NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT STRATEGIC ENROLLMENT PLAN

December 2025

Contents

I.   Introduction and Executive Summary

The North Orange County Community College District (NOCCCD) developed this *Strategic Enrollment Plan (SEP)* in response to changing enrollment patterns, demographic shifts, and evolving community needs across Orange County and the state. Following years of pandemic-related decline and subsequent recovery, the District recognized the need for a unified, data-informed approach to sustaining enrollment, improving student success, and ensuring long-term institutional stability. The SEP provides a coordinated roadmap to help NOCCCD anticipate population changes, support program innovation that reflects community and regional opportunities, and strengthen student pathways across its three institutions, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE).

Launched in partnership with Ruffalo Noel Levitz in 2024, the planning process engaged close to 100 faculty, managers/administrators, and classified professionals from across the District. Through collaborative working groups and action teams, participants analyzed quantitative data, reviewed districtwide strengths and challenges, and co-designed actionable strategies to drive enrollment growth and student retention. The effort was guided by the Chancellor's Staff and aligned with NOCCCD's mission, vision, values, and 2020–2030 Strategic Directions.

The SEP identifies thirteen strategies, eight of which are supported by detailed action plans organized around key impact areas: admissions, recruitment, and marketing; student success and completion; and online growth. Central initiatives include the districtwide implementation of a Customer Relationship Management (CRM) system, the creation of a recruitment culture and data-sharing framework, streamlined application and orientation processes, coordinated scheduling and completion interventions, expansion of dual enrollment, and growth in online and workforce-aligned programs. Together, these strategies create a coordinated roadmap for improving recruitment, persistence, and completion across NOCCCD's colleges and NOCE.

The plan anticipates steady enrollment gains over the next five years, with total district headcount projected to increase from 48,000 students in 2026 to nearly 56,000 by 2030, assuming full implementation of the strategies outlined. Progress will be maintained through implementation teams across the campuses and district services and will be reported out at regular intervals to the District Consultation Council.

This work represents a significant collaborative achievement for NOCCCD. It reflects the District's collective commitment to student experience and success, one of NOCCCD's core Strategic Directions. By aligning data, resources, and practice, the *Strategic Enrollment Plan* positions NOCCCD to respond effectively to regional demographic shifts, advance equitable access and achievement, and sustain long-term institutional vitality.

II.   Institutional Mission, Vision, & Values

The *NOCCCD Strategic Enrollment Plan* is rooted in the District's mission, vision, and values. These guiding principles ensure that all enrollment strategies align with the District's purpose and long-term goals.

The District's vision, to be a compassionate community where everyone belongs and thrives, anchors the plan to welcome students and create opportunities for them to succeed.

The District's values emphasize integrity, equity, innovation, collaboration, stewardship, success, sustainability, and respect. These values guide planning efforts by ensuring inclusiveness, promoting responsible use of resources, encouraging innovation, and using a data-informed approach.

The *2020–2030 Strategic Directions* provide the framework for District initiatives and align closely with enrollment priorities.

1. 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.

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

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

4. 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.

5. Physical Environment & Beyond: NOCCCD will be a leader in creating both accessible and resilient facilities and well-designed flexible learning opportunities that utilize up-to-date technology and processes to support student and employee success.

Together, the mission, vision, values, and strategic directions provide the foundation for enrollment planning and serve as criteria for prioritizing strategies.

This strategic enrollment planning project was developed with the district as the unit of analysis. The project included all District and College leadership and was designed and inclusive to the mission, vision, and goals of North Orange Continuing Education, Fullerton, and Cypress Colleges.

III. Project Framing, Planning Assumptions, and Key Performance Indicators

North Orange Community College District engaged in Strategic Enrollment Planning with Ruffalo Noel Levitz in 2024-25. The planning engaged close to 100 individuals that served as subject matter experts and represented NOCE, Cypress, Fullerton Colleges as well as district services.

Priorities and ideal outcomes for the SEP project included:

- Determining balanced enrollment goals
- Ensuring capacity to support enrollment
- Clarity on where to grow to align to community needs
- Ensuring the plan makes a difference
- Positioning NOCE as an enrollment feeder for the credit colleges
- Ensuring progressive credentialing
- Prioritizing adult learner opportunities
- Developing data sharing agreements with local high schools and 4-year universities

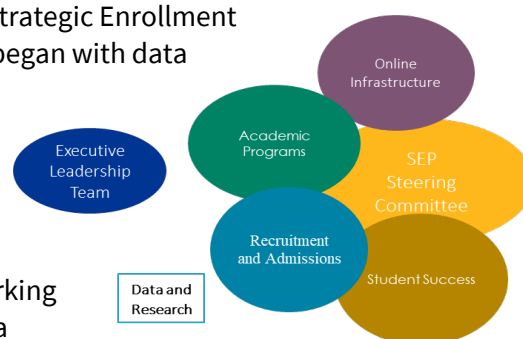### Key Performance Indicators for Strategic Enrollment Planning

This list represents metrics identified in the North Orange County Community College District Strategic Plan that will be achieved and addressed through the *Strategic Enrollment Plan* as well as performance metrics that are explicit in the funding formula.

Category	Key Performance Indicator
Enrollment	Headcount and FTES by student type, including dual enrollment
Student Success	Student completion, retention, and persistence
Competitive Position	Program demand, market share, institutional recognitions, student satisfaction (via climate survey)
Finance and Financial Aid	FTES revenue and costs for students

IV. Organizational Structure for the Project and Focus Areas

North Orange Community College District engaged in Strategic Enrollment Planning with Ruffalo Noel Levitz in 2024. The project began with data gathering in summer 2024 and was launched with the stakeholder groups on October 31, 2024. For seven months representatives from Cypress College, Fullerton College, and NOCE participated in the project.

The initial organization of the project included four working groups. Each group developed a situation analysis for a

specific focus area: Academic Programs, Recruitment & Admissions, Student Success and Online Infrastructure.

The NOCCCD SEP Project was coordinated by Project Leaders: Vice Chancellor of Educational Services and Technology and District Director, Research, Planning, and Data Management.

The Chancellor's Staff, comprising the CEOs, Vice Chancellors, District Director of Public & Governmental Affairs, and the Chancellor's Office Administrative Support Manager, guided the project through updates and input at each milestone completion associated with the process.

The Working Groups developed data-informed situation analyses and conducted SCOT summaries (strengths, challenges, opportunities, and threats) to describe how NOCCCD is currently operating in each of the focus areas. These workgroups also generated enrollment potential strategies to be further developed as action plans. The workgroup areas are described below.

1. **Academic Programs**: This group identified and reviewed factors that help guide program revitalization, including using data to understand program alignment with career readiness and social mobility outcomes.

2. **Recruitment & Admissions**: This group examined the institutional shift toward a culture of recruitment and enrollment, including understanding the enrollment funnel, best practices, and how to position the colleges as a first choice for students. The group also focused on efficiencies, tools, and a student-centered approach to enrollment.

3. **Student Success**: This group identified and assessed the students' journey from initial registration to program completion, focusing on retention and persistence across the colleges.

4. **Online Infrastructure**: This group's overarching goal was to develop ways to increase and coordinate districtwide online education, including exploring ways to expand fully online program offerings.
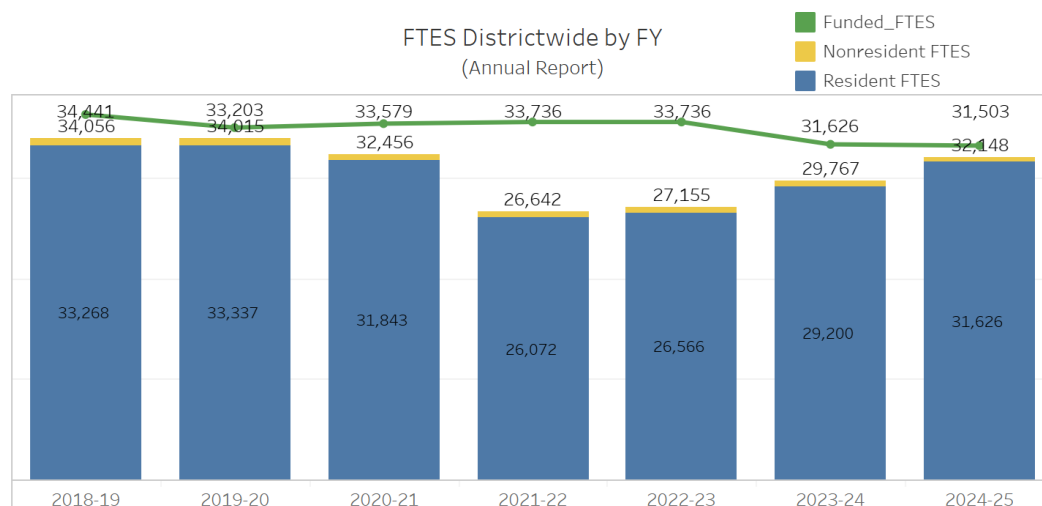
Twelve action teams met during the spring 2025 semester to build out the initial strategies by developing detailed descriptions of what activities were needed to achieve them. These meetings resulted in ten action plans that described the activities, parties responsible, and potential cost needed to achieve each strategy.

V.   Situation Analysis

In developing this *Strategic Enrollment Plan*, enrollment and practices supporting current and potential students were examined both at the individual institution level and across the District as a whole. The purpose of this districtwide project was to promote stronger coordination and collective impact across our multi-college district. By aligning strategies and goals, the District can better leverage shared resources, respond to regional demographic shifts, and maximize opportunities for enrollment growth while respecting the autonomy of each institution.

Between 2018–19 and 2024–25, the District experienced notable fluctuations in FTES. Total FTES fell sharply from 34,056 in 2018–19 to 26,642 in 2021–22, a decline of nearly 22% over three years, reflecting pandemic-related enrollment challenges. Since then, the District has shown steady recovery, with FTES climbing back to 32,148 in 2024–25, a growth of more than 20% in just three years. These swings underscore the volatility of enrollment in recent years and provided important context
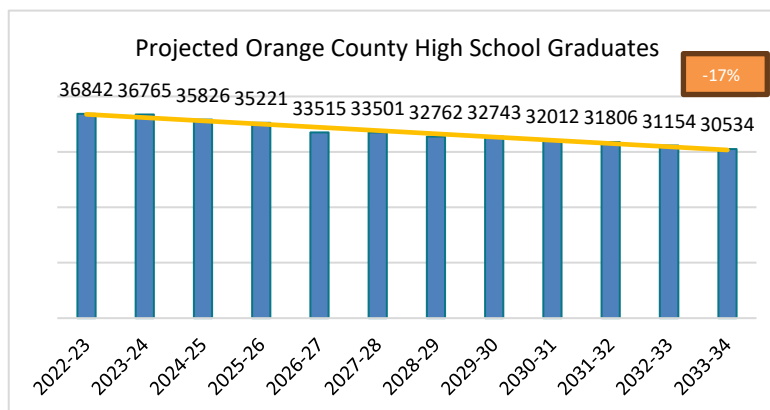
for engaging Ruffalo Noel Levitz to develop a data-informed enrollment projection model to guide long-term planning.

FTES Districtwide by FY
(Annual Report)

Legend: Funded_FTES, Nonresident FTES, Resident FTES

FY	Total (top)	Sub	Resident
2018-19	34,441 / 34,056		33,268
2019-20	33,203 / 34,015		33,337
2020-21	33,579 / 32,456		31,843
2021-22	33,736 / 26,642		26,072
2022-23	33,736 / 27,155		26,566
2023-24	31,626 / 29,767		29,200
2024-25	31,503 / 32,148		31,626

Source: Certified NOCCCD Apportionment Attendance Reports (CCFS-320) submitted to CCCCO.

California presents a highly competitive higher education environment. With 474 institutions statewide and nearly 370,000 high school seniors projected to continue to college in 2024–25, enrollment is distributed across a wide array of campuses. After accounting for students who choose to leave the state and those enrolled at the largest universities, the remaining pool of students averages just 616 per institution. This dynamic underscores the intense competition for in-state students among California colleges and universities, including community colleges.
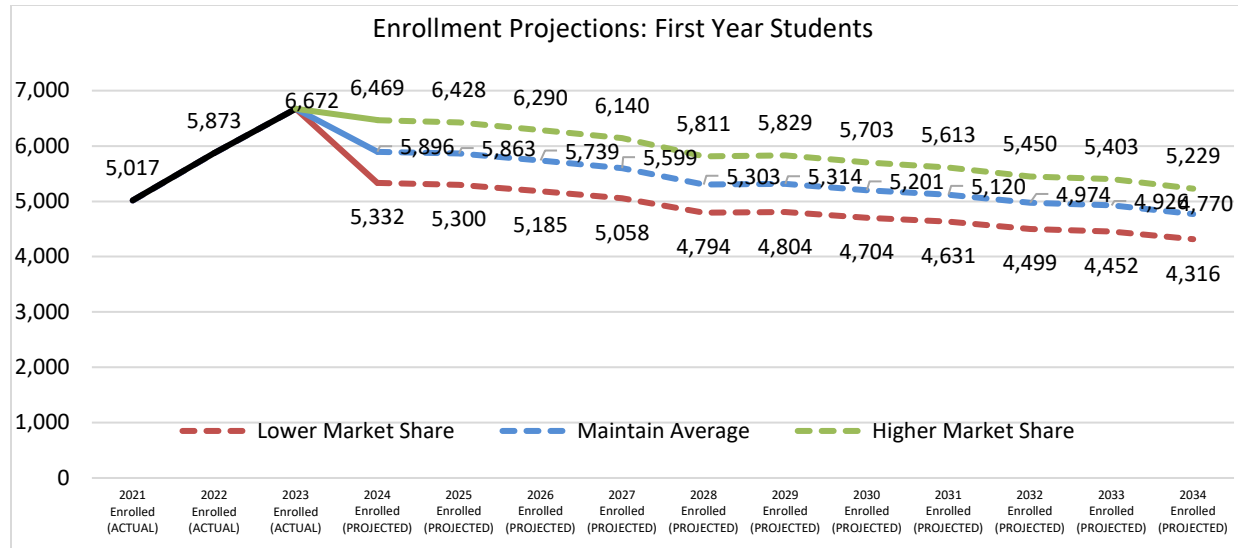
Orange County is experiencing demographic shifts that directly impact higher education enrollment. Over the next decade, the number of high school graduates in the county is projected to decline by 17 percent, dropping from more than 36,800 graduates in 2022–23 to just over 30,500 by 2033–34 (Figure 1).

Projected Orange County High School Graduates

-17%

Year	Graduates
2022-23	36842
2023-24	36765
2024-25	35826
2025-26	35221
2026-27	33515
2027-28	33501
2028-29	32762
2029-30	32743
2030-31	32012
2031-32	31806
2032-33	31154
2033-34	30534

Source: State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2024 Series. Sacramento, California, November 2024. Retrieved from https://dof.ca.gov/Forecasting/Demographics/public-k-12-graded-enrollment/

This demographic downturn will translate into fewer first-time college students entering NOCCCD institutions. Based on an analysis of regional market share, overall market size, and historical retention patterns, enrollment of first-time students under age 25 is projected to steadily decline through 2034 (Figure 2). These shifts highlight the importance of both maintaining market share and exploring strategies to increase student recruitment and persistence in a shrinking pool of traditional-age students.

Enrollment Projections: First Year Students

Year	Value
2021 (ACTUAL)	5,017
2022 (ACTUAL)	5,873
2023 (ACTUAL)	6,672

Higher Market Share (projected): 6,469, 6,428, 6,290, 6,140, 5,811, 5,829, 5,703, 5,613, 5,450, 5,403, 5,229

Maintain Average (projected): 5,896, 5,863, 5,739, 5,599, 5,303, 5,314, 5,201, 5,120, 4,974, 4,920, 4,770

Lower Market Share (projected): 5,332, 5,300, 5,185, 5,058, 4,794, 4,804, 4,704, 4,631, 4,499, 4,452, 4,316

Legend: Lower Market Share — Maintain Average — Higher Market Share

Source: Ruffalo Noel Levitz (RNL). *Enrollment Projection Model Analysis for North Orange County Community College District.* August 2024.

In contrast, the adult student population is expected to provide a more stable enrollment base for the District. While a slight decline is projected in the near term, long-term forecasts suggest that adult enrollment will remain relatively steady through 2034. As shown in Figure 3, NOCCCD's adult enrollment projections indicate an opportunity to sustain and potentially grow this segment through targeted outreach, workforce-aligned programs, and flexible scheduling options.

Enrollment Projections: Adult Learners

Year	Value
2021 (ACTUAL)	5,549
2022 (ACTUAL)	7,897
2023 (ACTUAL)	8,073

Higher Market Share (projected): 7,816, 7,777, 7,743, 7,721, 7,703, 7,687, 7,669, 7,656

Maintain Average (projected): 7,124, 7,086, 7,057, 7,036, 7,023, 7,006, 6,990, 6,975

Lower Market Share (projected): 6,433, 6,399, 6,373, 6,353, 6,339, 6,326, 6,307, 6,300

Legend: Lower Market Share — Maintain Average — Higher Market Share

Source: Ruffalo Noel Levitz (RNL). *Enrollment Projection Model Analysis for North Orange County Community College District.* August 2024.

Qualitative Discovery

Within this enrollment context, the working groups discussed and described the activities and culture at NOCCCD in each area of focus. One of the most powerful impacts of the strategic enrollment planning work was the high level of collaboration. The working groups were able to discuss, then document the current approaches across the colleges and NOCE to recruitment, enrollment marketing, and continuing student enrollment. Collectively the group determined organizational strengths, weaknesses, opportunities, and challenges.

A major acknowledgement was that NOCCCD and its institutions were not designed for the decline in high school graduates and the challenge of competing for enrollment with other higher education institutions as well as entry-level workforce opportunities that do not require college. This shift creates a culture change across the district and is reflected in the strategies that emerged and are foundational to the strategic enrollment plan.

1. **Admission, Recruitment & Marketing:** Admissions, Recruitment, and Marketing (ARM) group emphasized the need for stronger districtwide alignment, improved communication, and better use of technology to support enrollment growth. Priorities include cleaning up Degree Works, implementing a Customer-Relationship Management (CRM) system districtwide, streamlining applications, redesigning orientation to reduce "ghosting," and aligning course scheduling with student needs.

2. **Student Success**: The Student Success group envisioned a districtwide approach that delivers holistic support for all students, whether online or on campus, while ensuring staff capacity, accountability, and intentional resource use. Key priorities include reimagining orientation, strengthening scheduling and student-friendly course planning, creating a completion task force for predictive and proactive interventions, and expanding financial aid and literacy support to improve student navigation and success.

3. **Online Infrastructure**: The Online Infrastructure group highlighted the district's strong base of expertise in online instruction and recommended building on these strengths to expand fully online program offerings across all three colleges. Priorities include clarifying distance education support roles, improving online recruitment and marketing, scaling staffing and compliance protocols, strengthening communication with online students, and investing in faculty training and accessibility to ensure high-quality online learning experiences.

4. **Academic Programs**: This group discussed how programs are created, reviewed, and revitalized across the three campuses, including exploring how labor market and program demand data are used during the process. They also discussed how to support current programs, considering existing capacity and resource challenges. The discussions will continue into the next academic year with expanded faculty senate involvement alongside the Vice Presidents of Instruction and Vice Chancellor of Educational Services and Institutional Effectiveness to ensure the program development process remains collaborative and responsive to student needs.

VI.   Strategies and Priorities for Action

The *Strategic Enrollment Plan* identifies thirteen strategies designed to strengthen enrollment, retention, and student success across the District. Eight of these strategies were developed into detailed Action Plans and presented to the Chancellor's Staff Leadership Team for review and discussion. Each Action Plan outlines the overarching strategy, key performance indicators, specific steps to be implemented, accountability leads, estimated costs, and methods for ongoing evaluation. Together, these plans provide a framework for coordinated action and transparent progress monitoring across the colleges.

While most strategies are presented below with a corresponding Action Plan, a few were addressed through existing collaborative efforts or are continuing development. The strategy focused on Financial Aid Education and Literacy was implemented through ongoing coordination between the Cypress and Fullerton Financial Aid offices, which already provide robust support to students and families. In the Academic Programs area, strategies related to program pathways will continue into the 2025–26 academic year to allow for additional faculty collaboration. The following section provides a summary of each strategy and its anticipated impact on enrollment.

Impact Area		Strategy
New Student		
	A1	District-wide Customer-Relationship Management (CRM) system launch and implementation
	A2	Create a recruitment culture and tasking plan by credential and student type.
	A3	Automate application processes
	A4	Dual Enrollment with an equity lens
New Student / Student Success	B1	Reimagining Orientation
Student Success	C1	Course Scheduling and Planning
	C2	Completion: Predictive analytics and proactive intervention
	C3	Financial Aid education and literacy support
Academic Programs		Aligning the revitalization process with the demand
		Non-credit to credit program pathways
		CTE Earn and Learn (workforce alignment and career connections)
		Credit for Prior Learning
Online Infrastructure	E1	Framework for Online Growth
Comprehensive	F1	Integrated Technology
	F2	Enrollment education and communication
	F3	Navigating Web Enrollment Resources

Strategy Details by Action Area

The projected FTES impacts shown below were developed using the Ruffalo Noel Levitz enrollment projection methodology, which links each strategy to an enrollment metric. This approach allows the District to estimate the relative contribution of individual strategies to overall enrollment growth. The methodology was designed to minimize overlap between strategies as much as possible, while still recognizing that some shared impact across initiatives may occur. These figures represent estimated impacts intended to illustrate potential contribution rather than guaranteed enrollment outcomes.

A1: District-wide CRM Launch and Implementation

Identify scalable and consistent processes and tasks for implementing Element 451 at each college. Identify implementation and on-going tasks to achieve full utilization of the CRM system. Determine system integration needs, timelines, and project management. Create a communication architecture with personas by student types, levels, and program or other college information. Align the CRM with the stages of recruitment: prospect, inquiry, apply, completed application, orientation, enroll, attend.

A1 Projected FTES Impact
Enrollment increases are based on stable applicant numbers and a 1% increase in enrollment yield (i.e., the number of students who register for classes after applying.)

	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Cypress	37	101	171	255	343
Fullerton	45	107	174	256	339
NOCE	40	106	172	238	304
NOCCCD Total	**122**	**314**	**517**	**749**	**986**

A2: Create a Recruitment Culture

This strategy focuses on the need to competitively increase the NOCCCD share of a declining pool of higher education students. The strategy includes the development of annual recruitment plans; the cultivation of college cultures that recognize recruitment as critical toward stabilized enrollment; recruitment role and expectations clarity; annual timelines, lead source evaluation; external engagement and campus events. The strategy builds on the best recruitment and enrollment practices at each campus and codifies processes, events, and outreach with districtwide consistency. The plan establishes a districtwide recruitment process that is aligned with the shared governance process. Central to this plan is understanding the cost of recruiting students and intentionally planning recruitment expenses. A significant element for the Cypress and Fullerton recruitment is the Promise programs; the plan addresses stability for the program's staffing and infrastructure. The strategy also establishes data-sharing agreements with CSU Fullerton, UC Irvine, and local high school districts to create incoming student data profiles, allowing colleges to design proactive advising, summer bridge programs, and interventions that meet students' specific needs. This plan aligns closely with the CRM implementation, integrates digital marketing strategies such as geofencing, and ensures annual recruitment plans are informed by labor market insights.

A2 Projected FTES Impact

Enrollment increases are based on increasing applications by 2% and holding the yield rate constant at each college for each student type.

	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Cypress	31	80	129	178	202
Fullerton	36	91	147	202	228
NOCE	8	20	31	43	54
NOCCCD Total	**75**	**191**	**307**	**423**	**484**

A3: Automate Application Processes

This strategy focuses on streamlining and modernizing the student application experience by aligning district processes with the statewide *Reimagine Apply* pilot and CRM implementation. The plan includes mapping the full application process, defining milestones, and examining Banner coding for student types to ensure consistency. It emphasizes the development of clear stages, best practices, and shared nomenclature, while also addressing the distinct needs of different student populations, such as adult learners, dual enrollment, and multilingual applicants. Additional priorities include supporting parent access to information and ensuring campus-specific needs are reflected. As a foundational effort, this action plan will serve as a prerequisite to several other enrollment strategies across the district and therefore does not have a direct enrollment impact.

A4: Dual Enrollment with an Equity Lens

Dual enrollment represents almost 10% of the NOCCCD credit student enrollment and is a critical component for future enrollment. The dual enrollment plan has two primary goals: 1) continue to grow dual enrollment at both Cypress and Fullerton Colleges and 2) increase the conversion of dual enrollment students to degree seeking Cypress and Fullerton College students. The plan identified best practices and steps to strategically manage dual enrollment growth. The plan recommends expanding to summer programming which will continue to be reviewed by the Cypress and Fullerton Presidents to determine actual costs and opportunities for shifting resources.

A4 Projected FTES Impact

Enrollment increases are based on a 5% enrollment increase annually (year-over-year increase from 23-24 to 24-25 was 50%).

	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Cypress	59	117	176	234	293
Fullerton	47	95	142	190	237
NOCCCD Total	**106**	**212**	**318**	**424**	**530**

B1: Reimagine Orientation

This strategy seeks to create a coordinated, student-centered orientation framework that is consistent across the district while adaptable to different student needs. Key actions include aligning and enhancing orientation content, restructuring delivery around critical milestones, streamlining systems and communication, and incorporating automation for tracking and messaging. The plan also extends orientation into the first term by integrating Student Success Navigators, leveraging data

and emerging technologies, and involving families or support systems to strengthen student connection and persistence.

B1 Projected FTES Impact
Enrollment impact is based on improving the fall to spring persistence rate by 1% each year.

	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Cypress	12	29	46	62	79
Fullerton	14	33	53	73	93
NOCE	22	45	68	90	113
NOCCCD Total	**48**	**107**	**167**	**225**	**285**

C1: Course Scheduling and Planning

This strategy focuses on improving the alignment of course planning, schedule building, and instructional assignments to better support student enrollment and success. Key actions include hosting an Enrollment Summit to reinforce student-centered scheduling as a district priority, improving internal timelines for efficiency, exploring an 'Opt Out Scheduling' model that maps out course schedules for first-year students, and standardizing processes through adoption of scheduling software. The plan also emphasizes establishing consistent guidelines for instructional assignments that account for workload, FLAC timelines, and equitable practices across the district.

C1 Projected FTES Impact
Enrollment impact is based on increasing the percentage rate of students who earn a degree or certificate by 1% each year.

	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Cypress	19	37	56	74	93
Fullerton	21	42	63	84	105
NOCE	12	24	35	47	59
NOCCCD Total	**52**	**103**	**154**	**205**	**257**

C2: Completion: Predictive Analytics and Proactive Intervention

This strategy emphasizes districtwide coordination to strengthen student success efforts and ensure a consistent, equitable approach across colleges. A cross-college task force will align initiatives, clarify roles, and create shared structures for student support. The plan calls for expanding and integrating tools such as Starfish and DegreeWorks, developing a shared language and resource map, and aligning terminology, technology, and service delivery across campuses. It also prioritizes ethical and transparent use of predictive analytics by creating guidelines and trainings that safeguard student agency. A coordinated communication framework will further align messaging, timing, and outreach to provide proactive, student-centered interventions that promote completion.

C2 Projected FTES Impact
Enrollment impact is based on improving the fall-to-fall persistence rate by 1% each year.

	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Cypress	7	15	22	30	37
Fullerton	10	20	30	40	50
NOCE	14	27	41	55	69
NOCCCD Total	**31**	**62**	**93**	**125**	**156**

D: Academic Strategies

The set of academic strategies needs additional coordination with the academic areas and faculty from each college. The strategies include integrating student and employer demand data with the on-going program revitalization process and developing non-credit to credit pathways, which will be advanced through the NOCE strategic plan with the intention of identifying programs that can feed Cypress and Fullerton Colleges. Another initiative that should be pursued at each institution and coordinated at the district is a consistent approach and policy for determining and awarding credit for prior learning.

A CTE workforce development initiative will also be explored to strengthen NOCCCD's role in advancing social mobility by expanding work-based learning and career readiness opportunities for students. The plan will identify best practices in career mentoring and curriculum integration, building strong pipelines with local employers, and developing curriculum guidelines for advisory boards and employer outreach. Key action areas could include promoting on-the-job training and apprenticeship programs, encouraging leadership participation in community boards, and securing grants to sustain partnerships and administrative support.

E1: Online Framework for Growth

This strategy will be further developed during the spring semester of 2026. The plan will focus on developing the North Orange Continuing Education strategic enrollment plan with an emphasis on hybrid, low residency, and fully online programs. The NOCE plan will be followed by plans at Cypress and Fullerton Colleges to align with NOCE for fully online programs. The plan will provide a playbook for instructional design, course development, faculty support, technology infrastructure, accreditation, and compliance requirements. The plan will also identify target audiences for programs and recruitment and marketing strategies for connecting with students.

VII.   Enrollment Projections and Estimated Costs

Baseline Projections

To establish baseline enrollment projections, we began by analyzing the District's major student populations: new first-time students, new transfers, adults, dual enrollment, returning students, and continuing students. Each group presents distinct demographic and behavioral trends. For example, first-time and transfer students under 25 are projected to decline modestly in line with the shrinking pipeline of California high school graduates, while adult students remain stable and dual enrollment is expected to continue its upward trajectory. Returning students are forecasted to decrease slightly, whereas continuing students demonstrate positive momentum, showing increases based on recent historical trends. These differentiated projections provided the foundation for a realistic baseline that reflects both external demographic shifts and internal enrollment patterns.

Our baseline development was further informed by the Enrollment Projection Model (EPM) study conducted by Ruffalo Noel Levitz. This analysis combined market size data with the District's historical market share across first-year, transfer, and adult students. Using NCES K–12 data and U.S. Census sources, the model estimated multi-year enrollment scenarios by layering in best-case, maintain, and worst-case outcomes. Together, the student-type analysis and EPM methodology created a comprehensive baseline against which we could layer on the anticipated outcomes of the District's strategic enrollment initiatives.

New First-Time Students (<age 25):	• "Traditional" direct from high school population • Projected 2% decline as high school graduates decrease
New Transfer (<age 25)	• Direct from high school population that has some college completed • Projected 1.5% decline as high school graduates decrease
Adult Students (>age 25 for Cypress/Fullerton + all NOCE students)	• Adults from census, including those with some college • Projected 0% decline (relatively stable)
Dual Enrollment Students	• High school students taking NOCCCD classes while attending high school • Projected 5% increase based on historical trends for last 3 years + Vision 2030 goals
Returning Students	• Students who had 2+ semesters away from NOCCCD and re-enrolled • Projected 2% decline based on historical trends for last 3 years
Continuing Students	• Students who remain enrolled semester-over-semester • Projected 3% increase based on historical trends for last 3 years

Projected Headcount Enrollment by Student Type with SEP Gains

The following table presents enrollment projections by student type for each institution from fall 2026 through fall 2030. These projections build upon the established baseline data and incorporate anticipated gains from the District's enrollment strategies. They represent aspirational goals that illustrate what is possible if the strategies are effectively implemented. While the projections provide a districtwide framework, each college will have the opportunity to further refine how they will achieve these goals within the context of their local plans.

	NOCE	New 1st Time Cypress	New 1st Time Fullerton	New Transfer Cypress	New Transfer Fullerton	New Adult Cypress	New Adult Fullerton	Dual Enrollment Cypress	Dual Enrollment Fullerton	Continuing Cypress	Continuing Fullerton	Returning Cypress	Returning Fullerton
Fall 2026	11,118	3,140	3,778	947	1,094	1,028	1,188	2,029	1,668	8,220	10,975	1,260	1,635
Fall 2027	11,314	3,308	3,967	1,015	1,158	1,111	1,259	2,297	1,837	8,507	11,354	1,235	1,602
Fall 2028	11,510	3,479	4,158	1,082	1,223	1,211	1,347	2,570	2,005	8,800	11,732	1,210	1,570
Fall 2029	11,706	3,679	4,382	1,151	1,287	1,325	1,443	2,848	2,174	9,101	12,110	1,186	1,539
Fall 2030	11,901	3,831	4,545	1,202	1,332	1,446	1,540	3,131	2,342	9,410	12,489	1,162	1,508

Total Projected Headcount Enrollment by NOCCCD Institution, 2026-2030

	NOCE Total	Cypress Total	Fullerton Total	NOCCCD Total
Fall 2024 (Actuals)	10,935	15,938	19,642	46,515
Fall 2025 (Estimates as of 9/1/2025)	9,754	16,759	20,448	46,961
Fall 2026	11,118	16,625	20,338	48,081
Fall 2027	11,314	17,473	21,176	49,963
Fall 2028	11,510	18,353	22,034	51,897
Fall 2029	11,706	19,291	22,934	53,930
Fall 2030	11,901	20,182	23,755	55,838

Estimated SEP Costs

In addition to enrollment projections, the following table outlines the estimated resources required to implement each strategy effectively. These estimates include projected costs, staffing needs, and technology or infrastructure investments necessary to support successful execution.

Enrollment Strategies		2025	2026	2027	2028	2029	2030
A1: District-Wide Customer-Relationship Management (CRM) System Launch and Implementation	Element 451 contract [already budgeted]	$209,880	$209,880	$209,880	$209,880	$209,880	$209,880
A2: Recruitment Culture	Personnel and recruitment supplies/transportation	$266,000	$266,000	$266,000	$266,000	$266,000	$266,000
A4: Dual Enrollment with an Equity Lens	Summer programming: supplies, transportation, food, textbooks, evening parent sessions		$350,000	$350,000	$350,000	$350,000	$350,000
B1: Reimagining Orientation	In-person orientation programming support / staffing		$75,000	$75,000	$75,000	$75,000	$75,000
C1: Course Scheduling and Planning	Enrollment summit / Course Scheduling/Enrollment management software license		$258,439	$131,000	$137,000	$143,974	$143,974
C2: Student Completion – Analytics and Interventions	Starfish annual subscription cost	$270,000	$270,000	$270,000	$270,000	$270,000	$270,000
D1 – D4: Academic Programs (Aligning Program Revitalization with Demand, Noncredit to Credit Pathways, CTE Earn and Learn, and Credit for Prior Learning)	TBD						
E1: Online Framework for Growth	TBD						

VIII. Future Structure to Monitor Enrollment Management

As a next step, each NOCCCD institution will finalize its strategic enrollment plan in alignment with the Districtwide Plan. College presidents and their leadership teams will review the resources required to ensure the success of each strategy and identify opportunities to shift or reallocate resources to support future enrollment growth.

Each Action Team will also reconvene to review and confirm the strategies and action steps outlined in this plan. Teams will refine their implementation timelines, identify key milestones, and establish clear reporting intervals to track progress and outcomes. This process will ensure that each area remains aligned with districtwide priorities, that dependencies across teams are recognized and coordinated, and that progress is regularly communicated through an established monitoring system.

Responsible parties have also been identified to lead the strategy areas and coordinate the implementation and progress reporting. The table below lists the parties responsible for each Action Team. Each responsible party will report to the District Consultation Council on a quarterly basis.

Strategy Area	Responsible Parties
A1: District-Wide Customer-Relationship Management (CRM) System Launch and Implementation	• Campus Communication Directors • Dean, Enrollment Services (FC) • Directors, Admissions & Records • Directors, Community Engagement / Outreach /Promise
A2: Recruitment Culture	• VPs of Student Services • VPs of Instruction • Directors, Community Engagement / Outreach /Promise • Campus Communications
A3: Automate Application Processes	• Directors of Admissions & Records • VPs of Student Services • Student Services Council (CC) • Directors, Community Engagement / Outreach /Promise • Associate Deans (NOCE)
A4: Dual Enrollment with an Equity Lens	• Dual Enrollment Directors (CC, FC) • Transition Counselor (NOCE) • VPs of Instruction • Director, Community Engagement (NOCE) • Dual Enrollment Committee (CC, FC)
B1: Reimagining Orientation	• VPs of Student Services • Student Services Council (CC/FC) • Directors, Community Engagement / Outreach /Promise • Dean of Counseling/Director of Student Equity & Success
C1: Course Scheduling and Planning	• VPs of Instruction • Deans/Associate Deans

	• Institutional Research & Planning Directors • Catalog & Schedule Coordinator/Scheduling Leads
C2: Student Completion – Analytics and Interventions	• Guided Pathways/Student Equity Directors • Institutional Research & Planning Directors • Directors of A&R • DegreeWorks Functional Leads • Student Advocate/Navigator Coordinators • Directors, Community Engagement / Outreach /Promise • Deans of Counseling • IT Executive Director
D1 – D4: Academic Programs (Aligning Program Revitalization with Demand, Noncredit to Credit Pathways, CTE Earn and Learn, and Credit for Prior Learning)	• Faculty Senate • District Curriculum Coordinating Council • Departmental Faculty • CTE Deans
E1: Online Framework for Growth	• NOCE (lead) • VPs of Instruction • VPs of Student Services • Vice Chancellor of Educational Services and Institutional Effectiveness
Overarching Support	Career Education Directors (including funding support)

To promote accountability and transparency, the district will implement a strategic portfolio management system through Higher Digital. This platform will provide action plan leads with secure access to update progress on individual initiatives, while also enabling districtwide monitoring. Key performance indicator (KPI) data will be entered into the system and displayed in visual dashboards for leadership review. These tools will enhance the district's ability to track outcomes, assess progress toward goals, and make timely adjustments to strategies.

The district has entered into a one-year contract with Higher Digital through May 2026. At that point, the district will evaluate the effectiveness of the system and consider whether to extend the contract or explore alternative options for ongoing monitoring.

IX.   Closing Comments and Acknowledgements

The development of the *NOCCCD Strategic Enrollment Plan* represents a significant step toward a more coordinated and data-informed approach to enrollment management across NOCCCD. Through extensive collaboration among the colleges, district leadership, and Ruffalo Noel Levitz, this plan provides a shared framework for sustaining and growing student enrollment in alignment with the district's mission and values. The next phase will focus on implementing and refining the strategies outlined, maintaining clear communication, and monitoring progress to ensure continued alignment with institutional goals and student needs.

Limitations and Considerations

While this plan establishes a strong foundation for districtwide coordination, several factors may affect the pace and scope of implementation:

- Timeline: A detailed implementation timeline must be finalized and consistently followed to ensure accountability and measurable progress.

- Interdependencies: Some action steps depend on the completion of others (e.g., purchasing and integrating new software systems before related initiatives can be executed effectively).

- Budget Constraints: Implementation will require review and potential re-prioritization of existing budgets. The district must balance these priorities within the current fiscal environment.

Appendix A: Action Plans

A1: Action Plan for Districtwide CRM Launch and Implementation

Overarching Strategy: Implement a district-wide CRM. Create a communication architecture with personas by student types, levels and program or other college information. Align the CRM with the stages of recruitment: prospect, inquiry, apply, completed application, orientation, enroll, attend.

Steps	Responsibility	Estimated Cost
Finalize vendor contract with CRM vendor	Executive Director, IT	$209,880
Establish district-wide CRM task force, meeting once per semester for coordination and reporting. Report out to DCC.	CRM Campus Leads	In-kind
Cypress to share the best practices/portfolio of communication from Element451 with Fullerton/NOCE	Cypress Campus Communication Director	In-kind
Clarify technical and functional leads for the CRM implementation (e.g., technical lead: IS, functional leads: communication, outreach, A&R teams)	CRM Task force	In-kind
Identify roles and responsibility across the colleges relative to CRM	CRM Campus Leads	In-kind
Integrate banner and CRM for automation (pilot with Cypress)	District IS lead with campus CRM Leads	TBD
Audit current communication flow (Fullerton and NOCE new and refresh / revise at Cypress)	CRM Campus Leads	In-kind
Develop communication architecture across colleges and enrollment types and determine communication modality for each touchpoint	CRM Task force with college implementing	In-kind
Label the funnel stages and determine historical funnel performance	CRM Task force	In-kind
Develop workflow at each college within district-wide framework to include roles and responsibilities	CRM Task force guidance/ Colleges implementation	In-kind
Each college document recruitment, outreach, engagement, promotion activities - determine alignment with CRM.	Colleges with CRM Taskforce guidance	In-kind
Establish tracking reports and associated tasks (best practices) for staff members	CRM Task Force	In-kind
Determine how CRM, Starfish and Banner integrate - what tool at which steps	CRM Task Force	TBD
Establish training and documentation guides	CRM Task Force	In-kind
Host annual CRM workshop to allow end users to explore features, get hands-on practice, and share cross-campus processes	CRM Task Force	TBD
Continued review and adjustments	CRM Campus Leads	In-kind

A2: Action Plan for Recruitment Culture

Overarching Strategy: Develop and implement line-item budgets for advertising, marketing, and recruiting to continue recruitment activities in a post-reengagement funding environment. Recruitment is based on outreach and engagement with prospective and applied students through registration. The strategy also establishes data-sharing agreements with CSU Fullerton, UC Irvine, and local high school districts to create incoming student data profiles, allowing colleges to design proactive advising, summer bridge programs, and interventions that meet students' specific needs.

Steps	Responsibility	Estimated Cost
Establish a district / college wide recruitment structure integrated with shared governance process. Examine existing employees, titles, and recruitment tasks to define roles. Clarify and coordinate marketing, communication, admission, and recruitment tasks. Appoint a workgroup to coordinate across campuses.	VPSS, Campus Communications, VPIs	In-kind
Establish data-sharing agreements with CSU Fullerton, UC Irvine, and local high school districts to create incoming student data profiles. Design advising, summer Bridge Programs and other student interventions around the needs of incoming students.	VPSS, Institutional Research, VC of Educational Services and IE	In-kind
Determine the costs of recruiting students. Identify internal and explore external funding sources to offset state reductions and determine recruitment costs needed to achieve enrollment goals	VPSS, VPAS	In-kind
Formalize promise programs with permanent staffing and continue to support professional experts.	VPSS, Campus Communications, VPIs	$100,000/yr
Institutionalize outreach at NOCCCD - coordinate events, open houses, train for the image and brand(s), programs, outcomes. Develop recruiting professional development. Review and reduce turnover and identify sustained staffing plans. Determine how to create scalable staffing plans. Integrate AI (chatbots) and opportunities to automate tasks.	VPSS, Campus Communications, VPIs	$166,000 /yr
Coordinate CRM implementation with recruitment plans and outreach events (automate and capture student information in real time)	VPSS, Campus Communications, VPIs	In--kind
Align geo-fencing and digital advertising investments with cycles and enrollment funnel progression. Document the baseline recruitment protocols. Continue to track events, use CRM, and build plans accordingly.	VPSS, Campus Communications, VPIs	TBD
Align labor market and program demand insights to prioritize and implement recruitment activities at college level.	VPSS, Campus Communications, VPIs	TBD
Coordinate promotion and digital advertising investments across the district. Identify sources and probability for enrollment based on past performance.	VPSS, Campus Communications, VPIs	In-kind
Inventory processes, roles and hand off from recruitment through orientation, first year, continued persistence. Determine best practices.	VPSS, Campus Communications, VPIs	In-kind
Liaison with Faculty Senate and/or department coordinators to ensure faculty voice is included in process; share faculty outreach best practices	VPSS, Campus Communications, VPIs	In-kind
Ensure alignment with Campus Communications teams so that campus branding protocol/guidelines are followed and teams are trained	VPSS, Campus Communications, VPIs	In-kind
Develop shared event coordination, such as creating centralized event calendar so that employees can avoid duplication at fairs	VPSS, Campus Communications, VPIs	In-kind
Incorporate AB19 funding formula changes into recruitment and FTES projections and explore alternative funding strategies	VPSS, VPAS, Institutional Research	In-kind

A3: Action Plan for Automate Application Processes

Overarching Strategy: Determine how to better automate the application process, create efficiencies, respond to students faster, and improve enrollment yield. Align work with the districtwide pilot of "Reimagine CCCApply". Identify opportunities for coordinating and improving collective impact across all three institutions. Also, integrate application processing with the CRM implementation strategy.

Steps	Responsibility	Estimated Cost
Participate in Statewide taskforce for Reimagine CCCApply to improve application user experience and fraud prevention. Document high-impact fields to remove or suppress, where possible.	Directors, Admissions and Records	In-kind
Map/understand the application process at each institution. Map all program-specific application variations and document customized pathways for distinct student types.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise	In-kind
Identify process milestones in alignment with CRM implementation. Require CRM integration for all application touchpoints (i.e., interest forms, intake questions, etc.) so that data capture is centralized.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise	In-kind
Identify codes in Banner for student type and determine how to align the processes to consistent student expectations.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise	In-kind
Determine best practices across colleges/NOCE for alignment.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise Associate Deans (NOCE)	In-kind
Establish standard application stages and reporting/data collection methods for each. Include recommended standard nomenclature.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise	In-kind
Clarify college needs and document process logic across district. Assess data mapping needs and implications across institutions.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise Associate Deans (NOCE)	In-kind
Consider the needs of different populations in the application process (e.g., multi-language forms, in-person support, etc**.**) Build parallel automated and manual workflows for populations unable to complete online applications	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise Associate Deans (NOCE)	In-kind
Explore developing a parent or partner portal for information sharing. Develop training modules for community partners, adult schools, workforce sites, and assisted-living facilities to support students to complete applications.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise	In-kind
Ensure student-friendly and intuitive processes.	VPs of Student Services Student Services Council (CC) Directors, Community Engagement / Outreach /Promise	In-kind

A4: Action Plan for Dual Enrollment with an Equity Lens

Overarching Strategy: Institutionalize dual enrollment across the district and stabilize infrastructure and funding. Provide college continuation pathways for the region. Continue to develop NOCE's Adult Dual Enrollment Program. Maintain conversion of dual enrollment students to Cypress/Fullerton and NOCE students to Cypress/Fullerton. Continue to deliver high-quality wrap around student support. Position Cypress and Fullerton Colleges to best compete following Senate bill.

Steps	Responsibility	Estimated Cost
Document staffing models and institutionalize similar infrastructure at both colleges.	VPs of Instruction Dual Enrollment Committee (CC, FC) Dual Enrollment Directors (CC, FC) Transition Counselor (NOCE) [Henceforth **Dual Enrollment Team**]	In-kind
Explore alternative funding beyond current sources to sustain dual enrollment with permanent staffing and ability to plan for future years.	Presidents / VPs of Instruction	In-kind
Pilot a program that provides one college introduction class for all high school students to take before they graduate high school	Dual Enrollment Team	In-kind
Continue to develop and expand NOCE's Adult Dual Enrollment Program, including sharing protocols for advising NOCE students on pathways for transitioning into credit college programs	VPs of Instruction NOCE Transition Counselor Associate Deans Directors, Admissions & Records	In-kind
Continue to support and implement the use of dual enrollment specific software	Dual Enrollment Team Executive Director, IT	In-kind
Expand programming to include summer bridging and parent information	Dual Enrollment Team	$350,000
Codify training, staff mentoring, and equity facilitation with team members and campus stakeholders	Dual Enrollment Team	In-kind
Determine how to scaffold for special populations (ESL), ninth grade expansion, summer initiatives, etc.	Dual Enrollment Team	In-kind
Continue to assess college / district policies to address dual enrollment student needs.	Dual Enrollment Team Deans/Associate Deans	In-kind
Establish uniform application and registration process for dual enrollment across district and develop unified intake instructions for parent information sessions	Dual Enrollment Team Directors, Admissions & Records	In-kind
Collaborate with A&R teams to align registration processes and coding for dual enrolled students	Dual Enrollment Team Directors, Admissions & Records	In-kind
Address calendar conflicts between high schools and colleges	Dual Enrollment Team	In-kind
Streamline faculty textbook selection process	Dual Enrollment Team	In-kind

B1: Action Plan for Reimagining Orientation

Overarching Strategy: Enhance existing orientation activities to improve persistence. Analyzing course combination data and encouraging students to enroll in the golden four classes in the appropriate order; creating a solid first semester foundation.

Steps	Responsibility	Estimated Cost
Establish an orientation task force to ensure coordination and regulatory compliance carried out through orientation. Clarify orientation tasking (roles, responsibilities, positions) across district.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	TBD
Organize and parse information in a timely way, associated with milestones (i.e., 2nd composition course) rather than all information on the front end. Coordinate student communication flow.	VPs of Student Services / Campus Communication	In-kind
Inventory orientation activities across campuses and determine best practices and opportunities for coordination, include program specific and target population orientations.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	In-kind
Address manual processes associated with tracking orientation and explore automation through existing systems.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	In-kind
Develop and design orientation framework based on student populations and needs. Identify performance metrics and consistent standards for all modalities and delivery plans.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	TBD
Align orientation options with student populations and needs. Offer in-person orientation as an option, customize for first year, adults, and all populations. Address outcome results in online orientation options and multiple starts for NOCE. Build an architecture for NOCE orientation activities (do not create barriers but inform for continued engagement). Build on efforts to improve coordination such as athletic orientation, registration information, etc...).	VPs of Student Services Directors, Community Engagement/Outreach /Promise College Orientation Teams Student Services Council (CC/FC)	$75,000
Close timing gaps between orientation messaging and access to student portal (My Gateway) orientation model (Comevo); coordinate automated messages that explore resources and bridge wait times; reduce SPAM challenges in communication; expand bus-in and in-person orientation.	VPs of Student Services Directors, Community Engagement/Outreach /Promise College Orientation Teams / campus communication / IT	In-kind
Expand orientation to include welcome week and first semester activities. Coordinate activities.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	In-kind
Enlist student success advocates / navigators to coordinate continued outreach and coordinate with proactive intervention.	VPs of Student Services Directors, Community Engagement/Outreach /Promise Advocates/Navigators	In-kind
Review additional support requirements and persistence impact.	Institutional Research	In-kind
Use AI / machine learning to understand student behaviors (declared vs. practical majors) to ensure proactive guidance.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	TBD
Identify how to communicate and engage the student's family - support system in the process.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	TBD
Include student voice in the process to provide suggestions and feedback on approaches.	VPs of Student Services Directors, Community Engagement/Outreach /Promise	TBD

C1: Action Plan for Course Scheduling and Planning

Overarching Strategy: Identify opportunities to improve course planning, streamline scheduling processes, reduce multiple systems, build institutional knowledge and clarity to support consistency. Define stakeholder roles associated with scheduling. Ensure that scheduling is student-centered and college / district mission centered. Identify best practices (historical, college, new, peer) to guide scheduling culture. Improve facility efficiency and reduce cancelled courses.

Steps	Responsibility	Estimated Cost
Address cultural issues that prevent student-centered scheduling. Leadership confirms that student-centered scheduling is a top priority for colleges / district.	VPI, Deans, Counseling Departments, Faculty Coordinators	In-kind
Clarify course planning, schedule building, and instructional assignments as distinct activities. Identify nomenclatures & definitions.	VPs of Instruction, Deans, IRP Directors	In-kind
Pilot 'Opt Out Scheduling' model that maps out course schedules for first-year students	VPs of Instruction, Deans	In-kind
Ensure course planning is aligned with curriculum and technology tools such as Program Mapper, and ed planning through Degree Works. Review workflow and ensure consistency across colleges.	VPI, Deans, Counseling Departments, Faculty Coordinators	In-kind
Standardize scheduling processes across the district. Document process and provide guides and best practices for deans, including on waitlists, class size, cancellations, etc. Establish vision for future and approaches (block scheduling w/common passing periods, roll-over, other)	A & R, VPs of Instruction, District IR, Catalog & Schedule Coordinator/Scheduling Leads	In-kind
Review and update business process review completed in Spring 2024 (roles, responsibility, milestones, steps)	VPI, District IR Catalog & Schedule Coordinator/Scheduling Leads	In-kind
Align NOCE scheduling processes with Fullerton / Cypress approaches. Establish consistency across and within colleges.	A & R, VPI, Catalog & Schedule Coordinator/Scheduling Leads, District IR	In-kind
Assess and recommend technology solutions to support automation and data-informed processes. Address technical challenges associated with scheduling systems. Reduce labor intensity for process.	A & R, VPI, Catalog & Schedule Coordinator/Scheduling Leads, District IR	In-kind
Identify ideal schedule building timelines and staffing models (parity across campuses)	A & R, VPI, Catalog & Schedule Coordinator/Scheduling Leads	In-kind
Purchase scheduling tool to support consistent schedule building and provide on-demand enrollment analytics for deans to use in course planning and quality assurance.	VPIs, Deans, Catalog & Schedule Coordinator/Scheduling Leads	$300,000
Offer an enrollment summit to share scheduling insights, best practices, and action plan across the district. Include details on calculating FTES, contact hours, etc. and efficiency measures for schedule planning.	VPI, Deans, Catalog & Schedule Coordinator/Scheduling Leads, IRP Directors	$3,000
Design course planning and scheduling based on student demand. Develop and deliver continuous training, support, procedure manuals for Deans and program coordinators. Couple course planning and scheduling with SEP enrollment plan and goals.	VPI, Deans, Catalog & Schedule Coordinator/Scheduling Leads, District IR	In-kind
Evaluate the noncredit to credit transition process from a scheduling perspective (i.e., coordinated pathway timing). Include how to support scheduling mirrored courses.	VPI, Deans, Counseling Departments, Faculty	In-kind
Provide training on technology tools to support scheduling and how to estimate the cost of the schedule (from CRN to Dept level)	VPI, Deans, IRP Directors	In-kind

C2: Action Plan for Student Completion – Analytics and Interventions

Overarching Strategy: Build on Student Advocates, system data, coordinate student communication, align with categorical, regulatory and program requirements to include specialized areas (Promise program, athletics). Collect and report data to inform intervention. Establish structure for leveraging intervention tools and services. Coordinate and orchestrate interventions. Emphasize proactive approaches that anticipate student needs before they ask or stop out.

Steps	Responsibility	Estimated Cost
Establish a core task force district-wide task for coordination of college activities and initiatives. Consider the Starfish user goals for this purpose.	Guided Pathways/Student Equity Directors, IRP Directors, Directors of A&R, DegreeWorks Functional Leads, Student Advocate/Navigators Directors of Community Engagement/Outreach /Promise Deans of Counseling , Executive Director, IT [Henceforth **Student Success Leaders**]	In-Kind
Allocate specific funding for Starfish or similar retention software across the District.	Student Success Leaders	$270,000/yr
Review staffing and permanent funding to support the intervention work.	Student Success Leaders	$105,000/yr
Document differences in college structures to support tasks and recommend nomenclature.	Student Success Leaders	In-Kind
Document intervention resources across campuses	Student Success Leaders	In-Kind
Document tools and technology that support the tasks, integration	Student Success Leaders	In-Kind
Develop guidelines for reviewing, vetting, and adopting technologies related to predictive analytics and student support (reasoning - ensure the Colleges are involved in the process from the start).	Student Success Leaders	In-Kind
Establish guidelines and ethical use policies for predictive analytics	IRP and Guided Pathways Directors	In-Kind
Enhance processes associated with DegreeWorks (see comments page) clarify and articulate student view, use, and value.	Student Success Leaders	In-Kind
Document steps and tasks remaining to fully implement Starfish predictive analytics at each institution.	Student Success Leaders	In-Kind
Develop a communication architecture and implement the integrated continuing student communication plan. Include timing, mode, audience and accountable office. Ensure semester review and updates of information. Align with web navigation and wayfinding for student support. Coordinate all messages across campus with VPs of Instruction and Student Service**s**.	Student Success Leaders	In-Kind
Determine technical support, bandwidth, and backup plans (ensure capacity for strategy success).	Student Success Leaders	In-Kind
Develop a districtwide process for auto-awarding degrees and certificates (use NOCE process as a starting point)	Student Success Leaders	In-Kind

Appendix B: Districtwide Collaborators in SEP Development

Site	Name	Position	Constituent Group
Cypress	Andrea Laguna Morales	Special Projects Manager - Dual Enrollment	Administrator/Manager
Cypress	Brady Miller-Wakeham	Director, Ed Partnerships and Programs/Guided Pathways	Administrator/Manager
Cypress	Brittany Hamer	Special Project Director, Outreach/CEP/Student Success	Administrator/Manager
Cypress	Bryan Ventura	Director, Institutional Research and Planning	Administrator/Manager
Cypress	David Mosely Booze	Director, Admissions & Records	Administrator/Manager
Cypress	Elli Constantin	Director, Distance Education	Administrator/Manager
Cypress	Gabriela de la Cruz	Director, Financial Aid	Administrator/Manager
Cypress	Kathleen Reiland	Vice President, Instruction	Administrator/Manager
Cypress	Marc Posner	Director, Campus Communications	Administrator/Manager
Cypress	Patricia Menchaca	Dean	Administrator/Manager
Cypress	Paul De Dios	Vice President, Student Services	Administrator/Manager
Cypress	Rick Hodge	Dean Career Technical Education	Administrator/Manager
Cypress	Stephanie Teer	Director Educational Partnerships and Programs, Dual Enrollment	Administrator/Manager
Cypress	Treisa Cassens	Dean	Administrator/Manager
Cypress	Belinda Allan	Administrative Assistant II	Classified Professional
Cypress	Eileen Haddad	Senior Research and Planning Analyst	Classified Professional
Cypress	Marcie Kagawa	Campus Mktg Outreach Coordinator	Classified Professional
Cypress	Michael Ashton	Instructional Designer	Classified Professional
Cypress	Stephanie Acosta	Administrative Assistant III	Classified Professional
Cypress	Angela Haugh	Curriculum MIS/Business Analyst	Classified Professional
Cypress	Joyce Peacock	Faculty, Curriculum Cmte Chair	Faculty
Cypress	Jacky Rangel	Articulation Officer - Counselor	Faculty
Cypress	Jeannie Mitsch	Counselor, CTE	Faculty
Cypress	Jenelle Herman	Faculty, ESL	Faculty
Cypress	Jill Bauer	Faculty, ESL	Faculty
Cypress	Jolena Grande	Faculty, Mortuary Science	Faculty
Cypress	Juan Garcia	Adjunct Counselor, Veterans Resource Center	Faculty
Cypress	Kathleen McAlister	FT Faculty/Faculty Senate President	Faculty
Cypress	Samantha Simmons	Faculty/Distance Education Coordinator	Faculty
Cypress	Steven Estrada	Faculty, Ethnic Studies	Faculty
Cypress	Mercedes Milner	Professional Expert, Veteran's Center	Professional Expert
District Services	Gabrielle Stanco	District Director, Research, Planning and Data Management	Administrator/Manager

District Services	Khaoi Mady	Interim Executive Director, IT	Administrator/Manager
District Services	Mayra Pulido	Administrative Assistant III, Educational Services & Institutional Effectiveness	Classified Professional
District Services	Cherry Li-Bugg	Vice Chancellor, Educational Services and Technology	Executive
District Services	Jennifer Vega La Serna	Vice Chancellor, Educational Services and Institutional Effectiveness	Executive
Fullerton	Albert Abutin	Dean of Enrollment Services	Administrator/Manager
Fullerton	Carlos Ayon	Dean	Administrator/Manager
Fullerton	Daniel Berumen	Director, Institutional Research & Planning	Administrator/Manager
Fullerton	Elizabeth Martinez	Interim Vice President, Student Services	Administrator/Manager
Fullerton	Ericka Adakai	Director, Instructional Partnerships and Programs	Administrator/Manager
Fullerton	Flor Huerta	Dean, Counseling	Administrator/Manager
Fullerton	Greg Ryan	Director, Financial Aid	Administrator/Manager
Fullerton	Jeanette Rodriguez	Dean	Administrator/Manager
Fullerton	Jennifer Merchant	Director, Ed Partnerships and Programs/Guided Pathways	Administrator/Manager
Fullerton	Jose Ramon Nunez	Vice President, Instruction	Administrator/Manager
Fullerton	Ken Starkman	Dean	Administrator/Manager
Fullerton	Miranda Bates	Director, Campus Communications	Administrator/Manager
Fullerton	Rena Martinez Stluka	Director, Admissions & Records	Administrator/Manager
Fullerton	Tam Contreras	Director, Dual Enrollment	Administrator/Manager
Fullerton	Valerie Salazar	Director, Educational Partnerships & Programs (Promise)	Administrator/Manager
Fullerton	Annika Shellenbarger	Student Services Coordinator	Classified Professional
Fullerton	Gregory Menchaca	Testing and Assessment Specialist	Classified Professional
Fullerton	Amy Shrack	Administrative Assistant III - ISS	Classified Professional
Fullerton	Fatima Baltazar	Coordinator, Financial Aid	Classified Professional
Fullerton	Lisa Funaoka	Business Analyst I	Classified Professional
Fullerton	Mark Bounpraseuth-Hao	Coordinator, Financial Aid	Classified Professional
Fullerton	Rachel Mendiola	Communications Specialist	Classified Professional
Fullerton	Tammy Plachy	Administrative Assistant II	Classified Professional
Fullerton	Bridget Kominek	Faculty/Faculty Senate President	Faculty
Fullerton	Darnell Kemp	Faculty/Director, Distance Education	Faculty
Fullerton	Frank Guthrie	Faculty	Faculty
Fullerton	Gary Graves	Faculty	Faculty
Fullerton	Jeanne Costello	Faculty/Guided Pathways	Faculty
Fullerton	John Ison	Faculty, Curriculum Cmte Chair	Faculty
Fullerton	Kim Vandevort	Faculty, English	Faculty
Fullerton	Mary Bogan	Faculty, English	Faculty

Fullerton	Scott Lee	Counselor/Articulation Officer	Faculty
Fullerton	Scott Lee	Counselor/Articulation Officer	Faculty
Fullerton	Stewart Kimura	Counselor	Faculty
NOCE	Beverly Heasley	Director of Admissions and Records	Administrator/Manager
NOCE	Deborah Perkins	Director, Student Equity and Success	Administrator/Manager
NOCE	Dulce Delgadillo	Director, Institutional Research and Planning	Administrator/Manager
NOCE	Jennifer Perez	Director, Campus Communications	Administrator/Manager
NOCE	Karen Bautista	Vice President, Instruction	Administrator/Manager
NOCE	Kim Tang	Associate Dean, CTE	Administrator/Manager
NOCE	Lizbeth Juarez	Program Manager	Administrator/Manager
NOCE	Marcella Valle	Interim Director, Admissions and Records	Administrator/Manager
NOCE	Martha Gutierrez	Vice President, Student Services	Administrator/Manager
NOCE	Martha Turner	Associate Dean, LEAP	Administrator/Manager
NOCE	Tina McClurkin	Interim Associate Dean, CTE	Administrator/Manager
NOCE	Maria Aceituno	Instructional Designer	Classified Professional
NOCE	Maria Hernandez	Student Services Coordinator	Classified Professional
NOCE	Neshia Jenkins	Special Projects Coordinator	Classified Professional
NOCE	Shelia Moore-Farmer	Catalog and Schedule Coordinator	Classified Professional
NOCE	Corinna Lopez	Faculty	Faculty
NOCE	Jennifer Oo	Faculty	Faculty
NOCE	Kenneth A. Yu	Faculty	Faculty
NOCE	Michelle Patrick-Norng	Counselor	Faculty
NOCE	Yvette Krebs	Counselor	Faculty