**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT**

Educational and Facilities
Master Plan Refresh

DECEMBER 2023

Prepared by:

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architects & planners

The Master Plan is a vision of the desired future.

Table of Contents

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- **Dr. Byron D. Clift Breland,** Chancellor, NOCCCD

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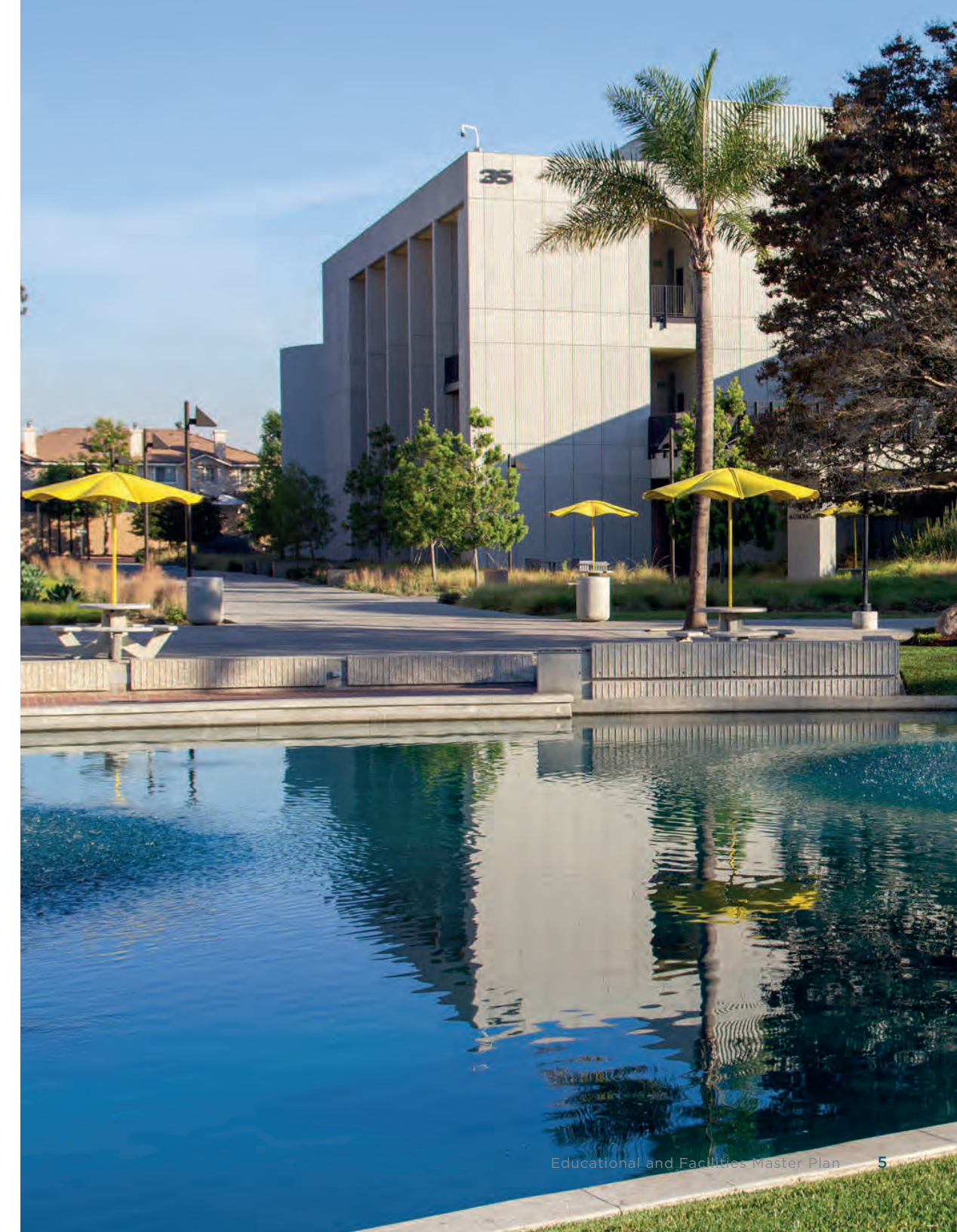
Letter from the Chancellor

It is truly my pleasure to introduce the **'Refresh' of the Educational and Facilities Master Plan (EFMP)** for North Orange County Community College District (NOCCCD). Our prior collaboration was marked by significant achievements, and we are excited about the opportunity to build upon the great work that has already been done.

As we continue to navigate the evolving landscape of education, the impact of the pandemic has prompted a critical reevaluation of how students access education and, consequently, how our colleges engage and connect with them.

Understanding the dynamic changes in the delivery of education is crucial as we work to prepare NOCCCD to be a destination for students, employees, and business partners alike.

Given the current environment, with a split between online and in-person classes and a flexible work policy for employees, it is imperative that we reassess our master planning document. This refresh will examine the impact on space needs, utilization of current spaces, and the implications for future requests for spaces. Additionally, we recognize the importance of aligning this refresh with the ongoing utilization analysis conducted by Cambridge West Partnership, which is expected to be completed in the coming months.

The focus of our refresh will center on the demographics of NOCCCD students, potential changes in pedagogy, the district's service area population and the future needs of the community. The goal is to introduce data to direct a revision of the master plans for each campus, ensuring that they align with the evolving needs of our educational community. Addressing key environmental aspects is essential for NOCCCD to proactively plan for its future in serving students. The EFMP Refresh is

an opportunity to ensure that our master plans are aligned with the ever-changing landscape of education and workforce requirements.

We look forward to collaborating with you and the entire NOCCCD community in this endeavor. Together, we can continue to make NOCCCD a thriving educational hub, meeting the needs of our students and preparing them for success in the years to come.

Thank you for your continued partnership and dedication to the success of North Orange County Community College District.

Sincerely,

B. V. Clift Breland

Dr. Byron D. Clift Breland, Ph.D.
Chancellor, North Orange County Community College District

Introduction to the *EFMP Refresh*

Developed collaboratively with a vibrant and engaged three-campus community, the purpose of the *Educational and Facilities Master Plan Refresh* is to guide the District through 2030.

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Purpose of the *EFMP Refresh*

"Developed collaboratively between all three campus communities serving as one, the purpose of this document is to provide updated and refreshed guidance for the District through 2030 and serve as the measuring stick by which future educational programs and facilities investments will be evaluated."
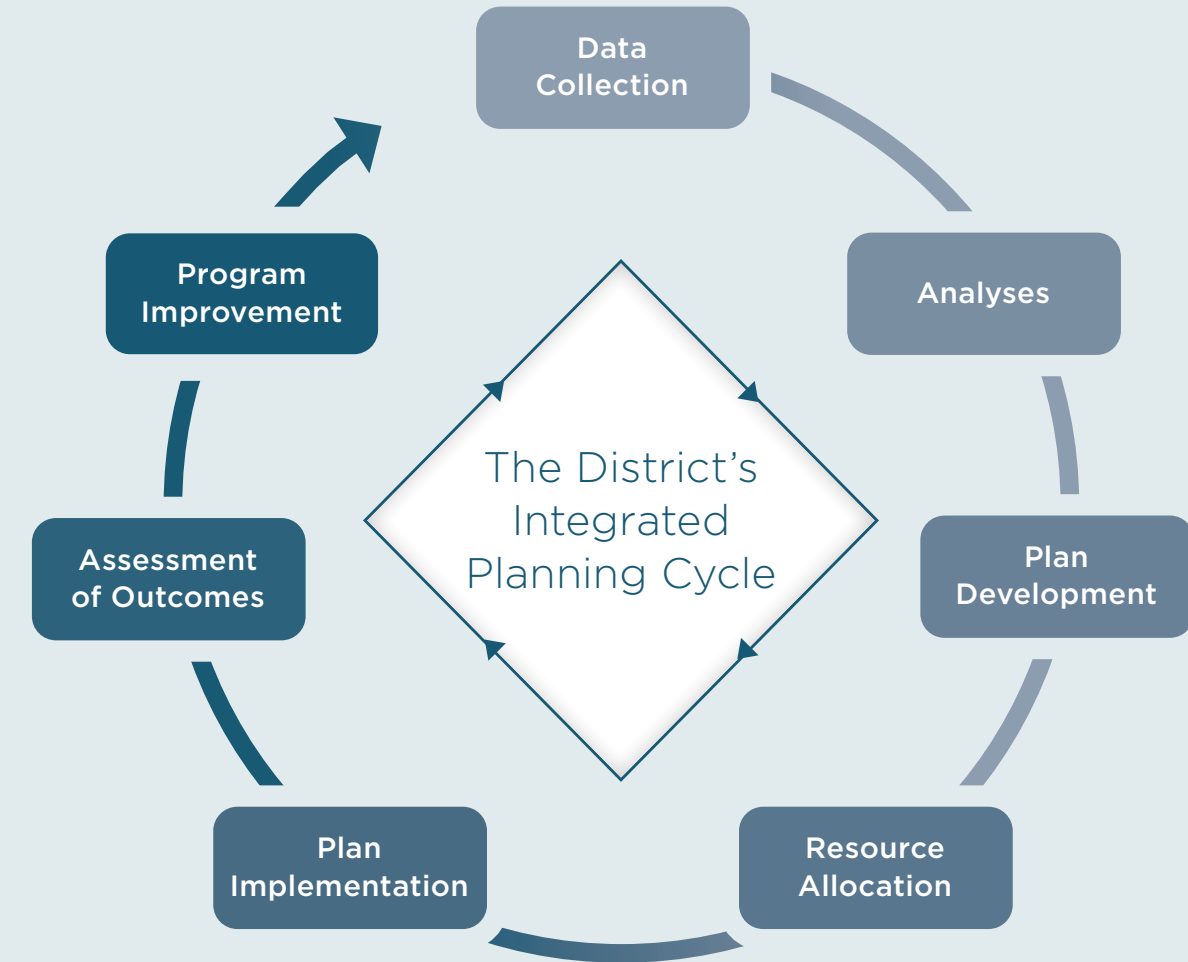
The *2020 Educational and Facilities Master Plan* was originally crafted during the onset of a global pandemic, at a time when the world faced unprecedented uncertainties. The prevailing conditions at that time were marked by disruptions in learning, abrupt transitions to remote and hybrid instruction modalities, and an acute awareness of the need for adaptable facilities to accommodate health and safety measures. In drafting the plan, the original project team aimed to address immediate needs and chart a course forward in a time of uncertainty. Today, the District stands at a critical juncture, requiring a refresh to this document

that will reprioritize the District's planning of near-term and future decisions by reaffirming and reallocating current and future projects through 2030.

As we embark on this refresh, it is essential to remember that we are not changing the vision and core values of the original EFMP, but rather reprioritizing the path guiding the District towards these initiatives and ensuring the plan is responsive to current educational and societal needs. We must reassess whether our educational programs, services, and facilities continue to meet the diverse needs of our students, educators, and the community, both on campus and remotely. This process has entailed engaging students, faculty, and staff across all three campuses, reviewing emerging workforce trends, evaluating the utilization and effectiveness of existing facilities, and considering sustainability, accessibility and equity as paramount factors.

The purpose of the Refresh is also to inform subsequent project-specific efforts in physical planning; program validation, feasibility, and test-fit planning. As such, it defines a framework, within which individual projects, both renovation

and new construction, can be realized as part of a larger network of campus assets and infrastructure. A critical outgrowth of the EFMP Refresh is the potential reallocation of Measure J project funding to address current prioritized needs. Given the dramatic changes in how higher education is delivered and accessed in a post-COVID environment, the Refresh highlights current and future needs based upon rapidly evolving conditions, including a shift to remote and hybrid instruction modalities that have left some classrooms vacant. Ultimately, this Refresh aims to update and recenter the District as it steers its course following such unprecedented times, and heads to a new and brighter tomorrow.

The District's Integrated Planning Cycle

- Data Collection
- Analyses
- Plan Development
- Resource Allocation
- Plan Implementation
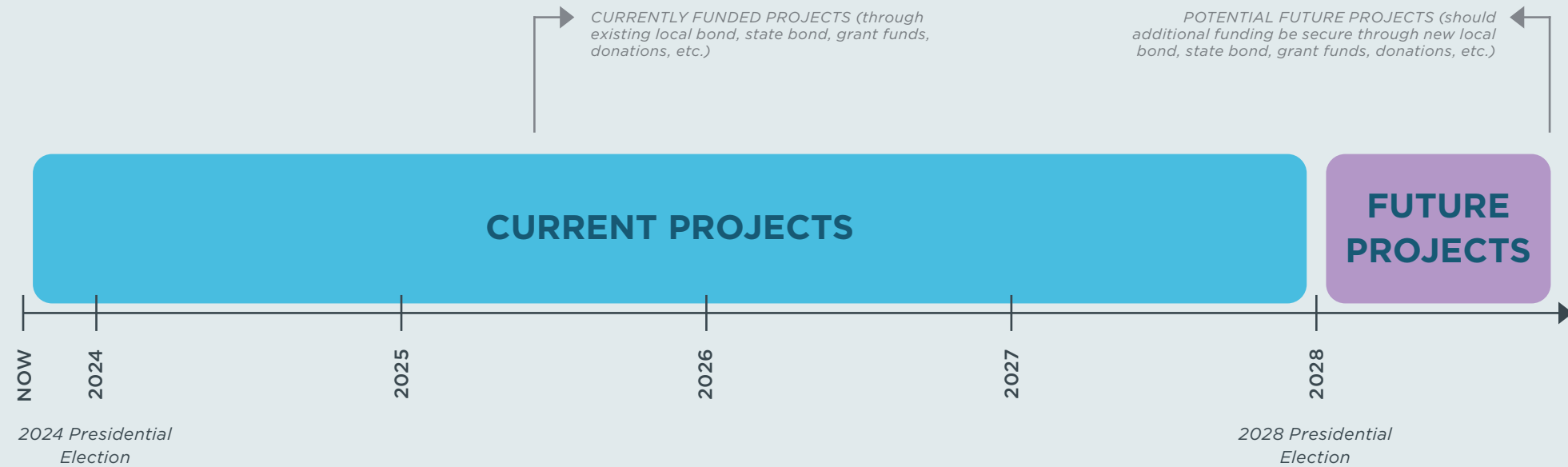- Assessment of Outcomes
- Program Improvement

Executive Summary

The COVID-19 pandemic reshaped much of the world and created long-lasting ripple effects that have shifted some of the very basic needs of students, faculty, and staff within the District. As we continue to evaluate these shifts, it is important to reflect on the progress made and the experiences gained over the past three years. We additionally recognize that as our educational, physical facility, and virtual needs continue to evolve, so should our campus assets. Ease of access to resources became a key challenge, as students, faculty, and staff simultaneously navigate on-ground and virtual networks. The increasingly hybrid nature of campus experiences requires institutional leadership that is agile and responsive to change. The Refresh helps to address these challenges in a post-pandemic environment that has reshaped and accelerated the transformation of our educational environment. The integration of new technologies is integral to teaching and learning, and the demand for flexible, adaptable spaces has taken on a new significance. Additionally, the social and emotional well-being of our students and the broader community now stand as critical priorities in education.

Several modifications were implemented to enhance the original EFMP. First, the educational themes were recategorized to better reflect the District's goals and provide implementable guidance across all six themes. Where the original EFMP spoke to "Online Learning", there is an understanding that educational modalities have moved away from a binary "in-person" or "online" towards more flexible and technology-rich learning environments. Through various campus engagements, it was apparent that student success is directly impacted by their experience on campus and cannot be viewed independently of each other. Spaces that welcome students and enhance their sense of belonging are more important than ever. The EFMP refresh merges student experience with success for a holistic approach towards the District's goals. Furthermore, the EFMP refresh incorporated a crucial focus on diversity, equity, inclusion, anti-racism, and accessibility, emphasizing the importance of creating an inclusive and equitable educational environment and should be used as a lens throughout all themes. A notable addition is an integration of Sustainability, recognizing the significance of being good stewards of environmental, human, and societal resources.

Project Priorities

CURRENTLY FUNDED PROJECTS (through existing local bond, state bond, grant funds, donations, etc.)

POTENTIAL FUTURE PROJECTS (should additional funding be secure through new local bond, state bond, grant funds, donations, etc.)

CURRENT PROJECTS

FUTURE PROJECTS

NOW | 2024 | 2025 | 2026 | 2027 | 2028

2024 Presidential Election

2028 Presidential Election

Methodology

The 2023 EFMP Refresh is meant to serve as an update to the prior 2020 EFMP. As part of the overall planning process, the EFMP acknowledges and incorporates prior educational and facilities planning documents to ensure that the 2023 EFMP Refresh aligns with past and ongoing efforts. The EFMP also utilized key research and data metrics from national and regional resources, such as the United States Census, the California Chancellor's Office, Orange County Business Council, Orange County Centers of Excellence for Labor Market Research report, and other third-party labor market reports.

CAMPUS ENGAGEMENT

Similar to the 2020 EFMP process, the planning team spent considerable time and made conscious efforts to involve stakeholders from all campuses. The planning team was guided by a District-wide Steering Committee, made up of 30-plus members representing campuses and stakeholders. The committee met a total of nine times over a four-month span to discuss the impact of the COVID-19 pandemic and its effects on education and the utilization of spaces, to update the Strategic Directions and Goals, to discuss the participation and feedback from campus forums, and to review

and provide input to the educational and facilities components of the plan. In addition, reviews and recommendations were given by the Steering Committee and campus stakeholders for refinement of the EFMP, prior to its review by the District Consultation Council and Board of Trustees. The consultant team spent a significant amount of time engaging the campus community through forums and stakeholder meetings with students, faculty, classified staff, and campus and District administrators. The team utilized a variety of interactive and engaging activities to bolster participation and solicit insightful information. These activities provided direct feedback on how spaces through each campus were currently being used and gave context to how to repurpose and better use spaces to better the student, faculty, and staff experience.

DATA INTEGRATION

The EFMP Refresh process identified new tools and studies that can be used by the District to better inform future decision-making processes, by measuring the optimization and utilization of campus resources. Notably, two pivotal studies from the district played a crucial role in shaping this evolution: the 2023 Cambridge West space inventory report and the real-time

data from the Dabblefox platform for space utilization. These studies, with feedback gathered during the engagement process, have provided both quantitative and qualitative feedback to form a solid foundation for understanding and addressing emerging needs. We strongly believe that these studies and methods should be further developed and expanded upon by the district.

The Cambridge West report examines the District-wide space inventory using data from the District's Fusion database and provides an analysis of "what the District has". Extracting square footages and room types for all rooms across the District, the report provided insights into the composition of space at each campus. It highlighted hierarchies in the distribution of room types, offering valuable information on the macro scale of each building's contents. This data has proven to be essential for understanding the room type uses on each campus.
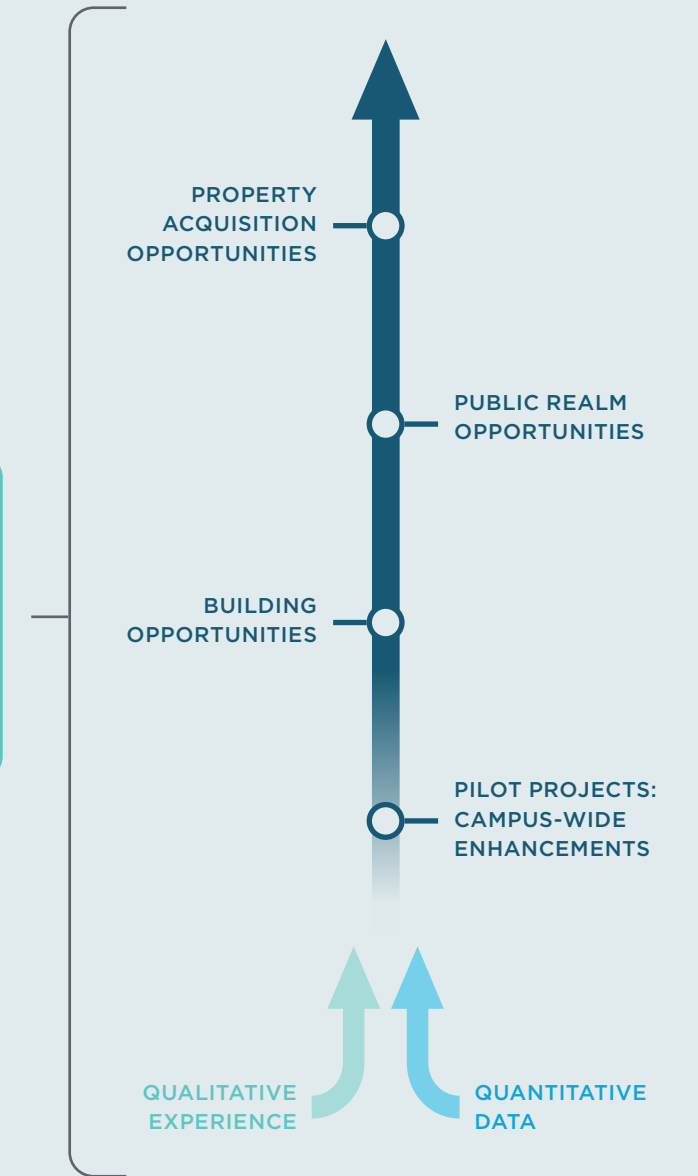
The Cambridge West report was a study of "what the District has," the live data from the emerging Dabblefox platform provided information on "how the District uses it". Similar to the Cambridge West report, it analyzed each room across the district but cross-referenced them in real-time with the academic course calendar

to gauge the frequency of use. Utilization rates were expressed through a capacity/load ratio, where percentages much larger than 100% are indicative of low utilization. On a macro scale, considering the weighted average of these capacity/load ratios can pinpoint underutilized buildings, marking them as potential candidates for programmatic reconsideration to enhance overall campus utilization. While the Dabblefox data is not complete for all campuses, completing the data analysis for all three campuses should be a top District-wide priority.

FACILITIES MASTER PLAN

Goal: Which opportunity site will render the highest transformational value with the lowest capital investment?

PROPERTY ACQUISITION OPPORTUNITIES

PUBLIC REALM OPPORTUNITIES

BUILDING OPPORTUNITIES

PILOT PROJECTS: CAMPUS-WIDE ENHANCEMENTS

QUALITATIVE EXPERIENCE

QUANTITATIVE DATA

Updated Strategic Directions & Goals

The Updated Strategic Directions and Goals set forth principles to guide the District in providing excellent education and leadership in the region.

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

These Strategic Directions and Goals were updated by the *EFMP 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, co-curricular 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.

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 a be 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.

Student Experience & Success

NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.
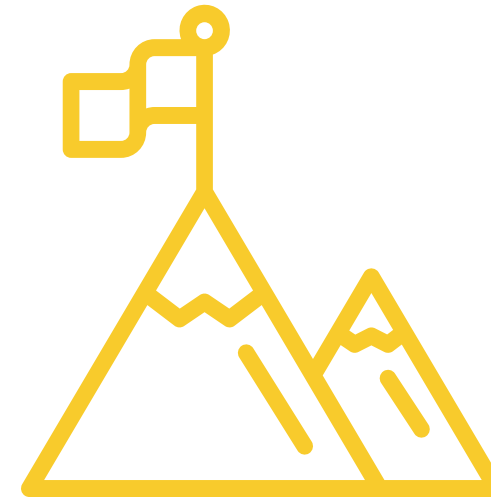
GOALS:

- The District will guide students to successfully navigate pathways for completion and lifelong learning in a timely manner.

- The District will regularly analyze data in order to identify and document internal barriers that inhibit student success, and will develop action plans to reduce opportunity gaps among students.

- The District will expand opportunities for lifelong learning, volunteerism, civic engagement, and student leadership.

- The District will support programs, provide spaces, and bolster student life in order to encourage student engagement and inclusivity.

Employee Experience

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

GOALS:

◉ The District will support all employees in the essential elements of well-being – career, social, financial, physical, and community.

◉ The District will regularly offer professional development and training opportunities for all employees.

◉ The District will regularly evaluate and address salaries and benefits to ensure fair compensation for all employees.

◉ The District will empower all employees to participate fully in collegial governance.

◉ The District will promote and engage in a culture of respect, unity, and inclusiveness among employees and students.

◉ The District will take steps to enhance the diversity of the employees to reflect the diverse student populations we serve.

Stewardship of Resources

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

GOALS:

◉ The District will allocate resources based on data, integrated planning, and transparent decision-making.

◉ The District will maximize its resources through sound fiscal planning, responsible management, and diversification of revenue sources.

◉ The District will encourage intra-district collaboration to improve efficiencies of resources.

◉ The District will monitor its operations to ensure allocated resources are being used optimally, equitably, and sustainably.

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.

GOALS:

- The District will partner with regional public and private entities to create opportunities for internships, mentorships, and employment.

- The District will develop a strong brand identity that promotes its institutions and is recognizable throughout the local community, region, and state.

- The District will advocate at the state and national levels for legislation that supports student experience and success.

- The District will grow capacity to expand external partnerships.

Physical Environment and Beyond

NOCCCD will a be 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.

GOALS:

- The District will develop and maintain environmentally sustainable and accessible facilities and practices.

- The District will build physical and technological capacity to make education accessible to all students in the region.

- The District will honor the character of each campus through thoughtful and resilient design of indoor and outdoor spaces.

- The District will educate employees and students about its environmental stewardship efforts and promote participation in sustainable practices.

- The District will continue to develop technological flexibility to ensure it is using modern systems to deliver high-quality education.
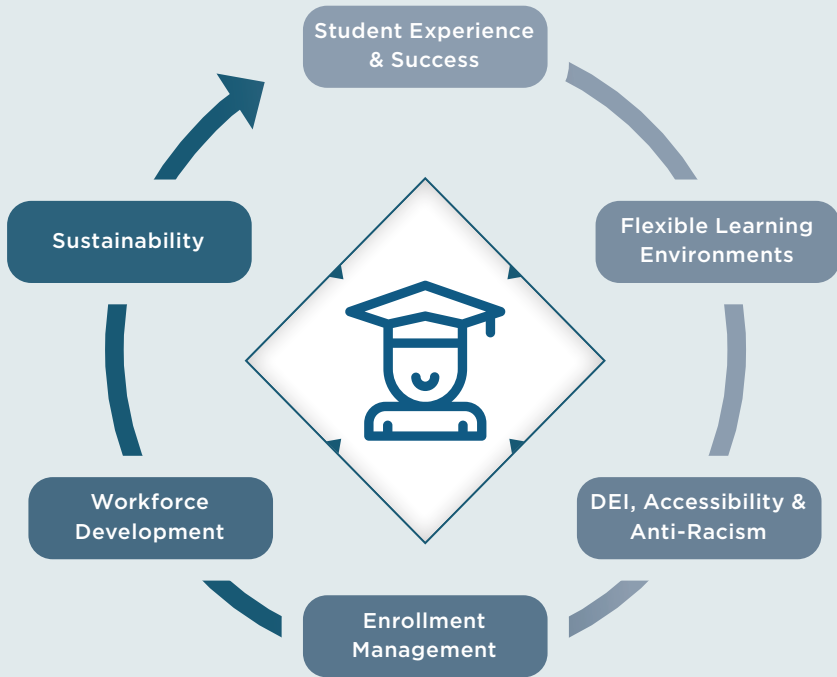
03 | # Educational & Facilities Master Plan Refresh

Guided by the Strategic Directions and Goals, the Educational Initiatives pave the way for the success of the District in the next decade.

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Educational Initiatives

Student Experience & Success

Flexible Learning Environments

Sustainability

DEI, Accessibility & Anti-Racism

Workforce Development

Enrollment Management

01

Student Experience & Success

- Optimize student support systems
- Augment connection points between students and support services
- Consolidate spaces and opportunities for student engagement
- Conduct food service analysis to determine needs and service levels
- Enhance wayfinding within the physical and online environment
- Improve equitable transporation to campus

02

Flexible Learning Environments

- Ensure equitable access to education
- Utilize direct aid to assist in equitable access
- Schedule instruction modalities that increase access
- Train and implement instructional modalities
- Develop data-driven counseling and academic pathways
- Evaluate technological needs and space use

03
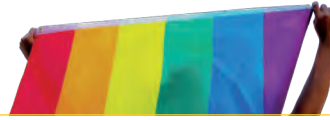
Diversity, Equity, Inclusion, Accessibility & Anti-Racism

- Establish a culture of inquiry and data-driven decision-making
- Develop student and employee services and programs
- Bolster curriculum, instruction, training and service programs supporting DEIAA objectives
- Collect data on the effectiveness of established programs related to transfer time or to attain degrees

04

Enrollment Management

- Continued expansion of the Dual Enrollment program
- Streamline partnerships across additional local K-12 institutions
- Expand campus marketing efforts to foster a strong sense of community
- Raise brand awareness throughout the state
- Explore partnerships to expand impact programs
- Strategically leverage available data resources across the District to inform spatial impacts to enrollment

05

Workforce Development

- Expand participation in industry advisory committees
- Prioritize training for in-demand skills sought by local and regional industries
- Continue and expand new mentorship programs with local industry employers and alumni
- Develop modern educational and experiential methods and tools

06

Sustainability

- Empower a committee to establish the guidelines for implementable and scalable sustainability goals
- Support and enhance curriculum, instruction, training and services programs to implement objectives
- Evaluate spaces to determine adaptive reuse opportunities
- Integrate sustainable education opportunities
- Foster sustainable transportation practices

Student Experience & Success

⊙ **Optimize student support systems that increase transition to career and/or university (internships, Promise grant, credit by exam, events, communication, etc.).**

Further expand successful ongoing programs at the campuses, ensuring that all students can achieve success during their time at NOCCCD. Creating strong connections among students will continue to build the community at each campus. Regularly surveying students to determine the most desired programs will allow the District to invest resources into providing better experiences.

⊙ **Augment connection points/methods between students and student support services to enhance timeliness and success.**

Campuses will make additional efforts to meet students where they are by easing access to resources both physically and virtually. Campuses will repurpose underutilized spaces for flexible use that can be dedicated to student support services. Campuses will make an effort to improve resource wayfinding for new and continuing students by centralizing departments to one location.

⊙ **Consolidate spaces and opportunities for student engagement, leadership, and social interactions.**

Campuses will repurpose underutilized spaces for flexible use that can be dedicated to student social activities. Students at all three campuses stress the need for more spaces to socialize and study outside of instructional spaces.

⊙ **Conduct food service analysis to determine needs and service levels for the District community on its three main campuses.**

Student success is impaired when food service is lacking on campus.

The 2019 NOCCCD student survey found that 59% of survey respondents experienced food insecurity. Additional information is required to best understand the unique needs at each campus and identify the proper distribution of resources and the potential financial support or revenue expectations of such services.

⊙ **Enhance wayfinding within the physical and online environment to ensure transparency, informed decision-making, and ease of access.**

The pandemic created an immediate need for online learning. Now that individuals have returned to campus, the need for flexibility and connection between the online and physical environment is more important than ever. Efforts must be made to improve the online interface and ensure individuals have a clear direction and understanding of how to navigate the various portals the District employs. Additionally, improving wayfinding on the physical campuses by utilizing better signage, designated QR codes, or a mobile app can create better on-campus experiences.

⊙ **Improve Equitable Transportation to Campus.**

Continue expanding the relationship with Orange County Transit Authority to ensure more students have access to transportation. Create a shuttle system between various campuses to ensure students can travel throughout the District schools, focusing on subsidizing access for NOCE students. Reassess parking utilization to determine parking space needs. Continue improving bike parking and storage.

Flexible Learning Environments

⊙ **Ensure equitable access to education in support of DEIA&A objectives.**

Providing accessible and equitable education is at the core of the District's mission and vision. Each campus will conduct further research and aim to optimize different course schedules, program schedules, and course modalities, to ensure each student is able to attend classes and ultimately achieve success.

⊙ **Utilize direct aid to students, technology, and facilities to assist in equitable access to education and student completion.**

Continue to invest in resources that create more successful learning experiences. Focusing on providing basic needs including bolstering counseling and tutoring services, while continuously ensuring facilities meet student needs, will create environments that will better facilitate student success. Designing, maintaining, and operating these programs and facilities in a way that fosters belonging and creates a sense of community will be a core focus for the District.

The District will explore ways to provide financial resources in the form of direct aid through programs and services. Successful programs such as grants for new laptop rentals and food vouchers will be a priority. The District will collect and monitor various funding sources to actively provide services to those most in need.

⊙ **Schedule instruction modalities that increase access and are informed by data and student demand.**

Expanding the set of courses offered in different parts of the day and evening can better accommodate a wide and diverse range of students. Additionally, in-person courses should offer online sessions and lectures to ensure all students can attend and have flexibility within their schedules. Instructors should be able to produce content that can then be taught online or in hybrid environments.

⊙ **Train and implement instructional modalities that drive the greatest success for students.**

To help foster adaptability and flexibility, additional training and guidelines should be adopted to help create better programs, course structures, and schedules. Utilizing additional research and outside expertise, the District should ensure proper training and resources are available for all faculty.

⊙ **Develop data-driven counseling and academic pathways to guide students towards proper modality.**

All campuses must understand the commitment differences between the various modalities and coursework to then develop a student-facing dashboard that can clearly and directly compare modality differences for the same course. Counselors are not only aware of the expected programmatic needs for student success but continuously update pathways according to District data.

⊙ **Evaluate technological needs and space use to better accommodate programmatic needs and deliver flexible learning.**

The campuses throughout the District will make a concerted effort to evaluate the needs within each school to ensure that the proper technology and systems are in place to deliver up-to-date curriculum and meet future educational standards. Technology will be used to create greater choices and better allow students to carve out their journeys.

Diversity, Equity, Inclusion, Accessibility & Anti-Racism

⊙ **Establish a culture of inquiry and data-driven decision-making to determine disproportionate impacts and corrective opportunities.**

Utilize data to track the progress of different cohorts not only through their educational journey but also past award completion through the use of exit surveys. Prioritize engagement by incentivizing responses for participants. Regularly track student demographics and target recruitment for disproportionately impacted communities.

⊙ **Develop student and employee services programs and procedures that support different populations equitably and promote belonging.**

Extend program and service hours to ensure evening students receive the same level of care and support as daytime students. Explore additional online services, such as counseling, to help students who can't make it to campus during regular hours. Ensure events and programs are catering to student populations, creating a culture of acceptance and support.

⊙ **Review and update curriculum annually as it relates to culturally relevant pedagogy.**

Make courses pertaining to social and environmental justice available to students. Establish a culture that encourages annual employee training available both in-person and virtually. Repurpose and create student affinity spaces for safe self-expression. Regularly revisit maintenance plans to retrofit spaces for ADA compliance when appropriate.

⊙ **Collect data on the effectiveness of established programs related to the time taken to transfer or to attain degrees and/or certificates across various student demographics.**

Monitor criteria to measure student success related to the time taken to transfer or to attain certificate(s)/degree(s). All campuses will track these criteria across disproportionately impacted student communities. Campuses can then work to address shorting time to completion for these students.

Enrollment Management

⊙ **Continued expansion of the Dual Enrollment Program to expand opportunities for incoming high school and adult students.**

Dual Enrollment has long been a successful program within the District and should continue to be expanded and improved upon to ensure students can take advantage of first-year level, transferable, and/or skill-based courses.

⊙ **Streamline partnerships across additional local K-12 institutions to ensure college preparedness.**

Foster improved connections to local schools to ensure a steady pipeline of traditional students while also keeping the curriculum up to date with college standards. Creating strong foundational knowledge will propel students to achieve greater success both immediately and as they progress through their schooling.

⊙ **Expand campus marketing efforts to foster a strong sense of community and belonging across current and future students to assist in retention efforts.**

Each campus will expand its activities and events to ensure that students feel connected and a part of a bigger community. Student cohort groups will find a place to express their voice and feel heard. The District will better market the efforts it's undertaking to bring change to the campuses while also helping students feel heard and valued.

⊙ **Raise brand awareness in the state to ensure the District is viewed as the Destination District.**

Continue to bolster student success and accomplishments such as transfer rates, degrees earned, or employment gained. Showcase these achievements in the local and regional area through the use of various marketing efforts, similar to other peer schools. Expanding market presence will ensure the District is visible to the communities it serves and beyond.

⊙ **Explore partnerships to expand impacted programs.**

Identify public and private partnerships to enable NOCCCD to expand impacted educational programs, like nursing, to increase enrollment and meet the regional and state workforce needs. Opportunities to evaluate include expanding physical space needs, testing and certification labs, and programmatic connections to other universities.

⊙ **Strategically leverage available data resources across the District to inform spatial impacts to enrollment.**

Analyze space utilization data by campus to effectively inform adminstrators on opportunities to maximize efficiency. Regularly evaluate how classrooms, meeting rooms, student-facing spaces, and employee offices are utilized to optimize enrollment demand. Consider scheduling grids for course blocks that align with space utilization and support students' academic progress.

Workforce Development

⊙ **Expand participation in industry advisory committees to maintain the relevance of coursework.**

Regularly conduct research and outreach related to industry needs and necessary educational standards to ensure students are able to join a competitive workforce with the skills needed to be viable candidates.

⊙ **Prioritize instruction for in-demand skills sought by regional industries effectively transitioning students to living-wage careers.**

Regularly evaluate programs to ensure the right in-demand skills are being taught throughout the various campuses. Match skills to appropriate courses and align students with the correct paths to ensure easier transitions into the regional workforce.

⊙ **Continue and expand new mentorship programs with local industry employers and alumni establishing networking opportunities and experiential learning.**

Continue to develop networking events and greater mentorship opportunities by bringing local and regional employers to campus. Foster a culture of work-study programs by implementing internship and alternative for-credit programs.

⊙ **Develop modern educational and experiential methods and tools to mitigate any obstacles limiting course expansion.**

Use modern technology and teaching methods to meet current needs as well as future-proofing. Utilize state-of-the-art tools such as simulation labs, Hy-Flex classrooms, and better integrated hybrid learning to create optimal learning environments.

Sustainability

⊙ **Empower a committee to establish the guidelines for implementable and scalable sustainability goals for the District's educational, operational, and ongoing planning efforts.**

The District will form and continue to support a committee established to evaluate current and future sustainability goals and objectives as outlined by the 2024 Sustainability Plan. The committee will oversee and implement goals and actions to support educational, operational, and planning efforts. Given the series of state mandates and objectives for 2025, 2030, and beyond, NOCCCD must implement actionable items with purpose.

⊙ **Support and enhance curriculum, instruction, employee training, and student services programs/systems to implement objectives as outlined by the California Community College 2021 Climate Action and Sustainability Framework.**

Ensure the topics of Sustainability and equity are incorporated into all aspects of education and continue to be a driving force behind decision-making. The District will continue to promote the stewardship of resources and build a stronger culture that fosters student engagement. Teach students, faculty, and staff about how to be sustainable within their everyday lives and promote both environmental and social sustainability practices.

⊙ **Evaluate spaces to determine adaptive reuse necessities and opportunities.**

Each campus will evaluate its space usage to determine if older and outdated rooms/buildings must be renovated or decommissioned to make room for new and greener facilities. The District will continue to explore how it can reuse space and create more resilient and agile facilities intended to promote educational objectives.

⊙ **Integrate sustainable education opportunities within physical space improvements developing tangible experiences.**

Indoor/outdoor experiences have become more valuable following the pandemic. The District will explore ways to integrate more outdoor learning experiences into the curriculum. The following could promote less energy usage or better-designed outdoor experiences with accessibility to power.

⊙ **Foster sustainable transportation practices to reduce carbon emissions.**

The District will continue to support accessibility to public transportation while exploring ways to use more efficient and eco-friendly transportation systems. Low-emission bus systems as well as better storage and space for bikes and non-vehicle transportation are potential solutions to creating more sustainable practices.

District Facilities Refresh

Facilities Initiatives

The below outline is organized by campus
(Cypress College, Fullerton College, and NOCE)

01 **2020 EFMP Campus Status** - *includes a status update of the 2020 projects based on today's priorities*

    2020 Planning Projects Status

    2020 Opportunity Sites Status

02 **2023 and Beyond Project Priorities** - *reprioritizes funding for facilities projects based on campus leadership, forums and data in a post-Covid climate*

    Current Opportunity Sites

    Future Opportunity Sites

03 **Featured Projects** - *highlights projects that are of high priority to each of the three campuses*

    Cypress College: Health Sciences

    Fullerton College: Welcome Center

    NOCE: Entrance Enhancement - Community Space

04 **Recommendations** - *identifies key next step strategies and goals moving forward from the original EFMP based on preliminary data analysis and engagement forums with students, faculty, and staff*

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

2020 EFMP PLANNING PROJECTS UPDATE

The 2023 EFMP Refresh reprioritizes the 2020 projects that present greatest value to the district today. A critical first step in this process is to review how much of the 2020 EFMP has been accomplished on each campus. Each campus had plans for several major projects before the time of the original EFMP, which were referred to as Planning Projects. The following graphic from the 2020 EFMP highlights these prior Planning Projects. They have been updated to reflect the current statuses of each according to the following coloration:

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Note: Underway, Planned and Revised projects may also be present in the refreshed 2023 project priorities.

2020 EFMP PLANNING PROJECTS STATUS LIST

1. New Science Engineering Math (SEM) Building
New building to house classrooms, labs, conference rooms, workrooms, and offices.

2. New Veterans Resource Center and Student Activities Center Expansion
New addition and renovated building to provide additional spaces for Veterans and student activities.

3. Pond Refurbishment
Pond maintenance repairs and the addition of a bridge to connect existing SEM building with VRC.

4. Piazza Repairs
Maintenance repairs including waterproofing and painting handrails.

5. Baseball Clubhouse & Field Fencing Replacement
Safety and other improvements required to obtain DSA Certification.

6. Network Refresh
Campus-wide and District-wide infrastructure upgrades, including broader and faster WiFi and addressing wired, wireless, voice, and video networks. Phase I has been completed.

2020 EFMP PLANNING PROJECTS STATUS LIST

7. Renovation of Fine Arts Building
Renovations will include functional and adequate recording arts, rehearsal and performance spaces for music instruction, spaces for student study near departmental faculty and other resources, and the reuse of existing vacant spaces currently not configured for instruction.

8. Tech Ed III Health Sciences Renovation*
Renovation is to modernize all health science facilities.

9. Gym 2 ADA Improvements and Minor Renovations
Minor renovation of Gym 2 including Health & Wellness Center upgrades, new Kinesology testfit lab, new dance lab, and ADA upgrades.

10. Pool Repairs*
Pool lining refinishing and new or repaired pool equipment.

11. Mechanical Infrastructure Improvements*
Upgrades to central plant and associated infrastructure to address capacity and loads.

12. Mass Communications & Security Systems Upgrades
Campus-wide and District-wide upgrades to security and alarm systems. Phase I has been completed.

*Upcoming through Measure J

LEGEND

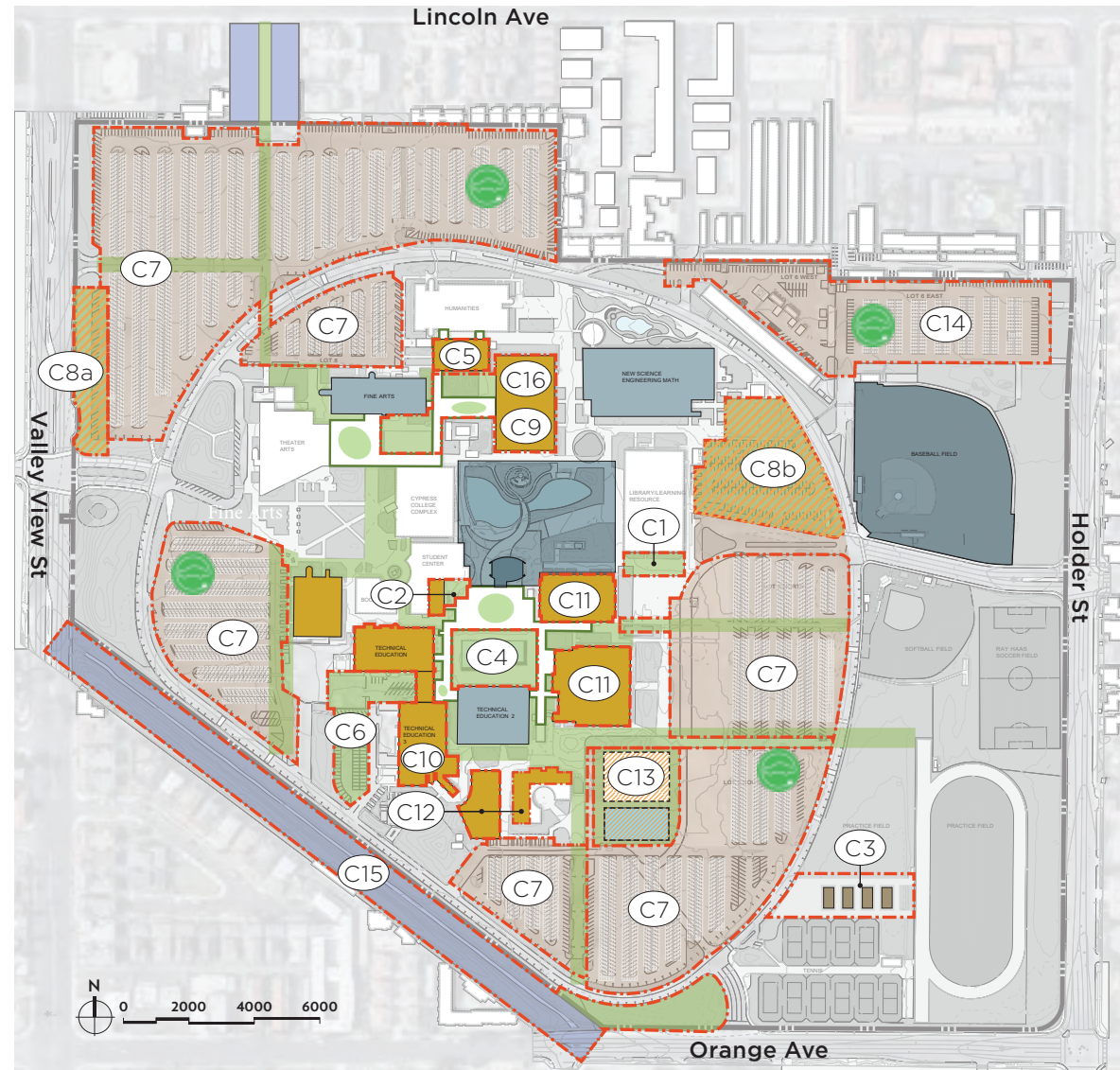| Completed | Underway | Planned Current | Planned Future | Revised | Removed |

2020 EFMP OPPORTUNITY SITES UPDATE

The 2020 EFMP documented several campus needs mapped to potential opportunity sites and where they could be located. An opportunity site refers to a discrete area found to be underserving the campus relative to its potential as a future building site. The following illustrates the current statuses of these prior Opportunity Sites presented in the 2020 EFMP and are denoted using the following coloration:

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LEGEND

- Potential Building Sites
- Public Realm Potential Sites
- PV Panels
- Potential Property Acquisitions
- Electric Vehicle Charging Stations
- In-Construction and In-Planning Projects
- Parking
- Long-Range Projects
- Opportunity Sites

2020 EFMP OPPORTUNITY SITES STATUS LIST

SMALL CAP: < $2 M

Campus-Wide Enhancements:
- 🔴 Piazza Enhancements
- 🔵 Signage Enhancements
- 🔵 Outdoor Shading Devices + Power
- 🟣 Transparent and/or Movable Walls
- 🟡 Tutoring Space
- • Grab & Go Food Options
- • Faculty Offices and Adjunct Faculty Shared Offices
- • Content Creation Center
- • Bike Lockers Enhancement
- ⚫ Mobile Printing Stations and ePrint Program
- 🔵 Community Garden
- • Campus Path Enhancements

C1. Library Outdoor Study Garden
Exterior enhancements including paving, canopy for shade, and furniture with power to provide additional outdoor study space.

C2. Cafeteria Enhancements
Reorient the "front door" to the east towards the new VRC. Provide outdoor seating with power, shade canopy, and signage. Interior enhancements of the cafeteria include new furniture, TVs, and removal or replacement of the window blinds.

C3. New Beach Volleyball Courts
Four new courts to bring existing program on campus.

MEDIUM CAP: $2 M - $30 M

C4. Existing Pool Enhancements
Existing pool enhancements and new pool equipment to integrate safety, accessibility, and sustainability measures.

C5. Lecture Hall Renovation
Building systems, interior materials, and furniture enhancements.
- • ADA Upgrades

C6. Lot 2 Conversion to Auto School Expansion
Additional covered exterior vehicle bays

C7. Integrated Parking
Parking enhancements to integrate safety, accessibility, and sustainability measures.

C8. New Drop-off Areas
Develop one of two options into a centralized vehicle, bus, and ride share drop-off zone including new covered waiting area and bike storage.
- • Traffic Study should be completed first

MEDIUM CAP CONTINUED: $2 M - $30 M

C9. Student Engagement Hub
Renovate existing HUM building to include ground floor student services, such as Student Affinity and Shared Resource Rooms.

C10. Tech Ed III Health Sciences Renovation
- • Multi-Disciplinary Skills Lab
- • Flexible High-Tech Classrooms
- • Faculty and Adjunct Faculty Offices
- • Additional restrooms

LONG-RANGE PROJECTS

C11. Gym II Renovation
Building systems, interior materials, and furniture enhancements. Includes Kinesiology Division Integrated Center.
- • Faculty & Adjunct Faculty Offices
- 🟡 Testing Lab
- • Multi-Use Space

C12. Cypress Continuing Education Center Located at Cypress College Expansion & Cypress Bistro Relocation
Expansions to accommodate both NOCE growth needs and relocation of Cypress Bistro and Culinary Arts program back to Cypress campus.

C13. New Aquatic Center & South Hub
Relocate and expand pool to Olympic-size and develop new center for recreation and aquatic program support.

C14. New Campus Housing
Proposed location is Lot 6.

C15. New Community Linear Park
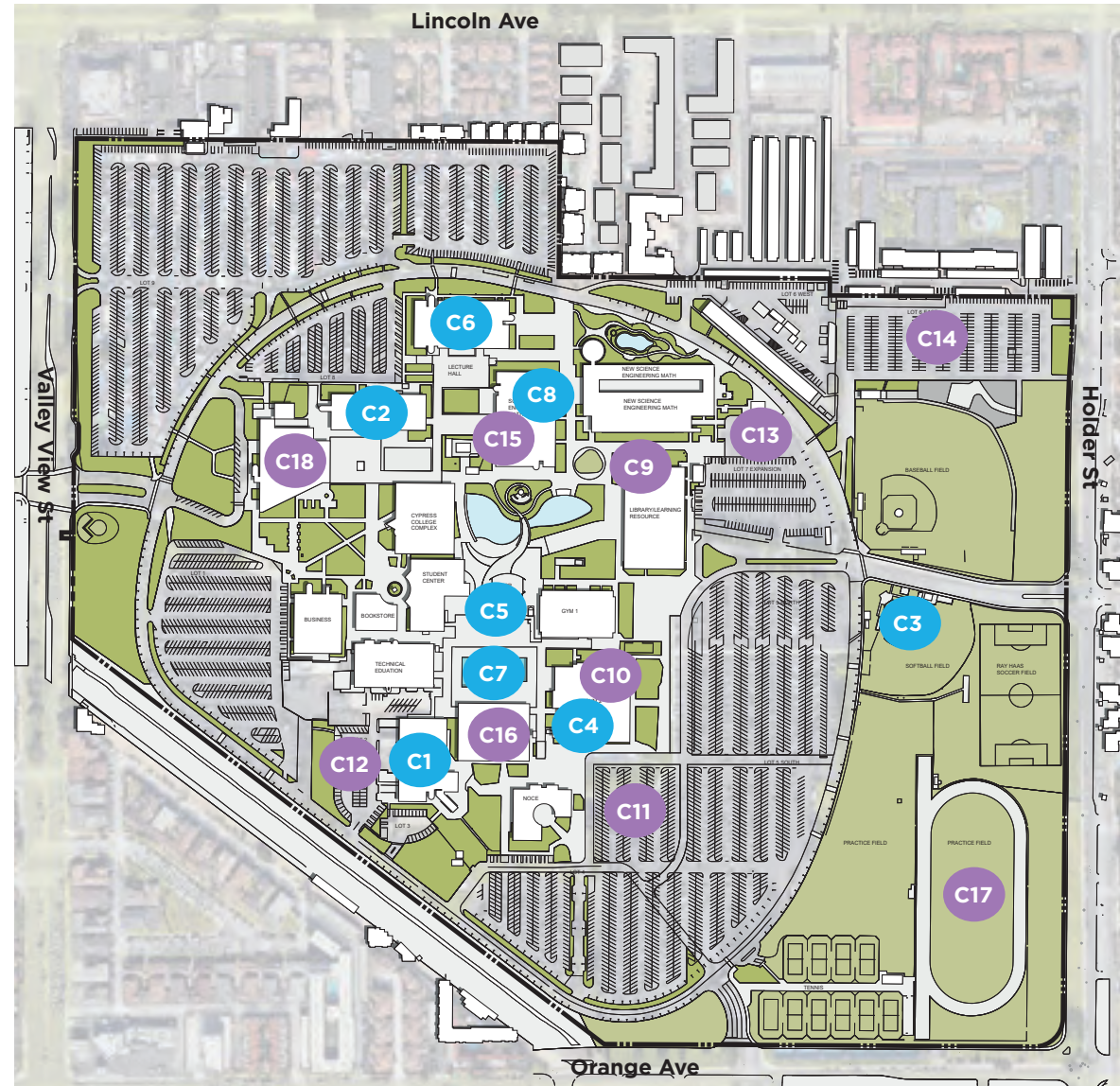*Purchase adjacent abandoned railroad property and convert to a linear campus and community park.*

C16. Existing SEM Upper Floor Renovation
- • Seismic Upgrades
- • Health Sciences Relocation to L2 and L3

LEGEND
- 🟢 Completed
- 🟡 Underway
- 🔵 Planned Current
- 🟣 Planned Future
- 🔴 Revised
- ⚫ Removed

2023 AND BEYOND PROJECT PRIORITIES

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- Current projects are projects that currently have allocated funding and can begin within the next few years. Estimated project cost ranges have been provided for current projects and can be evaluated using the legend on the next page.

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Lincoln Ave
Valley View St
Holder St
Orange Ave

*opportunity sites highlighted as options for future consideration

CYPRESS COLLEGE PROJECT PRIORITIES

CURRENT PROJECT PRIORITIES

C1. Tech Ed III Health Sciences Renovation ($$)

C2. Fine Arts Renovation ($$$$$)

C3. Softball Field Renovation ($)

C4. Health and Wellness Center Renovation ($)

C5. Central plant upgrades ($)

C6. Humanities Affinity spaces ($)

C7. Pool renovation ($$)

C8. SEM building 3 demolition ($)

*Projects are not in order of importance

FUTURE PROJECT PRIORITIES

C9. LLRC exterior garden

C10. Gym II Renovation

C11. Acquatics Center

C12. CTE Programs Facilities

C13. Additional Health Science Facilities

C14. Affordable Student Housing

C15. Hospitality, Restaurant, and Culinary Building (Relocated from NOCE Anaheim Campus)

C16. Tech Ed II Renovation (Refer to Future NOCE Priorities)

C17. Athletic Field and Track Enhancements

C18. Campus Safety and Emergency Ops Center

Project Current Best Estimates

$	$0-$5M
$$	$5-25M
$$$	$25-50M
$$$$	$50-75M
$$$$$	$75M+

Current/Future Project Timeline

CURRENT PROJECTS | FUTURE PROJECTS

NOW | 2024 | 2025 | 2026 | 2027 | 2028
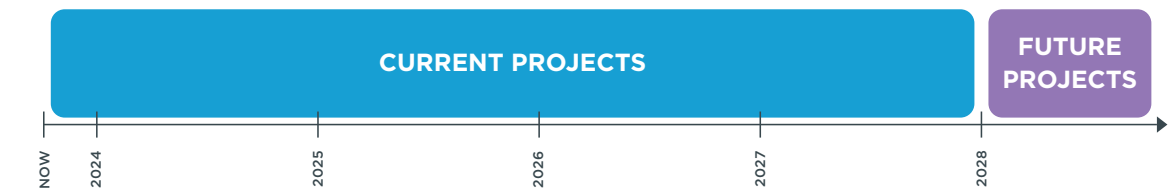
HEALTH SCIENCES RENOVATION

C1. Tech Ed III Health Sciences Renovation

The 2020 EFMP recommended renovation and expansion of both the CTE and Health Sciences facilities located in Technical Education Building I and Technical Education Building III. Although both divisions require upgrades to their existing spaces, combining both renovations within the current buildings as a single project is deemed impractical due to cost constraints and limitations in square footage.

The necessity for renovations in the Health Sciences facilities is crucial to adequately support the evolving programmatic needs of today and the future. Recent programming studies were conducted in collaboration with the Health Sciences division and three initial test fit options are provided on the right. The renovation would include the following programs:

- Dental Assisting
- Dental Hygiene
- Health Information Technology
- Mortuary Science
- Nursing
- Psych Tech
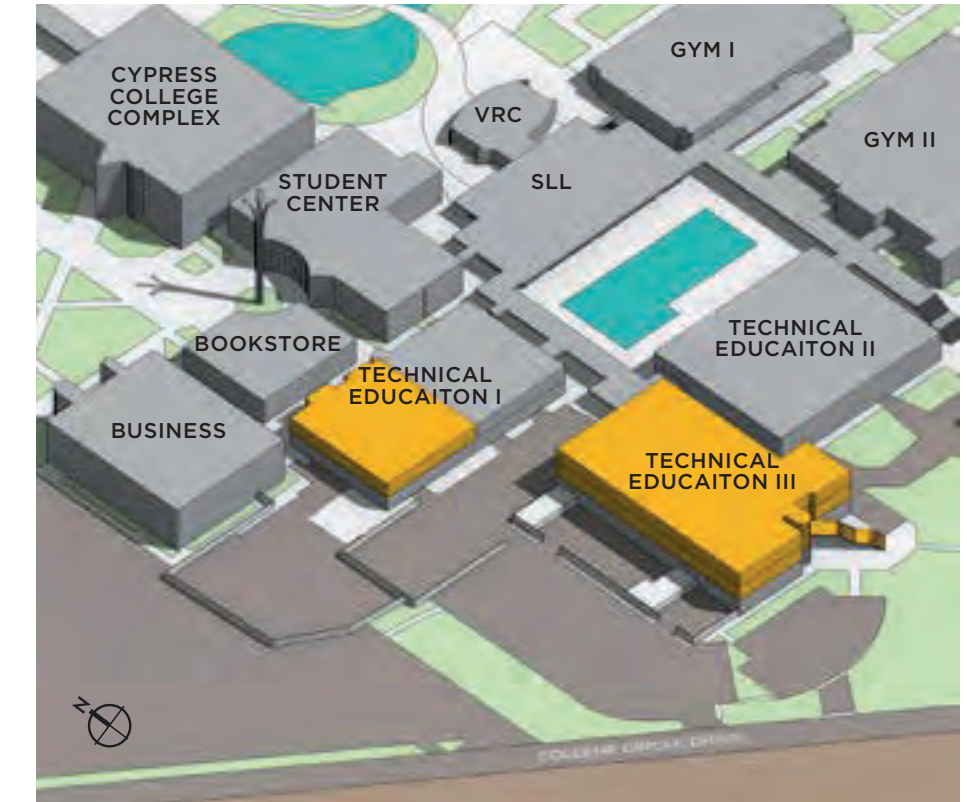- Sonography
- Radiologic Technology
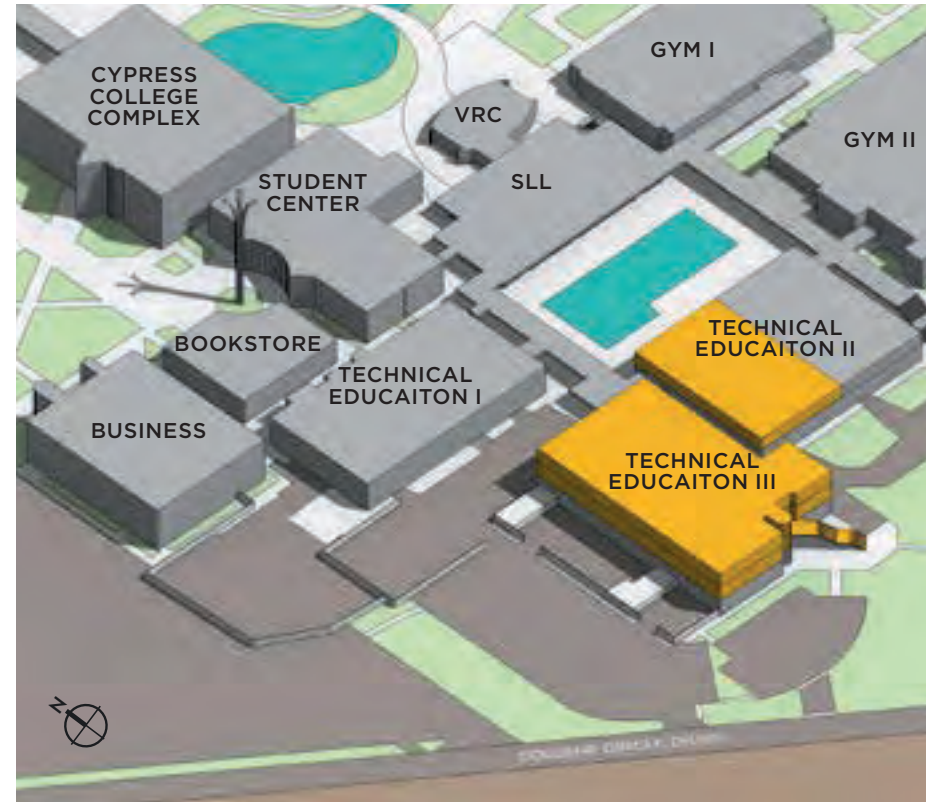
Option 1:
Renovation includes 2nd and 3rd floors of Technical Education III and a portion of the Technical Education II 2nd floor. Highlighted zones are diagrammatic and not indicative of interior programming.

Health Sciences Renovation - Option 1	
Technical Education III Renovation	40,000 SF
Technical Education II Renovation	12,000 SF
TOTAL	52,000 SF
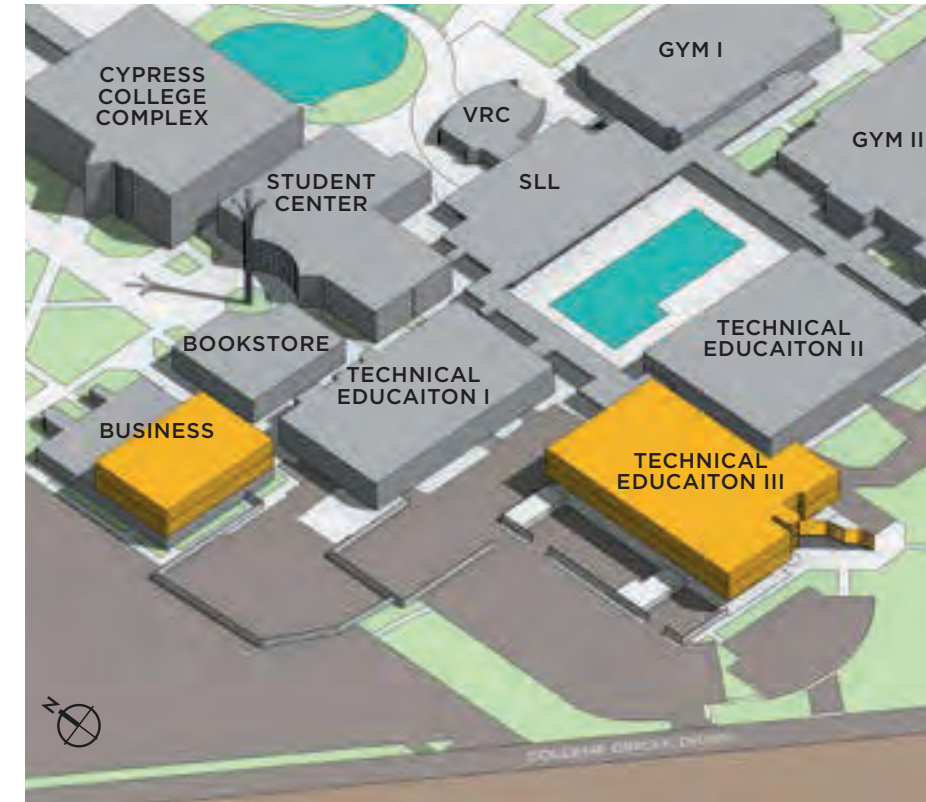
Option 2:
Renovation includes 2nd and 3rd floors of Technical Education III and portions of the Business building 2nd and 3rd floors. Highlighted zones are diagrammatic and not indicative of interior programming.

Health Sciences Renovation - Option 2	
Technical Education III Renovation	40,000 SF
Business Building Renovation	11,000 SF
TOTAL	51,000 SF

Option 3:
Renovation includes 2nd and 3rd floors of Technical Education III and a portion of the Technical Education I 2nd floor. Highlighted zones are diagrammatic and not indicative of interior programming.

Health Sciences Renovation - Option 3	
Technical Education III Renovation	40,000 SF
Technical Education I Renovation	9,500 SF
TOTAL	49,500 SF

CYPRESS COLLEGE RECOMMENDATIONS

recommendations based on preliminary data analysis and engagement forums with students, faculty, and staff

R1. FLEXIBLE MODERNIZED CLASSROOM SPACE

Technology rich classrooms that are adapted to hybrid learning with flexible spaces.

R2. STUDENT AFFINITY SPACE

Further conversion of underutilized classrooms to student resource spaces.

R3. STUDENT & FACULTY COLLABORATION SPACE

Integrate spaces for faculty and student interaction; counseling and collaboration space.

R4. RE-ENVISION DINING

Consider alternate meal plans, program dining as "Commons" for hybrid uses; study, café, informal gathering.

R5. DATA INTEGRATION

Continue to invest in and update space utilization data for all campus facilities.

R6. INFRASTRUCTURE

Continue to invest in ongoing infrastructural improvements across campus for all campus facilities.

2020 EFMP PLANNING PROJECTS UPDATE

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2020 EFMP PLANNING PROJECTS STATUS LIST

1. New Instructional Building
The building will accommodate more than 40 classrooms and the division office services including staff offices.

2. Central Plant Expansion
Addition to Central Plant building to upgrade campus infrastructure. Project includes the replacement and expansion of the existing central plant to accommodate three 600-ton high-efficiency water chillers and cooling towers.

3. Network Refresh
Campus-wide and District-wide infrastructure upgrades, including broader and faster WiFi and addressing wired, wireless, voice, and video networks.

4. Infrastructure Improvements
Includes new sewer lines and other infrastructure preparation for 300 Building renovations.

5. Renovation of 300 Building
Total renovation of Building 300, including historic consideration. The renovated building will contain general classrooms, CIS laboratories, ACT laboratories, photography laboratories, Dean and faculty offices, shared laboratories, and a lecture hall.

6. Parking Solutions
Add parking spaces by purchasing or leasing adjacent surface parking lots, or by another solution.

7. New Maintenance & Operations (M&O) Building and Thermal Energy Storage (TES)

8. New STEM Vocational Center
New building to house and replace temporary buildings for Horticulture, includes renaming and expanding the program to include other STEM programs.

2020 EFMP PLANNING PROJECTS STATUS LIST

9. New CDES Lab School Building
New building to house and replace temporary buildings for Lab School.

10. New Performing Arts Complex
New gateway building on the corner of Chapman Avenue and Lemon Street for a new performing arts center for music and drama programs. Includes classrooms, offices, study rooms, and support spaces.

11. New Welcome Center
New gateway building on the corner of Chapman Avenue and Lemon Street to house visitor information and Student Services, such as Social Justice Conference Room and Student Cultural Spaces.

12. Demolition of Buildings 1100, 1300
In order to accommodate space for the Welcome Center, buildings 1100 and 1300 will need to be demolished. Once the Welcome Center is built to relocate the Student Services programs, TV studio, and bookstore.

13. Sherbeck Field Enhancements
The addition of bleacher seating and stadium lighting.

14. Accessibility Enhancements
Implementing accessibility improvements throughout campus, such as ramps, lifts, handrails, or restroom accessories.

15. Mass Communications & Security Systems Upgrades
Campus-wide and District-wide upgrades to security and alarm systems.

LEGEND

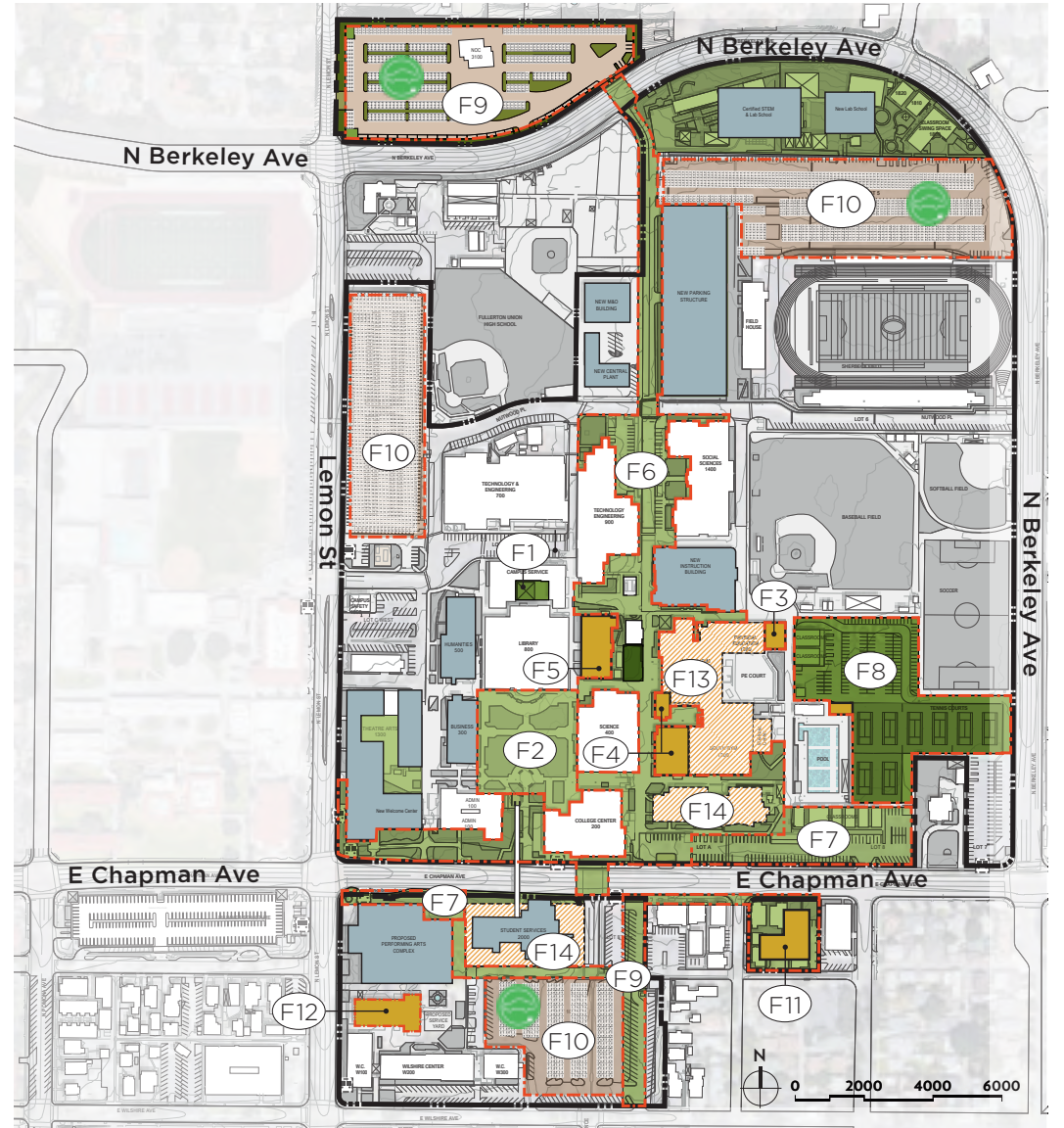| ■ Completed | ■ Underway | ■ Planned Current | ■ Planned Future | ■ Revised | ■ Removed |

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LEGEND

- Potential Building Sites
- Public Realm Potential Sites
- PV Panels
- Potential Property Acquisitions
- Electric Vehicle Charging Stations
- In-Construction and In-Planning Projects
- Parking
- Long-Range Projects
- Opportunity Sites

2020 EFMP OPPORTUNITY SITES STATUS LIST

SMALL CAP: < $2 M

Pilot Projects: Campus-Wide Enhancements
- Signage Enhancements
- Outdoor Leisure Seating
- Outdoor Study Spaces
- Faculty Offices and Adjunct Faculty Shared Offices
- Content Creation Center
- Constellation Classroom
- Social Justice Conference Room *and student cultural spaces*
- Bike Lockers Enhancement
- Art Installation

F1. North Library Historic Courtyard Renovation
Exterior enhancements including paving and electrified furniture.
- Shading and Seating Renovation
- Grab & Go (Starbucks)

F2. Quad Seating & Shading
- Additional Seating and Shade Trees for Better Thermal Comfort

F3. Strength Lab Renovation
Better space utilization and new equipment

F4. Faculty Lounge & Health Center Renovation
Partial building renovation to provide building systems, lighting, interior materials, and furniture enhancements

MEDIUM CAP: $2 M - $30 M

F5. Math 600 Building Renovation
Building systems, interior materials, and furniture enhancements.
- Classrooms Renovation
- Faculty Offices
- Content Creation Center

F6. North Campus Spine

F7. New Mobility Hubs
Two new hubs, on either side of E. Chapman Avenue, to provide consolidated vehicle, bus, and ride share drop-off areas including new covered waiting areas and bike storage.
- Front Door Landscape
- ADA Upgrades
- Lighting & Safety Upgrades

LEGEND

- Completed
- Underway
- Planned Current
- Planned Future
- Revised
- Removed

MEDIUM CAP CONTINUED: $2 M - $30 M

F8. New Lockers & Showers & Parking Improvements
New locker and shower rooms at pool, and parking enhancements to include safer parking drive entrance, accessibility, lighting, and sustainability measures

F9. Convert Building 3000 to the Tech Center
The current 3000 building is underutilized and will house emerging technology programs

F10. Integrated Parking
Parking enhancements to integrate safety, accessibility, and sustainability measures

F11. Veterans Resource Center (VRC) / Instructional / Student Resources
Relocate / demolish four houses and develop new building to include VRC, Health Services, Student Resources, and Instructional Programs
- Additional Surface Parking

F12. Wilshire Theater 2100 Renovation
Building systems, interior materials, and furniture enhancements
- Theater Renovation
- Faculty Offices
- Content Creation Center
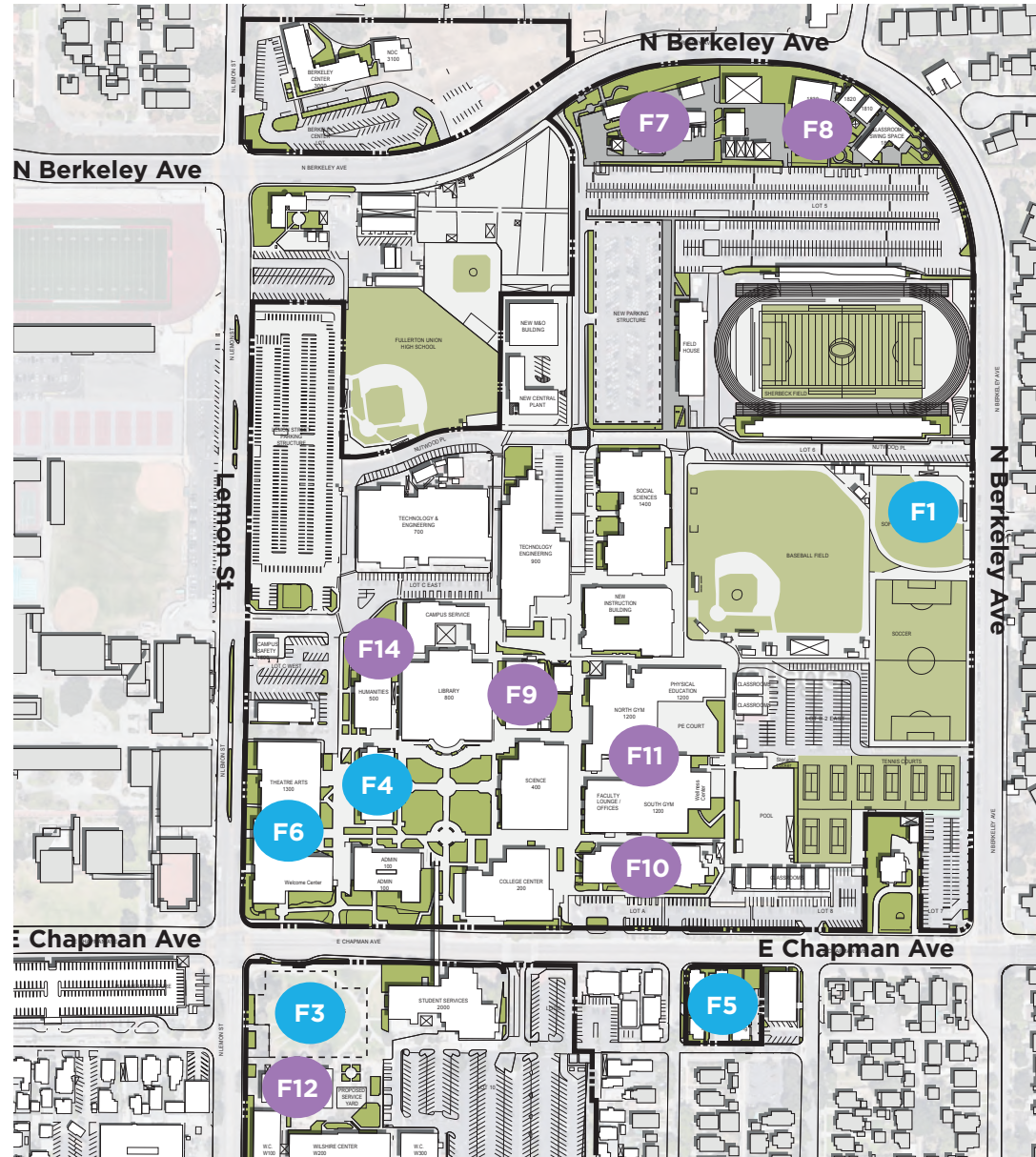- ADA upgrades

LARGE CAP: > $30 M

None

LONG-RANGE PROJECTS

F13. Demo & New Gym 1200 Building
Demolish existing building and develop new Gym.

F14. New Fine Arts South of Chapman
Demolish existing Fine Arts 1000 building and develop new Fine Arts building South of E. Chapman Avenue.
- New Landscape Visual Connection with new Performing Arts Complex and the Quad

2023 AND BEYOND PROJECT PRIORITIES

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*opportunity sites highlighted as options for future consideration

FULLERTON COLLEGE PROJECT PRIORITIES

CURRENT PROJECT PRIORITIES

F1. Softball field - Title IX ($)

F2. Parking Solutions ($$)

F3. Performing Arts ($$$$$)

F4. 300 Building Renovation ($$$)

F5. Chapman/ Newell Building ($$$)

F6. Welcome Center ($$$$)

*Projects are not in order of importance

FUTURE PROJECT PRIORITIES

F7. 1600 Stem Vocational Center

F8. 1800 Child Development Lab

F9. 600 North Science Renovation

F10. 1000 Fine Arts Rebuild

F11. 1200 Physical Education Renovation

F12. Wilshire Theater 2100 Renovation

F13. 500 Building Rebuild

F14. Fullerton Museum and other off-site locations

Project Current Best Estimates	
$	$0-$5M
$$	$5-25M
$$$	$25-50M
$$$$	$50-75M
$$$$$	$75M+

Current/Future Project Timeline

CURRENT PROJECTS — FUTURE PROJECTS

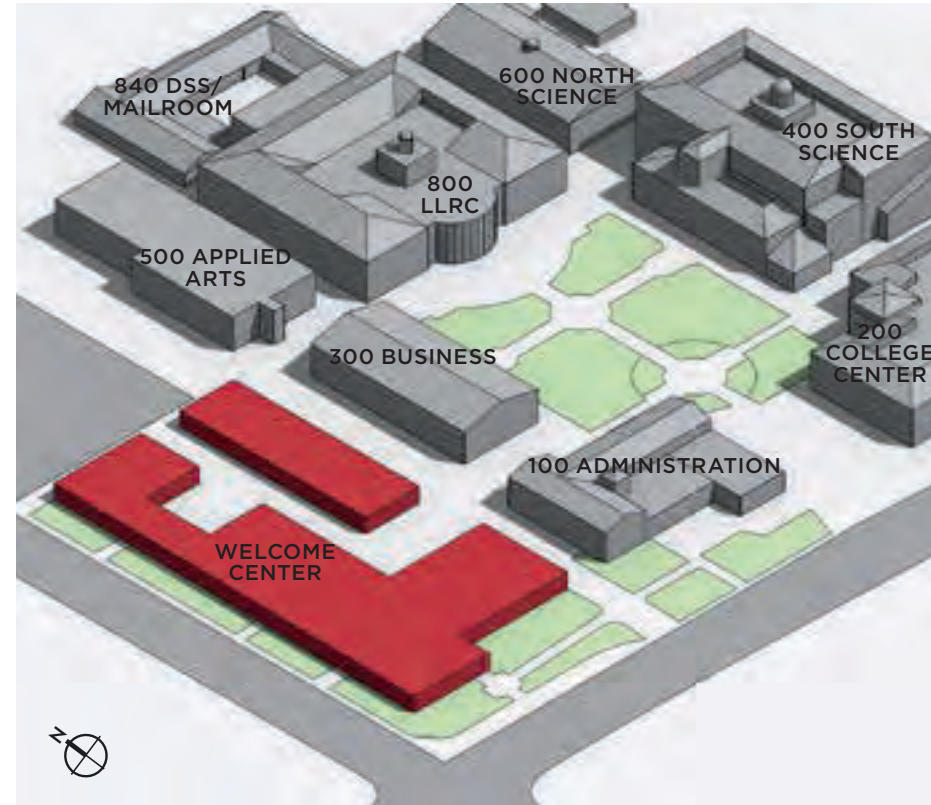NOW 2024 2025 2026 2027 2028

WELCOME CENTER TEST FIT

F6. Welcome Center

Creates a one-stop-shop for all student needs.

The original EFMP recommended a 50,000 SF Welcome Center at one story, however due to higher than anticipated costs of construction and reallocation of the Measure J, only a 40,000 SF building is feasible. The refresh analysis recommends utilizing 2 stories in order to create programmatic separation and preserve the adjacent lot for future development. A feasibility study and programming analysis should be conducted as the following is only a test fit.

The proposed Welcome Center would include the following programs:

• Relocation of financial aid and student administrative service

• Student counseling

• Student support services, student life and leadership office, etc

• Cafe and study space

2020 EFMP Welcome Center:
The original 50,000 SF example shown in the 2020 EFMP.

2020 EFMP Welcome Center	
Site Area	2.55 acres
New Building Area	50,000 SF
No. of Floors	1

Option 1 - Preferred
Only 40,000 SF is feasible with remaining measure J funding. A 2 story option would provide programmatic separation and also preserve the adjacent lot for future development.

Welcome Center - Option 1	
Site Area	1.05 acres
New Building Area	40,000 SF
No. of Floors	2

Option 2
40,000 SF can also be achieved in 1 story, however it would spill into the adjacent lot.

Welcome Center - Option 2	
Site Area	2.55 acres
New Building Area	40,000 SF
No. of Floors	1

FULLERTON COLLEGE RECOMMENDATIONS

recommendations based on preliminary data analysis and engagement forums with students, faculty, and staff

R1. MEASURE J REMAINING FUNDING

Reallocate Measure J funding to support "Current Projects" in the Executive Summary.

R2. EQUITABLE FACILITIES

Prioritize the Title IX requirements for the Athletic Facilities.

R3. WELCOME CENTER

Initiate a program validation study for the Welcome Center project and mobility hub.

R4. STUDENT SERVING PROGRAMS

Plan for student affinity groups to replace spaces vacated for new Welcome Center. Consider student affinity groups to replace spaces vacated for new Welcome Center.

R5. INFRASTRUCTURE

Conduct a comprehensive infrastructure assessment and invest in buildings with declining infrastructure.

R6. PARKING

Identify off campus strategies to address the urgent need for increased parking capacity coupled with alternative transportation shuttle, public transit. Future parking structure to be considered in the future contingent on need.

R7. DATA INTEGRATION

Continue to invest in and update space utilization data for all campus facilities.
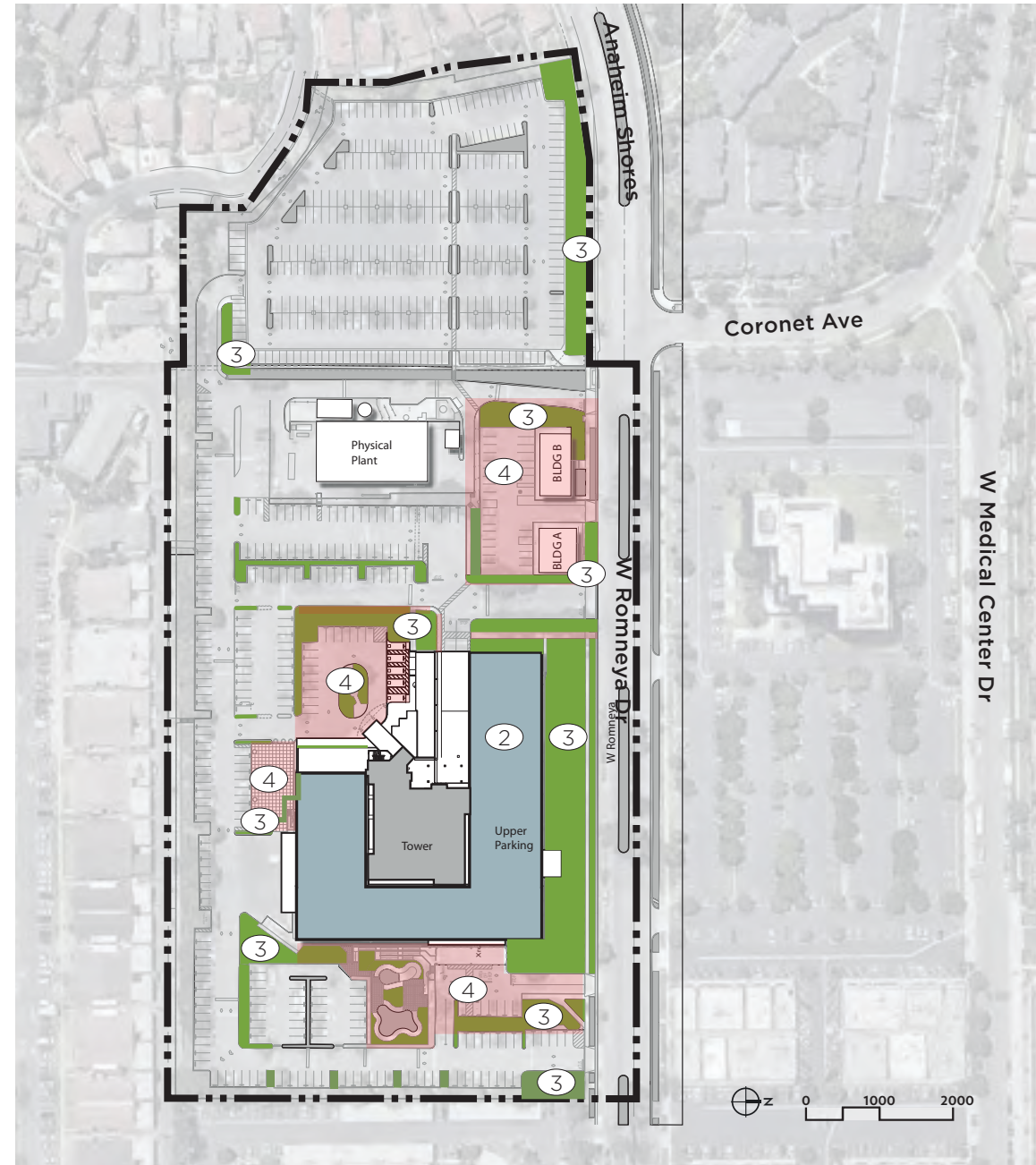
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2020 EFMP PLANNING PROJECTS STATUS LIST

1. Network Refresh
Campus-wide and District-wide infrastructure upgrades, including broader and faster WiFi and addressing wired, wireless, voice, and online learning technologies.

2020 EFMP PLANNING PROJECTS STATUS LIST

2. Upper Deck Parking Repairs
Maintenance of the parking deck including waterproofing and resurfacing.

3. Landscape Enhancements
Landscape replacement and enhancements along W. Romneya Drive and at parking medians.

4. Accessible Entrance Path Enhancements
ADA improvements throughout Anaheim grounds and tower interior. Includes enhanced pathway from W. Romneya Drive to tower Level 1 entrance.

5. Signage Enhancements
Interior and exterior signage improvements for directional and wayfinding clarity.

LEGEND

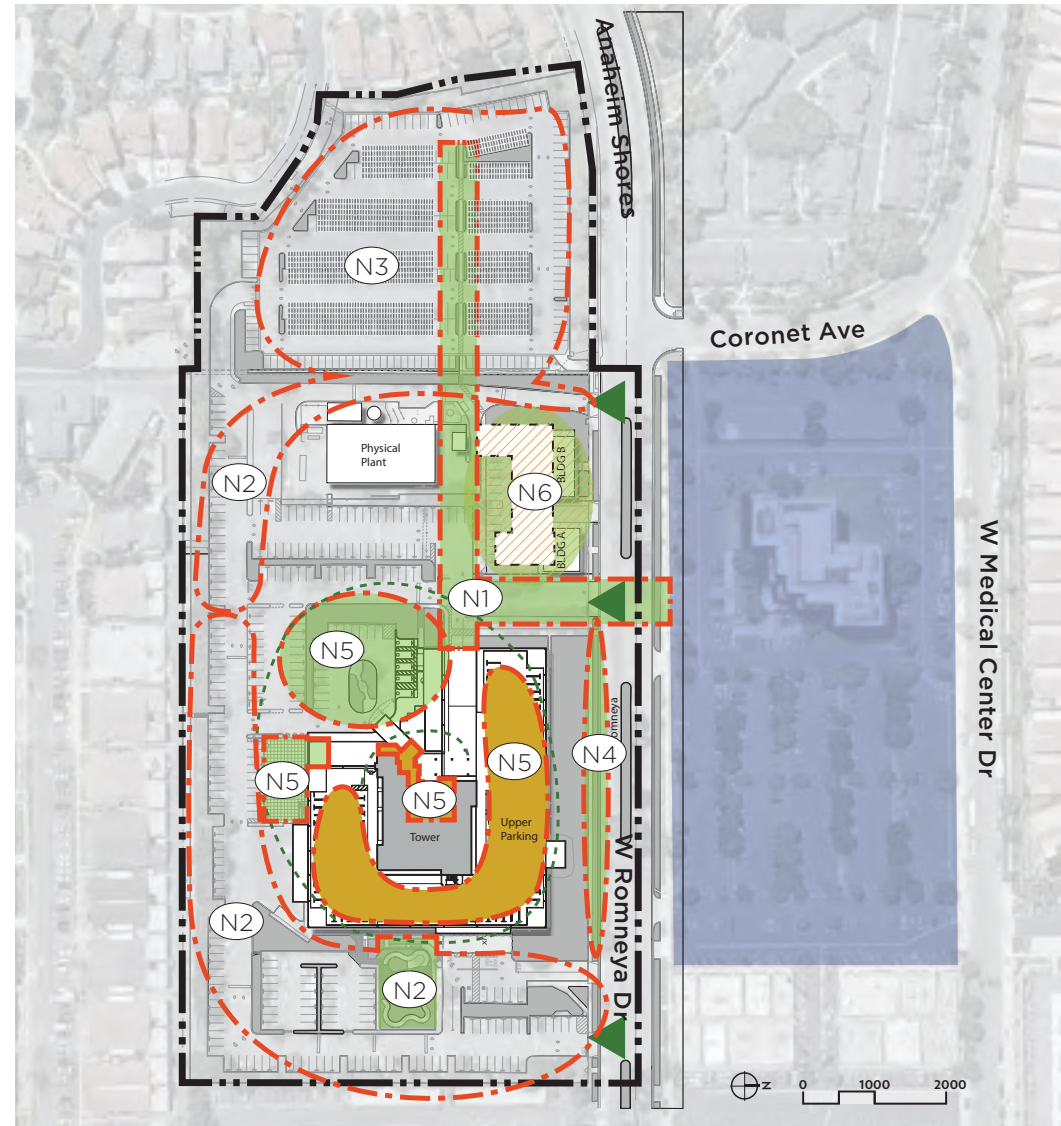Completed | Underway | Planned Current | Planned Future | Revised | Removed

2020 EFMP OPPORTUNITY SITES UPDATE

The 2020 EFMP documented several campus needs mapped to potential opportunity sites and where they could be located. An opportunity site refers to a discrete area found to be underserving the campus relative to its potential as a future building site. The following illustrates the current statuses of these prior Opportunity Sites presented in the 2020 EFMP and are denoted using the following coloration:

- Completed projects are marked with green

- Underway projects, such as those currently in DSA approval or under construction, are marked with blue

- Planned projects that are still in the queue but have not yet been started are marked in yellow

- Revised projects that have changed in size or scope have been marked in red. Note that relevant text for these projects has been updated

- Removed projects that are no longer up for consideration have been marked in black

Funding, programming, and site specific factors may still be re-considered and evaluated as the projects are still in the planning process.

Note: Underway, Planned and Revised projects may also be present in the refreshed 2023 project priorities.

LEGEND

- **Potential Project Sites** (orange)
- **Public Realm Potential Sites** (green)
- **Long-Range Projects** (hatched)
- **Campus Boundary** (dash line)
- **Opportunity Sites** (red dashed)
- **New Entrance** (triangle)
- **Potential Property Acquisitions** (blue)

2020 EFMP OPPORTUNITY SITES STATUS LIST

SMALL CAP: < $2 M

Pilot Projects: Campus-Wide Enhancements
- ● Signage Enhancements
- • Tutoring Space
- • Faculty Offices and Adjunct Faculty Shared Offices
- • Content Creation Center
- • Hallway Enhancements
- • Social Justice Conference Room and Student Cultural Spaces
- • Bike Lockers Enhancement
- • Safety or Health Barrier at Open Counters
- • Charging stations throughout the building
- ● Student Study Space
- • Outdoor Leisure Seating

N5. Exterior Green Community Space Enhancement
The enhancement includes garden spaces, enclosed spaces, and furniture. Renovate south patio with new covered canopy and furniture with power; provide new food service options at Culinary Arts corner with connection to outdoor seating. Renovate interior at entrances to include new L1 / L2 connecting stair, new interior materials, and furniture with power.
- • Campus Heart Amphitheater

MEDIUM CAP: $2 M - $30 M

N1. West Parking Pedestrian Connection
Pathway enhancements to better connect west parking lot and existing entry off W. Romneya Drive to include safety, lighting, and accessibility measures.

N2. Separate Vehicle & Pedestrian Zone Redesign
Move main vehicular entrance to two separated entrances, east for staff and west for students.
- • Children's Playground Converted to Surface Parking
- • ADA Upgrades
- ● Lighting & Safety Upgrades

N3. Integrated Parking
Parking enhancements to integrate safety, accessibility, and sustainability measures.

N4. New Drop-off Area
Consolidated vehicle and bus drop-off area relocated to make room for exterior green community space.
- • ADA Upgrades
- • Lighting & Safety Upgrades

LONG-RANGE PROJECTS

N6. New Mixed-Use Building
Demolish two existing temporary buildings and develop new mixed-use building and CAEP offices, including new exterior children's play area.
- • Front Garden
- • Faculty and Adjunct Faculty Offices

LEGEND

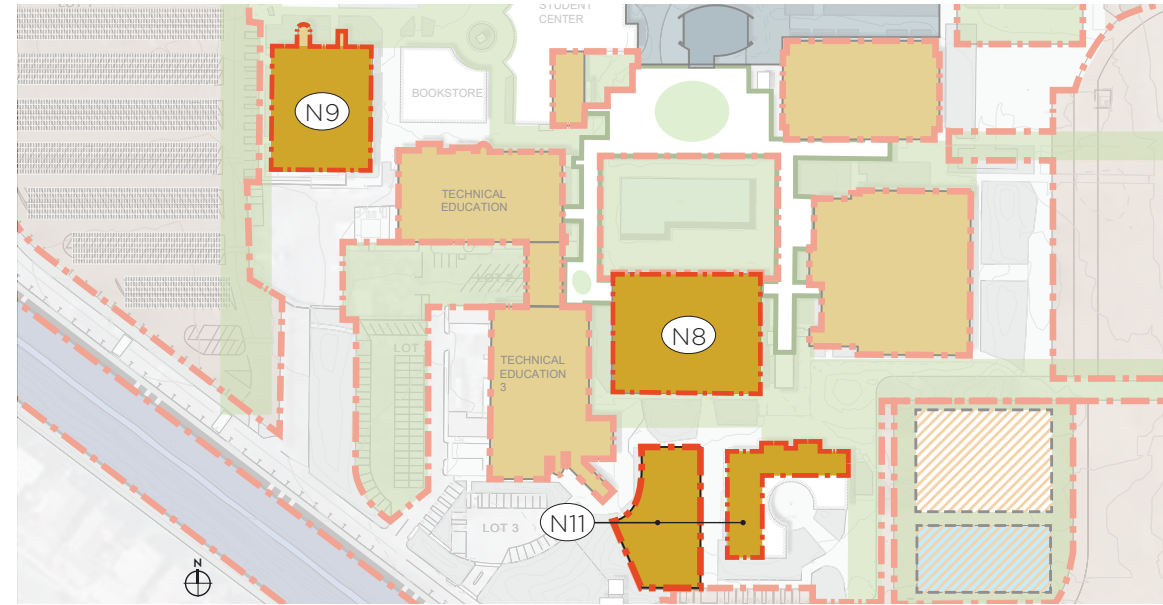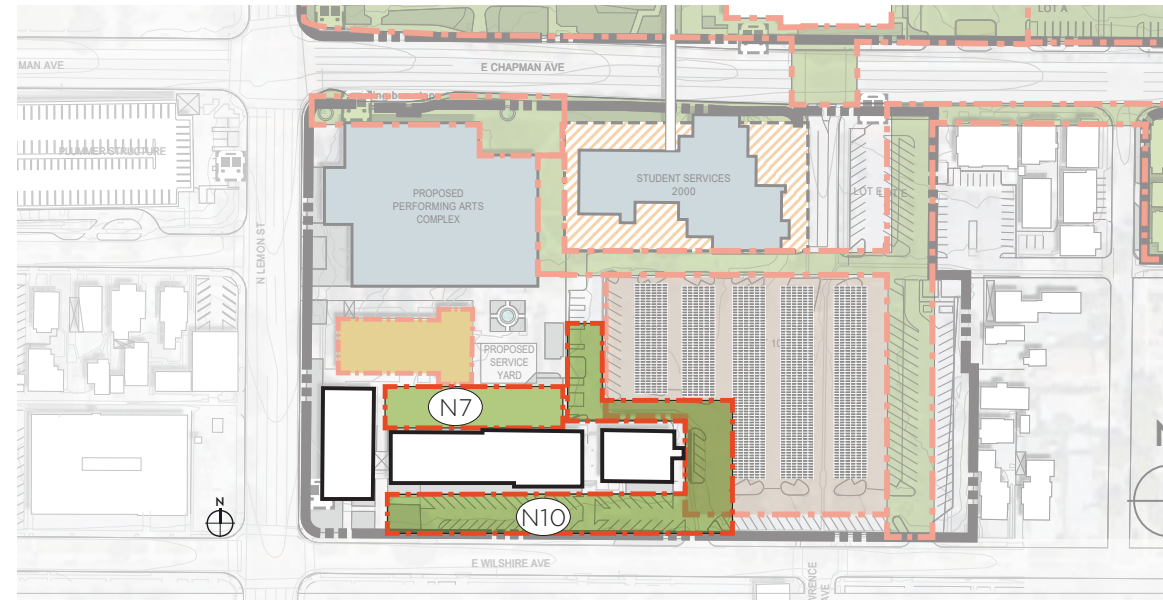| Completed | Underway | Planned Current | Planned Future | Revised | Removed |

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Funding, programming, and site specific factors may still be re-considered and evaluated as the projects are still in the planning process.

Note: Underway, Planned and Revised projects may also be present in the refreshed 2023 project priorities.

Cypress Continuing Education Center Located at Cypress College

Wilshire Continuing Education Center Located at Fullerton College

2020 EFMP OPPORTUNITY SITES STATUS LIST

SMALL CAP: < $2 M

Campus-Wide Enhancements:
- Signage Enhancements

N7. Outdoor Education Garden Enhancements (Wilshire Continuing Education Center Located at Fullerton College)
Outdoor Education Garden Enhancements
Exterior enhancements including new fence, paving, and furniture with power.
- New Children's Playground Enhancement
- Outdoor Study Space

MEDIUM CAP: $2 M - $30 M

N8. Tech II Instructional Space Utilization Study (Cypress Continuing Education Center Located at Cypress College)
Complete a space utilization study for the NOCE portion of the Tech 2 building at the Cypress campus, intended to explore ways to maximize instructional space and faculty/adjunct faculty office spaces without changing structural layout of the building.

N9. Business Building Classrooms Renovation (Cypress Continuing Education Center Located at Cypress College)
Building systems, interior materials, and furniture enhancements.
- Classrooms Renovation
- Faculty/Adjunct Faculty Offices
- Content Creation Center

N10. New Drop-off Area (Wilshire Continuing Education Center Located at Fullerton College)
Consolidated vehicle drop-off area including new covered waiting area and bike storage.
- Front Door Landscape
- ADA Upgrades
- Lighting & Safety Upgrades
- Traffic Study

LARGE CAP: > $30 M

NONE

LONG-RANGE PROJECTS

N11. Cypress Continuing Education Center Located at Cypress College Expansion & Cypress Bistro Relocation
Expansions to accommodate both NOCE growth needs and relocation of Cypress Bistro and Culinary Arts program back to Cypress campus.
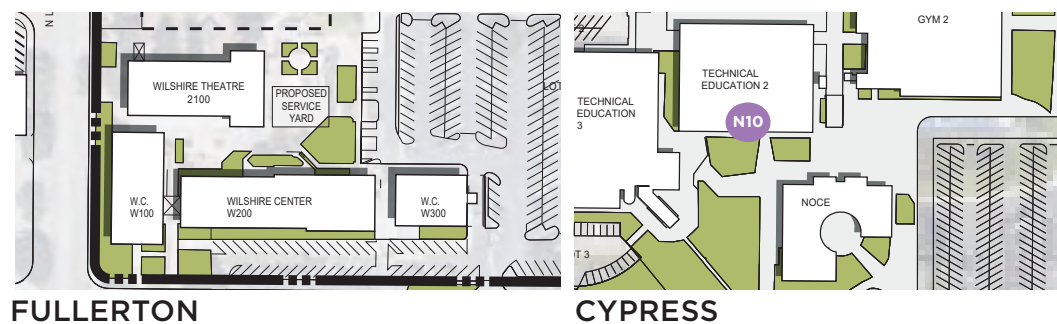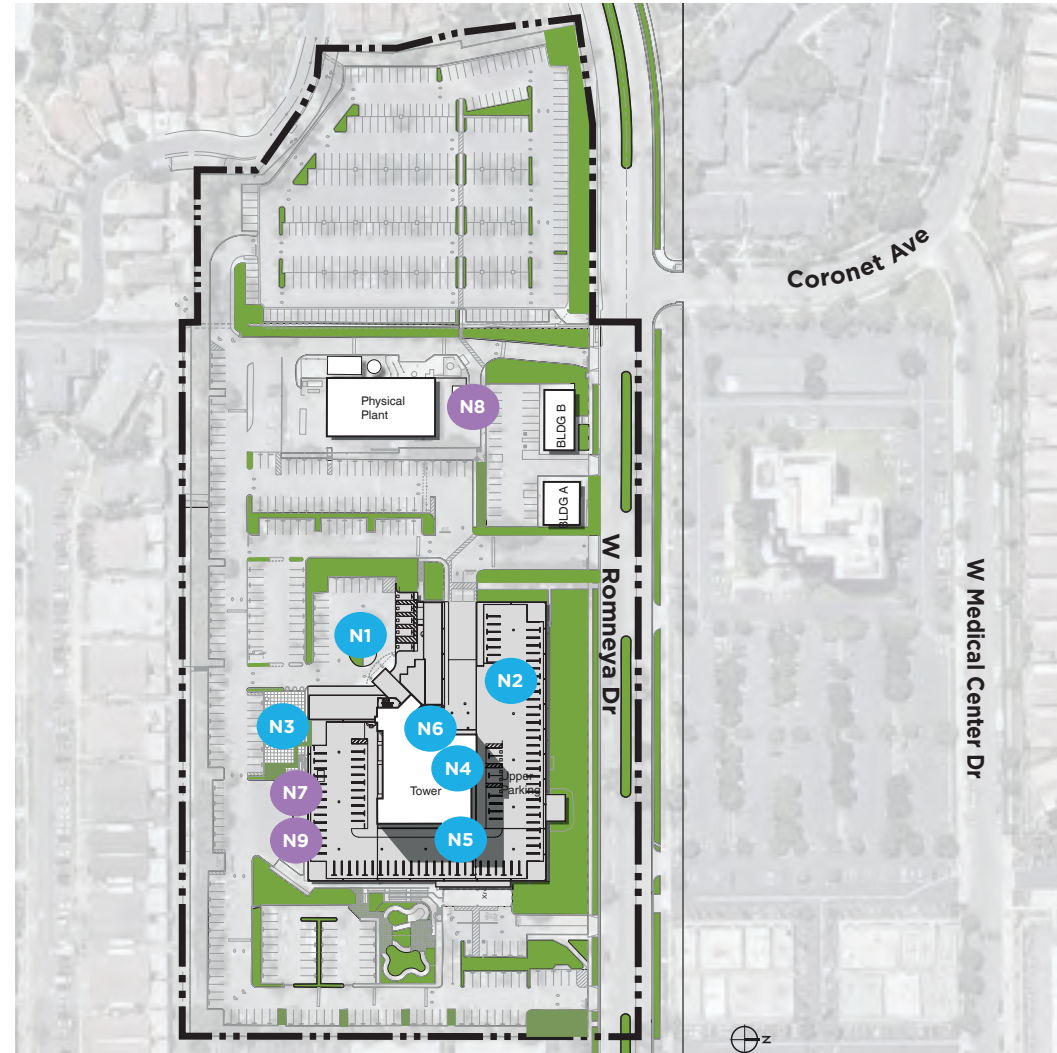
LEGEND

Completed | Underway | Planned Current | Planned Future | Revised | Removed

2023 AND BEYOND PROJECT PRIORITIES

Moving forward from the original 2020 EFMP, the following represents a consolidated and reprioritized list of projects categorized into two timeframes.

- Current projects are projects that currently have allocated funding and can begin within the next few years. Estimated project cost ranges have been provided for current projects and can be evaluated using the legend on the next page.

- Future Projects are projects that are high priority, but do not currently have allocated funding. These are projects that likely will not proceed until after the next federal bond cycle in 2028. These projects do not have cost ranges as project costs will fluctuate over time.

*opportunity sites highlighted as options for future consideration

FULLERTON

CYPRESS

NOCE PROJECT PRIORITIES

CURRENT PROJECT PRIORITIES	FUTURE PROJECT PRIORITIES

CURRENT PRIORITIES AT ANAHEIM:

N1. Exterior Green Community Space Enhancement ($)

N2. Deck Renovation ($)

N3. Outdoor Patio Cover ($)

N4. Affinity Group Spaces ($)

N5. Interior and Exterior Signage ($)

N6. Boardroom Renovation ($)

CURRENT PRIORITIES AT FULLERTON/ CYPRESS:

NONE

*Projects are not in order of importance

CURRENT PRIORITIES AT ANAHEIM:

N7. Utilize Prior Culinary Space
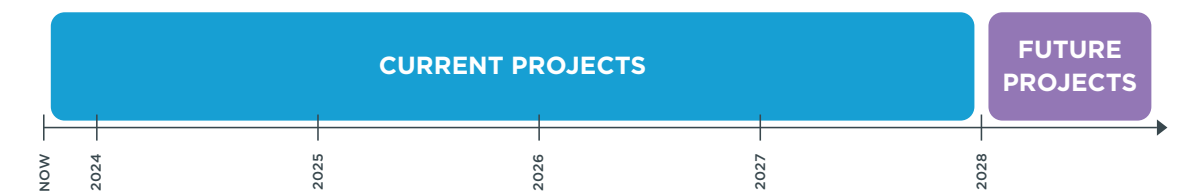
N8. Campus Connection from West Lot

N9. Dining services

CURRENT PRIORITIES AT FULLERTON/ CYPRESS:

N10. Tech Ed II Renovation (Cypress)

Project Current Best Estimates

$	$0-$5M
$$	$5-25M
$$$	$25-50M
$$$$	$50-75M
$$$$$	$75M+

Current/Future Project Timeline

CURRENT PROJECTS	FUTURE PROJECTS

NOW 2024 2025 2026 2027 2028

N1. Exterior Green Community Space Enhancement

Creates a green threshold to the heart of NOCE.

By removing the 19 parking spaces at the Level 1 entrance, the area can then be transformed into a social gathering space for students, faculty and the community to use. A grand quad provides ample space and flexibility for a variety of events and the natural topography allows the incorporation of amphitheater seating.

EXISTING DROP OFF OVERLAY:

Existing drop off includes 19 parking spaces around a central roundabout. Greenspace is separated from building entry and hard to program.

Existing Metrics	
Site Area	22,000 SF
Hardscape/Asphalt	15,500 SF (70%)
Greenspace	7,000 SF (30%)
Programmable	1%

Option 1:

By shifting the drop off south through the existing parking, the current drop off space can be reclaimed as outdoor community space.

Option 1 Metrics	
Site Area	22,000 SF
Hardscape/Asphalt	5,000 SF (22%)
Greenspace	17,500 SF (78%)
Programmable	100%

Option 2:

As an alternate option, the existing drop off can be maintained while repurposing the existing parking into community green space.

Option 2 Metrics	
Site Area	22,000 SF
Hardscape/Asphalt	5,000 SF (22%)
Greenspace	17,500 SF (78%)
Programmable	100%

NOCE RECOMMENDATIONS

recommendations based on preliminary data analysis and engagement forums with students, faculty, and staff

R1. ENTRANCE ENHANCEMENT - COMMUNITY SPACE

Initiate a Concept Design and Feasibility analysis of the proposed drop off community space. Identify alternate funding mechanisms.

R2. AFFINITY GROUPS

Consider improved space accommodations for affinity groups.

R3. SAFETY

Improve campus lighting and pedestrian safety from west parking.

R4. ACCESSIBILITY

Address ADA path of travel requirements from Romneya Dr. and west parking.

R5. DATA INTEGRATION

Continue to invest in and update space utilization data for all campus facilities.

R6. CLASSROOM UTILIZATION AND NEED ASSESSMENT

Evaluate classroom need on campus and consider alternative use for classrooms when not in use.

R7. DEVELOP NEW DINING SERVICES

Explore methods for providing food to students on campus.

04 | Appendix

The *EFMP Refresh* utilizes regional and local population demographics, labor market trends, and student success metrics to formulate a basis for District-wide educational recommendations.
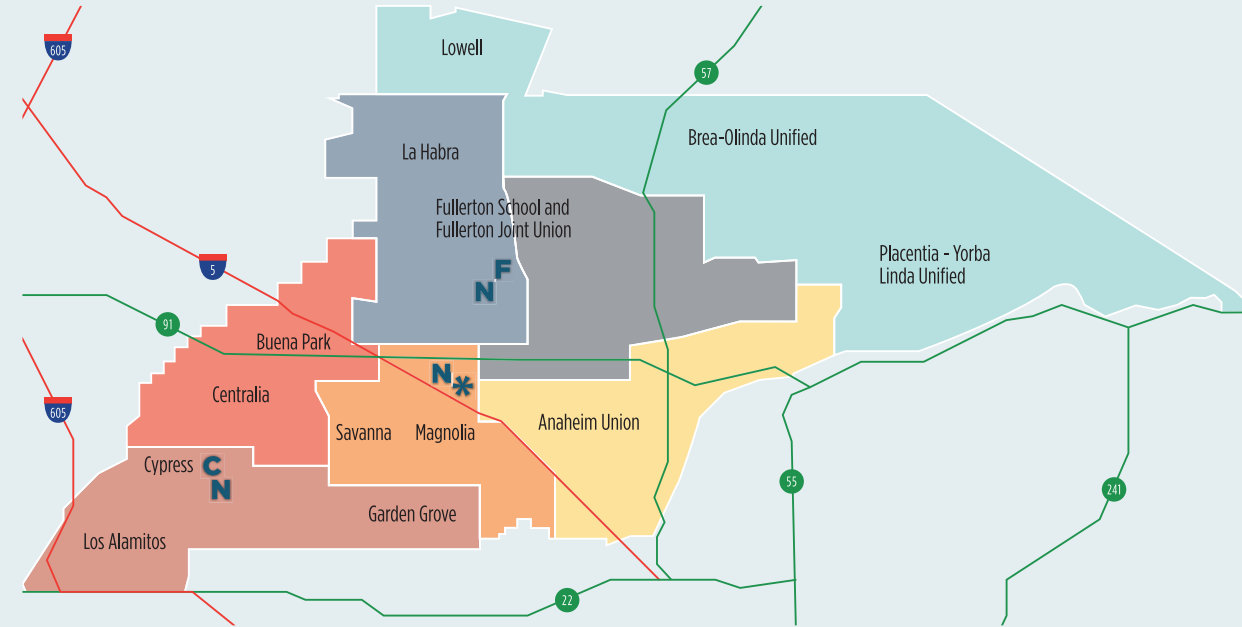
NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Regional Context

39M
California Population

3.2M
Orange County Population

1.3M
District Service Area Population

The District encompasses approximately 155 square miles in Orange County, California with boundaries that extend to the Riverside County line on the east and the Los Angeles County line on the west and north.

A portion of Los Angeles County, on the north and west boundary, is included in the District's service area. The NOCCCD campuses serve over one million diverse people across 18 cities and 15 school districts.

Trustee Area 1
Trustee Area 2
Trustee Area 3
Trustee Area 4
Trustee Area 5
Trustee Area 6
Trustee Area 7

✳ NOCCCD Anaheim Campus
C Cypress College
F Fullerton College
N NOCE

DISTRICT SERVICE AREA

The following cities:

- Anaheim
- Brea
- Buena Park
- Cypress
- Fullerton
- La Habra
- La Palma
- Los Alamitos
- Placentia
- Rossmoor
- Yorba Linda

Portions of the following cities and unincorporated areas of L.A. and O.C. counties:

- Garden Grove
- La Habra Heights
- La Mirada
- Orange
- Seal Beach
- Stanton
- Whittier

The following school districts:

- Anaheim Union High School District
- Brea-Olinda Unified School District
- Fullerton Joint Union High School District
- Garden Grove Unified School District
- Los Alamitos Unified School District
- Placentia-Yorba Linda Unified School District
- Whittier Union High School District

POPULATION

In 2019 the District Service Area was anticipated to outpace the overall population trajectory of Orange County. Although the changes have been modest, trends demonstrate a greater change that has occurred across California in the last few years. Orange County experienced a population decline of less than one percent, while the population within the District Service Area has increased by 1%.

As the cost of living continues to rise, residents may continue moving to more affordable areas within California. The District Service Area continues to and is anticipated to outpace countywide population growth by 0.2% between 2023 and 2027.

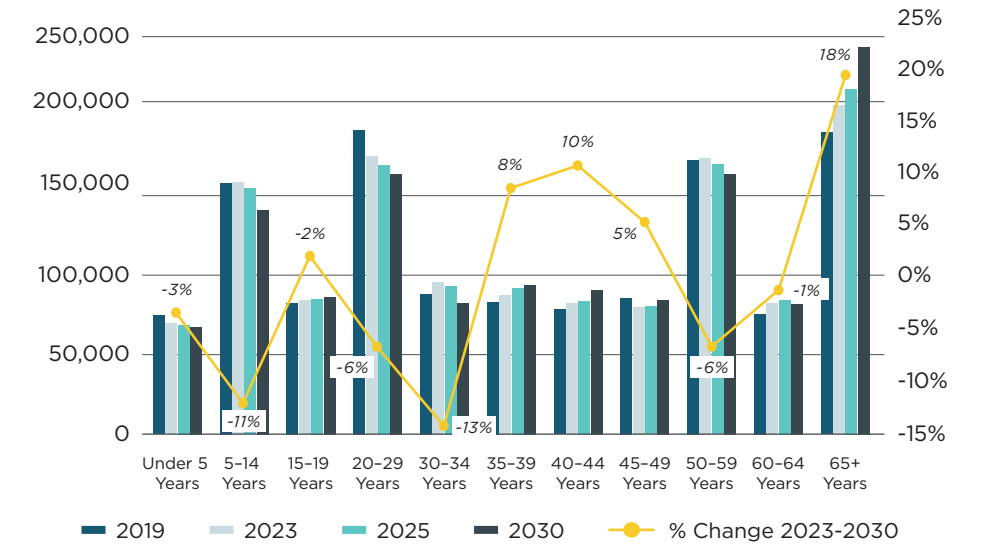**POPULATION TRENDS: DISTRICT SERVICE AREA VS. ORANGE COUNTY, 2018-2027**

District Area   Orange County
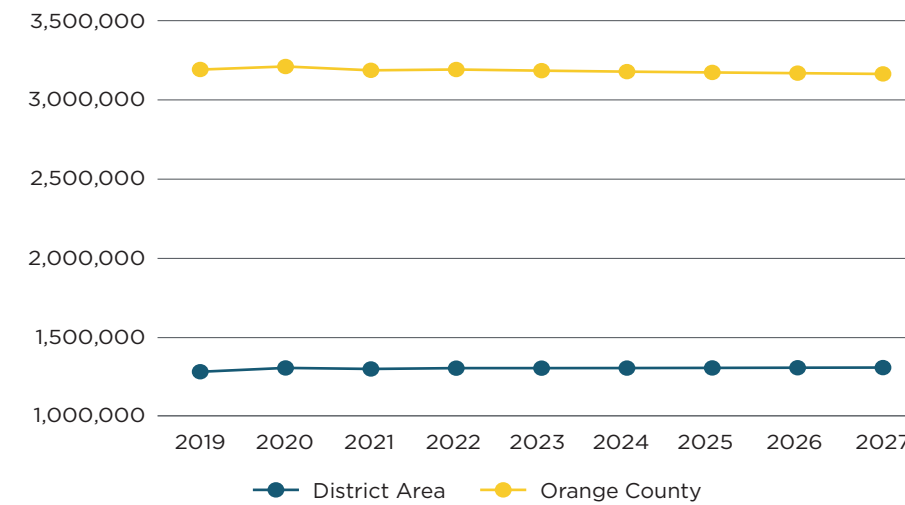
Source: EMSI

AGE

Orange County and the District Service Area have experienced similar trends since 2019, the 20–29-year-old population has decreased by 8% and 9% respectively, while the 65+ group has grown by the same ratios respectively.

The 20-29 year old segment is anticipated to continue to decline through 2030, dropping by -4% and -6% in Orange County and the District Service Area respectively, while the 65+ segment is expected to continue growing at 15% and 18%.

AGE TRENDS: DISTRICT SERVICE AREA RESIDENTS, 2018-2030

2019   2023   2025   2030   % Change 2023-2030

Source: EMSI

ETHNICITY

The District Service Area remains a highly diverse area with a steady growing population of wide ethnic populations. Hispanic/Latino residents remain the largest ethnic group, representing 37% of the total population in 2023. The Two or More Race ethnic groups, both Non-Hispanic and Hispanic, are anticipated to grow by an estimated 25-27% through 2030.

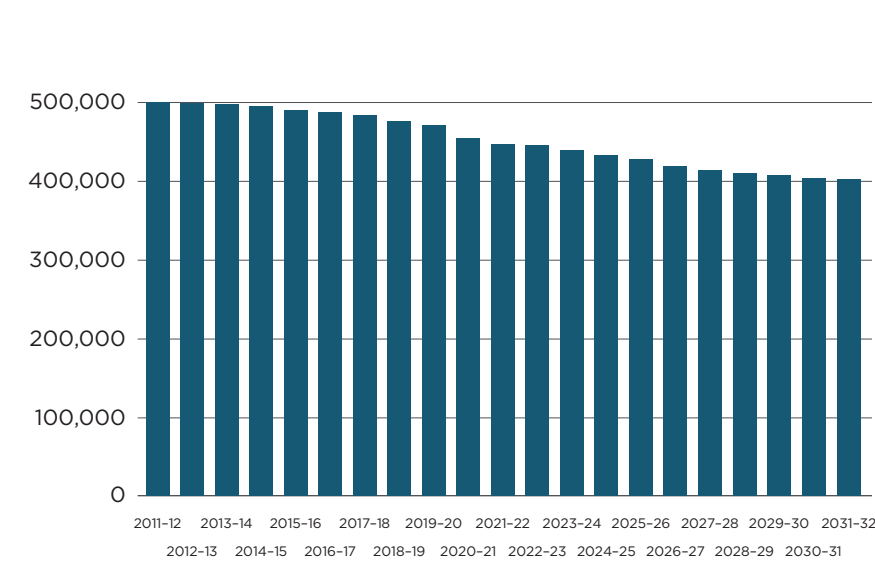RACE/ETHNICITY TRENDS: DISTRICT SERVICE AREA RESIDENTS, 2018-2030
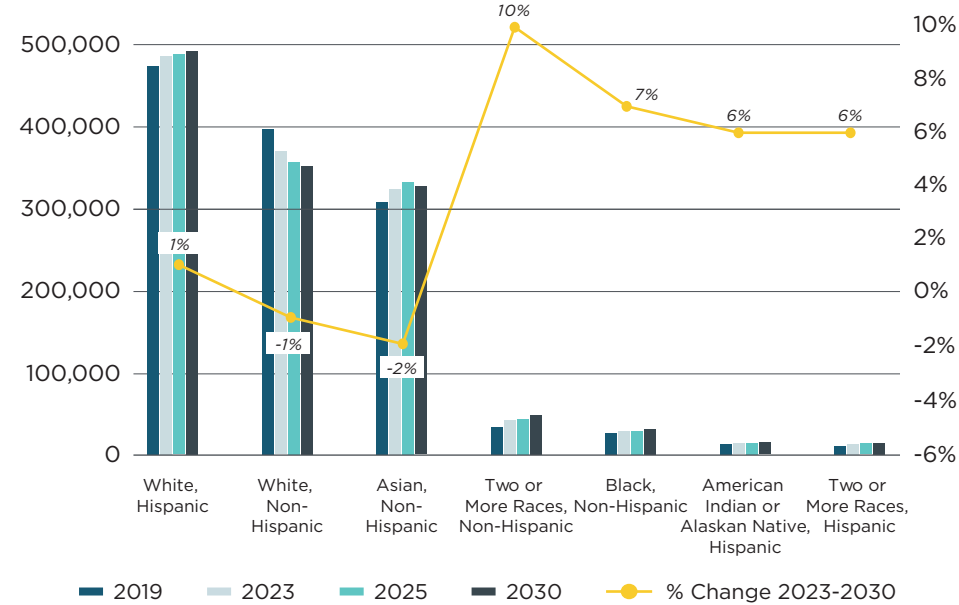
Source: EMSI

K-12 ENROLLMENT

K-12 enrollment rates have declined by 8% since 2018. Across Orange County, K-12 enrollment reached 441,860 in 2023 but is anticipated to decline by another 8% by 2030 dropping as low as 404,600.

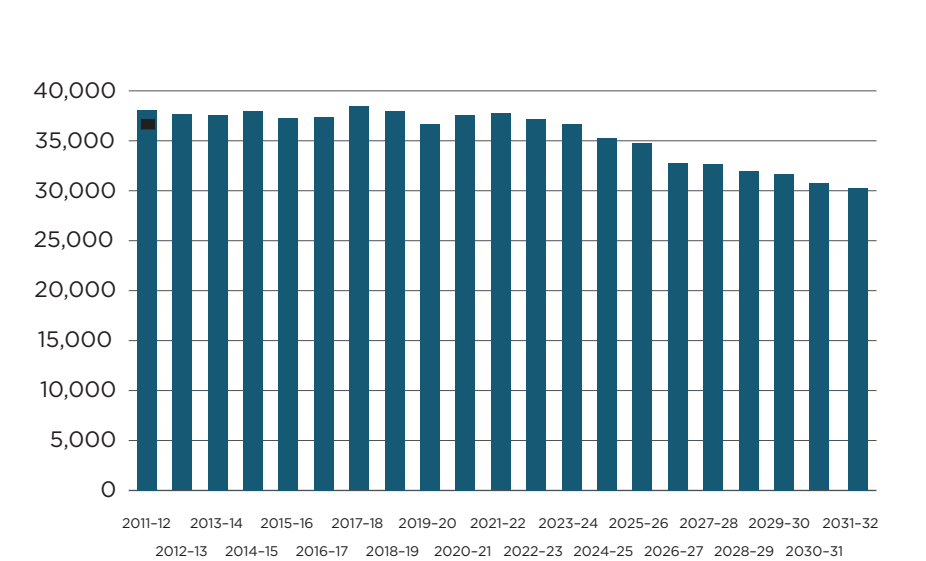ORANGE COUNTY K-12 ENROLLMENT RATES, 2011-2032

Source: Department of Education

HIGH SCHOOL GRADUATION RATES

Since 2019, Orange County high school graduation rates have declined by 3%. By 2030 the decline in High School graduates would equate to a loss of approximately 6,400 students.

ORANGE COUNTY GRADUATION RATES, 2011-2032



Source: Department of Education

NOCCCD Demographics

Students

61,318
Total District-wide Unduplicated Headcount Enrollment (2022-2023)
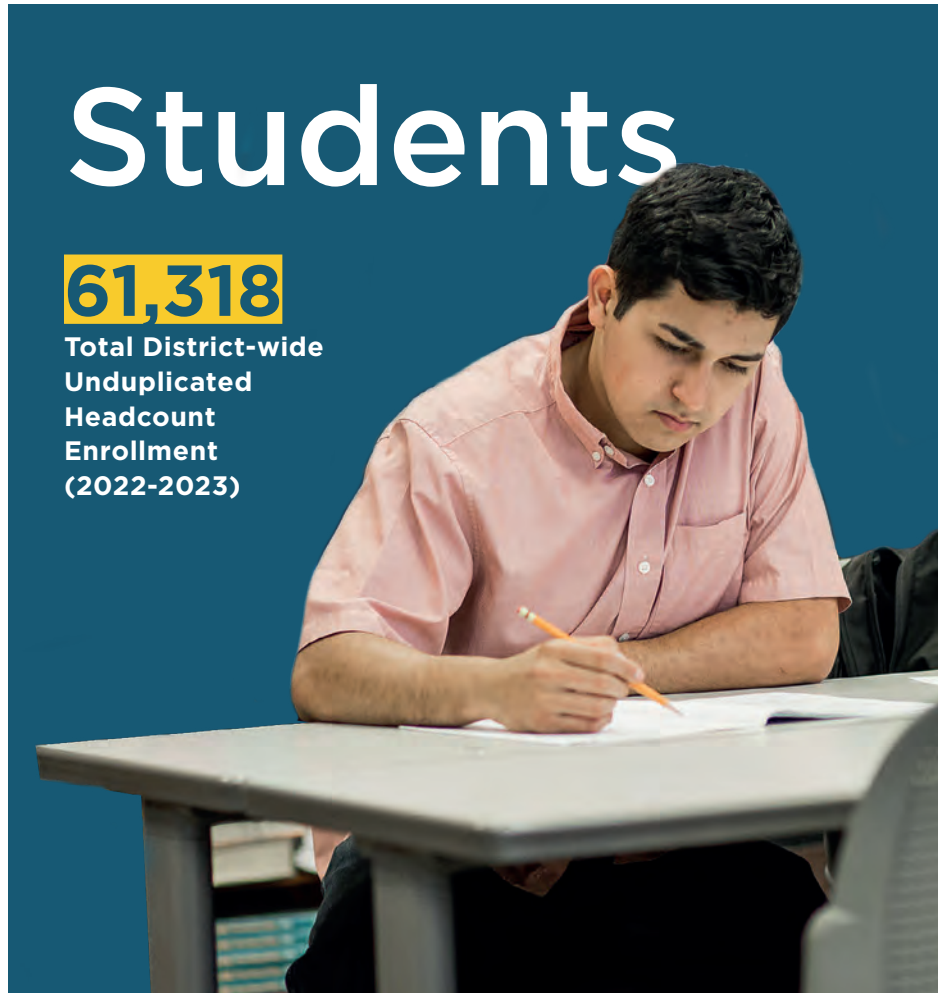
ENROLLMENT

From 2018 to 2023, The District as a whole experienced a steep decline in overall student seatcount declining from roughly 350,000 students to 246,000, exhibiting about a 30% loss in total student seatcount. Fullerton College continues to serve the largest student body (111,000), followed by Cypress College (78,000) and NOCE (57,000). NOCE (56%) experienced the steepest decline in total student seatcount over the last three years while Fullerton (16%) and Cypress College (14%) did not see as intense of a shift.

SEATCOUNT ENROLLMENT BY CAMPUS, 2018-2022

Legend: Cypress College — Fullerton College — NOCE
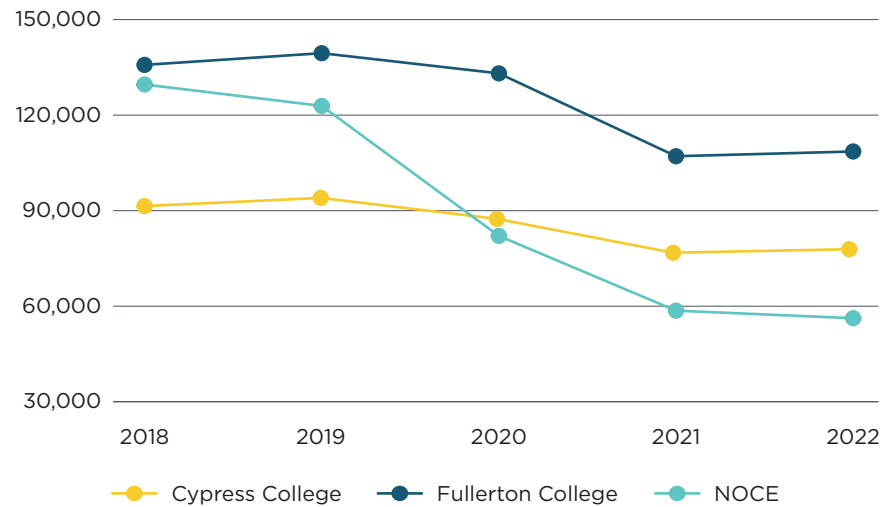
Source: NOCCCD Banner Records

IN/OUT OF DISTRICT RESIDENCY

Both Cypress and Fullerton College primarily serve students from within the district. Since 2019, the proportion of out-of-district students at Cypress College declined by two percentage points, similarly, Fullerton College saw a decrease in out-of-district enrollment from 32% to 31%. NOCE consistently serves the local community within the District Service Area (84%).

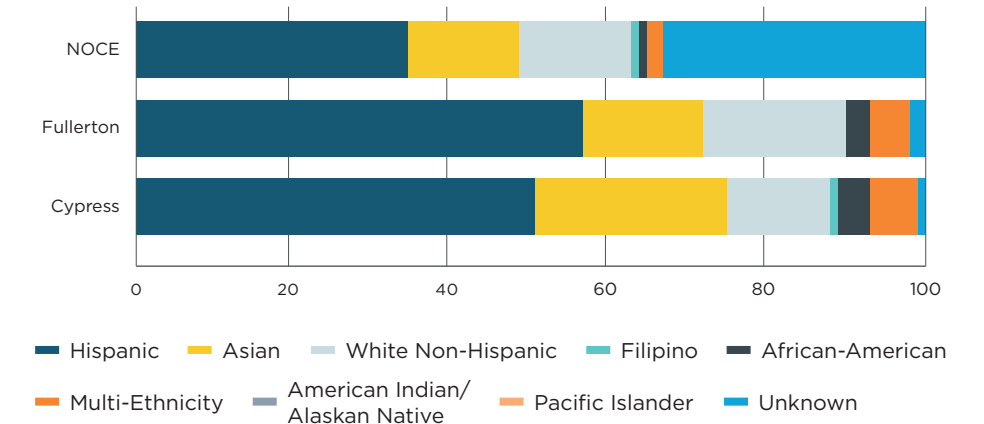SEATCOUNT ENROLLMENT BY IN/OUT OF DISTRICT RESIDENCY, 2018-2023

Legend: Cypress College — Fullerton College — NOCE
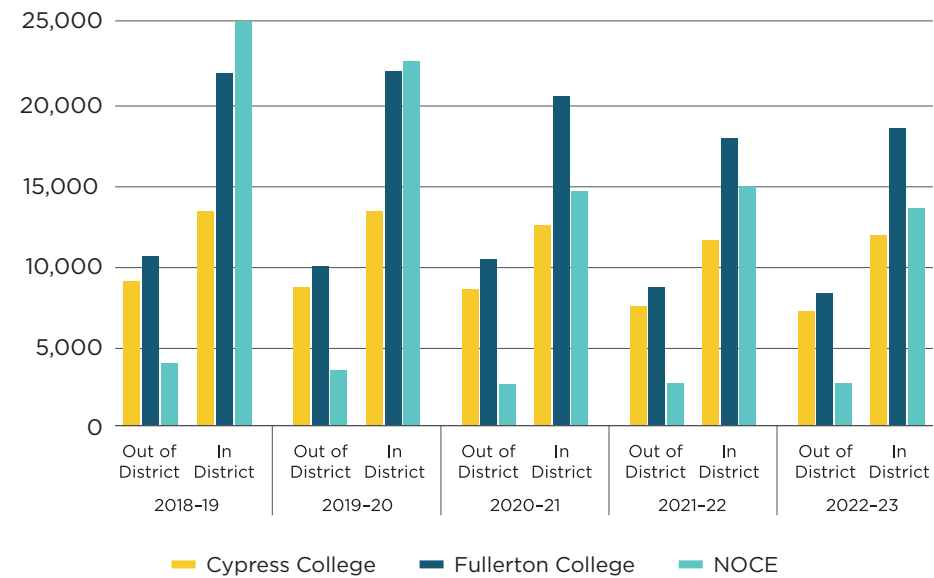
Source: Banner Student Info. System; Students Enrolled as of Census

ETHNICITY

Students that identify as Hispanic/Latino grew by 6% compared to Spring 2019, and still represents the largest represented ethnic group within the District.

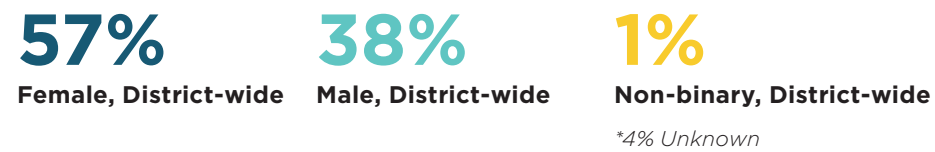STUDENT ETHNICITY BY CAMPUS, 2022-2023 (ACADEMIC YEAR)

Legend: Hispanic, Asian, White Non-Hispanic, Filipino, African-American, Multi-Ethnicity, American Indian/Alaskan Native, Pacific Islander, Unknown

Source: Cypress College & Fullerton College – Datamart; NOCE – Institutional Effectiveness Report

AGE

Over 50% of students District-wide are between the ages of 19-24. NOCE primarily serves an older student, largely over the age of 50 (44%).
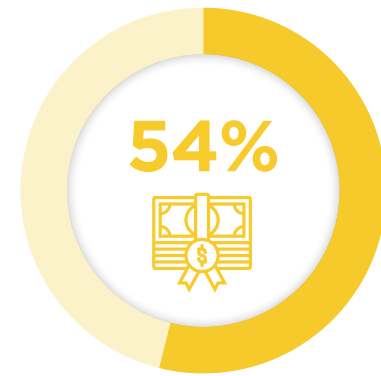
20 to 24
Average age range, Cypress College

20 to 24
Average age range, Fullerton College

40 to 49
Average age range, NOCE

GENDER

57%
Female, District-wide

38%
Male, District-wide

1%
Non-binary, District-wide

*4% Unknown

Source: Cypress College & Fullerton College – Datamart; NOCE – Institutional Effectiveness Report

FINANCIAL AID AWARD

54%

Percentage of Economically Disadvantaged Students at Cypress College Receiving Financial Aid

48%
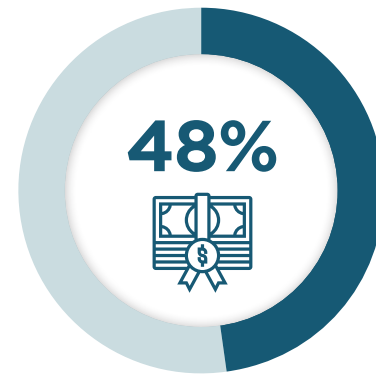
Percentage of Economically Disadvantaged Students at Fullerton College Receiving Financial Aid

SPECIAL GROUPS

Compared to 2018, the number of students who reported experiencing homelessness within the last year increased by nearly 500 (excluding Cypress College as data was not available). The District is committed to building equity and providing a safe and accessible experience for all students. Measures have been explored and will continue to be evaluated to introduce student housing and provide other relief to our special population groups. This underscores the critical need for targeted support services to assist this vulnerable student population on their educational journey.

SPECIAL GROUPS BY CAMPUS, FALL 2018 VS. FALL 2021
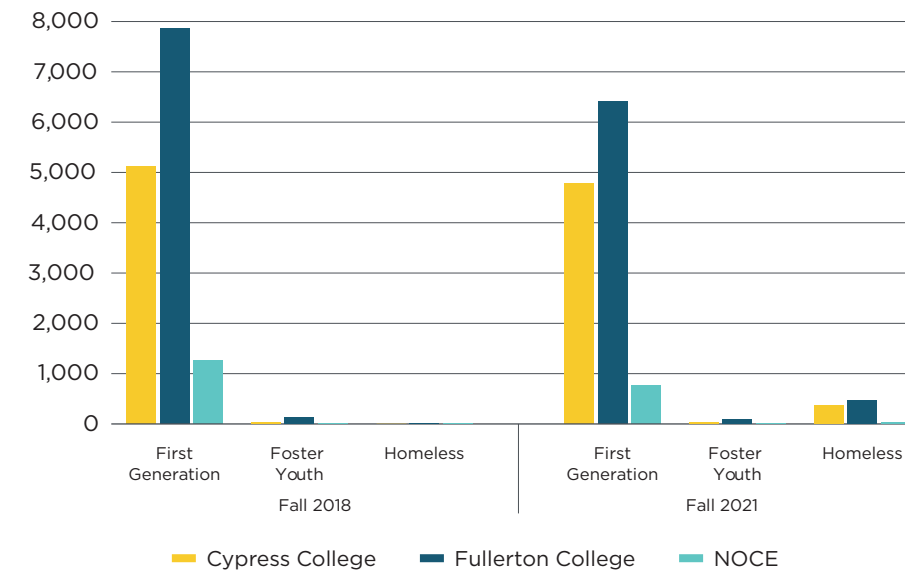
Source: Banner Student Info. System; Students Enrolled as of Census

FIRST-GENERATION STUDENT POPULATION

The data indicates fluctuations in the first-generation student population, a decline of roughly 20% of first-generation students enrolling across the district. As a college district, we understand the significance of providing comprehensive support to this group. Mentorship, orientation programs, and tailored assistance are crucial components of our strategy to ensure first-generation students achieve their academic goals.
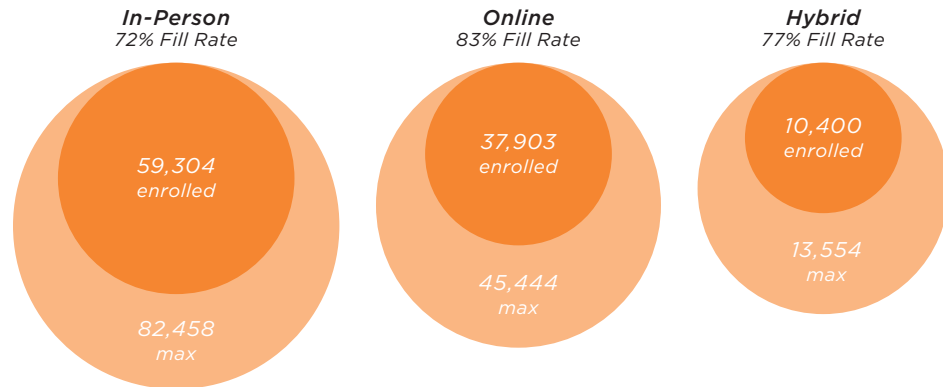
FOSTER YOUTH STUDENTS

There was a slight decrease of about 25% in the Foster Youth special group. The District has rolled out a number of successful basic needs programs and maintains its commitment to providing ongoing support to its students. This underscores the importance of ongoing efforts to provide specialized support and resources that enhance the educational experiences of foster youth students.

Source: Cypress College & Fullerton College – Datamart; NOCE – Institutional Effectiveness Report

EDUCATIONAL MODALITY

Due to the pandemic the District had to rapidly reassess their delivery of education, fully moving to online instruction. As people returned to campus, the District responded to student demand by implementing a variety of educational modalities. Currently, 63% of class sections are offered in-person; however, it is also important to differentiate between course offering and student enrollment. Unduplicated enrollment figures were compared to ensure accurate measurement of student preferences across educational modalities. In 2022-2023, 55% of students enrolled in courses offered in-person with the remaining 35% and 10% enrolled in online or hybrid courses, respectively.
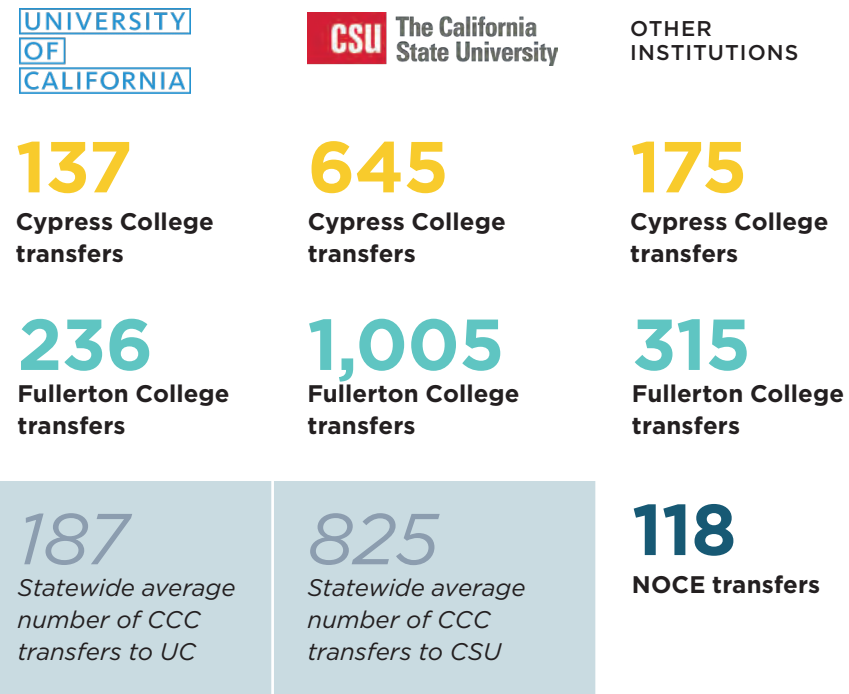
When course fill rates are viewed as a proxy for demand, the preference shifts towards online courses. This insight underscores the importance of offering flexible course delivery options that cater to the diverse needs and preferences of our students. Online courses are filled at a greater rate than other modalities. This data demonstrates a dynamic educational landscape with a balance between in-person and online modalities, catering to the diverse needs and preferences of the student body.

In-Person
72% Fill Rate

59,304 enrolled

82,458 max

Online
83% Fill Rate

37,903 enrolled

45,444 max

Hybrid
77% Fill Rate

10,400 enrolled

13,554 max

STUDENT SUCCESS

The Student Centered Funding Formula requires that all community colleges report Student Success metrics to receive a supplemental funding allocation from the state. The District has made significant strides in student success, as highlighted in the following sections.
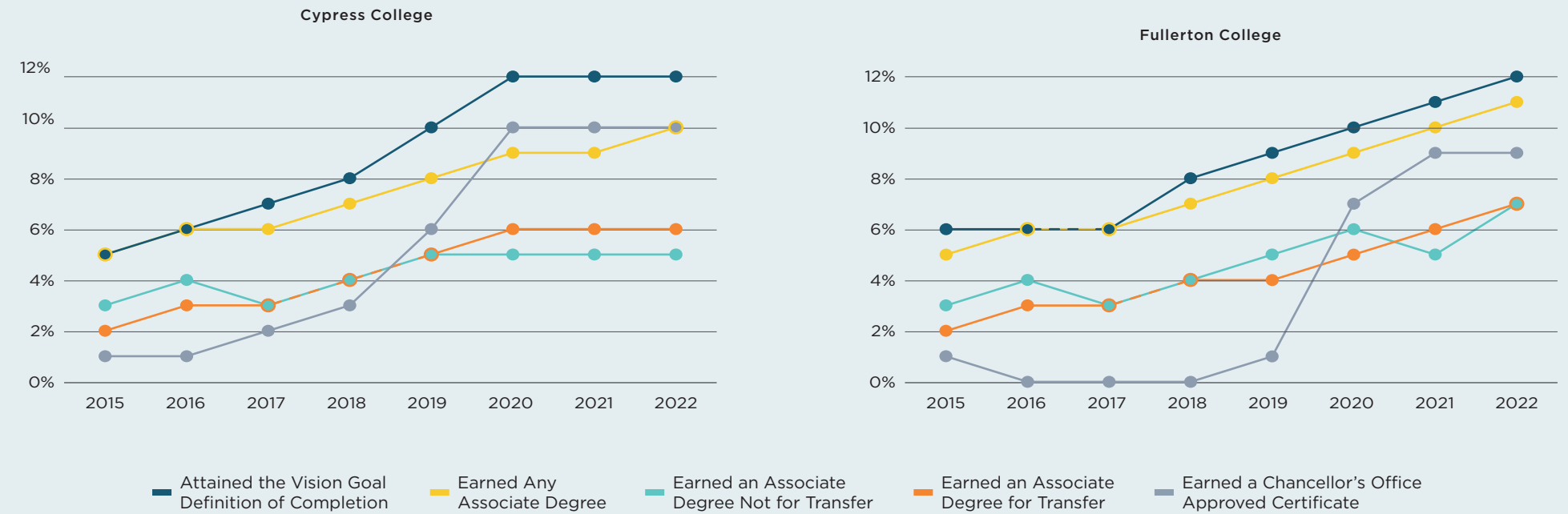
TRANSFERS BY CAMPUS, 2021-2022

UNIVERSITY OF CALIFORNIA

137
Cypress College transfers

236
Fullerton College transfers

187
Statewide average number of CCC transfers to UC

CSU The California State University

645
Cypress College transfers

1,005
Fullerton College transfers

825
Statewide average number of CCC transfers to CSU

OTHER INSTITUTIONS

175
Cypress College transfers

315
Fullerton College transfers

118
NOCE transfers

Source: CSU and UC Institutional Research, Datamart

PROGRAM AWARDS

All three campuses made significant strides in the number of degrees and certificates awarded from 2015 - 2022. In particular, the Associate Degrees awarded by both Fullerton College and Cypress College increased by 5% and 6%, respectively. During that same time period, NOCE awarded a greater number of noncredit certificates. Each campus demonstrated continued support of student success through the growth of certificates and degrees awarded through a challenging and unprecedented period.

RATIO OF DEGREES, AWARDED BY CAMPUS

NOCE

Earned a Noncredit Certificate

Cypress College

Fullerton College

- Attained the Vision Goal Definition of Completion
- Earned Any Associate Degree
- Earned an Associate Degree Not for Transfer
- Earned an Associate Degree for Transfer
- Earned a Chancellor's Office Approved Certificate
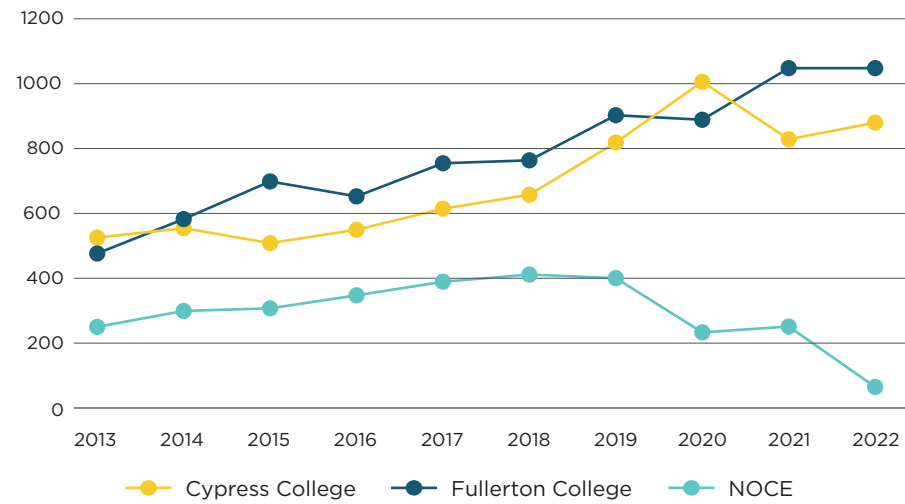
Source: California Community Colleges Launchboard

STRONG WORKFORCE PROGRAM

The Strong Workforce Program (SWP) was established by the California Community College Board of Governors (CCCBG) in 2016 as a response to the need across the state to lift low-wage workers into living-wage jobs by creating one-million new middle skill jobs. Through the SWP, the District has made yearly investments to provide the highest need CTE sectors with qualified workers. The following is a snapshot of the progress NOCCCD has made through the SWP demonstrating the District's continued success in matching the regional workforce needs with potential employees by helping students complete sufficient courses and/or awards to be qualified for open positions.

SWP STUDENTS WHO EARNED A DEGREE/CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS, 2013-2022

Legend: Cypress College · Fullerton College · NOCE
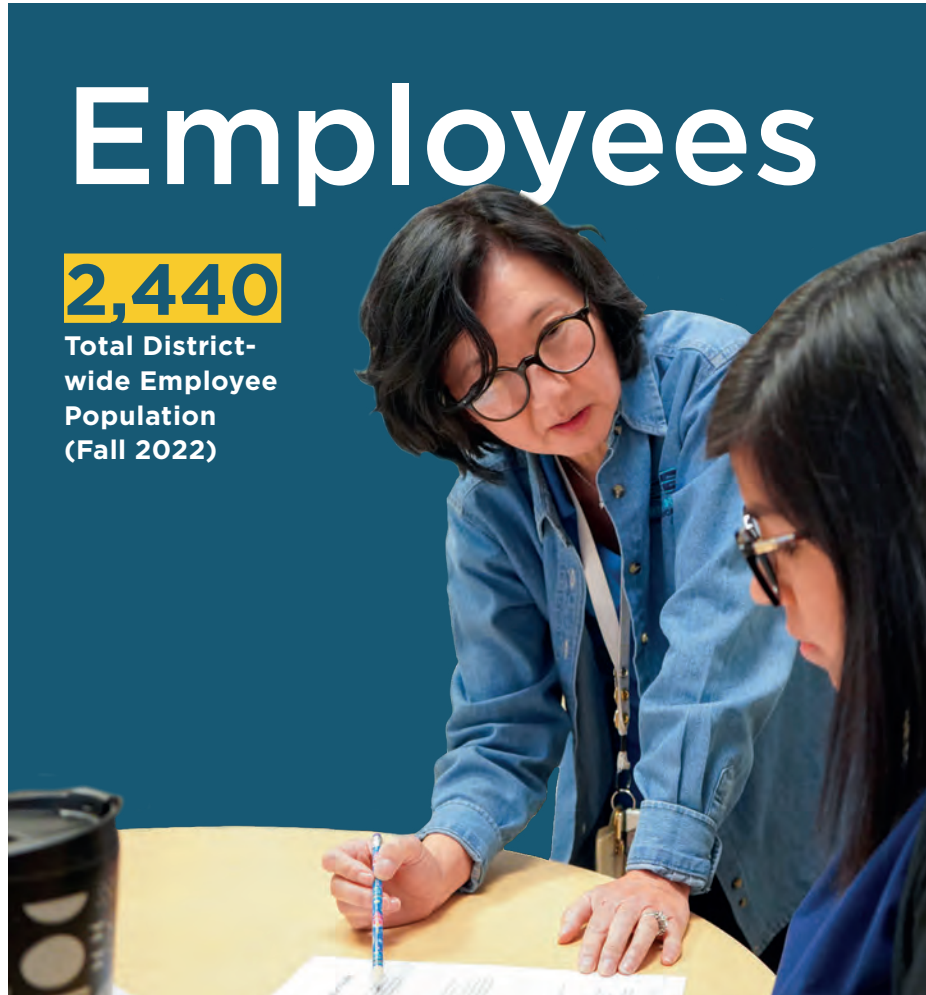
Source: California Community College's Launchboard

As of 2023, Cypress is one of 29 community colleges to offer a Bachelor's degree and the only one to provide a Mortuary Science program.

Employees

2,440
Total District-wide Employee Population (Fall 2022)

CLASSIFICATION

As of Fall 2022, there are 2,440 employees working within the District of which 24% are adjunct faculty.

EMPLOYEE COUNT BY CLASSIFICATION, FALL 2022

	Cypress College	Fullerton College	NOCE	District Services	TOTAL	Change from 2019
Educational Administrator	18	22	10	1	51	4%
Faculty; Tenured/Tenure Track	227	300	32		559	47%
Faculty, Adjunct	385	533	183		1,101	-17%
Classified/Confidential	220	307	105	97	729	3%
TOTAL	850	1,162	330	98	2,440	-1%

Source: CA Chancellor's Office Datamart

Labor Market Trends

Workforce

3%

Unemployment Rate (quarterly average prior to COVID-19 pandemic)
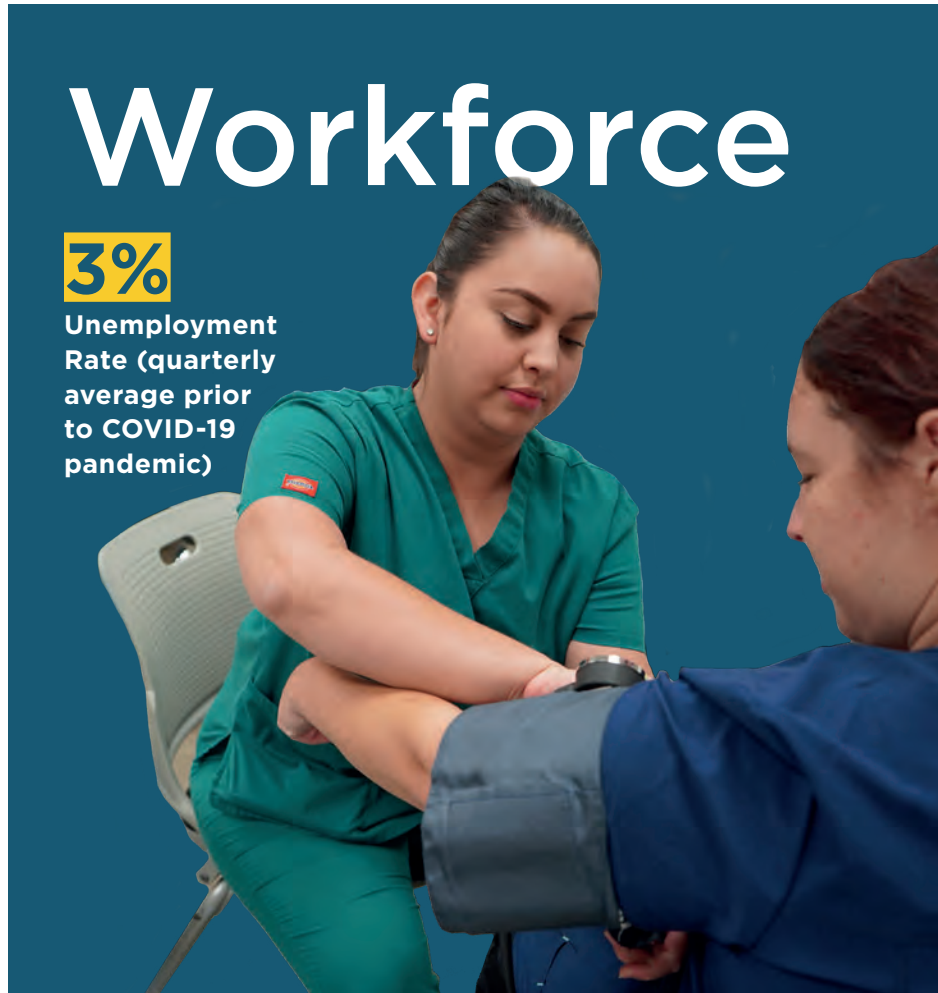
## JOB TRENDS

A substantial portion of employees continue to work from home and institutions have implemented policies to retain faculty and staff. Since 2019, Orange County job trends have decreased by 2%, which trails behind the national projected growth of 1.2% as highlighted by the U.S. Bureau of Labor Statistics . Current job figures have remained strong within the District Service Area with 52% labor participation. Unemployment rates for the county continue to decline in the years following COVID-19. As of September 2023, Orange County's unemployment rate was 3.7%, compared to 4.9% for California and 3.6% for the nation during the same time period[2].

JOB TRENDS IN ORANGE COUNTY AND DISTRICT AREA

— District Area — Orange County
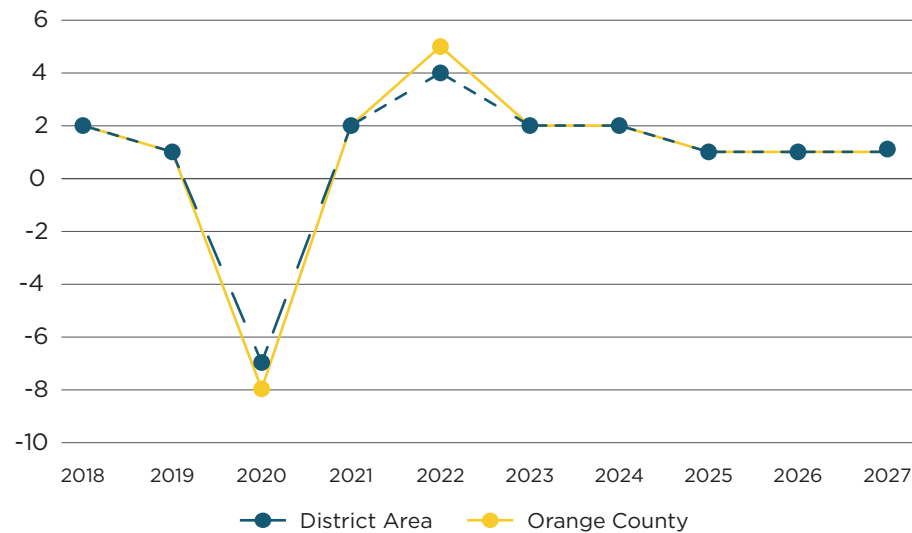
*Source: EMSI – Orange County Region Report*

GROWING INDUSTRIES

Health Care and Social Assistance industry stand out as a significant contributors to employment within Orange County, with a projected increase of 18% in 2023. This sector also boasts the highest average earnings per worker at $75,434. Accommodation and Food Services, with 177,073 jobs in 2023, is expected to experience a 16% growth, reflecting the growing hospitality and culinary interests in the region. Another notable sector is Professional, Scientific, and Technical Services, anticipated to see an 8% change, exemplifying the increasing demand for specialized expertise, accompanied by relatively high average earnings at $120,193 per worker. Educational Services, while ranking eighth in employment numbers, is poised for substantial growth at 20%, underlining the significance of accessible education.

Industry	2023 Jobs	2030 Jobs	Change in Jobs (2023-30)	% Change	2023 Earnings Per Worker	2023 Rank
Health Care & Social Assistance	232,566	275,190	42,624	18%	$75,434	1 —
Accommodation & Food Services	177,073	205,227	28,154	16%	$36,089	2 —
Professional, Scientific & Technical Services	167,650	180,655	13,005	8%	$120,193	3 ⬆
Other Services	97,124	109,744	12.620	13%	$40,302	4 ⬆
Arts, Entertainment, and Recreation	59,650	71,921	12,271	21%	$47,607	5 ⬆
Admin & Support; Waste Management & Remediation Services	166,980	177,737	10,757	6%	$60,455	6 ⬇
Government	164,559	175,242	10,683	6%	$110,392	7 ⬇
Educational Services	44,165	52,936	8,771	20%	$52,119	8 ⬆
Construction	126,216	132,292	6,076	5%	$96,592	9 ⬇
Transportation & Warehousing	37,967	41,430	3,463	9%	$67,763	10 ⬇

Source: EMSI – Orange County Region Report

"Orange County's community colleges are a cornerstone of education and workforce training in Orange County, creating affordable opportunities for higher education and career advancement."

– ORANGE COUNTY BUSINESS COUNCIL
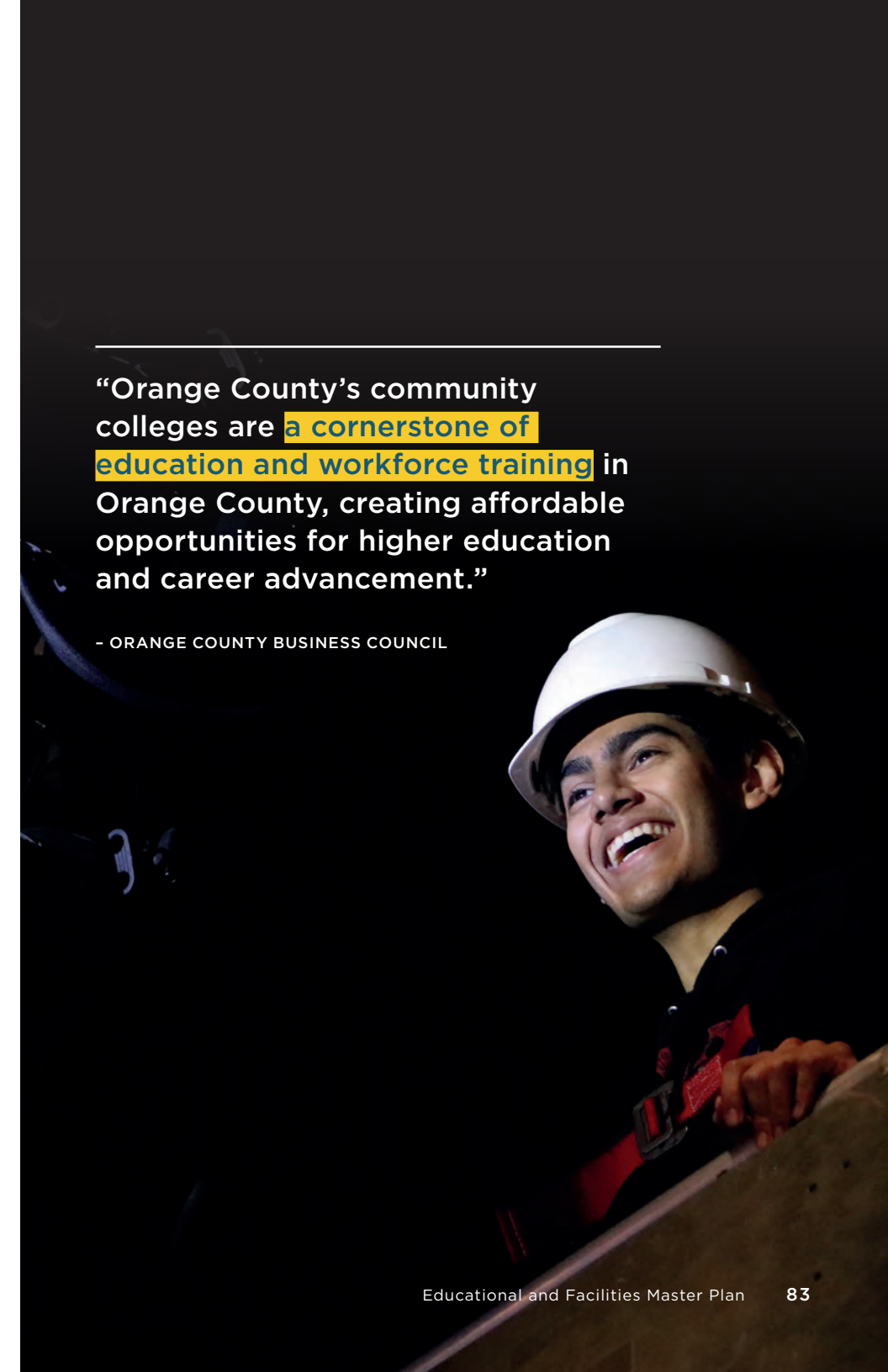
PRIORITY SECTORS

As stated in the 2021 Orange County Sector Analysis Project, the county currently projects a 44,914 occupation supply gap within the county. There is a continued commitment to narrowing this gap through various funding initiatives in supporting career education. Local community colleges share the same vision to support their students by consistently modernizing curricula to meet regional industry needs.

Most of this growth will be apparent across sectors related to Arts, Entertainment, and Recreation (21%), Educational Services (20%), and Health Care/Social Assistance (18%). The six emerging and two priority market sectors with supply gaps in the region remains the same as it did in the 2019 report reference in the original Educational and Facilities Master Plan.

As sectors advance, flexible technologically rich instruction spaces will need to be available for students looking to advance careers in those fields.

2021 Sector Analysis	Top Middle-Skill Jobs			Middle Skill Jobs with Entry-Level Wages		
	Demand	Supply	Awards Gap	Demand	Supply	Awards Gap
Business & Entrepreneurship	6,008	4,175	1,833	17,098	1,527	15,571
Energy/Construction/Utilities	3,443	566	2,877	2,255	209	2,049
Health	2,918	566	2,221	15,769	697	15,072
ICT & DIGITAL MEDIA	2,077	974	1,103	860	974	-114
Advanced Manufacturing	1,379	452	927	3,450	452	2,998
Advanced Transportation/Logistics	891	423	468	3,799	945	2,854
Life Sciences/Biotechnology	104	117	-13	1,258	1	1,257
Retail/Hospitality/Tourism	76	98	-22	4,998	444	4,554
TOTAL	16,896	7,502	9394	49,487	5,249	44,238

Source: Orange County Sector Analysis Project

ORANGE COUNTY'S SIX PRIORITY SECTORS INCLUDE:

ADVANCED TRANSPORTATION & LOGISTICS

BUSINESS & ENTREPRENEURSHIP

ENERGY, CONSTRUCTION & UTILITIES

ICT & DIGITAL MEDIA

HEALTH

RETAIL, HOSPITALITY & TOURISM

THE TWO EMERGING SECTORS IN ORANGE COUNTY ARE:

ADVANCED MANUFACTURING

LIFE SCIENCES & BIOTECHNOLOGY

IN-DEMAND SKILLS

Since 2019, the most in-demand "hard skills" have shifted within Orange County, where skills related to the Business and Entrepreneurship sector (i.e., accounting, auditing, and sales techniques) are not as strong of a priority as Marketing or Project Management.

LABOR MARKET SUMMARY

NOCCCD is well positioned to fulfill its occupational supply commitment to the region through existing and future educational programs. The Educational and Facilities Master Plan Refresh aims to reposition Strategic Directions and Initiatives, that in turn are utilized to curate experiences for students within the District.

IN-DEMAND SKILLS

1 ACCOUNTING

2 AUDITING

3 SELLING TECHNIQUES

4 MERCHANDISING

5 RESTAURANT OPERATION

TOP GROWING OCCUPATIONS

1 FOOD PREPARATION & SERVING RELATED

2 HEALTHCARE SUPPORT

3 PERSONAL CARE & SERVICE

4 HEALTHCARE PRACTITIONERS AND TECHNICAL SERVICES

5 EDUCATIONAL INSTRUCTION AND LIBRARY SERVICES

Source: Orange County Region Report

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

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