DISTRICT CONSULTATION COUNCIL
October 26, 2026

SUMMARY

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

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

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

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

MEETING SUMMARY

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

STRATEGIC GOALS & PLANNING

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

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

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

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

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

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

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

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

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

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

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

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

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

What We Found

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

Cross-Cutting Themes

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

Enrollment Management Beyond the SEATs

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

SCFF Optimization Opportunities

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

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

Enrollment Management: Fiscal Considerations

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

Enrollment Management: Opportunities to Explore

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

Access Through Enrollment Restoration Presentation, March 2027

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

During the discussion, the following points were made:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

POLICY

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

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

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

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

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

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

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

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

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

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