planning – CC, FC and NOCE</li> <li>• District Director, Research, Planning, &amp; Data Management</li> <li>• District Director, Enterprise IT Applications Support &amp; Development</li> <li>• Two faculty from each site appointed by the Academic/Faculty Senate; at least one of these faculty also serves on the District Consultation Council – CC, FC, and NOCE</li> <li>• Accreditation Liaison Officers from each college - CC and FC</li> <li>• One student from each college appointed by Associated Students <del>or other appropriate body or the Student Organization for NOCE</del> – CC, FC, and NOCE</li> </ul>
<p><b>District Technology Committee</b></p>	<p>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.</p> <p>Specifically, DTC serves the following purposes:</p> <ol style="list-style-type: none"> <li>1. Develop and recommend District policies, procedures, and standards that: <ol style="list-style-type: none"> <li>a. Address the acquisition and use of technology.</li> <li>b. Ensure the security and business continuity of the District’s business critical systems.</li> <li>c. Ensure compliance with state and federal laws.</li> </ol> </li> <li>2. Develop and regularly review the District Strategic Technology Plan to ensure that it: <ol style="list-style-type: none"> <li>a. incorporates leading practices in the District’s use of technology;</li> <li>b. supports the success of all students through the development and/or</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <del>Vice Chancellor of Educational Services &amp; Technology (non-voting chair)</del></li> <li>• <u>Executive Director, Information Technology (chair)</u></li> <li>• One faculty from each site – appointed by the Academic/Faculty Senates (3 total)</li> <li>• One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)</li> <li>• IT managers from all sites – 5 total</li> <li>• Faculty DE coordinator from each site – 3 total</li> <li>• Campus budget officers and District Fiscal Rep– 4 total</li> <li>• One student from each site – appointed by AS or other appropriate body for NOCE (3 total)</li> <li>• 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty – appointed by the named bodies (4 total)</li> </ul>

	<p>acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;</p> <ol style="list-style-type: none"> <li>c. aligns with state recommendations and state’s allocation of resources;</li> <li>d. aligns with the District’s Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;</li> <li>e. aligns with the work of the colleges’ planning/budget committees and/or technology committees;</li> <li>f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.</li> </ol> <ol style="list-style-type: none"> <li>3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.</li> <li>4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.</li> <li>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.</li> <li>6. Assess how effectively current technology is being utilized throughout the District and make recommendations for improvement.</li> <li>7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.</li> <li>8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.</li> <li>9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges.</li> <li>10. Assure bi-directional communication between end users and IT with regard to technology.</li> <li>11. Establish and oversee technology focus workgroups as needed.</li> </ol> <p>DTC meets 8 times a year during the primary terms while school is session; additional meetings can be called on an as-needed basis.</p>	<ul style="list-style-type: none"> <li>• Site based IT technical leads – appointed by CSEA (4 total)</li> <li>• 1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total</li> </ul>
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# Coordinating Council Structure



## **Operating Agreements for District Consultation Council**

### Protocol

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

### Duties of Members

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

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

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

### Resource Personnel

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

### Procedures for District Consultation Council

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

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

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

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

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

### Minutes

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

## NOCCCD Organizational Groups

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

Group	Purpose	Membership
<b>Chancellor’s Staff</b>	<ul style="list-style-type: none"> <li>• Advise the Chancellor on matters of policy; instruction and student services; budget; the integration of planning and resource allocation; and other matters of the District</li> <li>• Implement and administer policies, procedures and day-to-day operations of the District</li> <li>• Review and discuss implementation of policy decisions made by the Board regarding the operations of the District</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor (Chair)</li> <li>• Presidents – CC, FC, and NOCE</li> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology</a><a href="#">Institutional Effectiveness</a></li> <li>• Vice Chancellor, <a href="#">Finance &amp; Facilities</a><a href="#">Administrative Services</a></li> <li>• Vice Chancellor, Human Resources</li> <li>• District Director, Public &amp; Governmental Affairs</li> <li>• Administrative Support Manager, Chancellor’s Office</li> </ul>
<b>Budget Officers</b>	<ul style="list-style-type: none"> <li>• Review and discuss implementation of policies related to fiscal resources</li> <li>• Develop budget assumptions</li> <li>• Coordinate practices as needed related to fiscal services</li> <li>• Review and share information on NOCCCD and state budgets</li> </ul>	<ul style="list-style-type: none"> <li>• District Director, Fiscal Affairs (Chair)</li> <li>• District Manager, Fiscal Affairs</li> <li>• VP, Administrative Services – CC and FC</li> <li>• Director, Administrative Services – NOCE</li> <li>• Bursar – CC and FC</li> </ul>
<b>District Agenda Committee (DAC)</b>	<ul style="list-style-type: none"> <li>• Share information about and coordinate agenda items prior to Board of Trustees’ meetings</li> <li>• DAC meets twice a month on the Wednesday prior to Board meeting week</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor (Chair)</li> <li>• Presidents – CC, FC, and NOCE</li> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology</a><a href="#">Institutional Effectiveness</a></li> <li>• Vice Chancellor, <a href="#">Finance &amp; Facilities</a><a href="#">Administrative Services</a></li> <li>• Vice Chancellor, Human Resources</li> <li>• District Director, Public &amp; Governmental Affairs</li> <li>• Administrative Support Manager, Chancellor’s Office</li> </ul>

		<ul style="list-style-type: none"> <li>• VP, Instruction – CC, FC, &amp; NOCE</li> <li>• VP, Student Services – CC, FC, &amp; NOCE</li> <li>• VP, Administrative Services – CC &amp; FC</li> <li>• Director, Administrative Services – NOCE</li> <li>• District Director, Purchasing</li> <li>• District Director, Facilities Planning &amp; Construction</li> <li>• District Director, Fiscal Affairs</li> <li>• District Director, Grants</li> <li>• Presidents of: Academic/Faculty Senates; United Faculty; Adjunct Faculty United; CSEA; Associated Students (CC and FC); District Management Association; Confidential Employees Group</li> </ul>
<b>District Equal Employment Opportunity Advisory Committee</b>	<ul style="list-style-type: none"> <li>• Assist the Chancellor and Vice Chancellor of Human Resources in the development and implementation of NOCCCD’s Equal Employment Opportunity Plan</li> <li>• Formulate and recommend activities to promote diversity, inclusion and multiculturalism throughout NOCCCD</li> <li>• Promote community relations in the area of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• District Director, Diversity, Culture, &amp; Inclusion (Chair)</li> <li>• District EEO &amp; Compliance</li> <li>• Faculty member appointed by the respective Academic/Faculty senates -- CC, FC, and NOCE</li> <li>• Classified employee appointed by CSEA – CC, DS, FC, and NOCE</li> <li>• Administrator appointed by the District Management Association -- CC, DS, FC, and NOCE</li> <li>• Confidential employee appointed by the Confidential Employees Group</li> <li>• Student representative appointed by the Associated Students – CC and FC</li> <li>• Student representative – NOCE</li> <li>• Two community representatives appointed by the Chancellor</li> </ul>
<b>District Facilities Committee</b>	<ul style="list-style-type: none"> <li>• Review and coordinate implementation of policies related to facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Director of Facilities Planning &amp; Construction (Chair)</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare the NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities</li> <li>• Prepare and submit IPPs and FPPs for state capital outlay funding</li> </ul>	<ul style="list-style-type: none"> <li>• VP of Administrative Services – CC and FC</li> <li>• Director of Administrative Services - NOCE</li> <li>• Manager, Maintenance &amp; Operations – CC and FC</li> </ul>
<b>District Grants and Resource Development Committee</b> <a href="#">Update or delete</a>	<ul style="list-style-type: none"> <li>• Discuss grant writing opportunities and determine best practices</li> <li>• Ensure that grants align with the District Strategic Directions and/or the District-wide/Campus Strategic Plans</li> <li>• Coordinate grant writing activities across the District</li> <li>• Develop data and verbiage for use in grants</li> <li>• Provide grant management program to ensure fiscal compliance</li> <li>• Meets quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• District Director, Grants (Chair)</li> <li>• District Director, Fiscal Affairs</li> <li>• Directors, Institutional Research &amp; Planning – CC, FC, and NOCE</li> <li>• District Manager, Fiscal Affairs</li> <li>• Dean responsible for Perkins – CC, FC, and NOCE</li> <li>• Foundation Directors or designee – CC, FC, and NOCE</li> <li>• CTE Grants Office, CC</li> <li>• Campus Accounting Manager, CC</li> <li>• Business Office Specialist, CC</li> <li>• Business Office Specialist, FC</li> <li>• Grants and Special Projects Assistant, NOCE</li> </ul>
<b>District Services Committee</b>	<ul style="list-style-type: none"> <li>• Coordinate and communicate operational issues and initiatives related to District Services</li> <li>• Develop, implement and monitor a process of administrative unit review for District Services</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor (Chair)</li> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology/Institutional Effectiveness</a></li> <li>• Vice Chancellor, <a href="#">Finance &amp; Facilities/Administrative Services</a></li> <li>• Vice Chancellor, Human Resources</li> <li>• District Director, Public &amp; Governmental Affairs</li> <li>• Administrative Support Manager, Chancellor’s Office</li> </ul>
<b>District Staff Development Committee</b>	<ul style="list-style-type: none"> <li>• Coordinate district-wide staff development initiatives</li> <li>• Identifies priorities for district-wide staff development programs and processes</li> <li>• Implement tools to support staff development</li> <li>• Make recommendations to the Chancellor on allocation of staff development resources</li> </ul>	<ul style="list-style-type: none"> <li>• District Director, Professional Development (Chair)</li> <li>• Staff Development Committee Chair – CC, FC, and NOCE</li> <li>• Representative from District Management Association, CSEA and Confidential Employees Group</li> <li>• Management Support Representatives –CC, FC, NOCE and District Services</li> </ul>

<p><b>District Technology Roundtable</b> <a href="#">delete section?</a></p>	<ul style="list-style-type: none"> <li>• Coordinate and communicate implementation of technology plans, initiatives, upgrades and operations across NOCCCD</li> <li>• Provide feedback to District Information Services on performance, reliability and training needs with regard to district-wide networking and computing infrastructure</li> <li>• Develop and ensure compliance with district-wide standards for best practices with regard to technology</li> <li>• Recommend processes for systems users</li> <li>• Ensure technology decisions and practices are consistent with board policy and regulations</li> <li>• Coordinate computer hardware and software purchasing to leverage economies of scale and ensure efficiencies across the District</li> </ul>	<ul style="list-style-type: none"> <li>• District Director, Enterprise IT Applications Support and Development (Chair)</li> <li>• Director, Academic Computing Technologies – CC, FC</li> <li>• Manager, Systems Technology Services – NOCE</li> <li>• <a href="#">Vice Chancellor, Educational Services &amp; Technology – Resource Member</a></li> </ul>
<p><b>Technology Implementation Committee (TIC)</b> <a href="#">Update or delete</a></p>	<ul style="list-style-type: none"> <li>• Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects</li> </ul>	<ul style="list-style-type: none"> <li>• District Director, Enterprise IT Applications Support &amp; Development (Chair)</li> <li>• One faculty from each site – appointed by the Academic/Faculty Senates (3 total)</li> <li>• Site based IT technical leads – appointed by CSEA (4 total)</li> <li>• Director, Academic Computing Technologies – CC, FC</li> <li>• Manager, Systems Technology Services – NOCE</li> <li>• Director of Enrollment Services – FC, CC, and NOCE</li> <li>• Director, Financial Aid – FC and CC</li> <li>• Academic dean – CC and FC (appointed by Presidents)</li> <li>• District Manager, Payroll</li> <li>• District Manager, Fiscal Services</li> <li>• District Manager, Human Resources</li> </ul>
<p><b>Vice Presidents Council</b></p>	<ul style="list-style-type: none"> <li>• Reviews issues and concerns that are related to instruction and student support and makes recommendations to resolve these items</li> <li>• Recommends new policies and procedures to the Vice Chancellor, Educational Services</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chancellor, Educational Services &amp; <a href="#">Technology Institutional Effectiveness</a> (Chair)</li> <li>• Vice President of Instruction – CC, FC and NOCE</li> </ul>

	<p>and <a href="#">Technology Institutional Effectiveness</a> regarding instruction and student support</p> <ul style="list-style-type: none"> <li>• Provides input regarding: <ul style="list-style-type: none"> <li>○ District-wide Curriculum Development and Enrollment management</li> <li>○ District-wide FTES generation</li> <li>○ District-wide Distance Education plan and goals</li> <li>○ District-wide Student success initiatives</li> <li>○ District-wide Career <a href="#">T</a>echnical <a href="#">E</a>ducation and economic development initiatives</li> <li>○ District-wide grants and resources development efforts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vice President of Student Services – CC, FC and NOCE</li> <li>• District Director, Research, Planning &amp; Data Management <a href="#">(as needed)</a></li> </ul>
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## NOCCCD Meeting Calendar for Governance Committees/Councils and Organizational Groups

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

This Organizational Group meets as needed: District Equal Employment Opportunity Advisory Committee.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>First week of the month</b>					
	<ul style="list-style-type: none"> <li>District Technology Roundtable (Online)</li> </ul>	<ul style="list-style-type: none"> <li>District Facilities Committee</li> </ul>	<ul style="list-style-type: none"> <li>Chancellor's Staff/District Agenda Committee</li> </ul>	<ul style="list-style-type: none"> <li>District Grants &amp; Resource Development</li> </ul>	
<b>Second week of the month</b>					
	<ul style="list-style-type: none"> <li>District Technology Roundtable (Online)</li> <li><b>Council on Budget &amp; Facilities</b></li> </ul>	<ul style="list-style-type: none"> <li>Budget Officers</li> <li>District Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>Chancellor's Staff</li> </ul>	<ul style="list-style-type: none"> <li>District Services Committee</li> <li><del>Vice Presidents Council</del></li> <li><b>District Curriculum Coordinating Committee</b></li> </ul>	
<b>Third week of the month</b>					
	<ul style="list-style-type: none"> <li>District Technology Roundtable (Online)</li> <li><b>Institutional Effectiveness Coordinating Council</b> (October, November, April, and May)</li> </ul>	<ul style="list-style-type: none"> <li>District Facilities Committee</li> <li><b>District Technology Committee</b></li> <li><b>Vice Presidents Council</b></li> </ul>	<ul style="list-style-type: none"> <li>Chancellor's Staff/District Agenda Committee</li> </ul>		
<b>Fourth week of the month</b>					
	<ul style="list-style-type: none"> <li>District Technology Roundtable (Online)</li> <li><b>District Consultation Council</b></li> </ul>	<ul style="list-style-type: none"> <li>Budget Officers</li> <li>District Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>Chancellor's Staff</li> </ul>		

## Appendices

### California Code of Regulation for Collegial Consultation

#### **Academic Senate: Title 5, Section 53203**

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

#### **Academic Senate: Title 5, Section 53206**

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

#### **Faculty: Title 5, Section 51023**

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

#### **Staff: Title 5, Section 51023.5**

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

#### **Students: Title 5, Section 51023.7**

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

### NOCCCD Board Policies

#### **Board Policy 2510 Participation in Local Decision-making**

[http://www.nocccd.edu/files/2510bpfinalrevisedc-staff11-26-14referenceonly\\_20571.pdf](http://www.nocccd.edu/files/2510bpfinalrevisedc-staff11-26-14referenceonly_20571.pdf)

**Board Policy 2200 Board Duties and Responsibilities**

[http://www.nocccd.edu/files/2200bpfinalrevisedc-staff11-26-14referenceonly\\_60598.pdf](http://www.nocccd.edu/files/2200bpfinalrevisedc-staff11-26-14referenceonly_60598.pdf)

**Board Policy 2430 Delegation of Authority to Chancellor**

[http://www.nocccd.edu/files/2430bpfinalrevisedc-staff11-26-14referenceonly\\_20278.pdf](http://www.nocccd.edu/files/2430bpfinalrevisedc-staff11-26-14referenceonly_20278.pdf)

**Board Policy 5400 Associated Students**

[http://www.nocccd.edu/files/5400bp\\_062005\\_87474.pdf](http://www.nocccd.edu/files/5400bp_062005_87474.pdf)

**NOCCCD Administrative Procedures**

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

[https://nocccd.edu/files/2510apfinalreviseddcc-2019-03-25\\_66910.pdf](https://nocccd.edu/files/2510apfinalreviseddcc-2019-03-25_66910.pdf)

**Board Policies and Administrative Procedures are available online at:**

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

## ***NOCCCD IT Governance Framework, Policy and Proposed Revisions***

***Cherry Li-Bugg***

***Spring 2021***

### ***Background***

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

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

### ***Framework of NOCCCD IT Governance***

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

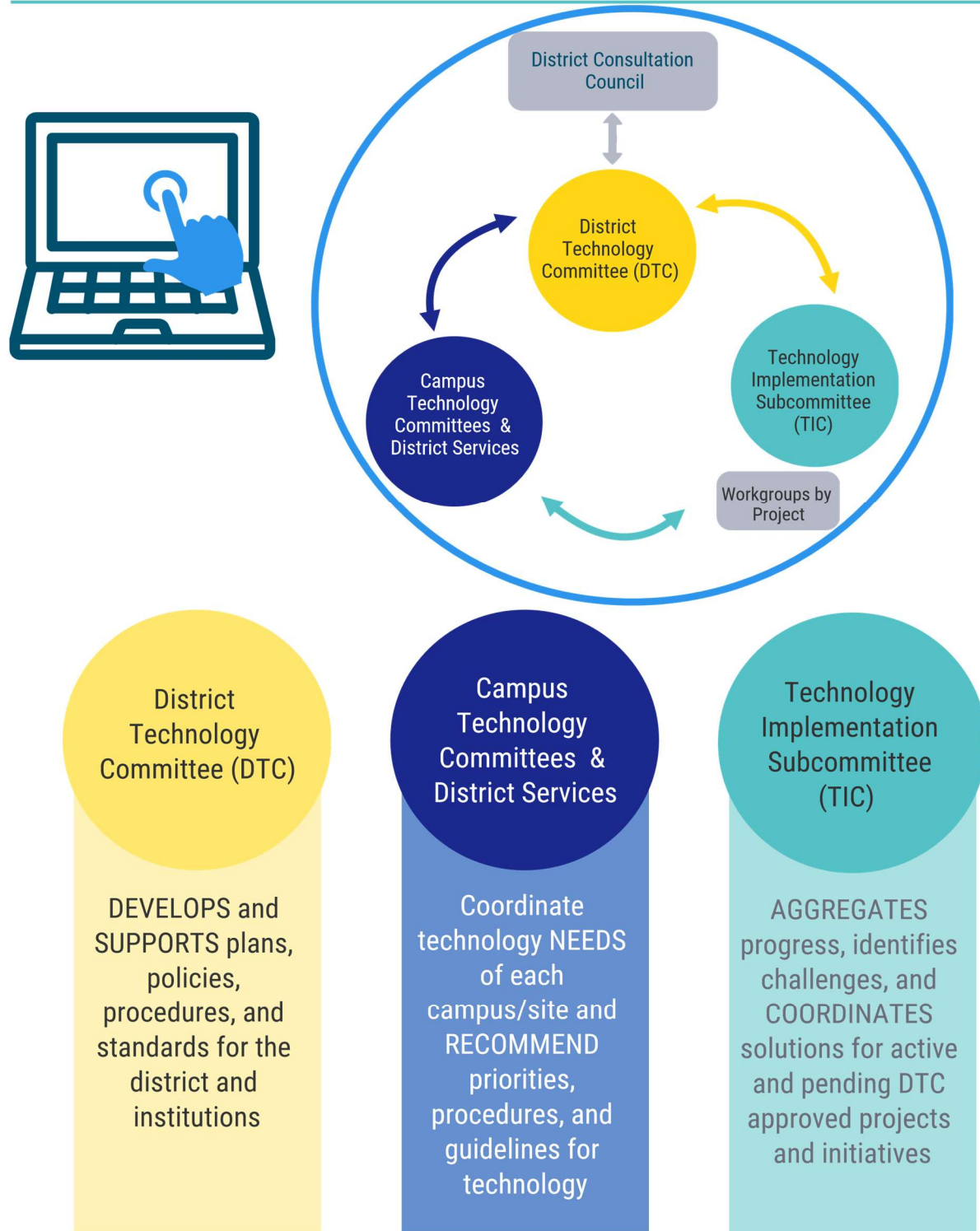
**Why:** The why of IT governance has to do with the big picture in terms of IT strategic planning, IT policies and IT standards. We propose slotting the District Technology Committee (DTC) in this role. The major charge for DTC is to develop and support plans, policies, procedures, and standards for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

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

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

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

Proposed IT Governance Structure



Prepared by NOCCCD Educational Services and Technology May 2021

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

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

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

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

### ***District Technology Committee (DTC)***

#### Purpose:

~~The purpose of the NOGCCD 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 technology.~~
- ~~11. Establish and oversee technology focus workgroups as needed.~~

Membership:

- ~~☐ One faculty from each site — appointed by the Academic/Faculty Senates (3 total)~~
- ~~☐ One representative from each budget center — appointed by the Presidents and by the Chancellor for District Services (4 total)~~
- ~~☐ IT managers from all sites — 5 total~~
- ~~☐ Faculty DE coordinator from each site — 3 total~~
- ~~☐ Campus budget officers and District Fiscal Rep — 4 total~~
- ~~☐ One student from each site — appointed by AS or other appropriate body for NOCE (3 total)~~
- ~~☐ 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty — appointed by the named bodies (4 total)~~
- ~~☐ Site based IT technical leads — appointed by CSEA (4 total)~~

- ~~□ 1 VPI rep (rotating) and 1 VPSS rep (rotating) — 2 total~~
- ~~□ Vice Chancellor of Educational Services and Technology serves the non-voting chair~~

Special Guidelines, Parameters, and/or Resources:

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

~~2. Decision Making:~~

~~a. Quorum — A quorum of at least two-thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.~~

~~b. The District 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.~~

## **~~Subcommittees of DTC~~**

### **~~Technology Implementation Committee (TIC)~~**

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

~~Membership:~~

- ~~● One faculty from each site — appointed by the Academic/Faculty Senates (3 total)~~
- ~~● Site based IT technical leads — appointed by GSEA (4 total)~~
- ~~● District Director, IT Infrastructure & Operations~~
- ~~● District Director, Enterprise Applications Support and Development~~
- ~~● Manager, Systems Technology Services — CC, FC and NOCE~~
- ~~● Director of Enrollment Services — FC, CC, and NOCE~~
- ~~● Director, Financial Aid — FC and CC~~
- ~~● Academic dean — CC and FC (appointed by Presidents)~~
- ~~● Program Director — NOCE (appointed by the President)~~
- ~~● District Director, Research, Planning and Data Management — District Services~~

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

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

## Campus Technology Committees and District Services

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

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

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

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

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

- **Civitas Illume** — In 2017, Cypress College was interested in adopting this solution for predictive analytics and student success. Conversations were held with the other two campuses and neither Fullerton nor NOCE were interested in adopting the same solution. Cypress College proceeded with implementation of Civitas Illume with no participation by the other two campuses. This became a Cypress-only project and was successful.
- **StarFish by Hobson** — All three campuses had been assessing the efficacy and feasibility of this solution for a couple of years prior to Fullerton College making a firm commitment in the fall of 2020. Cypress and NOCE were interested but not ready at that time. It was Board approved as a Fullerton-only project. However, both Cypress and NOCE conducted further demos and assessment and will be

~~ready to sign on in the fall of 2021 or spring 2022 at the latest. This has the potential to become a District-wide project in 2022-23 if DTC approves it as such.~~

### **Workgroups by Topic**

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

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

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

### **District-wide IT Projects and Costs**

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

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 27, 2026

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

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**NOCCCD Integrated Planning Manual 2025-26 Update**

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:

This item is being brought to the District Consultation Council in alignment with NOCCCD’s Integrated Planning Manual requirement to review planning and decision-making processes at least every three years. As part of this process, DCC is responsible for reviewing and approving updates to the Manual to ensure it reflects current practices and supports continuous improvement. The Institutional Effectiveness Coordinating Council (IECC) has completed a review and is proposing updates to the NOCCCD Integrated Planning Manual to align with the 2026–2030 District-wide Strategic Plan and current District planning practices. Major updates in this iteration of the Manual include:

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

5. RECOMMENDATION:

**It is recommended that DCC conduct a first reading of the proposed updates to NOCCCD Integrated Planning Manual.**

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

**Institutional Effectiveness Coordinating Council (IECC) members**

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



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

## North Orange County Community College District Integrated Planning Manual

### Publication Date:

~~2022~~2025-23-26 Update

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

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

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

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

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

**NOCCCD Mission Statement**

**Commented [GS1]:** New BOT approved mission

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

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

The mission is evaluated and revised every three years.

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

**2020-2030 District NOCCCD Strategic Directions**

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

**Student Experience & Success**

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

**Employee Experience**

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

**Stewardship of Resources**

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

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

Collective Impact & Partnerships

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

Physical Environment & Beyond

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

**Commented [GS2]:** Updated based on EFMP Refresh

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

**Contents**

<u>Introduction .....</u>	<u>5</u>
<u>Integrated Planning Model .....</u>	<u>6</u>
<u>NOCCCD Mission Statement.....</u>	<u>13</u>
<u>Timeline and Process for Review of the Mission Statement.....</u>	<u>15</u>
<u>Educational and Facilities Master Plan .....</u>	<u>16</u>
<u>Timeline and Process for the 2031-2040 Comprehensive Educational and Facilities     Master Plan .....</u>	<u>19</u>
<u>District-wide Strategic Plans .....</u>	<u>21</u>
<u>Timeline and Process for the Development of the 2026-2030 District-wide Strategic     Plan .....</u>	<u>23</u>
<u>District Services Administrative Review .....</u>	<u>26</u>
<u>Timeline and Process for District Services Administrative Review .....</u>	<u>28</u>
<u>Budget Allocation .....</u>	<u>29</u>
<u>Timeline and Process for Budget Development .....</u>	<u>33</u>
<u>Plan Implementation .....</u>	<u>34</u>
<u>Assessment of Progress on District Strategic Directions .....</u>	<u>36</u>
<u>Timeline and Process for Assessing Progress on District-wide Strategic Plans.....</u>	<u>37</u>
<u>Assessment of Planning and Decision-Making Processes .....</u>	<u>38</u>

**Commented [GS3]:** Will refresh once all changes accepted

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

**Introduction**

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

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

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

- ~~The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.~~
  
- ~~The District-wide Progress Report details progress on District Strategic Directions and District Objectives accomplished across all sites.~~

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

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

**Integrated Planning Model**

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

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

<u>Report/Process</u>	<u>Update Timeframe</u>	<u>Last Update</u>	<u>Next Update</u>
<u><a href="#">Integrated Planning Manual</a></u>	<u><a href="#">3 years</a></u>	<u><a href="#">2025-2026</a></u>	<u><a href="#">2028-2029</a></u>
<u><a href="#">Mission Statement</a></u>	<u><a href="#">3 years</a></u>	<u><a href="#">2023-2024</a></u>	<u><a href="#">2026-2027</a></u>
<u><a href="#">Comprehensive Educational and Facilities Master Plan</a></u>	<u><a href="#">10 years</a></u>	<u><a href="#">2021-2030</a></u>	<u><a href="#">2031-2040</a></u>
<u><a href="#">District-wide Strategic Plan</a></u>	<u><a href="#">3 years</a></u>	<u><a href="#">2026-2030</a></u>	<u><a href="#">2030-2034</a></u>
<u><a href="#">District Services Administrative Review</a></u>	<u><a href="#">3 years</a></u>	<u><a href="#">2024-2025</a></u>	<u><a href="#">2027-2028</a></u>
<u><a href="#">Budget Allocation Handbook</a></u>	<u><a href="#">3 Years(?)</a></u>		

**Commented [GS4]:** Ask Fiscal about timeframe

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

- The NOCCCD **Mission Statement** describes the intended student population and the services that NOCCCD provides to the community. As such, this statement is the touchstone for all planning processes.
- NOCCCD analyzes demographics to foresee **challenges and opportunities** (external scans) and compares its current status to the NOCCCD Mission Statement (internal scans) to develop a long-term **Comprehensive Educational and Facilities Master Plan** that includes both educational and facilities plans.
- Based on what is learned through the preparation of the Comprehensive Master Plan, **District Strategic Directions** are collaboratively developed and then approved by the Board of Trustees to serve as institutional goals that articulate how NOCCCD intends to address current and anticipated challenges.

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

- The **District-wide Strategic Plan** uses the District Strategic Directions (institutional goals) to derive **District Objectives**. The District Objectives describe specific initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District services and campus administrators, faculty, and staff. The initiatives to be undertaken at each site intended to contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews.
- The **District Services Administrative Review** includes a thorough analysis of data and a plan for each District Service. This process tracks the efforts of each District Service to continually improve the quality of the services provided by District Services to the campuses and to other District Services.
- **District resources** are allocated based on the process outlined in the *North Orange County Community College District Budget Allocation Handbook*. Each campus and District Service then allocates resources based on its Strategic Plan and local process. ~~In addition, the Strategic Planning Fund is used to fund initiatives related to the District Strategic Directions and District wide Strategic Plan.~~
- Once resources are allocated, District Services and the campuses **implement the plans** as developed at the local site and identified in the site Strategic Plans.
- NOCCCD **assesses** in two ways: (1) regular **assessment of progress** on the District Strategic Directions and District Objectives and (2) **assessment of planning and decision-making processes** on a three-year cycle (minimum). The assessments inform the Strategic Plans and the District Services Administrative Review.

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



**Districtwide Strategic Planning Alignment, 2021-2030**

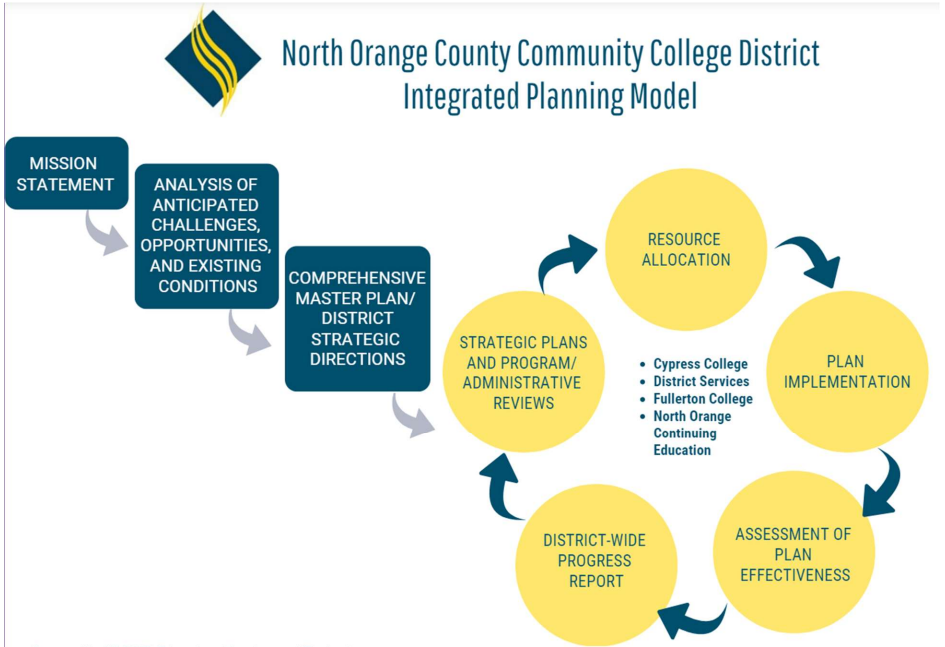
The chart below displays the different strategic planning activities across NOCCCD undertaken to achieve the District Strategic Directions identified in *NOCCCD's 2021-20230 Educational and Facilities Master Plan*. Beginning in 2025-26, the short-term campus-specific plans begin a year prior to the short-term districtwide strategic plan to ensure integration and alignment of the campus strategies with the districtwide plan.

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

Prepared by NOCCCD Educational Services and Institutional Effectiveness

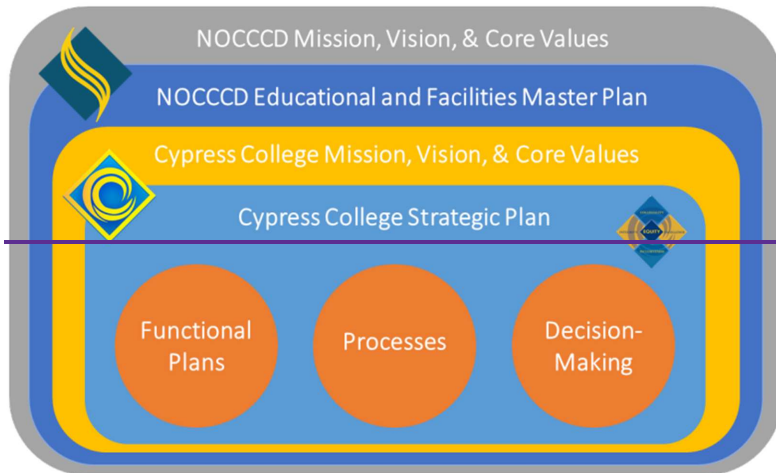
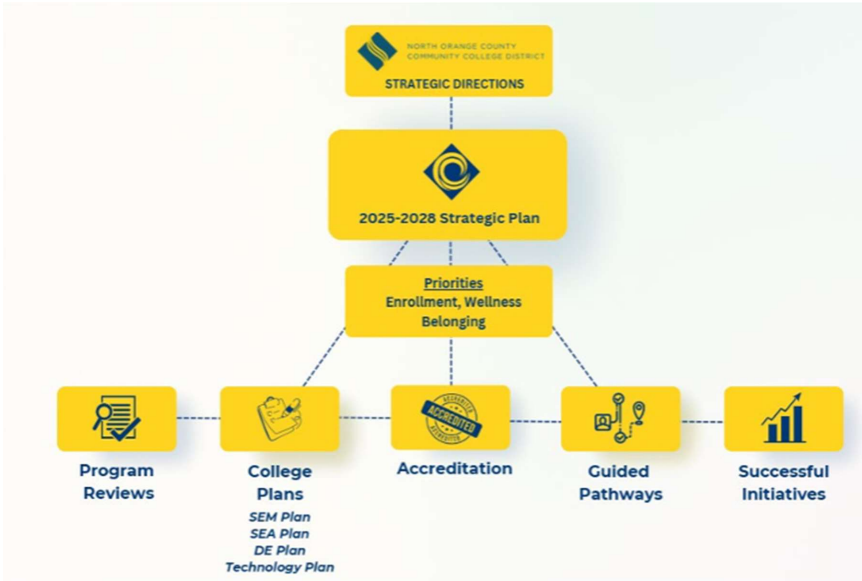
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North Orange County Community College District  
Integrated Planning Manual  
2025-26 Update

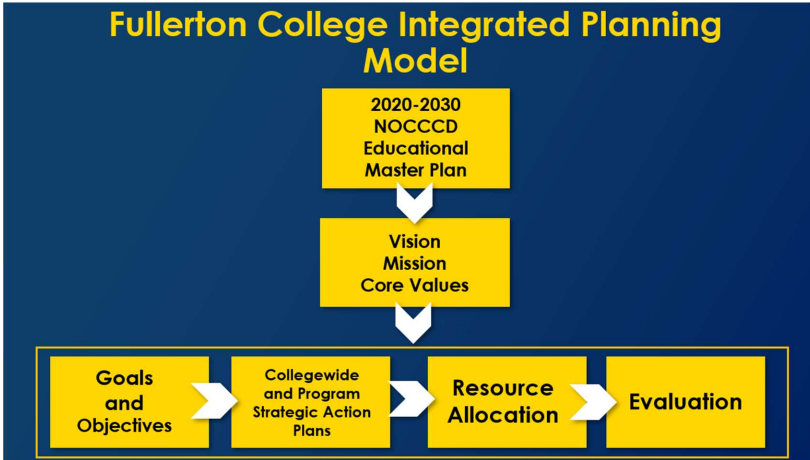


Commented [GS5]: Updated campus graphics in this section

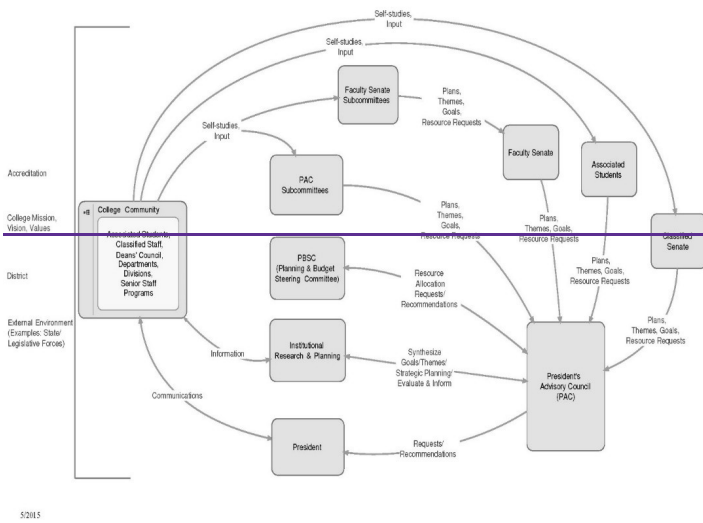
**North Orange County Community College District  
Integrated Planning Manual  
2025-26 Update**



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



Fullerton College Campus-wide Planning Process



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

**NOCE Institutional Effectiveness  
Model**



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

**NOCCCD Mission Statement**

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

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

The current NOCCCD Mission Statement is:

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

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

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

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

**I.A. Mission**

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

**Commented [GS6]:** Updated per revised mission

**Commented [GS7]:** Note: Rather than citing accreditation standards in this document, IECC will work with the campus accreditation teams to develop a crosswalk of relevant district documents that support standards.

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

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

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

**Criterion 1: ~~School Mission and Schoolwide Learner Outcomes~~**

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

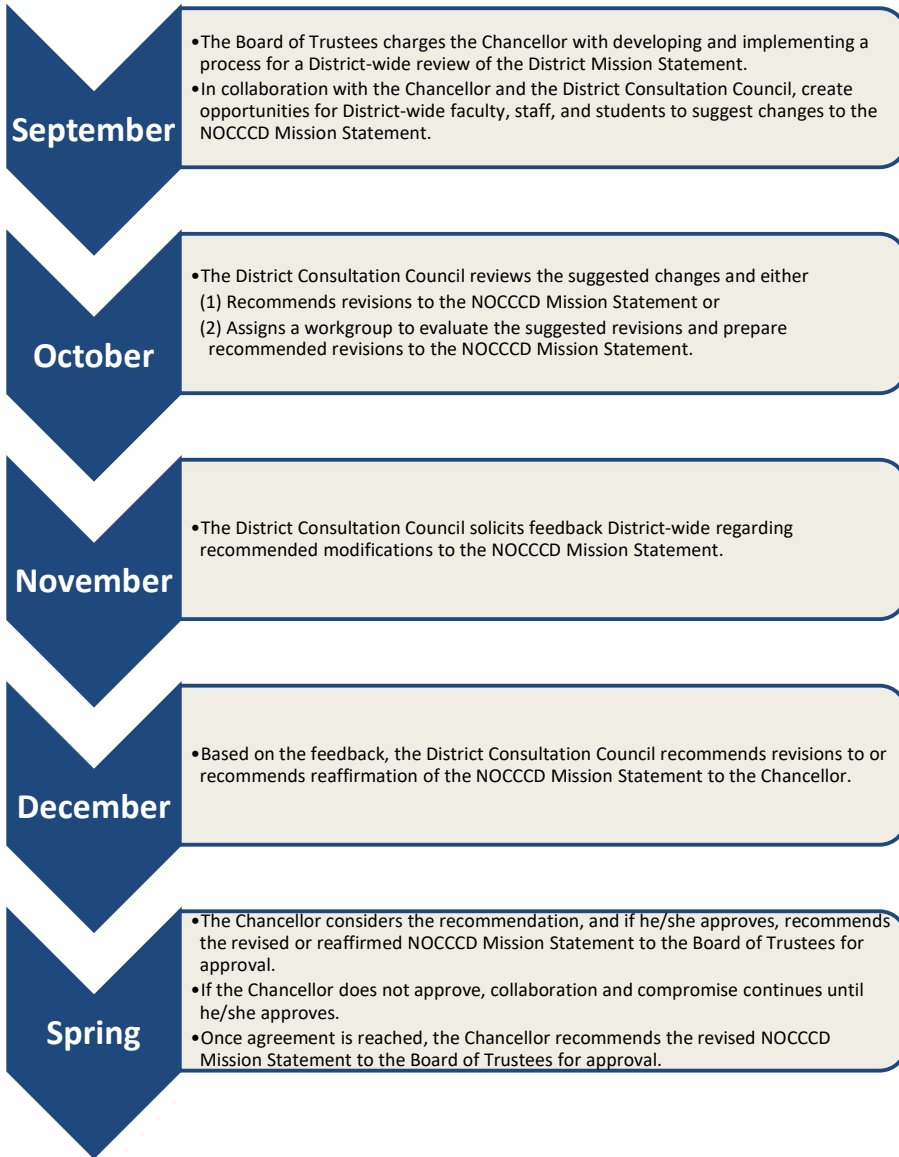
~~Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.~~

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

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

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

**Timeline and Process for Review of the Mission Statement**



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

**Comprehensive Educational and Facilities Master Plan**

**Commented [GS8]:** Updating to current language used

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

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

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

Through this process, the [CMP-EFMP](#) is linked to the mission statement:

Mission à CMP and District Strategic Directions

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

CMP District Strategic Directions à District-wide Strategic Plan

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

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

\_\_\_\_\_

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

**I. B. Assuring Academic Quality and Institutional Effectiveness**

**Academic Quality**

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

**Institutional Effectiveness**

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

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

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

**Criterion 6: Use of Assessment**

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

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

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

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

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

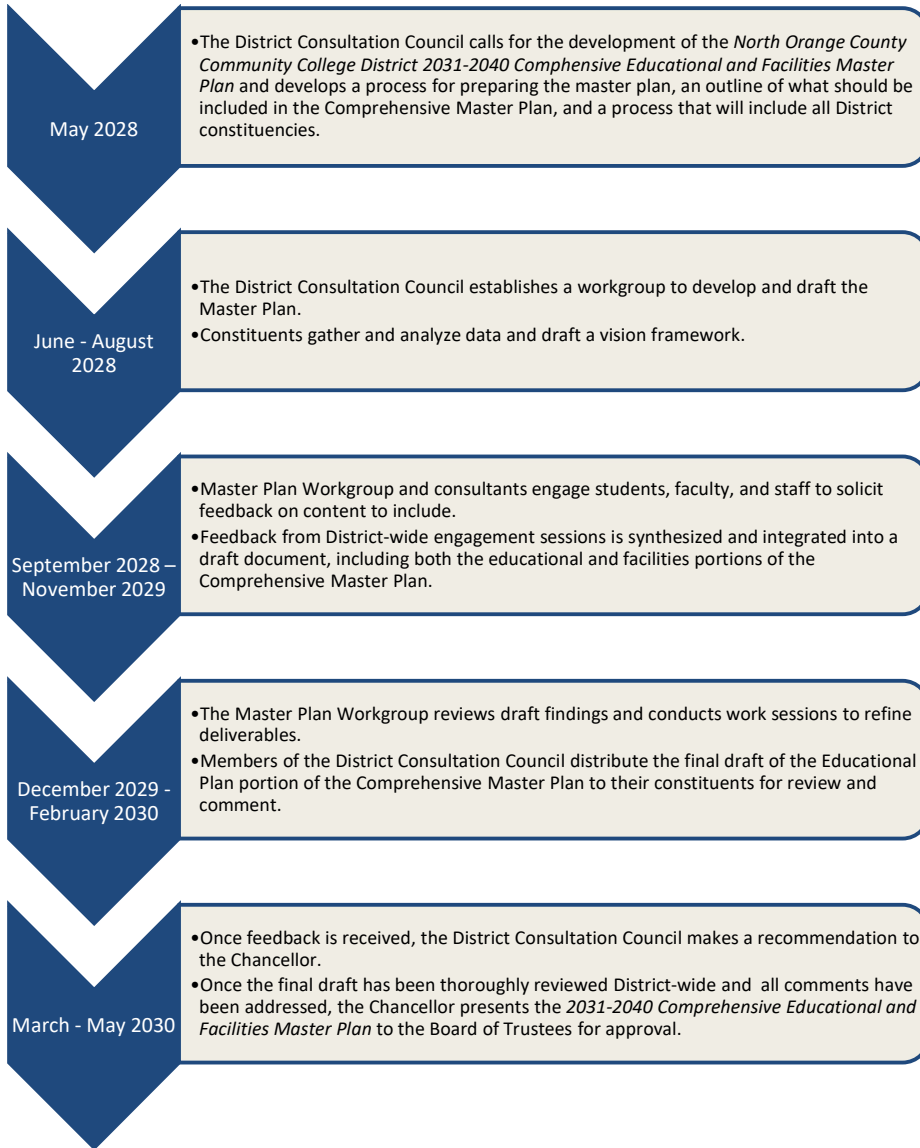
Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

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

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

Commented [GS9]: Updated according to last cycle's  
timeframe

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



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

**District-wide Strategic Plans**

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

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

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

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

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

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

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

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

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

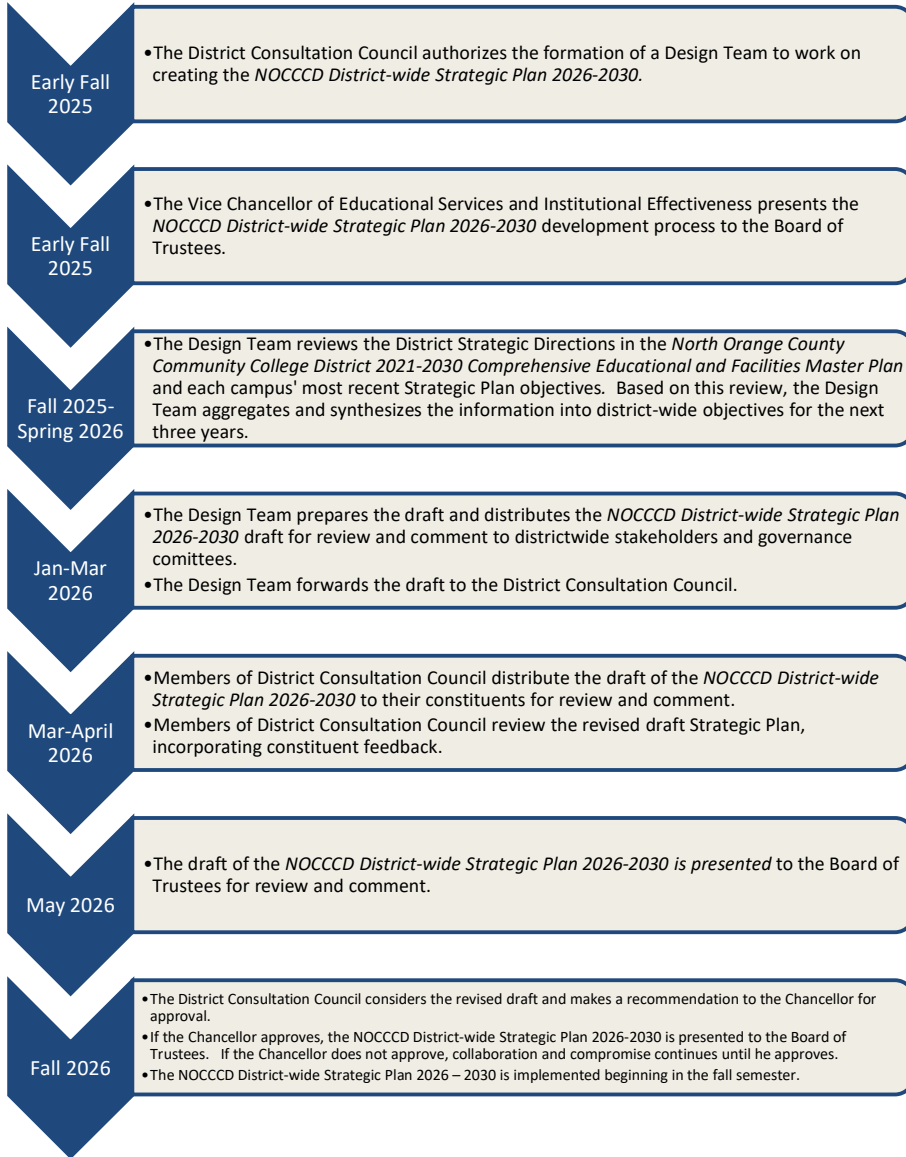
North Orange County Community College District  
Integrated Planning Manual  
2025-26 Update

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

(The following events happen in the sequence listed below.)

Commented [GS10]: Updated based on 26-30 planning process

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



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

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

**District Services Administrative Review**

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

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

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

The District Services that complete this review process are:

- Chancellor's Office Services
- Educational Services [and Institutional Effectiveness](#)
- Fiscal and Facilities
- Human Resources
- Information Services
- Public & Governmental Affairs

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

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

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

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

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

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

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

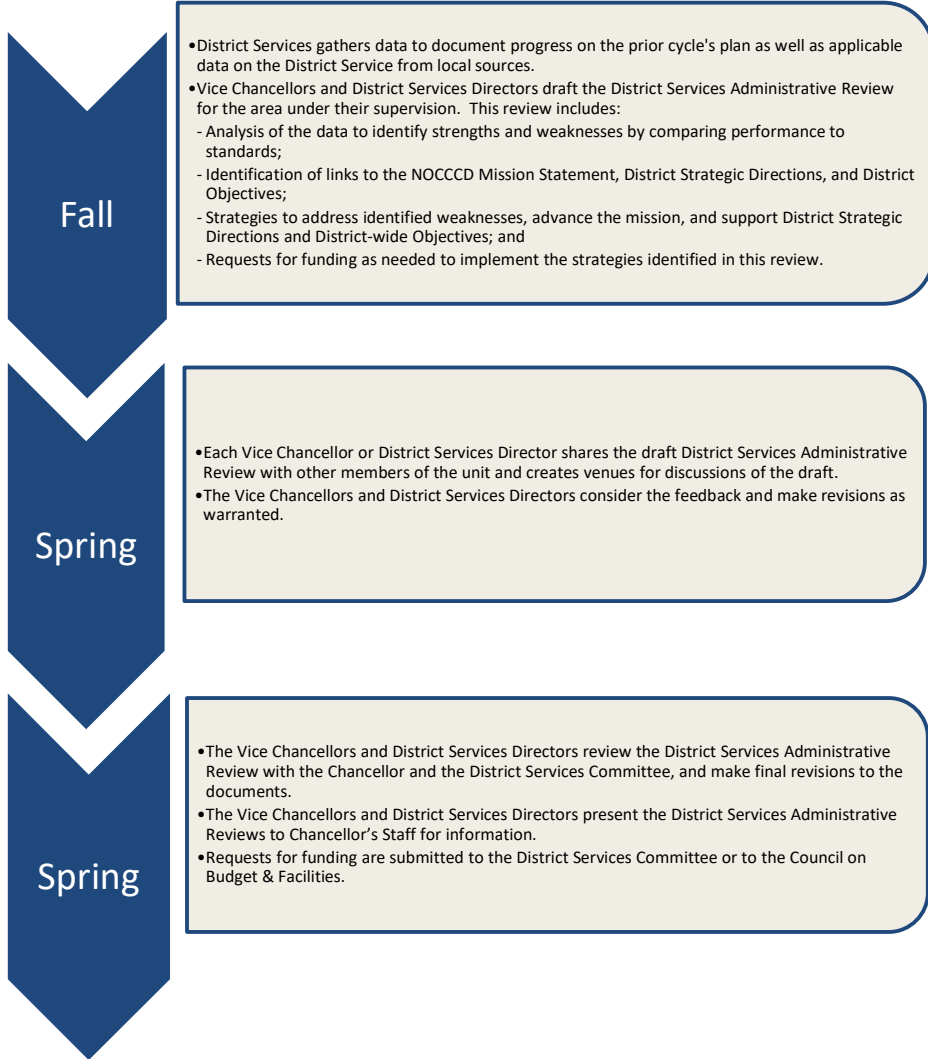
Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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

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

**Timeline and Process for District Services Administrative Review**

(The events happen in the sequence listed below.)



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

**Budget Allocation**

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

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

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

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

The RAM is a revenue allocation model. It incorporates: Student Centered Funding Formula apportionment revenues, other state revenues, and local revenues. It then uses those revenues to cover expenses: District-wide shared costs and all personnel & operating costs by budget center. The three educational centers—Cypress College, Fullerton College, North Orange Continuing Education—contribute revenue towards District Services, creating the 4 operational budget centers. The 4 budget centers then all share in covering the costs identified as institutional, or district-wide costs.

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

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

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

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

**Commented [GS11]:** Deleting reference to Strategic Plan Fund as I am not aware we have this any longer

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

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

~~Standard I.B.9.~~

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

~~Standard III.D.2.~~

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

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

~~**NOCCCD Budget Allocation Model: Revenues**~~

**Commented [GS12]:** Delete out since details are in Budget Handbook, pages 10-14

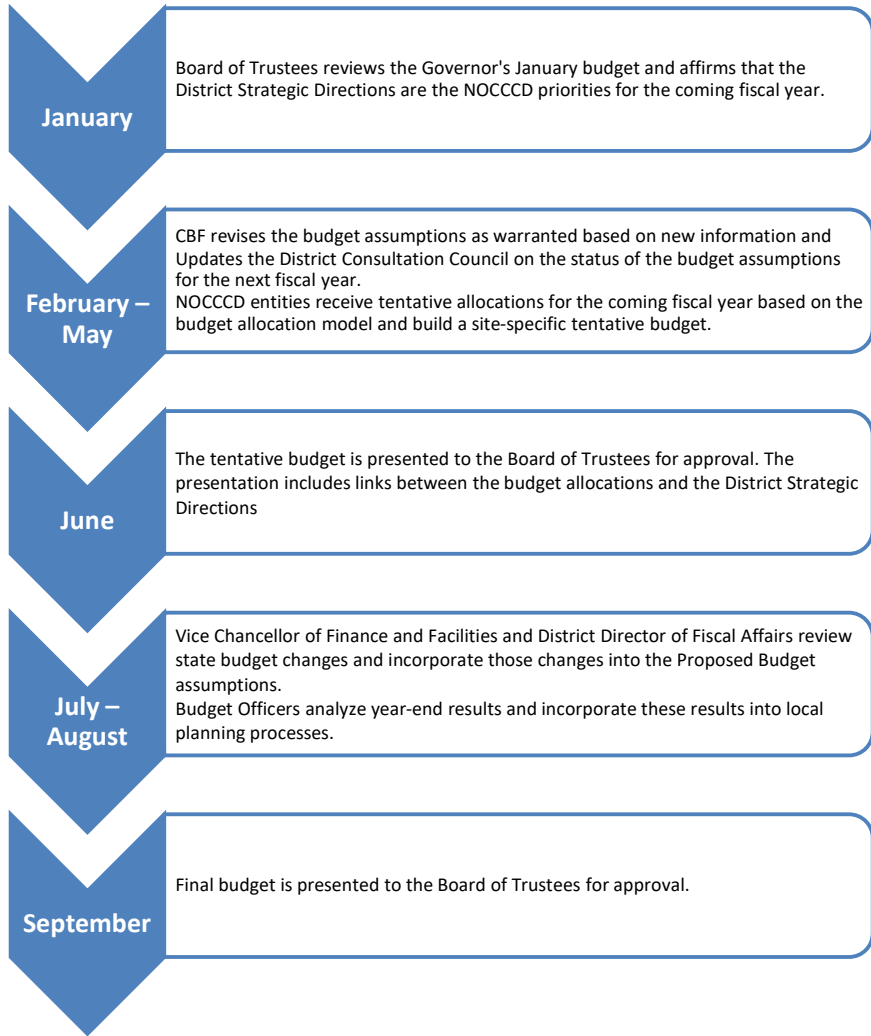
<p style="text-align: center;"><del><b>Student Centered Funding Formula (SCFF)</b></del> <i>SCFF Revenue is the amount anticipated to be received by the District as State Apportionment</i></p>	<p style="text-align: center;"><del><b>Other Unrestricted Revenues</b></del> <i>Unrestricted state revenues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

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

**~~NOCCCD Budget Allocation Model: Expenses~~**

<b>District wide Expenses</b>	<b>Budget Center Expenses</b>	<b>Chargebacks</b>
<i>Costs that have been identified and determined to be shared across all entities within the district.</i>	<i>Operating budgets included in the RAM for the budget centers are separated into ongoing and self-supported activities.</i>	<i>Certain expenses identified that one budget center incurred and which also benefitted another budget center</i>
<p><i>The listing of approved Districtwide expense categories and amounts are included in the annual proposed budget reports. Examples include:</i></p> <ol style="list-style-type: none"> <li>1. <del>Retiree benefits</del></li> <li>2. <del>Districtwide shared informational technology expenses</del></li> <li>3. <del>Faculty sabbatical costs and related activity expenditures</del></li> <li>4. <del>Districtwide memberships</del></li> <li>5. <del>Audit expenses</del></li> <li>6. <del>Employee assistance program</del></li> <li>7. <del>Hospitality</del></li> <li>8. <del>Board designated contribution to the Fullerton Child Care center</del></li> </ol>	<ol style="list-style-type: none"> <li>1. <del>Personnel:</del> <ol style="list-style-type: none"> <li>a. <del>Full-Time Faculty</del></li> <li>b. <del>Classified staff</del></li> <li>c. <del>Confidential staff</del></li> <li>d. <del>Academic managers</del></li> <li>e. <del>Classified managers</del></li> <li>f. <del>Executives</del></li> <li>g. <del>Temporary Special Positions (including instructors, project coordinators, managers, and directors)</del></li> </ol> </li> <li>2. <del>Other operating expenses:</del> <ol style="list-style-type: none"> <li>a. <del>Adjunct Faculty</del></li> <li>b. <del>Other temporary hourly personnel</del></li> <li>c. <del>Departmental and campus office costs and maintenance needs</del></li> <li>d. <del>Contingency funds set aside</del></li> </ol> </li> <li>3. <del>Intrafund/Interfund Transfers</del></li> </ol>	<p>Chargebacks currently include the following:</p> <ol style="list-style-type: none"> <li>1. <del>Maintenance &amp; Operations (custodial) personnel</del></li> <li>2. <del>Electricity</del></li> <li>3. <del>Gas</del></li> <li>4. <del>Water</del></li> <li>5. <del>Security</del></li> </ol>

### Timeline and Process for Budget Development



**Commented [GS13]:** Updated per fiscal webpage: [Budget Allocation Handbook | North Orange County Community College District](#). Confirm with Fiscal Services Team that this still applies

## Plan Implementation

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

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

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

To support implementation, IECC will:

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

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

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

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

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

**Commented [GS14]:** Updated this language to reflect new philosophy from 2025-26 Design Team and focused on District-wide Strategic Plan. Campuses already have their own process for campus strategic plan implementation

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

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

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

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

**Assessment of Progress on District Strategic Directions**

A Progress Report is produced on a regular basis to inform the internal community about movement toward achievement of the District Strategic Directions. The progress report will compile information on actions or achievements related to goal progress ~~across each of the NOCCCD campuses and District Services~~ on the District-wide Strategic Plan.

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

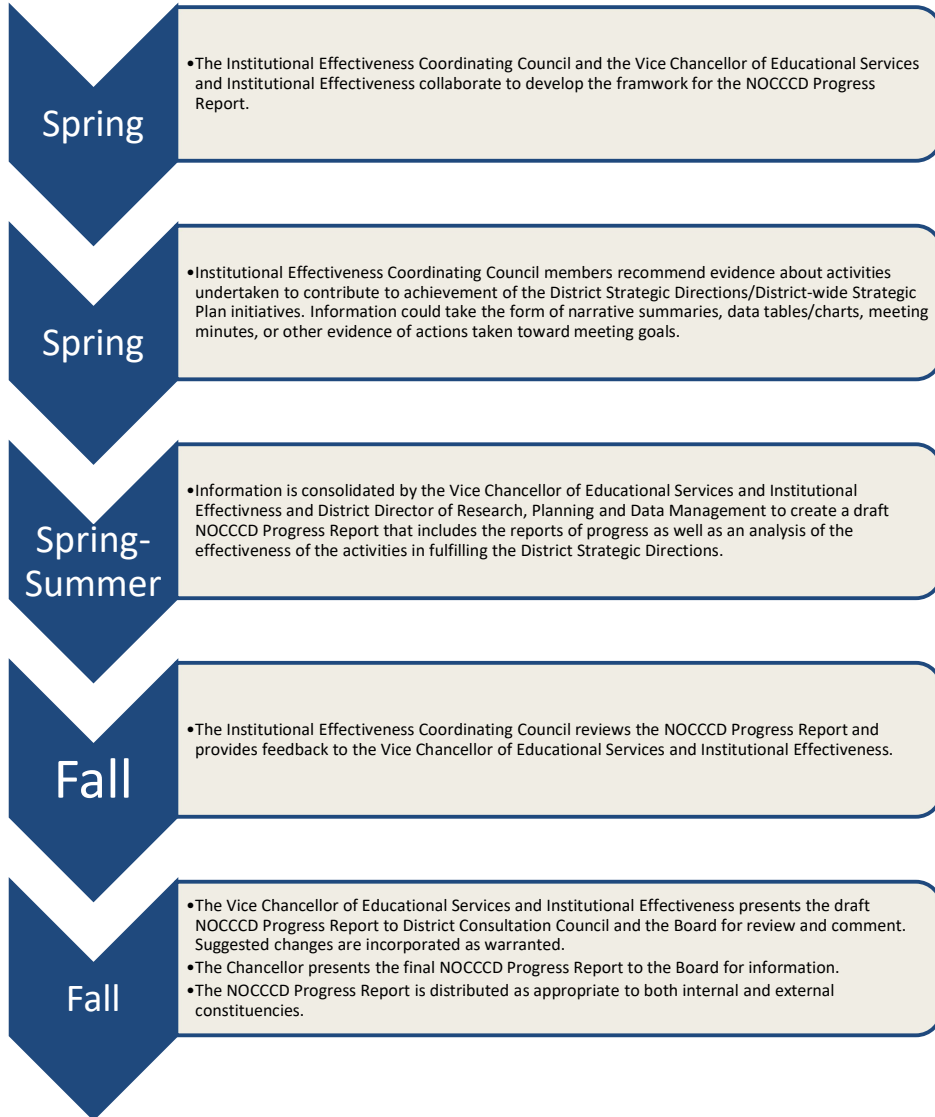
- Monitor progress on Key Performance Indicators associated with each strategic objective
- Assess the effectiveness of District-wide initiatives, systems, and services in advancing strategic goals
- Identify trends, gaps, and areas for improvement based on data and evidence  
Consolidate information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

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

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

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

**Timeline and Process for Assessing Progress on District Strategic DirectionsDistrict-wide Strategic Plans**



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

**Assessment of Planning and Decision-Making Processes**

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

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

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

~~Standard IV. A.7.~~

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

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

~~**Criterion 10: Action Plan for Ongoing Improvement**~~

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

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

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

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 22, 2026

From: Khaoi Mady, Interim Executive Director Information Technology

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**Digital Accessibility Compliance Update**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

**Districtwide collaboration is underway to investigate the current state of digital accessibility, identify key challenges, and begin developing a strategic roadmap to achieve our accessibility goals. Distance Education, Communications, IT, and Disabled Student Services teams have been consulted to develop a strategic plan with actionable goals.**

**The accessibility compliance deadline has been extended to April 26, 2027. NOCCCD reaffirms its commitment to the Accessibility Capability Maturity Model (ACMM) and engages in partnership with the CCC Accessibility Center. An ACMM site visit is scheduled for October 8–9, 2026, which will support evaluation and planning efforts to strengthen districtwide accessibility practices.**

5. RECOMMENDATION:

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

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

**District, Cypress College, Fullerton College, and NOCE Distance Education teams; Technology teams; Communications teams; Disabled Student Services teams; and the Vice Chancellor of Administrative Services.**

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 22, 2026

From: Khaoi Mady, Interim Executive Director Information Technology

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**NOCCCD AI Readiness Plan Update**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

**AI readiness is progressing. District IS is collaborating with campus IT teams to establish security guardrails and foundational infrastructure to support Microsoft Copilot and Google Gemini for instruction with a focus on secure and responsible adoption. The targeted timeline for a usable AI environment is expected to be ready for deployment by Fall 2026.**

**Governance and policy development is also underway. The AI Policy Workgroup, comprised of appointed faculty and classified staff representatives, has been established, and meets weekly to develop a districtwide policy framework draft that will be brought to DTC for approval.**

5. RECOMMENDATION:

**It is recommended that the committee receive information about the status of NOCCCD's AI readiness plan.**

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

**District Technology Committee; NOCCCD AI Policy Workgroup; and the District, Cypress College, Fullerton College, and NOCE IT teams.**

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 22, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**Revised Board Policies & Administrative Procedures – General District Revisions**

- **AP 4010, Academic Calendar**
- **AP 4225, Course Repetition**
- **BP 7220, Classified Employees**
- **AP 7230-2, Confidential Employees – Holidays**
- **AP 7240-2, Management Employees – Holidays**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

**The proposed revisions to the BP and APs are recommendations to correct/update general information. [Refer to the enclosed revision summary.]**

5. RECOMMENDATION:

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

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



## Board Policy/Administrative Procedures Revision Summary

DCC Meeting – April 27, 2026

### General District Revisions

Policy/Procedure	Proposed Changes
AP 4010, Academic Calendar	This procedure was revised to change the Cesar Chavez holiday to Farmworkers Day.
AP 4225 Course Repetition	This procedure was revised to make grammar corrections as recommended by the Board.
BP 7220, Classified Employees	This policy was revised to correct the probationary period for classified employees and to make a grammatical correction.
AP 7230-2, Confidential Employees – Holidays	This procedure was revised to change the Cesar Chavez holiday to Farmworkers Day.
AP 7240-2, Management Employees – Holidays	This procedure was revised to change the Cesar Chavez holiday to Farmworkers Day.

## **AP 4010 Academic Calendar**

Reference:

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

- 1.0 The academic year consists of 177 days of instruction.
- 2.0 Flexible days are considered part of the 177 days of instruction.
- 3.0 Statutory holidays are observed on the dates noted, or on alternate dates in accordance with Education Code Section 79020, and include:
  - 3.1 New Year's Day (January 1)
  - 3.2 Dr. Martin Luther King, Jr. Day (Third Monday in January)
  - 3.3 Lincoln Day (February 12)
  - 3.4 President's Day (Third Monday in February)
  - 3.5 ~~Cesar Chavez Day~~ **Farmworkers Day** (March 31)
  - 3.6 Memorial Day (Last Monday in May)
  - 3.7 Juneteenth (June 19)
  - 3.8 Independence Day (July 4)
  - 3.9 Labor Day (First Monday in September)
  - 3.10 Veterans' Day (November 11)
  - 3.11 Thanksgiving Day (Fourth Thursday in November)
  - 3.12 Christmas Day (December 25)
- 4.0 The Board of Trustees may declare other days to be holidays and close the colleges and offices when good reason exists.

See Board Policy 4010, Academic Calendar.

**Date of Adoption:** June 22, 2004

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

## **AP 4225 Course Repetition**

Reference:

**Education Code Section 76224;  
Title 5, Section 55040; 55041; 55042; 55043; 55253; 56029, and 58161**

- 1.0 In accord with limitations established in BP 4225, Course Repetition, students may petition for approval to repeat courses in which the maximum number of substandard grades were awarded.
  - 1.1 Substandard grades are considered to be D, F, FW (**Failure to Withdraw**), NC (**No Credit**), or NP (**No Pass**). A withdrawal from a course with a notation of "W" shall not be considered a substandard grade. The colleges are authorized to establish procedures for the exclusion of students from courses in which they have earned substandard grades or recorded withdrawals and repetitions beyond the specific limits established by the District.
- 2.0 Students who have received three substandard grades (D, F, FW, NC, or NP) in a course shall normally be prohibited from re-enrolling in the same course within the District. The colleges shall establish procedures for the consideration of requests from students to retake courses in which three or more substandard grades have been earned.
  - 2.1 Students may petition to have a substandard grade, grade points, and units excluded from computation of the student's grade point average in accord with college procedures.
  - 2.2 Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol. Annotating the permanent record shall be done in a manner that all work remains legible, insuring a true and complete academic history.
- 3.0 The colleges may establish procedures for the exclusion of students from courses in colleges within the District for which they have received excessive "W's" in accord with BP 4225, section 2.1. Specifically, the colleges may block students from re-enrolling in such courses. The colleges shall establish procedures for the consideration of requests from students to retake courses in which excessive "W's" have been earned.
- 4.0 The colleges may adopt procedures consistent with Title 5, Section 55041(b), to allow repetition of courses for which substandard work has not been recorded in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
  - 4.1 Students may enroll in work-experience education.
- 5.0 Circumstances under which students may repeat courses in which a C or better grade was earned. Such course repetition requires a finding that extenuating, emergency, or extraordinary circumstances exist which justify such repetition. Emergency conditions or extraordinary conditions are those meeting the requirements of Title 5 Section 58146, subdivision (b). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Grades awarded for courses repeated under these provisions shall be included when calculating a student's grade

## **AP 4225 Course Repetition**

point average.

- 6.0 Specific regulations regarding course repetition shall be published in the college catalogs.
- 6.1 Students should consult the college catalogs for specific procedures for courses that are exempt from repetition, provisions for repeating courses taken at another college, and provisions for repetition of work not recorded as substandard.
- 7.0 Noncredit Course Repeatability: While there is no formal codified language regarding repeatability for noncredit courses, the Chancellor's Office favors repeatability for student skill review as well as students returning to complete course objectives. There is no limit to repeating noncredit courses unless determined and specified by the department.

See Board Policy 4225, Course Repetition.

**Date of Adoption:** June 22, 2004

**Date of Last Revision:** April 28, 2025 District Consultation Council  
November 22, 2021 District Consultation Council  
September 25, 2017 District Consultation Council  
September 26, 2016 District Consultation Council  
February 14, 2011, Chancellor's Cabinet

## **BP 7220 Classified Employees**

Reference:

**Education Code Sections 88003; 88004; 88009; 88013**

- 1.0 Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the classified service.
- 2.0 The classified service does not include:
  - 2.1 Substitute and short-term employees who are employed and paid for less than 75 percent of the fiscal year.
  - 2.2 Part-time apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment.
  - 2.3 Full-time students employed part time, and part-time students employed part time in any college work-study program or in a work-experience education program conducted by the District.
- 3.0 The Board of Trustees shall fix and prescribe the duties of the members of the classified service.
- 4.0 The probationary period for classified employees shall be ~~one year~~ six months.

See Collective Bargaining Agreement between the District and CSEA Chapter 167.

**Date of Adoption:** June 26, 2007

## **AP 7230-2 Confidential Employees – Holidays**

Reference:

**Education Code Sections 79020 and 79021**

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

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

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

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

### 4.0 **Holiday Pay Computation:**

- 4.1 Holidays for confidential employees who are employed full-time (100%) shall be compensated on the basis of an eight (8) hour workday at the employee's rate of pay in effect at the time of the holiday.
- 4.2 Holiday compensation for confidential employees who are employed less than full-time shall be prorated by the percentage of employment.
- 4.3 For those confidential employees who are assigned to work ten-hour days, if the Juneteenth holiday or the Independence Day holiday falls on a ten (10) hour workday, that day becomes a ten (10) hour paid holiday. For those confidential

## **AP 7230-2 Confidential Employees – Holidays**

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

See Board Policy and Administrative Procedure 4010, Academic Calendar

**Date of Adoption:** March 25, 2008

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

PROPOSED

## **AP 7240-2 Management Employees – Holidays**

Reference:

**Education Code Sections 79020 and 79021**

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

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

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

3.1 **Holiday Pay Status**

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

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

See Board Policy and Administrative Procedure 4010, Academic Calendar

**Date of Adoption:** May 27, 2008

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

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 22, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**Revised Board Policies & Administrative Procedures – CCLC Revisions**

- **AP 2340, Agendas**
- **BP 2365, Recording**
- **BP/AP 2710, Conflict of Interest**
- **BP 3250, Institutional Planning**
- **AP 3415, Immigration Enforcement Activities**
- **AP 4100, Graduation Requirements for Degrees and Certificates**
- **AP 5050, Student Success and Support Program**
- **BP/AP 5400, Associated Students Organization**

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

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

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

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

**The proposed revisions to these policies are recommendations by the CCLC Policy and Procedure Legal Updates Service. [Refer to the enclosed revision summary.]**

5. RECOMMENDATION:

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

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

**CCLC Legal Updates Service**



## Board Policy/Administrative Procedures Revision Summary

DCC Meeting – April 27, 2026

### CCLC Revisions

Policy/Procedure	Proposed Changes
AP 2340, Agendas	This procedure was updated to align with revisions to the Government Code to address requests for reasonable accommodation for individuals with disabilities.
BP 2365, Recording	This policy was updated to align with revisions to the Government Code.
BP 2710, Conflict of Interest	This policy was updated to align with revisions to the Government Code regarding prospective employment and statements of economic interest filing requirements.
AP 2710, Conflict of Interest	This procedure was updated to align with revisions to the Government Code to require trustees to file statements of economic interest that disclose arrangements for prospective employment.
BP 3250, Institutional Planning	This policy was updated to remove a legal citation and update the listing of required plans.
AP 3415, Immigration Enforcement Activities	This procedure was updated to correct references to “school” and to clarify that district personnel may not consent to entry of non-public district facilities. An additional correction to section 7.0 was also made.
AP 4100 Graduation Requirements for Degrees and Certificates	This procedure was updated to align with revised Title 5 regulations on Certificates of Achievement and revise language in section 5.0 and delete language in section 5.2.
AP 5050, Student Success and Support Program	This procedure was updated to align with revised Title 5 regulations on Student Education Plans. Additional revisions include striking language pertaining to remedial courses and changing terminology from “probation” to “notice.”
BP 5400, Associated Students Organization	This policy was updated to align with revisions to the Government Code regarding teleconference meetings and to make grammatical corrections.
AP 5400, Associated Students Organization	This procedure was updated to align with revisions to the Government Code regarding teleconference meetings.

## **AP 2340 Agendas**

Reference:

**Education Code Section 72121**

- 1.0 The agenda for Board meetings is compiled by the Chancellor's Office staff. Included in the agenda are: business, educational, operational, and professional matters requiring Board of Trustees' approval; policy issues; and informational items. The agenda is developed the week prior to Board meetings and distributed to trustees and staff the Friday before a regularly scheduled meeting.
- 2.0 The docket portion of the agenda, listing each of the respective agenda items, is distributed to the news media and posted in the public area of the District Office the Friday before a regularly scheduled meeting.
- 3.0 The Board of Trustees' agenda in its entirety is published on the District website the Friday before a regularly scheduled meeting and is accessible to the public and the District community.
  - 3.1 The public can receive copies of the agenda through the Chancellor's Office at the standard District charge for photocopies. Any individual can print the agenda from the District website at no charge.
- 4.0 Copies of the agenda are made available to the public at Board meetings.
- 5.0 It is the intention of the District to comply with the Americans with Disabilities Acts (ADA) in all respects. If an attendee or a participant at a Board meeting needs special assistance, the District will attempt to accommodate them in every reasonable manner. Attendees in need of assistance should contact the Chancellor's Office, at (714) 808-4797, at least 48 hours prior to the meeting to inform the office of any particular needs so that appropriate accommodations may be made.**

See Board Policy 2340, Agendas.

**Date of Adoption:** June 24, 2003

**Date of Last Revision:** February 24, 2025 District Consultation Council  
March 12, 2019 Board of Trustees  
February 25, 2019 District Consultation Council

## **BP 2365 Recording**

Reference:

**Education Code Section 72121 subdivision (a);  
Government Code Sections 7920.000, et seq., 54953.5 and 54953.6**

- 1.0 Any ~~audio or video~~ recording of an open and public Board meeting made by or at the direction of the Board of Trustees shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 7920.000 et seq. The Chancellor is directed to enact administrative procedures to ensure that any such recordings are maintained for at least thirty (30) days following the audio or video recording.
- 2.0 Persons attending an open and public meeting of the Board of Trustees may, at their own expense, record the proceedings ~~with an audio or video recording or a still or motion picture camera or may broadcast the proceedings~~. However, if the Board of Trustees finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Board of Trustees to stop the recording or broadcast.

See Board Policy 2310, Regular Meetings of the Board; Board Policy and Administrative Procedure 2320, Special and Emergency Meetings; Board Policy and Administrative Procedure 2340, Agendas; Board Policy and Administrative Procedure 2345, Public Participation at Board Meetings; Board Policy and Administrative Procedure 2350, Speakers; Board Policy and Administrative Procedure 2360, Minutes; Administrative Procedure 2365, Recording; and Board Policy and Administrative Procedure 3300, Public Records

**Date of Adoption:** June 24, 2003

**Date of Last Revision:** March 25, 2025  
May 14, 2019  
February 26, 2013

## **BP 2710 Conflict of Interest**

Reference:

**Government Code Sections 1090 et seq., 1126, and 87200 et seq.;**  
**Title 2 Sections 18700 et seq.**

- 1.0 Board members and designated employees shall not have a financial interest in any contract made by them in their official capacity, or by any body or board of which they are members.
- 2.0 A Board member shall not be considered to have a financial interest in a contract if their interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.
- 3.0 A Board member who has a remote interest in any contract considered by the Board of Trustees shall disclose their interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.
- 4.0 A Board member shall not engage in any employment or activity for compensation that is inconsistent with, incompatible with, in conflict with, or inimical (as defined in Government Code Section 1126) to their duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible.
- 5.0 Upon leaving the Board of Trustees, former members shall not, for a period of one year, act as an attorney, agent, or otherwise represent, for compensation, any other person by appearing before the Board, or by communicating to the Board, a committee, a Trustee, or to an officer or employee, if the appearance or communication is made for the purpose of influencing administrative or legislative action. (Government Code Section 87406.3)
- 6.0 In compliance with law and regulation, the Chancellor shall establish administrative procedures to provide for disclosure of investments, interests in real property, ~~and income,~~ and arrangements for prospective employment of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.
  - 6.1 Board members shall file statements of economic interest with the filing officer identified by the administrative procedures. Statements of economic interest shall include disclosure of arrangements for prospective employment.
- 7.0 Board members are encouraged to seek counsel from the District's legal advisor, per Administrative Procedure 6364, Coordination and Direction of Legal Services, in every case where any question arises.

See Board Policy 2200, Board Duties and Responsibilities; Administrative Procedure 2710, Conflict of Interest; Board Policy and Administrative Procedure 2715, Code of Ethics/Standards of Practice; Board Policy 2716, Board Political Activity; Board Policy, 2717, Personal Use of Public Resources; and Board Policy and Administrative Procedure 3050, Institutional Code of Ethics.

**Date of Adoption:** June 24, 2003

**BP 2710 Conflict of Interest**

**Date of Last Revision:** April 22, 2025  
September 10, 2019  
July 25, 2006

PROPOSED

## **AP 2710 Conflict of Interest**

Reference:

**Government Code Sections 1090 et seq., 1126, 87105, 81000 et seq., 87103(e), 87200-87210, 89501, 89502, and 89503;**  
**Title 2 Section 18700 et seq.;**  
**2 Code of Federal Regulations Part 200.318 subdivision (c)(1); and other citations as listed below**

- 1.0 **Incompatible Activities (Government Code Sections 1099 and 1126):** Board members shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the District.
  - 1.1 A Board member shall not simultaneously hold two public offices that are incompatible.
  - 1.2 When two offices are incompatible, a Board member shall be deemed to have forfeited the first office upon acceding to the second.
- 2.0 **Financial Interest (Government Code Sections 1090 et seq.):** Board members and designated employees shall not be financially interested in any contract made by the Board of Trustees or in any contract they make in their capacity as members of the Board or as designated employees.
  - 2.1 A Board member shall not be considered to be financially interested in a contract if their interest meets the definitions contained in applicable law (Government Code Section 1091.5).
  - 2.2 A Board member shall not be deemed to be financially interested in a contract if they have only a remote interest in the contract and if the remote interest is disclosed during a Board of Trustees' meeting and noted in the official Board of Trustees' minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board of Trustees to enter into the contract. Remote interests are specified in Government Code Sections 1091(b); they include, but are not limited to, the interest of a parent in the earnings of their minor child.
- 3.0 **No Employment Allowed (Education Code Section 72103(b)):** An employee of the District may not be sworn in as an elected or appointed member of the governing board unless and until they resign as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office. This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board of Trustees, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 72103(b)).
- 4.0 **Financial Interest in a Decision (Government Code Sections 87100 et seq.):** If a Board member or designated employee determines that he/she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. In the case of a designated employee, this announcement shall be made in writing and submitted to the Board of Trustees. A Board member, upon identifying a conflict of interest, or a potential conflict of

## **AP 2710 Conflict of Interest**

interest, shall do all of the following prior to consideration of the matter:

- 4.1 Publicly identify the financial interest in detail sufficient to be understood by the public.
- 4.2 Excuse themselves from discussing and voting on the matter.
- 4.3 Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

**5.0** **Statements of Economic Interests (Government Code Sections 87200 et seq.): Board members shall file statements of economic interests. Statements of economic interests shall include disclosure of any arrangement for prospective employment to the extent required by law.**

**56.0** **Gifts (Government Code Section 89503):** Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

**56.1** Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

**56.2** The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

**56.3** Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

5.3.1 A gift of travel does not include travel provided by the District for Board members and designated employees.

**56.4** Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

**56.5** Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. The term "honorarium" does not include:

**56.5.1** Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making

## **AP 2710 Conflict of Interest**

speeches.

~~5~~6.5.2 Any honorarium that is not used and, within thirty (30) days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction for income tax purposes.

~~6~~7.0 **Representation (Government Code Section 87406.3):** Elected officials and the Chancellor shall not, for a period of one year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

~~7~~8.0 **Contracts Supported by Federal Funds (2 Code of Federal Regulations Part 200.318(c)(1)):** No employee, Board member, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest.

~~7~~8.1 Such a conflict of interest would arise when the employee, Board member, or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

~~7~~8.2 The Board members, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

~~7~~8.3 Disciplinary action will be taken for violations of such standards by Board members, employees, or agents of the District.

### ~~8~~9.0 **CONFLICT OF INTEREST CODE**

~~8~~9.1 **Legal Requirements:** The Political Reform Act (Government Code Sections 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Reg. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of Title 2, California Code of Regulations, Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendix, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the North Orange County Community College District.

~~8~~9.2 **Filing of Statements:** Individuals holding designated positions shall file statements with the North Orange County Community College District who will make the statements available for public inspection and reproduction (Gov. Code Section 81008). Statements will be retained by the North Orange County Community College District.

## **AP 2710 Conflict of Interest**

### **§9.3 Officials Who Manage Public Investments**

§9.3.1 It has been determined that the following positions manage public investments and will file a Statement of Economic Interests pursuant to Government Code Section 87200:

§9.3.1.1 Elected members of the Board of Trustees;

§9.3.1.2 Student trustees.

§9.3.1.3 An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations, if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the determination whether a position is covered by Section 87200.

### **§9.4 Designated Positions and Disclosure Categories**

8.4.1 It has been determined that the following positions within the District involve the making or participation in the making of decisions which may foreseeably have a material effect on a financial interest of a person holding the position and will file a Statement of Economic Interests pursuant to Government Code Section 87302:

<b>§9.4.1.1 <u>District Positions</u></b>	<b><u>Disclosure Categories</u></b>
Chancellor	1, 2
Vice Chancellor, Educational Services and Institutional Effectiveness	1, 2
Vice Chancellor, Administrative Services	1, 2
Vice Chancellor, Human Resources	1, 2
District Director, Facilities Planning/Construction	1, 2
Executive Director, Fiscal Affairs	1, 2
Associate Vice Chancellor, Human Resources	1, 2
Executive Director, Information Technology and Services (CTO)	1, 2
Chief Information Security Officer (CISO)	1, 2
District Director, Printing and Design	2
District Director, Public & Governmental Affairs	2
District Director, Purchasing	2
District Director, Human Resources Operations	2
District Manager, Fiscal Affairs	2
Assistant District Director, Purchasing	2
District Director, Risk Management and Workplace Safety	2
Manager, District Facilities Planning, Maintenance and Construction Contracts	2
Buyer	2

## **AP 2710 Conflict of Interest**

### **§9.4.1.2 Campus Positions**

President	1, 2
Vice President, Administrative Services	1, 2
Vice President, Instruction	1, 2
Vice President, Student Services	1, 2
Director, NOCE Administrative Services	1, 2
Project Manager, Campus Capital Projects	1, 2
Dean, Counseling/Student Development	3
Dean, Library/Learning Resources	3
Dean, Student Support Services	3
Director, Campus Communications	3
Manager, Campus Accounting	3
Manager, Maintenance and Operations	1, 3
Director, Physical Plant/Facilities	1, 3
Director, Student Life and Leadership	3
Director, Academic Computing Technologies	3
Manager, Systems Technology Services	3
Manager, Instructional Technology Services	3
Executive Director, Foundation and Community Relations	3

### **§9.4.1.3 Consultants**

**§9.4.1.3.1** Consultants/New Positions shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the Code subject to the following limitations:

**§9.4.1.3.2** With respect to consultants or new positions, the Chancellor may determine in writing that a particular Consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chancellor's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code. (Gov. Code Sec. 81008)

### **§9.4.2 Disclosure Categories**

#### **§9.4.2.1 Category 1: Designated positions assigned to this category must report:**

**§9.4.2.1.1** Interests in real property located within the

## **AP 2710 Conflict of Interest**

jurisdiction of the District that are used by the District as well as real property within two miles of the use or potential use.

§9.4.2.1.2 Business positions or investments in business entities or income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design for school districts.

### **§9.4.2.2 Category 2: Designated positions assigned to this category must report:**

§9.4.2.2.1 Investments and business positions in business entities or income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the District.

### **§9.4.2.3 Category 3: Designated positions assigned to this category must report:**

§9.4.2.3.1 Investments and business positions in business entities or income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department.

See Board Policy 2200, Board Duties and Responsibilities; Board Policy 2710, Conflict of Interest; Board Policy and Administrative Procedure 2715, Code of Ethics/Standards of Practice; Board Policy 2716, Board Political Activity; Board Policy, 2717, Personal Use of Public Resources; and Board Policy and Administrative Procedure 3050, Institutional Code of Ethics.

**Date of Adoption:** June 24, 2003

**Date of Last Revision:** March 26, 2025 District Consultation Council  
September 28, 2020 District Consultation Council  
April 22, 2019, District Consultation Council  
September 25, 2017 District Consultation Council  
May 23, 2016 District Consultation Council  
November 18, 2015 Chancellor's Staff  
February 23, 2015 District Consultation Council

**AP 2710 Conflict of Interest**

November 30, 2011 Chancellor's Staff  
December 12, 2006  
July 25, 2006  
June 1, 2004

PROPOSED

## **BP 3250 Institutional Planning**

Reference:

**Title 5, Sections 51008, ~~51010~~, 51026, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq.;**  
**ACCJC Accreditation Standards 1.4 and 3.5;**  
**WASC/ACS Criterion 1, Indicator 1.6 and Criterion 10, Indicators 10.1 and 10.5**

- 1.0 The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.
  - 1.1 The planning system shall include plans required by law, including, but not limited to:
    - 1.1.1 Long-range Educational or Academic Master Plan
    - 1.1.2 Facilities Plan
    - 1.1.3 Equal Employment Opportunity Plan
    - 1.1.4 Student Equity and Success Plan
- 2.0 The Chancellor shall submit to the Board of Trustees those plans for which Board approval is required by Title 5.
- 3.0 The Chancellor shall inform the Board of Trustees about the status of planning and the various plans.
- 4.0 The Chancellor shall ensure the Board of Trustees has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure 3250, Institutional Planning.

**Date of Adoption:** March 23, 2004

**Date of Last Revision:** January 28, 2025  
October 22, 2019  
September 14, 2016 Chancellors' Staff  
November 26, 2014, Chancellor's Staff  
February 25, 2014  
November 12, 2008 Chancellor's Staff

## **AP 3415 Immigration Enforcement Activities**

Reference:

**Education Code Sections 66093 and 66093.3**

- 1.0 **Responding to Requests for Access for Immigration Enforcement Activities:** District/campus personnel shall provide guidance and offer to employees training addressing law enforcement access to campus buildings. This guide shall include the following required topics:
  - 1.1 Campus safety contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.
  - 1.2 Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
  - 1.3 Sample responses for District/campus employees to use in response to officers seeking access for immigration enforcement purposes that avoids classroom interruptions, and that preserves the peaceful conduct of the school's District's activities.
- 2.0 District/campus personnel shall advise all students, faculty, and staff to immediately notify Campus Safety if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes. Campus safety will notify appropriate Vice President's Office and/or the Vice Chancellor of Administrative Services as soon as possible.
- 3.0 No personnel may consent to entry of non-public District facilities or portions thereof (e.g., classrooms and areas restricted to staff and students such as private offices) for parties engaging in immigration enforcement activities.
- 4.0 District/campus personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to Campus Safety for purposes of verifying the legality of any warrant, court order, or subpoena.
- 5.0 If the officer declares that exigent circumstances exist and demands immediate access to the campus, District/campus personnel should not refuse the officer's orders and immediately contact the Vice President of Student Services or the Vice Chancellor of Administrative Services.
  - 5.1 Exigent circumstances are defined as circumstances that would cause a reasonable person to believe that entry (or other relevant prompt action) was necessary to prevent physical harm to the officers or other persons, the destruction of relevant evidence, the escape of the suspect, or some other consequence improperly frustrating legitimate law enforcement efforts.
- 6.0 Campus Safety shall determine what type of authorization is being provided to support the officer's request for access in consultation with the appropriate Vice President's Office and/or Vice Chancellor of Administrative Services:

## **AP 3415 Immigration Enforcement Activities**

- 6.1 **A U.S. Immigrations and Customs Enforcement (ICE) “warrant.”** Immediate compliance is not required. District/campus personnel shall inform the officer that they cannot consent to any request without first consulting with the appropriate Vice President’s Office and/or the Vice Chancellor of Administrative Services. Provide a copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.
- 6.2 **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the appropriate Vice President’s Office and/or the Vice Chancellor of Administrative Services before responding.
- 6.3 **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Inform the officer that the District/campus cannot respond to the subpoena until after it has been reviewed by a designated administrator. All subpoenas should be delivered to the Office of the Vice Chancellor of Administrative Services at the Anaheim Campus as soon as possible.
- 6.4 **A notice to appear:** This document is not directed at the District. District/campus personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to a designated administrator as soon as possible.
- 7.0 District/campus personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District/campus personnel shall make a record of the contact and forward the information to ~~the appropriate Vice President’s Office and/or the Office of the Vice Chancellor of Administrative Services~~ [Campus Safety](#).
- 8.0 In making record of the contact with an immigration enforcement officer, District/campus personnel shall provide the following information:
- 8.1 Name of the officer, and, if available, the officer’s credentials and contact information;
- 8.2 Identity of all ~~school~~ [District/campus](#) personnel who communicated with the officer;
- 8.3 Details of the officer’s request;
- 8.4 Whether the officer presented a warrant, subpoena, or court order to accompany their request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- 8.5 District personnel’s response to the officer’s request;
- 8.6 Any further action taken by the immigration officer; and

## **AP 3415 Immigration Enforcement Activities**

- 8.7 Photo or copy of any documents presented by the agent.
- 9.0 District/campus personnel shall provide a copy of those notes, and associated documents collected from the officer, to the appropriate Vice President's Office and/or the Office of the Vice Chancellor of Administrative Services.
- 10.0 In turn, the office receiving the notes shall submit a timely report to the Chancellor, Vice Chancellor of Administrative Services, and the campus public safety office regarding the officer's requests and actions and the District's response(s).
- 11.0 **Notification upon Confirmed Immigration Enforcement Presence:** District/campus personnel shall notify all students, faculty, staff, and other campus community members who work on campus when the presence of immigration enforcement is confirmed on campus, to the fullest extent consistent with state and federal law.
- 11.1 The notice shall include all of the following information:
- 11.1.1 The date and time the immigration enforcement was confirmed;
  - 11.1.2 The location of the confirmed immigration enforcement; and
  - 11.1.3 A hyperlink to additional resources.
- 11.2 The notice shall not include any personally identifiable information.
- 12.0 **Responding to Immigration Acts:** If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District/campus personnel shall notify the person's emergency contact that the person may have been taken into custody.
- 12.1 District/campus personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.
- 12.2 **Responding to Immigration Action Against Students:** Campus personnel shall designate an employee staff person as a point of contact for any student who may or could be subject to an immigration order or inquiry.
- 12.2.1 If a student is detained or deported, or is unable to attend to their academic requirements because of an immigration order, the District shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.
  - 12.2.2 District/campus personnel shall permit a student who is subject to an immigration order to re-enroll if and when the student is able to return to the District, subject to and in compliance with its policy and will make

## **AP 3415 Immigration Enforcement Activities**

reasonable and good-faith efforts to provide for a seamless transition in the student's re-enrollment and reacquisition of campus services and support.

- 12.3 **Responding to Immigration Action Against Employees:** The Vice Chancellor of Human Resources, or their designee, shall serve as the point of contact for any employee who may or could be subject to an immigration order or inquiry.
- 13.0 The appropriate Vice President's Office and the District Director of Diversity, Equity, and Inclusion shall maintain a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it. At minimum, the list shall include the legal service provider's name and contact number, e-mail address, and office address.
- 14.0 The appropriate Vice President and/or the Vice Chancellor of Human Resources, or their designee, shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

**Date of Adoption:** February 24, 2025 District Consultation Council

**Date of Last Revision:** January 26, 2026 District Consultation Council  
September 22, 2025 District Consultation Council

## **AP 4100 Graduation Requirements for Degrees & Certificates**

Reference:

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

- 1.0 The student must satisfactorily complete at least 60 semester units or 90 quarter units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code Section 78213.
  - 1.1 The courses must include at least 18 semester units or 27 quarter units of focused study in a major or interdisciplinary area of emphasis.
  - 1.2 A "major" is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.
  - 1.3 An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.
  - 1.4 The courses must include at least 22 semester units or 28-31.5 quarter units of general education. General education must include a minimum of work in (1) English Composition, Oral Communication, and Critical Thinking, (2) Mathematical Concepts and Quantitative Reasoning, (3) Arts and Humanities, (4) Social and Behavioral Sciences, (5) Natural Sciences, and (6) Ethnic Studies.
- 2.0 The District will award an associate degree to students who fulfill the coursework requirements described above or completed the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University and who met the following conditions:
  - 2.1 The student satisfactorily completed at least 12 semester units or 18 quarter units of study in residence. The Board of Trustees may excuse the residence requirement to alleviate injustice or undue hardship.
  - 2.2 The student satisfactorily completed each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis.
  - 2.3 The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If a student accumulates units beyond those required for the degree that lower the student's cumulative grade point average below 2.0, the District may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point

## **AP 4100 Graduation Requirements for Degrees & Certificates**

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

- 2.4 Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.
- 2.5 Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.
- 2.6 Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.
- 2.7 Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
- 2.8 Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.
- 3.0 For the Bachelor's degree, a student must demonstrate competency in critical thinking through writing, oral communication, or computation.
  - 3.1 Students must satisfactorily complete requirements for relevant Associate degree (60 semester units or 90 quarter units of college work) or equivalent.
  - 3.2 Students must satisfactorily complete at least 40 upper division semester units or equivalent including the major and general education courses.
  - 3.3 Students must satisfactorily complete a total degree units of at least 120 semester units or equivalent.
  - 3.4 Students must satisfactorily complete 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree; a minimum of 9 units of Upper Division General Education course work is required.
  - 3.5 Students must satisfactorily complete at least 24 semester units or equivalent of upper division course work in residence; exceptions to the residence requirement can be made by the Board of Trustees or its designee when an injustice or undue hardship would result.
- 4.0 District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor's Office.

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## **AP 4100 Graduation Requirements for Degrees & Certificates**

- 5.0 For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career, intersegmental, or general education, or local needs.
- 5.1 Shorter credit programs that lead to a certificate may be established by the District.
- ~~5.2 Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of North Orange County Community College District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.~~
- 5.3<sup>2</sup> Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.
- 5.4<sup>3</sup> For a certificate of completion or competency, a student must complete a noncredit educational program of eligible courses or demonstrate a set of competencies to prepare for a career path and degree-applicable or non-degree-applicable courses.
- 5.5<sup>4</sup> For an adult high school diploma, a student must complete 160 high school credits with 20 residency credits completed at North Orange Continuing Education. High school credits may be granted for previous equivalent courses.
- 6.0 The District may obtain approval of a direct assessment competency-based program from the California Community Colleges Chancellor's Office.

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

**Date of Adoption:** June 22, 2004

**Date of Last Revision:** March 24, 2025 District Consultation Council  
November 22, 2021 District Consultation Council  
October 23, 2017 District Consultation Council  
December 9, 2008 Chancellor's Cabinet

## **AP 5050 Student Success and Support Program**

Reference:

**Education Code Sections 78210 et seq. and 88682;  
Title 5, Section 55500, et seq. and 56300 et seq.;**  
**ACCJC Accreditation Standard 2**

- 1.0 The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.
- 2.0 Each **non-exempt** student, in entering into an educational plan, will do all of the following:
  - 2.1 Identify an education and career goal.
  - 2.2 Identify a course or program of study.
  - 2.3 Be assessed to determine appropriate course placement.
  - 2.4 Complete orientation.
  - 2.5 Actively participate in the development of the student educational plan.
  - 2.6 **To the maximum extent possible, complete a student educational plan no later than the end of the student's first academic year or sooner.** ~~Complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework, or prior to the end of the third semester of enrollment.~~ Non-credit students must complete a student educational plan no later than the second term of enrollment.
  - 2.7 Diligently attend class and complete assigned coursework.
  - 2.8 Complete courses and maintain progress toward an educational goal.
- 3.0 In compliance with the State Student Success and Support Program, all non-exempt credit and non-credit students seeking to enroll in courses will participate in some or all of the Student Success and Support Program components. Student Success and Support Program services include, but are not limited to, all of the following:
  - 3.1 Processing of the application for admission.
  - 3.2 Orientation and pre-orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.
  - 3.3 Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
    - 3.3.1 Administration of assessment instruments to determine student competency in computational and language skills.

## **AP 5050 Student Success and Support Program**

- 3.3.2 Assistance to students in the identification of aptitudes, interests, and educational objectives, including but not limited to, associate degrees, transfer for baccalaureate degrees, and vocational certificates and licenses.
- 3.3.3 Evaluation of student study and learning skills.
- 3.3.4 Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services; programs that teach English as a second language; and disabled student services.
- 3.3.5 Advisement concerning course selection.
- 3.3.6 Development of a student educational plan.
- 3.3.7 Follow-up services, and required advisement or counseling for students ~~who are enrolled in remedial courses,~~ who have not declared an educational objective as required, or who are on academic ~~probation~~ [notice](#) or who are not making satisfactory academic progress.
- 3.4 Post-enrollment evaluation of each student's progress, and required advisement or counseling for students who ~~are enrolled in remedial courses,~~ who have not declared an educational objective as required, or who are on academic ~~probation~~ [notice](#) or who are not making satisfactory academic progress.
- 3.5 For credit students and non-credit students, appeal procedures to be exempt from the matriculation process, to request a review of placement recommendation, or to obtain a waiver of pre-requisites are listed in the college catalog.
- 4.0 Mathematics, Engineering, Science Achievement (MESA) Program: The District shall operate a Mathematics, Engineering, Science Achievement (MESA) Program consistent with Title 5 regulations.
- 5.0 The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

See Board Policy 5050, Student Success and Support Programs.

**Date of Adoption:** June 14, 2005

**Date of Last Revision:** January 26, 2026 District Consultation Council  
May 23, 2016 District Consultation Council  
August 20, 2008 Chancellor's Staff

## **BP 5400 Associated Students Organization**

Reference:

**Education Code Section 76060<sub>i</sub>**

**Government Code Section 54953.8.5**

- 1.0 The students of the District are authorized to organize student body associations. The Board **of Trustees** hereby recognizes those associations as the Fullerton College Associated Students and the Cypress College Associated Students.
- 2.0 The Associated Students organization is recognized as the official voice for the students in District and college decision-making processes. It may conduct other activities as approved by the Chancellor or designee. The Associated Students activities shall not conflict with the authority or responsibility of the Board **of Trustees** or its officers or employees.
- 3.0 The Associated Students organization shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Chancellor or designee.
- 4.0** **The Board of Trustees may authorize eligible community college student organizations to use teleconferencing pursuant to state law.**
- ~~4~~**5.0** The Associated Students shall be granted the use of District premises subject to such administrative procedures as may be established by the Chancellor or designee. Such use shall not be construed as transferring ownership or control of the premises.
- ~~5~~**6.0** Student clubs and organizations operate under the auspices of the Associated Students.
- ~~6~~**76.0** The Associated Students organization operates under the auspices of a designated college department at each campus.

See Administrative Procedure 5400, **Associated Students Organization.**

**Date of Adoption:** June 14, 2005

## **AP 5400 Associated Students**

Reference:

**Education Code Section 76060<sub>i</sub>**

**[Government Code Section 54953.8.5](#)**

- 1.0 The Board of Trustees authorizes the District and/or the individual colleges within the District to have an Associated Students Organization.
  - 1.1 Associated Students is a tri-part student government system that represents students campus wide.
- 2.0 Day and evening students are encouraged to participate in the Associated Students Organization.
- 3.0 A governing body shall be elected that shall keep an account of its meetings, expenditures, authorizations, and policies established.
- 4.0 A simple majority of the elected voting members of the Associated Students Organization governing body shall constitute a quorum.
- 5.0 Teleconference Meetings: If authorized by resolution of the Board of Trustees, the student organization may conduct meetings by teleconference only if a majority of its members vote to do so. The student organization shall notify the Board of Trustees of its election and provide its justification for using teleconferencing.**
  - 5.1 If the student organization conducts a teleconference meeting, pursuant to Government Code section 54953.8.5, it shall comply with all quorum, physical location, public access, and accommodation requirements set forth in that section.**
- ~~5~~6.0 An Associated Students constitution, bylaws, and operations and procedures manuals are available at each campus.

**Date of Adoption:** June 14, 2005

# DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: April 23, 2026

From: Ariel Gentalen, LGBTQIA2S+ Resource Program Special Projects Manager, Fullerton College and Jenelle Herman, LGBTQIA2S+ Liaison, Cypress College

Re: Agenda Item for District Consultation Council Meeting of April 27, 2026

1. AGENDA ITEM NAME

**New Administrative Procedures – Inclusive Facilities**

- AP 6600-1, All-Inclusive Restrooms
- AP 6600-2, All-Inclusive Locker Room, Changing, and Shower Facilities

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

Information Only		Third Reading	X
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 workgroup comprised of district wide representation developed proposals for AP Inclusive Restrooms and AP Inclusive Locker Room Facilities to codify existing campus and district commitments to inclusive facilities. The North Orange County Community College District is committed to providing an inclusive, supportive, and non-discriminatory learning and working environment for all, ensuring that every student and employee has equal access to the district’s educational programs, services, and activities. The North Orange County Community College District fosters an equitable, inclusive, and supportive learning and working environment that empowers all students and employees to thrive. An equitable learning and working environment must be reflected in our physical spaces across the District, ensuring accessibility, safety, and inclusion.**

**DCC reviewed drafts of the proposed language at their February 23, 2026 and March 23, 2026 meetings. Since then, the proposed language has been slightly modified, titled, and formatted. The draft language has been shared with legal counsel for review and will be presented for action at the next DCC meeting.**

5. RECOMMENDATION:

**It is recommended that DCC members review and discuss the updated drafts of proposed AP 6600-1, All-Inclusive Restrooms and AP 6600-2, All-Inclusive Locker Room, Changing, and Shower Facilities.**

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

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

**Senior Leadership Consulted:**

- Dr. Byron D. Clift Breland (Chancellor, District)
- Dr. Cynthia Olivo (President, Fullerton College)
- Valentina Purtell (President, NOCE)
- Dr. Sonia de la Torre (VPSS, Fullerton College)
- Dr. Paul de Dios (VPSS, Cypress College)
- Dr. Tony Jake (VPAS, Cypress College)
- Martha Gutierrez (VPSS, NOCE)

**Shared Governance Groups and Impacted Programs:**

- CSEA President (District)
- Classified Senate (Cypress)
- DSS (NOCE, Fullerton College, Cypress)
- Diversity Advisory Committee (Fullerton College)
- DEIAA Committee (NOCE)
- EOPS (Fullerton College, Cypress)
- Facilities and Maintenance (Fullerton College)
- SEA Committee (NOCE)
- Queer Student Advisory Committee (Fullerton College)
- LGBTQIA2S+ Students (Cypress, Fullerton College, NOCE)

**Consulted Faculty and Staff:**

- Craig Goralski (Professor, Cypress College)
- Jaclyn Magginetti (Professor, Cypress College)
- Dr. Connie Moreno Yamashiro (Director, Student Development and Engagement Fullerton College)
- Bridget Kominek (Faculty Senate President, Fullerton College)
- Saimy Castillo Bolivar (Student Trustee, Fullerton College)
- Gilberto Valencia (Coordinator, Cadena Cultural Center, Fullerton College)
- Deb Perkins (Director, Student Equity and Success, Counseling and Student Services, NOCE)
- Michelle Patrick (Academic Senate President, NOCE)
- Terry Cox (Director, Administrative Services, NOCE)
- Christian Garcia (LGBTQIA+ Program Coordinator, NOCE)

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

## **AP 6600-1 All-Inclusive Restrooms**

Reference:

**California Health and Safety Code, Division 104, Part 15, Chapter 2, Article 5, Section 118600;**  
**California Building Code, Title 24, Part 2, Chapter 11B;**  
**California Historical Building Code;**  
**Education Code Section 66027.7**

- 1.0 The North Orange County Community College District is committed to providing an inclusive, supportive, and non-discriminatory learning environment for all students and to ensuring that every student has equal access to the district's educational programs, services, and activities. All District and campus planning shall prioritize accessible, equitable, inclusive, and safe restrooms for all students and employees.
- 2.0 The following guidelines have been established to create consistency and reliability for students and employees regarding the availability of all-inclusive restrooms. These guidelines exist to affirm the identities and physical needs of students and employees, and expand inclusivity beyond the minimum requirements outlined by the Division of State Architects.
- 3.0 The District recognizes that all-inclusive restrooms must be highly visible, non-gender-segregated multi-user spaces, providing a mix of individual and private rooms that contain toilets and sinks.
  - 3.1 The District further recognizes all-inclusive restrooms must exist in safe, secure, highly trafficked, commonly used, and accessible locations, consistent with other facilities.
  - 3.2 Their access and visibility shall be equal to that of other restrooms, consistent with the access and hours of operation for that area.
  - 3.3 They must be marked on the exterior door, as well as on campus maps, with all-inclusive restroom signage consistent with current best practices, across the District.
  - 3.4 Any final recommendations for all-inclusive signage, design, and amenities should include DSS and LGBTQ+ liaisons at each campus to ensure continuity, inclusivity, and representation across the District.
- 4.0 The District shall provide all-inclusive restrooms in all new construction and major renovation plans. At minimum, there shall be one all-inclusive restroom on every floor, in every building, with a preference towards all-inclusive multi-stall facilities, in accordance with current best practices for accessibility and gender inclusion.
- 5.0 All efforts shall be made to make the existing restrooms as inclusive as possible. This does not include modifications to identified historic buildings protected by the California Historical Building Code as defined in Sections 18950 to 18961 of Division 13, Part 2.7 of Health and Safety Code.

**AP 6600-1 All-Inclusive Restrooms**

6.0 The District shall ensure that newly constructed, renovated, and current existing restrooms are equally well-equipped to meet the diverse needs of all students, employees, and visitors, regardless of gender identity, accessibility, mobility, or additional individual needs. This can include but is not limited to menstrual products, changing tables, stalls with floor to ceiling doors for maximum privacy, in-stall trash receptacles, handrails, mirrors, and clear signage.

See Board Policy 6600, Capital Construction; AP 6600-2, All-Inclusive Locker Room , Changing, and Shower Facilities; AP 7120-13, Employee Records: Gender Identity, Gender Expression, and Chosen Name; and AP 5041, Student Records: Gender and Chosen Name.

**Date of Adoption:** TBD

PROPOSED

## **AP 6600-2 All-Inclusive Locker Room, Changing, and Shower Facilities**

- 1.0 The North Orange County Community College District is committed to providing an inclusive, supportive, and non-discriminatory learning and working environment for all, ensuring that every student and employee has equal access to the district's educational programs, services, and activities. All District and campus planning shall prioritize accessible, equitable, inclusive, and safe facilities for all students and employees.
- 2.0 The following guidelines have been established to create consistency and reliability for students and employees regarding the availability of all-inclusive locker room, changing, and shower facilities. These guidelines exist to affirm students and employees' identities and physical needs.
- 3.0 The District recognizes that inclusive locker room, changing, and shower facilities are designed to be accessible and comfortable for everyone. These facilities shall offer a private, safe, and inclusive space for all users, including but not limited to those with housing insecurity, gender diversity, disabilities, and a need for caregivers. All users shall be offered the same level of privacy and access to lockers, toilets, showers, sinks, and changing facilities.
- 4.0 The District shall make every effort to make the existing locker room, changing, and shower facilities as inclusive as possible. Every locker room, changing, and shower facility shall be equally well-equipped to meet the diverse needs of all students, employees, and visitors, regardless of gender identity, accessibility, mobility, or additional individual needs. Inclusive locker room, changing, and shower facilities shall include private showers, private toilet stalls, with a private sink area, that have shared locker space. Efforts shall be made to update existing locker room, changing, and shower facilities to include multiple private showers, private changing areas, and gender-inclusive signage consistent with current best practices. Any final recommendations for all-inclusive signage, design, and amenities should include DSS and LGBTQ+ liaisons at each campus to ensure continuity, inclusivity, and representation across the District.
- 5.0 All future locker room, changing, and shower construction and/or major renovations shall include the development of a universal, all-gender locker room with completely private changing rooms, showers, and toilets, that can be used by all students, employees and visitors, regardless of who they are or how they may identify, in addition to existing, gender-specific locker room facilities. These all-inclusive universal locker room facilities must exist in safe, secure, and accessible locations, consistent with other gendered facilities.

See Board Policy 6600, Capital Construction; AP 6600-1, All-Inclusive Restrooms; AP 7120-13, Employee Records: Gender Identity, Gender Expression, and Chosen Name; and AP 5041, Student Records: Gender and Chosen Name.

**Date of Adoption:** TBD